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The *PRAXIS*® Study Companion

Education of Young Children (5024)

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Education of Young Children (5024)

Test at a Glance

The *Praxis*® Education of Young Children test is intended primarily for prospective teachers of young children (birth to age eight).

Test Name	Education of Young Children
Test Code	5024
Time	2 hours 30 minutes
Number of Questions	120 selected-response (SR) questions and 3 constructed-response (CR) questions*
Format	SR and CR questions
Test Delivery	Computer Delivered

Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Childhood Development and Learning	25 SR	17%
II. Observation, Documentation, and Assessment	19 SR	13%
III. Developmentally Appropriate Practices	19 SR	13%
IV. Professionalism, Family, and Community	19 SR	13%
V. Content Pedagogy and Knowledge	38 SR	24%
VI. Knowledge of Teaching	3 CR	20%

In allocating time on this assessment, it is expected that about 120 minutes will be spent on the selected-response section and about 30 minutes will be spent on the constructed-response section. The sections are not independently timed.

About The Test

The Education of Young Children test was designed to align with the National Association for the Education of Young Children's (NAEYC) Standards for Early Childhood Professional Preparation (2009) and the Common Core State Standards. It is based on a teaching approach that emphasizes the active involvement of young children in a variety of play and child-centered activities that provide opportunities for choices, decision making, and discovery. The test is designed to assess the examinee's knowledge about pedagogy and content, the relationship of theory to practice, and how theory can be applied in the educational setting. Also included in the test are multicultural influences; diversity; variations in development, including atypical development; and how these factors affect children's development and learning.

Each of the three constructed-response questions will focus on one of the following areas: Developmentally Appropriate Practices; Professionalism, Family, and Community; Observation, Documentation, and Assessment; or Content Pedagogy and Knowledge.

This test may contain some questions that will not count toward your score.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Discussion Questions

In this section, discussion questions are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

I. Childhood Development and Learning

An understanding of childhood development is crucial for those involved in the education of young children. Childhood development involved not only physical, cognitive, social emotional, and language development, but influences on development and how those influence affects learning. Decisions concerning the education for young children must be made within the context of the child's development in order to maximize learning and avoid inappropriate instruction.

A. **Understands children's characteristics and needs**

1. Understands multiple, interrelated areas of children's development and learning (e.g., physical, cognitive, social, emotional, language)

2. Understands multiple factors that affect children's motivation

B. **Understands multiple influences on the development and learning of the whole child**

1. Identifies factors that influence children's development and learning including but not limited to

   a. diverse cultural and linguistic contexts for development

   b. health status and disabilities

   c. family and community characteristics

2. Understands developmentally appropriate play, activity, and learning processes and how they influence learning

C. **Understands how multiple risk and protective factors affect children's development over time**

D. **Is familiar with the range of typical and atypical development (e.g., gifted and talented, learning delays, dual-language learners, developmental disabilities)**

E. **Understands how to apply developmental knowledge to create healthy, respectful, supportive, and challenging learning environments**

1. Knows strategies to promote young children's physical and psychological health, safety, and sense of security and well-being

2. Knows theory and research to construct learning environments that provide achievable and challenging experiences for each child

Discussion Questions: Childhood Development and Learning

- How would you adapt a learning activity to the physical development of a 3-year-old child versus the development of an 8-year-old child?
- What would be within the range of individual variation for a 4-year-old child's fine motor development?
- How would the method by which a 6-year-old child solves a problem differ from that of an 8-year-old child?
- What are some ways in which environment and inheritance shape cognitive ability?
- List four ways in which nutrition, health, disabilities, socioeconomic status, cultural upbringing, and family and community values can influence a child's physical, cognitive, and emotional development.
- How is a child's learning affected by family and community characteristics, such as family structure, socioeconomic conditions, home language, ethnicity, religion, or culture, and stresses and supports, such as special needs, births, deaths, or divorce? Indicate five ways in which a teacher could be informed of these characteristics without violating the privacy of individual families.
- Why is play important for development and learning?

- Indicate several ways in which gender, home life, and role models influence social and emotional development.
- What would be considered atypical fine motor development for a 5-year-old child?
- List five steps a teacher could take to design an environment that provides children with a sense of well-being, belonging, ownership, and freedom from physical and psychological fear.

II. Observation, Documentation, and Assessment

Learning and teaching are parts of an ongoing process in which goals are established, activities are designed, and outcomes are assessed to determine success. At each stage, the next goals are established according to assessment results in a constant cycle of learning and assessing. It is important that a teacher understand the variety of assessment tools and their purposes in order to align assessment with teaching goals, activities, and curriculum. It is also important that the teacher be effective in conveying information concerning assessment to families and other professionals.

A. Understands the goals, benefits, and uses of assessment to inform curriculum and instruction

1. Knows how to incorporate a variety of assessment methods (e.g., formal, informal, standardized) into curriculum

2. Know the advantages and disadvantages of a variety of assessment methods

3. Knows how to collect, analyze, and interpret observations and assessment results to inform instructional decision making

B. **Knows how to apply responsible assessment practices to meet the diverse needs of children (e.g., those who are culturally diverse, are linguistically diverse, who have disabilities, who have exceptionalities)**

C. **Knows appropriate methods for screening, referral, and evaluation to identify children who may benefit from additional support**

1. Knows appropriate screening tools
2. Understands the teacher's role as an active participant in the screening, referral, and evaluation process

D. **Knows the varied, diverse, and inclusive roles of families in the screening and assessment process**

E. **Knows strategies for team building, two-way communication, and reporting with families and colleagues to establish shared responsibility for child-centered learning**

Discussion Questions: Observation, Documentation, and Assessment

- What is the difference between summative and formative assessments? Identify a tool for each assessment. When would a summative assessment be appropriate? When would a formative assessment provide more information?

