

Illinois Certification Testing System

STUDY GUIDE

Early Childhood
Education (107)



Illinois State Board of Education

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Printed by the Authority of the State of Illinois

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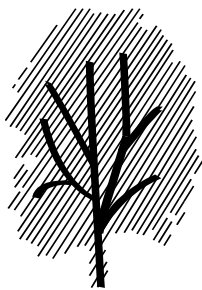
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General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Certification Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

EARLY CHILDHOOD EDUCATION TEST OBJECTIVES

- I. Language and Literacy Development
- II. Learning Across the Curriculum
- III. Diversity, Collaboration, and Professionalism in the Early Childhood Program

SUBAREA I—LANGUAGE AND LITERACY DEVELOPMENT

0001 Understand young children's oral language development and how to provide learning experiences that support and enhance young children's listening and speaking skills.

For example:

- Recognize characteristics of young children's oral language, factors that influence young children's development of speaking and listening skills, indicators that a young child may be experiencing difficulties in oral language development, and strategies for addressing oral language needs.
- Demonstrate knowledge of developmentally appropriate strategies for promoting young children's oral communication skills and enhancing their ability to apply these skills in various contexts.
- Demonstrate understanding of strategies for promoting young children's ability to listen and speak for various purposes (e.g., participating in discussions, conveying ideas and information, asking and responding to questions, interacting positively with others).
- Relate oral language development to the development of skills in written language and reading.
- Evaluate strategies and activities for promoting young children's oral language competence.
- Demonstrate understanding of strategies for integrating young children's instruction in oral language with the other language arts and other content areas.
- Demonstrate understanding of how having a home language other than standard English influences oral language development and instruction and how to use young children's linguistic and cultural backgrounds to assess and promote listening and speaking skills.

0002 Understand the foundations of literacy development and how to use effective, developmentally appropriate strategies to promote young children's literacy development.

For example:

- Demonstrate knowledge of young children's literacy development, factors that influence young children's development of reading skills, indicators that a young child may be experiencing difficulties in reading, and strategies for addressing reading needs.
- Demonstrate knowledge of the role of phonemic awareness in early reading development; ways to assess phonemic awareness; and effective instructional strategies, activities, and materials for promoting young children's phonemic awareness.
- Demonstrate knowledge of concepts about print (e.g., letter, word, and sentence representation; directionality; tracking of print; understanding that print carries meaning); ways to assess young children's understanding of concepts about print; and effective instructional strategies, activities, and materials for promoting young children's understanding in this area.
- Demonstrate knowledge of the alphabetic principle; ways to assess young children's understanding of the alphabetic principle; and instructional strategies, activities, and materials for promoting young children's skills in this area.
- Demonstrate knowledge of spelling development and its significance for reading; stages of spelling development; ways to assess young children's spelling skills; and effective instructional strategies, activities, and materials for promoting young children's spelling skills.
- Relate reading development to the development of skills in oral and written language.

0003 Understand word identification strategies and vocabulary development and how to use effective, developmentally appropriate strategies to promote young children's word identification and vocabulary skills.

For example:

- Demonstrate knowledge of phonics and its role in decoding; ways to assess young children's phonics skills; and effective instructional strategies, activities, and materials for promoting young children's phonics skills.
- Demonstrate knowledge of other word identification strategies, including syllabication, morphology (e.g., use of affixes and roots), and context cues (semantic and syntactic); ways to assess young children's use of word identification strategies; and effective instructional strategies, activities, and materials for promoting young children's use of word identification strategies.
- Demonstrate knowledge of the role of sight words in reading; ways to assess young children's mastery of common, irregular sight words; and effective instructional strategies, activities, and materials for promoting young children's sight word recognition.
- Demonstrate knowledge of the role of vocabulary development in reading; ways to assess young children's vocabulary development; and effective instructional strategies, activities, and materials for promoting young children's vocabulary development.

0004 Understand reading comprehension and how to use effective, developmentally appropriate strategies to promote young children's application of reading comprehension skills and encourage their independent reading.

For example:

- Demonstrate understanding of factors affecting reading comprehension (e.g., reading rate and fluency, word recognition, prior knowledge and experiences).
- Demonstrate understanding of strategies for facilitating comprehension for young children who are at different stages of reading development (e.g., before they learn to read, as they learn to read, as they increase reading proficiency) and for facilitating young children's comprehension before, during, and after reading (e.g., developing background knowledge, prompting young children to make predictions, leading discussions).
- Demonstrate knowledge of the levels of reading comprehension (i.e., literal, inferential, and evaluative); ways to assess young children's ability to comprehend at different levels; and effective instructional strategies, activities, and materials for promoting young children's skills in this area.
- Demonstrate knowledge of various comprehension strategies (e.g., previewing, self-monitoring, rereading); ways to assess young children's use of comprehension strategies; and effective instructional strategies, activities, and materials for promoting young children's skills in this area.
- Demonstrate understanding of strategies for promoting young children's ability to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- Demonstrate knowledge of developmentally appropriate literature for young children, including various authors and genres of young children's literature, and effective instructional strategies and activities for promoting young children's literary response and analysis.
- Demonstrate knowledge of the importance of independent reading and effective approaches for guiding young children to select independent reading materials and for motivating young children to read independently.