- Identify the important characteristics and purposes for each of the following different types of assessments: formal and informal, standardized, and observation; portfolios/work samples; anecdotal records; running records; interviews. Indicate the role of each assessment in the education of preschool or primary-grade students.

- What would be the purpose of creating a multidimensional assessment for students with cultural and linguistic differences?

- What is the role of the teacher in the process of a child being referred for speech?

- Identify the importance of involving the family in the assessment process.

- Indicate four ways in which assessment results can be communicated to families effectively. Provide guidelines that would help parents understand how to use this information to support their children's learning.

III. Developmentally Appropriate Practices

An early childhood teacher must use developmentally appropriate practices in the classroom and create a developmentally appropriate learning environment. Children need an environment that is literacy-rich and an environment where they are allowed to play and discover. The teacher must know how to arrange the environment indoor/outdoor and take safety into consideration

A. Knows how to structure the classroom environment to support children's learning

1. Knows how to organize the physical configuration, such as creating centers to support learning goals
2. Know how to establish schedules and routines
3. Knows how to match learning configurations to needs of children as individuals (e.g., paired, one-on-one) and as part of a group (e.g., whole group, small group, learning centers, projects)

B. Know how to apply a flexible, research- based repertoire of teaching and learning approaches to promote the diverse developmental needs of children including but not limited to the following

1. Knowing strategies to encourage critical- thinking skills and inquiry
2. Knowing how to scaffold and differentiate
3. Knowing how to support learning through the appropriate use of technology
4. Knowing how to use an integrated approach to curriculum

Discussion Questions: Developmentally Appropriate Practices

- Design learning environments, both indoors and outdoors, that allow for individual, cooperative, small- and whole-group activities, as well as providing opportunities for children to play, explore, and discover. Indicate one learning activity for each spatial environment.

- Design a classroom that would accommodate students with physical and emotional disabilities, including, but not limited to, placement of vision- and hearing-impaired students, space and paths for wheelchairs, children with challenging behaviors, and functional behavior assessment guidelines.
- How can technology be adapted for use with students with special needs? Indicate adaptations for physical, emotional, and educational needs.

IV. Professionalism, Family, and Community

Effective learning encompasses not just the classroom, but also the family and community. To be successful, the educational process must be supported in the home and community. Reinforcing the value of education conveys to the child importance of learning and encourages the child to strive for additional knowledge. It is the responsibility of the teacher to convey information concerning the learning process to the family and the community and to coordinate the goals for both school and home. A high level of professionalism, as well as teacher self-assessment, is crucial in maintain this relationship with families and communities.

A. Knows about ethical standards and other professional guidelines

1. Is familiar with the codes of ethical conduct of National Association for the Education of Young Children and the Division of Early Childhood

2. Knows relevant laws and the professional responsibilities and roles pertaining to issues that include but are not limited to IDEA, Section 504, mandatory reporting, confidentiality, compulsory education, FERPA, and HIPPA

B. Understands the importance of continuous, collaborative learning to inform practice

1. Knows ways to improve educational practices by seeking opportunities to grow professionally

2. Understands the purpose, role, and essential skills of engaging in collaborative learning communities (e.g., on-site, homes, conferences, data teams, etc.)

3. Understands the importance of reflection to analyze practices and to modify and improve work with young children

C. Understands the integrated role of other professionals who may be involved in children's care and education (e.g., special educators, reading specialists, speech and hearing specialists, physical and occupational therapists, specialists in gifted education, school psychologists

D. Knows appropriate uses of technology to communicate with children, families, and peers and to serve as a professional resource (e.g., digital portfolios, online report cards, embedded instruction)

E. Knows strategies to engage and support families and communities through respectful, reciprocal relationships

1. Knows strategies to build positive relationships with families and communities

2. Knows a variety of communication strategies and tools to foster relationships with families (e.g., informal conversations, conferencing, technology)

3. Knows strategies to connect families to needed resources (e.g., mental health services, health care, adult education, English-language instruction, economic assistance)

F. Knows strategies to involve families and communities in young children's development and learning

1. Is familiar with different strategies that engage families in their child's curriculum and assessment of learning

2. Knows how to collaborate with families and colleagues and enact protocols to make informed decisions regarding a child's education

3. Is familiar with strategies that address transitions within and among programs across multiple levels

Discussion Questions: Professionalism, Family, and Community

- What is the importance of IDEA '97?
- List five reasons why it is important to continue professional development, including professional membership.
- How would conferring with colleagues and paraprofessionals help in understanding a student's needs?

- Indicate three ways in which a teacher can use self-assessment techniques to reflect on teaching practices and the learning environment.
- What is the role of the school psychologist in assisting a child with behavioral issues?
- What type of specialist would assist a child with gross motor delays?
- List various types of ways to communicate with families through technology
- How is a child's learning affected by family and community characteristics, such as family structure, socioeconomic conditions, home language, ethnicity, religion, or culture, and stresses and supports, such as special needs, births, deaths, or divorce? Indicate five ways in which a teacher could be informed of these characteristics without violating the privacy of individual families.
- Design an activity that would create a welcoming environment that promotes family involvement and partnerships.
- How could a preschool program use community resources to enhance student learning? Indicate five ways to access community resources and five ways in which students could contribute to the community.
- Design an outline for a parent conference concerning one of your students. Indicate five strengths that you have observed in the student. List three areas that parents could reinforce at home. Be specific concerning the parental support,

indicating materials and methods that the parents could utilize.
- Indicate one activity for using each of these basic strategies that involves parents or guardians in the educational process: valuing family input, recognizing the family as the child's first teacher, identifying multiple ways to support families' efforts to help children learn, and creating a welcoming environment that promoted family involvement and partnership.

V. Content Pedagogy and Knowledge

Knows relevant national, state, and local learning standards as well as other resources to use for implementing and evaluating meaningful, challenging curricula for each child

1. Knows each subject area that is essential to children's learning competence
2. Knows developmentally appropriate resources, including books, standards documents, web resources, and individuals with content expertise, to consult for developing and implementing early childhood curriculum to support children's learning
3. Knows programs to support children with diverse needs (e.g., at-risk, English-language learners, in need of early intervention)
4. Knows the core concepts and standards in content areas: language and literacy, and mathematics as a foundation for instructional decision making and pedagogical implementation

5. Knows the importance of what to teach and how to teach to promote positive outcomes for each child

A. Language and Literacy

1. Communication Concepts (speaking, listening, and language)
   a. Understands strategies to develop children's communication concepts
      − knows nonverbal communication cues
      − knows the progression of oral language development, including but not limited to expectations for listening comprehension and verbal communication
   b. Knows how to facilitate and expand children's oral language and vocabulary development
   c. Knows strategies to address language delays
   d. Knows strategies to develop children's ability to participate in collaborative conversations
      − knows strategies to promote children's active listening
      − knows strategies for organizing and facilitating discussion
      − knows how to construct questions to promote children's critical thinking
   e. Knows strategies to develop children's oral presentation skills (e.g., modeling, retelling)
   f. Knows strategies to promote children's use of technology to create recordings of stories and poems

   g. Knows approaches for developing children's understanding of the conventions of standard English grammar and usage when writing and speaking

2. Emergent reading
   a. Knows how to develop children's concepts of print
   b. Knows how to develop children's phonological awareness
   c. Knows how to develop children's letter-sound knowledge, phonics skills, and word-analysis skills to support decoding
   d. Knows how to facilitate and expand children's use of vocabulary
   e. Knows how to develop children's ability to determine word meaning (e.g., context cues, syntax, roots, and affixes)
   f. Knows how to develop children's fluency to support comprehension (e.g., selecting appropriate texts, modeling fluent reading, using choral reading, and repeated reading)

3. Literature and Informational Text
   a. Knows how to develop children's ability to comprehend literature, informational texts, and other types of text
      − knows scaffolding strategies to support children's progress toward independent proficient reading at the high end of their text-complexity band (e.g., providing access to grade-level texts, purposeful grouping)

- knows strategies for helping children develop comprehension skills including but not limited to retelling and making text-to-self, text-to-world, and text-to-text connections
- knows strategies for teaching children to ask and answer higher-order questions about a topic, making explicit reference to the text
- knows strategies for teaching children to monitor their comprehension (e.g., making predictions, self-questioning)
- knows strategies and tools for teaching children to find and organize key details and main ideas in a text (e.g., play, think-alouds, graphic organizers)
- knows strategies and tools for teaching children to understand the relationships between illustrations, pictures, graphs, and the text in which they appear

b. Knows strategies to integrate literacy into the content areas (e.g., mathematics, social studies, science, and the arts

c. Knows how to develop children's understanding of features and structures of text across genres

d. Knows how to develop children's understanding of point of view (e.g., differences in point of view of story characters)

1. Writing
    a. Knows how to develop children's writing skills and how to support the cyclical process
        - identifies approaches to writing instruction
        - identifies strategies to guide planning for writing
        - uses technology to produce and publish writing
        - knows how to support drawing as a form of children's writing
    b. Knows how to support the development of writing, i.e., handwriting
        - knows how to use a variety of manipulatives to support fine motor skills
    c. Knows how to develop children's knowledge of opinion, informative/explanatory, and narrative writing and the purposes of these types of writing

B. **Mathematics**
    1. Counting and Cardinality
        a. Knows how to develop children's knowledge of number names and the count sequence
        b. Knows how to help children understand the relationship between number name and quantities (connecting counting to cardinality)
        c. Knows how to develop children's ability to use counting to determine how many objects are arranged in various configurations (e.g., line, rectangular array, circle)

d. Knows how to develop children's ability to compare numbers

e. Is familiar with strategies and tools that support children's learning in counting (e.g., place value mats, hundreds charts, manipulatives)

2. Operations and Algebraic Thinking

a. Knows how to support children's development of strategies and algorithms for addition and subtraction

b. Knows strategies for developing understanding of patterns

c. Knows how to develop children's understanding of the concepts of operations on rational numbers, from concrete to abstract