0005 Understand writing processes and developmentally appropriate strategies for promoting young children's writing competence.

For example:

- Recognize characteristics of young children's writing development, factors that influence young children's development of writing skills (e.g., phonemic awareness, fine-motor skills), indicators that a young child may be experiencing difficulties in written language development, and strategies for addressing written language needs.
- Identify strategies for helping young children develop and apply skills for communicating through writing (e.g., writing in various formats and for various purposes, applying conventions of standard English, using effective writing processes).
- Demonstrate understanding of strategies for integrating young children's instruction in writing with the other language arts and other content areas.
- Relate written language development to the development of skills in oral language and reading.
- Evaluate strategies and activities for promoting young children's writing competence.
- Demonstrate knowledge of how having a home language other than standard English affects writing development and instruction and how to use young children's linguistic and cultural backgrounds to promote writing competence.

SUBAREA II—LEARNING ACROSS THE CURRICULUM

0006 Understand mathematical skills, concepts, and procedures and how to promote young children's development of mathematical understandings and their ability to apply mathematical skills in varied contexts.

For example:

- Demonstrate understanding of key concepts, skills, procedures, and reasoning processes associated with different areas of mathematics, including number systems, number sense, geometry and spatial relationships, measurement, statistics, probability, and algebra.
- Recognize approaches for exploring and solving mathematical problems (e.g., estimation, mental math, manipulative modeling, pattern recognition, technology-based approaches) and how to provide young children with learning experiences that promote their ability to use these approaches in varied contexts.
- Demonstrate knowledge of methods for helping young children learn and apply concepts and skills in different areas of mathematics, including number systems, number sense, computation, numeration, measurement (e.g., length, weight, volume, temperature), geometry, spatial relationships, data collection and analysis, chance, and patterns and relationships.
- Identify developmentally appropriate strategies and activities for providing young children with opportunities to use mathematical problem solving in everyday situations.
- Demonstrate knowledge of approaches and activities for integrating learning experiences in mathematics with learning experiences in other content areas.

0007 Understand fundamental scientific concepts and processes and how to promote young children's development of scientific knowledge and skills, including their use of scientific thinking, reasoning, and inquiry.

For example:

- Demonstrate knowledge of the process of scientific inquiry and reasoning.
- Demonstrate knowledge of fundamental concepts and principles related to earth and space science, the life sciences, the physical sciences, and the environmental sciences.
- Demonstrate understanding of strategies for encouraging young children's natural curiosity about their world and for promoting their respect for living organisms and appreciation of the environment.
- Identify developmentally appropriate activities and learning opportunities that encourage young children to conduct experiments, solve problems, apply the scientific process, and incorporate safety precautions.
- Recognize activities for fostering young children's ability to apply scientific concepts and principles and explore the interconnectedness of the sciences in everyday environments.
- Demonstrate knowledge of the relationships among the sciences; the relationships among science, technology, and society in historical and contemporary contexts; and activities for integrating learning experiences in science with learning experiences in other content areas.

0008 Understand fundamental concepts, skills, and modes of inquiry in the social sciences and how to promote young children's development of knowledge and skills in this area.

For example:

- Demonstrate understanding of geographic concepts and phenomena; major ideas, eras, themes, developments, and turning points in the history of Illinois, the United States, and the world; rights and responsibilities of citizenship in the United States; basic economic concepts and major features of the U.S. economic system; and concepts related to the structure and organization of human societies, including social, economic, cultural, and political elements and their relationships.
- Demonstrate understanding of relationships among the social sciences and ways in which geography, history, civics, and economics relate to everyday experiences.
- Demonstrate knowledge of social science skills (e.g., gathering, organizing, interpreting, and presenting information; creating and using maps) used in various contexts.
- Demonstrate knowledge of strategies for providing developmentally appropriate opportunities for young children to explore and apply concepts and skills in geography, history, civics, economics, and culture.
- Demonstrate knowledge of how to promote young children's understanding of social science phenomena (e.g., communities; families; relationships among people; interdependence of people, places, and regions; roles of individuals and groups in society; effects of stereotyping; relationship of the self to others and to social, economic, cultural, and political activities and institutions).
- Demonstrate knowledge of approaches and activities for integrating learning experiences in the social sciences with learning experiences in other content areas.