   − understands a variety of methods that represent operations on rational numbers in both arithmetic and word-problem format (e.g., number lines, area models, manipulatives)

   − understands a variety of strategies, including standard algorithms, that support children's understanding of mathematical operations (e.g., counting up to subtract, using mental math)

d. Knows common misconceptions and appropriate strategies for addressing misconceptions (e.g., conservation of number)

e. Knows strategies that develop understanding of patterns (e.g., generating rules and terms)

3. Numbers and Operations in Base 10

a. Knows how to develop children's understanding of place value

b. Knows how to develop children's understanding of representations of rational numbers and their properties

   − is familiar with strategies that compare rational numbers (e.g., comparison with the symbols $<$, $>$, and $=$)

4. Measurement and Data

a. Knows how to develop children's ability to describe and compare attributes of objects

b. Knows how to develop children's ability to classify objects into given categories

c. Knows strategies and tools to help children measure and estimate lengths in nonstandard units

d. Knows strategies to help children identify and represent time

e. Knows strategies and tools to represent and interpret data (e.g., bar graphs)

5. Geometry

a. Knows how to develop children's ability to identify and describe shapes

b. Knows how to develop children's ability to analyze, compare, create, and compose shapes

c. Knows strategies to help children understand characteristics of one-, two-, and three-dimensional figures (e.g., concrete and virtual manipulatives) and make connections to real-world objects

d. Knows strategies that help children use mathematical vocabulary and definitions to describe figures and describe similarities and differences among one-, two-, and three-dimensional figures

Discussion questions: Content Pedagogy and Knowledge

- Design a learning activity that incorporates all subject areas such as art, music, science, social studies, mathematics, and literacy. Indicate which areas of the curriculum will be integrated into the lesson.
- Choose a grade level and design a unit that identifies goals, state standards, activities, and evaluation.
- Develop a unit that integrates the arts into content area studies. Include activities that integrate the arts with mathematics, literacy, science, and social studies.
- Describe an early childhood learning environment that would shape oral language development.
- Design a unit that incorporated the writing process into daily activities. Specify each stage of the writing process within the unit.

- How do phonemic awareness, sentence decoding, word families, root words, and phonics support literacy development? Identify each of these specific literacy concepts and the role each plays in literacy development.
- Identify each of the following literacy teaching strategies and how each strategy could be used to help a student for whom English is a second language; grapheme-phoneme correspondence, journal writing, shared writing, cueing systems, rubrics, and reflective logs.
- Choose an age level and develop a literacy lesson that would introduce story structure. Include activities that would be appropriate for a small group of children that includes a student with perceptual difficulties and another student whose first language is not English.
- Design a lesson for a second grade class that will introduce the mathematical concept of geometry. What instructional strategies would you use? How would you evaluate the effectiveness of your lesson?
- What previous experiences should students have been exposed to prior to a lesson on addition?

Education of Young Children (5024) Sample Test Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or incomplete statements below is followed by suggested answers or completions. Select the one that is best in each case.

1. Of the following, which lists all of the concepts of measurement that a child at the preoperational level can understand?

    (A) The height of an object
    (B) The height and length of an object
    (C) The height, width, and length of an object
    (D) The height, width, length, and surface area of an object

2. Before reading a story about butterflies to his first-grade class, Mr. Alexander would like to access their prior knowledge of the subject. Which of the following would best address this objective?

    (A) Reinforcing concepts with an integrated curriculum
    (B) Modeling concepts of print, using a relevant big book
    (C) Prompting reflective thinking through a picture walk
    (D) Discussing age-appropriate research about butterflies

3. Mr. Lin teaches a second-grade class that includes three special education students whose Individualized Education Programs (IEPs) require the services of the speech-language pathologist. These services are scheduled during the class' "Book Battle" time, and Mr. Lin regularly keeps the students in class for that activity because he believes it benefits their reading skills. Which of the following best explains why Mr. Lin is in violation of the students' IEPs?

   (A) Mr. Lin is not providing the students educational supports in the least restrictive environment.
   (B) Mr. Lin is not fulfilling the specific supports provided for the students in accordance with their IEPs.
   (C) Mr. Lin's actions are causing the speech pathologist to receive payment for services that are not being rendered.
   (D) Mr. Lin is providing supplementary reading support that is not specified in the students' IEPs.

4. Mr. Bloch is encouraging character development in his second-grade students by modeling positive character traits. Each week he awards one of his students the "I Know I Can" award for sticking with a difficult task. Which of the following traits is he reinforcing by this practice?

   (A) Compassion
   (B) Industriousness
   (C) Perseverance
   (D) Citizenship

5. Which of the following theories continues to influence the field of early childhood education through the practice of postponing children's entrance to kindergarten from age 5 to age 6, presuming they are then more ready to learn?