0009 Understand the role of movement and physical activity in young children's health and fitness; interactions among physical, emotional, and social well-being; and ways to provide young children with opportunities to participate in health and fitness activities and to help them learn to make health-related decisions.

For example:

- Demonstrate knowledge of basic principles and practices of personal, interpersonal, and community health and safety, including those related to the prevention and treatment of illness and injury.
- Demonstrate knowledge of motor development, human body systems, concepts and practices of health-related fitness, and relationships between fitness and body systems.
- Demonstrate understanding of ways in which participation in movement activities provides young children with opportunities to develop skills for resolving conflicts, communicating positively, cooperating, and showing respect for differences among individuals.
- Demonstrate knowledge of developmentally appropriate procedures for promoting young children's understanding of principles and practices of personal, interpersonal, and community health and safety.
- Identify strategies for providing young children with developmentally appropriate opportunities to participate in movement activities in a variety of contexts, explore health-related concepts, and make decisions related to their health and safety.
- Demonstrate knowledge of approaches and activities for integrating learning experiences related to health and movement with learning experiences in other content areas.

0010 Understand the fine arts (including the visual arts, music, drama, and dance) as media for communication, inquiry, and insight, and understand how to provide young children with learning opportunities that encourage them to express themselves through the arts.

For example:

- Demonstrate knowledge of elements, concepts, tools, techniques, and materials in the visual arts; the cultural dimensions of the visual arts; and relationships between the visual arts and other art forms.
- Recognize elements, concepts, techniques, and materials for producing, listening to, and responding to music; the cultural dimensions of music; and relationships between music and other art forms.
- Demonstrate knowledge of elements, concepts, techniques, and materials related to drama and dance; the cultural dimensions of drama and dance; and relationships between drama and dance and other art forms.
- Demonstrate understanding of the interrelationships of the fine arts and how the fine arts have been represented in past and present society.
- Demonstrate knowledge of strategies and tools for providing young children with developmentally appropriate opportunities to explore visual media, music, drama, and dance in a variety of contexts and to use visual media, music, drama, and dance to communicate ideas, experiences, and stories.
- Demonstrate knowledge of approaches and activities for integrating learning experiences in the fine arts with learning experiences in other content areas.

SUBAREA III—DIVERSITY, COLLABORATION, AND PROFESSIONALISM IN THE EARLY CHILDHOOD PROGRAM

0011 Understand human development and diversity in children from birth through grade three and conditions and factors that affect young children's growth and learning.

For example:

- Demonstrate knowledge of characteristics and processes associated with young children's development in various domains (e.g., physical, cognitive, social, emotional, linguistic, aesthetic) from birth through grade three.
- Demonstrate understanding of the significance of play and active involvement in activities for young children's development in various domains.
- Demonstrate knowledge of young children's health, nutrition, and safety needs and appropriate procedures for maintaining health, safety, and good nutrition for infants, toddlers, and young children and for responding to childhood illnesses and communicable diseases.
- Demonstrate knowledge of factors and conditions that affect young children's development and learning (e.g., linguistic variations, specific disabilities, biological and environmental factors, family conflict, stressful or traumatic events or circumstances, teacher expectations and practices, peer relationships, nutrition).
- Demonstrate knowledge of principles, procedures, and experiences that support and enhance young children's physical, cognitive, social, emotional, linguistic, and aesthetic development.
- Recognize the importance of understanding young children within the context of family, culture, and society and of using strategies that build on family priorities, strengths, and values.

0012 Understand the early childhood curriculum and how to plan instruction and assessment that is based on knowledge of young children, their families and communities, and curricular goals.

For example:

- Demonstrate understanding of the implications of young children's developmental characteristics for curriculum development and the features of a conceptually sound and meaningful curriculum for young children.
- Identify characteristics, benefits, and limitations of types of instructional strategies (e.g., play, small-group projects, open-ended questioning, group discussion, problem solving, cooperative learning, learning centers, inquiry experiences), and demonstrate knowledge of how to use instructional strategies to create and modify activities for all young children, including young children with disabilities, developmental delays, and special abilities.
- Identify instructional strategies for integrating various developmental domains (e.g., physical, cognitive, social, emotional, linguistic, aesthetic) and for promoting young children's intellectual curiosity, problem-solving skills, and decision-making processes.
- Identify techniques and skills for conducting and participating in family-centered assessments and strategies for involving families in assessment and planning for individual young children.
- Demonstrate knowledge of principles and procedures for participating with others in assessment of young children with disabilities, developmental delays, and special abilities; for integrating assessment results into the development and implementation of Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs); and for interpreting and communicating assessment results responsibly and accurately.
- Demonstrate knowledge of ways to use systematic observation, documentation, and other effective assessment strategies in a responsible way.