   (A) Psychoanalytic theory
   (B) Maturationist theory
   (C) Sociocultural theory
   (D) Behavioral theory

6. Which of the following would most foster the continued development of a child's expressive language?

   (A) Drawing on paper
   (B) Dramatic play
   (C) Building blocks
   (D) Finger painting

7. Which of the following descriptions of physical development is typical for a child of 6 years?

   (A) Walks on tiptoe, begins to skip, draws in circular motions
   (B) Gallops, able to draw designs, including letters
   (C) Likes to skip, somersault, copy designs, including letters
   (D) Stands on tiptoe, kicks ball forward, able to screw and unscrew lids

8. The following are a teacher's speech and language development notes on several children who are all 8 years old.

   Jake: needs to have multistep directions repeated because of not listening to the entire request

   Hallie: sometimes uses slang and curse words as she compliments and criticizes her friends

   Caden: exaggerates his experiences when he tells stories to others in the class with great detail

   Brandy: seldom follows through on simple verbal instructions requested by the teacher

   Based on the teacher's notes, the teacher should be most concerned with the speech and language development of

   (A) Jake
   (B) Hallie
   (C) Caden
   (D) Brandy

9. A second-grade teacher is working with small groups of students during reading instruction time. Which of the following would best allow the teacher to quickly assess the students' current progress on the skills being taught?

   (A) Observing the students informally as they read, write, and discuss during this small-group time
   (B) Administering a diagnostic assessment to show the gaps and strengths in student learning
   (C) Giving a formal assessment to take a more focused look at how students are progressing within the classroom
   (D) Compiling anecdotal notes over several days to share with the students' families during family-teacher conferences

10. A second-grade teacher is using a constructivist approach and guiding students as they learn about shadows. The teacher provides appropriate materials, and the students discover that a small object can have a big shadow or a small shadow. Which of the following teacher actions would best help the students understand why this is so?

    (A) Telling the students that the size of an object's shadow changes in relation to the object's distance from the light source
    (B) Demonstrating that the height of an object's shadow changes when the object is moved away from the light source
    (C) Providing more opportunities for students to experiment until they can explain what they have observed
    (D) Working with a partner to trace one another's shadows on large pieces of paper

11. During a dental health unit, a first-grade teacher invites a local dentist, Dr. Elizabeth Romero, to visit the classroom. Which of the following would be the most effective use of the dentist as an outside resource?

    (A) Have her discuss the benefits of being a dentist
    (B) Ask her to bring samples of toothbrushes and toothpaste for each child
    (C) Have her demonstrate effective toothbrushing techniques by allowing the children to practice
    (D) Have her tell stories and show pictures of children with poor dental health

12. Ms. Fero would like to encourage a wider variety of the families of the children in her class to participate in school functions. To best increase the likelihood of this happening, Ms. Fero should

(A) continue to offer beginning-of-the-year "meet the teacher" activities to make families feel welcomed
(B) plan events throughout the year that include a variety of food, music, and other cultural activities
(C) try to determine who the more actively involved parent is in each family and invite him or her to school functions in person
(D) plan activities that appeal to the dominant culture in the classroom to ensure the largest participation

13. Which of the following statements best illustrates active listening on the part of a second-grade teacher who is helping a student solve a personal problem?

(A) "I have gathered the facts, and I know what really happened."
(B) "I understand you, and I know what is best for you."
(C) "I believe you understood the class rules."
(D) "I respect you as a person with your own ideas and feelings."

14. Sam has been identified as a second-grade student with special needs. An Individualized Education Program (IEP) will be developed to meet his educational needs. Which of the following is true about an IEP as specified by federal law?

(A) Sam's IEP can include only one disability.
(B) Sam's IEP will specify his learning and behavior objectives for the next three years.
(C) Sam will be reevaluated every five years to ensure he still qualifies for special education services.
(D) Sam's IEP will indicate his current functioning level and abilities.

15. A teacher is arranging station areas in her kindergarten classroom. She is trying to decide where to put the library station, where students will be exploring a variety of reading materials and reading independently. Which of the following would be the best placement, within her classroom, for the library station?

(A) Placing the library station next to the computer and listening stations that both use headsets with the activities that are included
(B) Placing the library station next to the block and dramatic play stations where several children would be working together
(C) Placing the library center between the art and small-group reading stations where the teacher and the small groups would be interacting
(D) Placing the library station in the center of the classroom so that children in the other stations would have easy access to books related to the various stations

16. A 6-year-old boy is having difficulty adjusting to new, healthful food that his parents have been trying to add to his diet. The boy's parents ask their son's teacher for suggestions for helping him adapt to the change. Which of the following is the most appropriate suggestion for the teacher to give?

(A) Continue to provide the new food, and insist that the boy eat it.
(B) Discuss the food's benefits with the boy, and let him help prepare meals that include the new food.
(C) Allow the boy to return to eating his more familiar, preferred foods.
(D) Provide both the new food and the more familiar food, and allow the boy to choose which food to eat.

17. Alejandro, who is in preschool, is able to take off and put on his coat independently during the school day. However, when his mother picks him up, he expects her to help him get dressed. Which of the following would be the most appropriate teacher comment in this situation?

(A) "May I ask why you are putting Alejandro's coat on for him?"
(B) "If you put on Alejandro's coat, he will not do it for himself."
(C) "Alejandro can now put on his coat by himself."
(D) "It's important that you let Alejandro take care of himself."

18. Which of the following is an example of an appropriate notation in a teacher's anecdotal records of a 3-year-old's language development during play time?

    (A) Malika is unable to use pronouns correctly.
    (B) Malika should be tested for a possible auditory difficulty.
    (C) Malika can answer simple questions about objects.
    (D) Malika loves to arrange books about cats in the classroom book nook.

19. A preschool teacher develops a memory game activity for his preschool children. The memory game consists of the teacher showing a child a few small objects and then covering them up and seeing how many objects the child can remember. Which of the following areas of development would this activity best reinforce?

    (A) Manipulative
    (B) Perceptual
    (C) Physical
    (D) Social

20. Ms. Jordan, a prekindergarten teacher, observes that when she places photos of structures such as skyscrapers and bridges in the block center, the children's building patterns change. Which of the following questions could she ask the children to help them apply physical science principles to their work?

    (A) How many blocks did you use in your building?
    (B) What shape blocks did you use most often in your building?
    (C) How could you make your building stronger?
    (D) How is your building different from the one in the photograph?

21. Which of the following is the best example of how a prekindergarten teacher can ensure the emotional safety of the children in the classroom?

    (A) Making sure that all dangerous equipment is out of reach
    (B) Showing the children how to respect one another's differences
    (C) Encouraging the children to engage in creative play
    (D) Posting the classroom rules at the children's eye level

22. Which of the following is the best example of a child who is in the preoperational stage of Piaget's cognitive Development?

    (A) Michelle explores objects by putting them in her mouth.
    (B) Steven recognizes the feelings and thoughts of others as different from his own.
    (C) Laura engages in extensive pretend play.
    (D) Catherine analyzes different aspects of a problem in order to solve it.

23. A child agrees to trade her older brother a whole cookie for two halves because she knows that this is a fair trade-she will not lose anything. According to the Piagetian theory of development, the younger child demonstrates development of

    (A) object permanence
    (B) class inclusion
    (C) conservation
    (D) subtraction

24. Which of the following strategies will best foster multiculturalism in the classroom?

    (A) Playing a variety of music from different cultures
    (B) Providing foods from various countries in the role-play area
    (C) Inviting families to share their custom with the class
    (D) Hanging travel posters from various countries in the classroom

A five-year-old is given the sequence of shapes above and asked to continue the pattern. The student adds the following:

25. Which of the following questions or statements would be most appropriate for the teacher to pose at this point?

    (A) "That is not right. Would you like to try again?"
    (B) "Can you tell me why you added those two shapes?"
    (C) "There are three parts to the pattern. Do you see them?"
    (D) "Let me show you how to continue the pattern"

26. While working with two-year-old Karen, a teacher observes that Karen says, "See teddy" when she probably means, " "I can see the teddy bear." Which of the following responses by the teacher would be most appropriate?

    (A) Taking no special action, since Karen's wording is age-appropriate
    (B) Taking Karen aside, correcting her speech, and asking her to repeat the sentence correctly
    (C) Developing a unit of small group instruction on articles and auxiliary verbs
    (D) Discussing the errors with Karen's parents and enlisting their help in correcting them

27. Molly is a four-year-old preschooler who typically sits and plays silently, does not follow simple commands, and cannot name simple objects around the classroom. Molly is demonstrating difficulty with

    (A) language development
    (B) physical development
    (C) social development
    (D) emotional development

28. A teacher has observed a child about whom she is concerned and writes a summary of her observation. Which of the following summaries represents an inference rather than a statement of behavior?

    (A) Maria sat as her seat looking at a book for two minutes without looking up or giving any attention to the loud activities that other children were engaged in nearby.
    (B) Maria looked out the window for at least three minutes without apparent distraction. Her head moved hardly at all and she was standing less than erect.
    (C) Maria has kept to herself and gazed out of the window without expression throughout the day.
    (D) Maria's behaviors—keeping to herself, walking slowly, and gazing out of the window without expression—are indications of deep sadness.

29. A preschool teacher wants to teach a group of four-year-old children the formal mathematical symbols for the numbers one through nine. Of the following, the most appropriate means of assessing the children's readiness for this learning task would be to determine whether they can

    (A) count orally to ten
    (B) classify objects that are similar in shape
    (C) group objects into sets of twos and threes
    (D) demonstrate one-to-one correspondence using objects

30. Of the following groups of materials, which would be the best selection to aid four-year-old children in developing initial concepts about the physical characteristics of different objects?

    (A) Pictures of balls, building blocks, brick buildings, and piles of balls
    (B) A toy train, pictures of trains, stories about trains, and sound recording of trains
    (C) Toy animals, pictures of balls, sandpaper, and sound recording of trains
    (D) Sandpaper, rough wood, silk cloth, and wet soap

Education of Young Children (5024) Answers

1. **Option (A) is correct.** This question asks you to apply your understanding of the typical progression in each developmental domain of children from birth to age 8. Children at the pre-operational level have rigid thinking and can consider only one aspect of an object at a time. At the concrete-operations level they can comprehend the interaction of two dimensions, while at the formal operations level they can consider the interaction of two or more variables.

2. **Option (C) is correct.** This question asks you to apply your understanding of assessing children's prior knowledge in order to plan instruction. (C) has Mr. Alexander informally assessing the children's prior knowledge with the subject matter as he listens to their responses and shows them the pictures in the book. As a result, he will be better able to judge whether more advance preparation is needed for the children to understand the story and its vocabulary. He can also learn if the children are interested in the subject, or if he needs to engage them in the content in other ways first. This step is an excellent start for any teacher interested in involving children at the appropriate level (ZPD) before scaffolding their current knowledge.

3. **Option (B) is correct.** This question asks you to apply your understanding of the implications of current federal legislation relating to children with exceptionalities. Instructional arrangements/settings shall be based on the individual needs and individualized education programs (IEPs) of eligible students receiving special education services.

4. **Option (C) is correct.** This question asks you to apply your understanding of the principles and strategies that promote positive behaviors in children. Compassion relates to a child showing empathy or sympathy for others; industriousness refers to being diligent or skillful with work; perseverance describes determination and the ability to bear difficulties calmly and without complaint; citizenship describes patriotic character.

5. **Option (B) is correct.** This question asks you to apply your understanding of how major theories of learning connect to early childhood practice. Maturationist theory is based upon the research of Arnold Gesell, who contended that changes in a child's abilities and behaviors is largely determined by the child's biological growth processes rather than the experiences obtained through learning. Maturationist theory led to the notion that for learning experiences to be effective, teachers needed to wait until children were biologically ready.

6. **Option (B) is correct.** This question asks you to apply your understanding of creating a literacy-rich environment. Expressive language involves using language and learning to speak. In dramatic play, children are motivated to convey their wishes to others and speak from the perspective of their pretend roles. It is often through dramatic play that shy or withdrawn children first begin to express themselves through language.

7. **Option (C) is correct.** This question asks you to apply your understanding of the typical progression in each developmental domain of children from birth to age 8. Children age 6 have developed greater control, a sense of rhythm, can move in time to music, may ride a bike confidently without training wheels, and can balance on a narrow beam. They can catch and throw a ball with accuracy and run, skip, and hop with confidence. 6-year-olds can write their names, have more even and clearer letter formation, and their drawings are involved and detailed.

8. **Option (D) is correct.** This question asks you to apply your understanding of the typical progression in each developmental domain of children from birth to age 8. Understanding the language development of young children will help caregivers spot possible learning disabilities and seek treatment more quickly. The correct answer is that it is the simplest of the skills specified; and if the child is still struggling with the simplest of skills, it would cause the most concern.

9. **Option (A) is correct.** This question asks you to apply your understanding of the role of formal and informal assessment in informing the instructional process. Formative assessments are designed to assist teachers in improving the instructional process and to obtain feedback about students' learning. In the scenario described, the teacher needs immediate feedback about the students' progress. (A) will give the teacher immediate feedback during reading instruction time.

10. **Option (C) is correct.** This question asks you to apply your understanding of how the major theories of learning connect to early childhood practice. In the constructivist classroom, the teacher becomes a guide for the learner, providing bridging or scaffolding, to extend the learner's zone of proximal development. The child is encouraged to develop metacognitive skills such as reflective thinking and problem-solving techniques. The independent learner is intrinsically motivated to generate, discover, build, and enlarge her/his own framework of knowledge.

11. **Option (C) is correct.** This question asks you to apply your knowledge of the variety of ways to partner with the community in the educational process. Guest speakers from the community can provide new information and experiences to children when the discussions and activities are relevant and appropriate for the age of the children. When the dentist uses her skills to illustrate and reinforce good dental hygiene, it provides a hands-on learning opportunity and enforces concepts learned in class.

12. **Option (B) is correct.** This question asks you to apply your understanding of the variety of methods for partnering with families in the educational process. When early childhood educators attempt to form a family-based philosophy, a willingness to acknowledge and respect family differences is required. Since classes are often made up of children who come from a variety of family structures and cultures, encouraging members of a child's family to participate in school functions is an important aspect of early childhood family involvement. Planning activities that involve diverse celebrations of cultural and familial differences throughout the year will likely encourage a wider variety of families to participate in school events.

13. **Option (D) is correct.** This question asks you to apply your understanding of the principles and strategies that promote positive behaviors in children. Active listening is a communication technique that requires the listener to understand, interpret, and evaluate what they hear. The ability to listen actively can improve personal relationships by reducing conflicts, strengthening cooperation, and fostering understanding.

14. **Option (D) is correct.** This question asks you to apply your understanding of the implications of current federal legislation relating to children with exceptionalities. As stated in IDEA, an IEP must include: a statement of the child's present levels of academic achievement and functional performance; a statement of measurable annual goals, including academic and functional goals which are designed to (1) meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum and (2) meet each of the child's other educational needs that result from the child's disability. The regulation also requires school districts to conduct an evaluation of each child served under the act every three years to determine, among other things, whether the child is still eligible for special education.

15. **Option (A) is correct.** This question asks you to apply your understanding of how to arrange the environment to provide purposeful opportunities for children to play and discover. A library station requires children to read quietly and interact appropriately with materials provided without distraction. As much as possible, a library station should be situated in an area of the class with minimal distraction from movement and other activities.

16. **Option (B) is correct.** This question asks you to apply your understanding of the role of working with parents. Suggesting to a parent options that might be helpful at home is important for the child's health and academic success. Guidance to the parent is helpful in order to assist the child to adopt a healthy lifestyle starting at a young age. Involving children in the process and giving them the opportunity to participate creates excitement, and gives them ownership in their food choices, and imparts the importance of eating healthy.

17. **Option (C) is correct.** This question asks you to apply your understanding of the skills needed for respectful and effective communication about early childhood education to various audiences. A professional teacher should demonstrate positive, respectful, and appropriate language while talking with parents or other individuals. In this situation, the teacher needs to graciously communicate to Alejandro's mother about his ability to function independently.

18. **Option (C) is correct.** This question asks you to apply your knowledge of the distinctions among and the purposes of the different types of assessments. Anecdotal records document what a child can do and his or her achievements, as opposed to what he or she cannot do.

19. **Option (B) is correct.** This question asks you to apply your understanding of external factors that influence physical, cognitive, social and emotional development. Perceptual development is an aspect of cognitive development, which allows young children to interpret and understand sensory input. Such sensory input could be visual, auditory, tactile, olfactory or gustatory.

20. **Option (C) is correct.** This question asks you to apply your understanding of instructional methods that encourage higher-level thinking. Physical science deals with any of the sciences (physical, chemistry, geology, astronomy) concerned with nonliving matter, energy, and the physical properties of inanimate matter. The children need to reason and problem-solve about their building structure, using the properties of the various blocks they used to make the model.

21. **Option (B) is correct.** This question asks you to apply your understanding of the principles and strategies that promote positive behaviors in children. It means being able to try new activities, express ideas without censoring them, display feelings and have them respected, and question teachers without fear of punishment. It means being able to take risks and expose what I don't know.

22. **Option (C) is correct.** This question asks you to apply your understanding of how major theories of learning connect to early childhood practice. The preoperational stage occurs between ages of two and six. Language development is one of the hallmarks of this period. Piaget noted that children in this stage do not yet understand concrete logic, cannot mentally manipulate information, and are unable to take the point of view of other people, which he termed egocentrism. During the preoperational stage, children also become increasingly adept at using symbols, as evidenced by the increase in playing and pretending.

23. **Option (C) is correct.** This question asks you to apply your understanding of how major theories of learning connect to early childhood practice. Object permanence is the understanding acquired by infants ages eight to 12 months, that objects continue to exist even when they cannot be seen, heard, or touched. Class inclusion is the relation between two classes in which all members of one class are included in the other, as in the proposition "All humans are animals." According to Piaget's model, between the ages of seven and 11, children in the concrete operational stage of cognitive development, acquire the concept of conservation when they master the ability to logically determine that a certain quantity will remain the same despite adjustment to the container, shape, or apparent size. Subtraction is the arithmetic operation of finding the difference between two quantities of numbers.

24. **Option (C) is correct.** This question asks you to apply your understanding of how to integrate a multicultural and an antibias curriculum into the early childhood environment. Young children construct their cultural identities primarily in relation to their own family. Involving family members in classroom activities designed to promote multiculturalism is an effective way to foster and integrate an antibias curriculum.

25. **Option (B) is correct.** This question asks you to apply your understanding of using a variety of techniques to support children's learning. Children learn at different rates, and supporting children at each stage will help them acquire skills and concepts as well as prepare them for the next stage. Asking children questions about the process they used helps them develop metacognitive skills. Metacognitive skills or learning strategies enable children to reflect, question, predict and hypothesize. These skills foster evaluation and monitoring of their own learning. Teachers can guide children to learn and develop these tools that are crucial for learning in all ages. Asking the child to explain the reason for an action will help the child in thinking about the strategies used for the task, while showing the child what to do.

26. **Option (A) is correct.** This question asks you to apply your understanding of the typical progression in the language development of children from age two to age five. The child is exhibiting telegraphic speech, which is typical for children from 18 to 24 months of age, and so the child requires no special attention.

27. **Option (A) is correct.** This question asks you to apply your understanding of children's abilities to understand, to process, and to produce language. (A) suggests some symptoms of children having difficulty with language development.

28. **Option (D) is correct.** This question asks you to apply your understanding of creating, selecting, and appropriately using a variety of assessments. A statement of behavior can be expressed by way of observation. Observations are objective, while inferences represent a teacher's judgements or feelings, and are subjective. The teacher makes a judgement or conclusion.

29. **Option (D) is correct.** This question asks you to apply your understanding of how scope and sequence affect instructional planning. In assessing a child's readiness for learning that mathematical symbols for numbers one through nine, the children should be able to associate numbers with quantities, which requires advance mental operations in the concrete operation stage. (D) requires the child to match objects or quantities with a mathematical symbol.

30. **Option (D) is correct.** This question asks you to apply your understanding of how to provide appropriate materials for exploration and discovery. Children need ample opportunity to feel and manipulate objects, in order to learn about the physical characteristics of different objects. Providing children with pictures of objects, reading books about objects, or listening to sounds made by different objects, giving the children an assortment of materials with varying textures allows them to feel and manipulate these materials.

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.

- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.

- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.

- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.

- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.

- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy* v. *Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?

  B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

  o Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  o Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*

  o Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.

2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.

3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.

4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.

5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

General Assistance For The Test

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Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at Develop a Study Plan.

Helpful Links

Ready to Register – How to register and the information you need to know to do so.

Disability Accommodations – Testing accommodations are available for test takers who meet ETS requirements.

PLNE Accommodations (ESL) – If English is not your primary language, you may be eligible for extended testing time.

What To Expect on Test Day – Knowing what to expect on test day can make you feel more at ease.

Getting Your Scores – Find out where and when you will receive your test scores.

State Requirements – Learn which tests your state requires you to take.

Other Praxis Tests – Learn about other *Praxis* tests and how to prepare for them.

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