0013 Understand principles and procedures for creating and maintaining a safe, productive learning environment for young children that encourages communication, social skills, responsibility, and self-motivation.

For example:

- Demonstrate principles and procedures for designing learning environments that are physically and psychologically safe; that promote responsibility, equity, active learning, and positive social interactions; and that support the educational needs and interests of all young children.
- Demonstrate knowledge of how to create and modify learning environments to meet the needs of all young children (including young children with disabilities, developmental delays, and special abilities) and to integrate developmentally and culturally appropriate materials, equipment, and technology resources.
- Demonstrate understanding of factors that can affect communication in the classroom (e.g., cultural, linguistic, or socioeconomic background) and apply communication strategies that are responsive to all young children's backgrounds and needs.

0014 Understand the importance of communication, collaboration, and professionalism in the early childhood program to support young children's learning and well-being.

For example:

- Demonstrate knowledge of the early childhood profession; its multiple historical, philosophical, and social foundations; and current issues, trends, and influences in early childhood education, including public policies affecting young children, families, and programs for young children.
- Demonstrate understanding of basic principles and practices for the administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers), and the significance of local, state, and national standards and regulations regarding early childhood programs, educators, and environments.
- Demonstrate knowledge of the roles of parents/guardians as primary caregivers and informal teachers of young children; the collaborative interactions between parents/guardians and teachers in early childhood programs; and strategies for maintaining communication and working supportively with families, including families with diverse backgrounds and those whose young children have special educational needs.
- Demonstrate knowledge of how to use appropriate health appraisal procedures; make referrals to community health and social services when necessary; and link families of young children with a range of services based on identified resources, priorities, and concerns.
- Demonstrate knowledge of the use of personal and professional reflection to evaluate how choices and actions affect young children, families, and colleagues in the learning community.

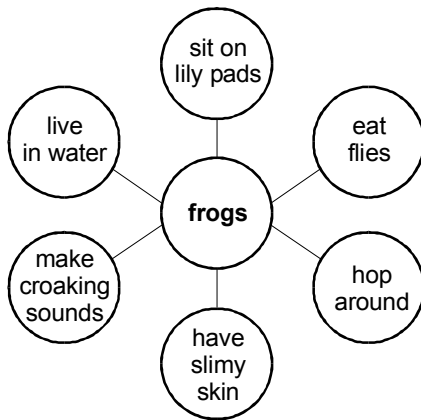
EARLY CHILDHOOD EDUCATION PRACTICE TEST QUESTIONS

1. A preschool teacher would like to promote the oral communication skills of a three-year-old child. Which of the following strategies would be most developmentally appropriate?
 - A. labeling and describing the events in the child's world (e.g., "Jerry is eating cereal for breakfast.")
 - B. having the child sing a variety of songs with classmates on a regular basis
 - C. encouraging the child to participate in whole-group discussion by asking him or her direct questions
 - D. encouraging the child to make choices throughout the day by asking questions (e.g., "Would you like to play with the blocks now?")
2. Mr. Espinosa has chosen an activity for his kindergarten students to promote listening skills. He plans to read the same story several times during shared reading time. The text of the story he has chosen is predictable and contains rhymes. When his students become familiar with the story, Mr. Espinosa will read the story with pauses and allow the students to fill in the rhyming word. Which of the following statements below best describes the primary advantage in engaging children in such an activity to promote listening skills?
 - A. This activity allows the teacher to assess whether the students are developing listening comprehension skills when a text is read aloud to them.
 - B. This activity provides students with an opportunity to listen to and become familiar with the language of books and enhances the students' understanding of story structure.
 - C. This activity enhances the students' developing understanding of letter-sound relationships.
 - D. This activity enhances the students' ability to listen accurately, a skill that is essential to the development of literacy and the ability to communicate.

3. The ability to point to words during the initial stages of reading indicates a child's development of:
- A. an understanding that words are composed of small units of sound and that these sounds can be blended together.
 - B. an awareness of words that regularly occur in the same contexts.
 - C. an understanding of how the words in sentences relate to each other.
 - D. an awareness of words and of the correspondence between written and spoken language.
4. Which of the following best describes how morphology is used in word identification?
- A. The reader decodes polysyllabic words by using a set of syllabication and accent rules.
 - B. The reader uses his or her knowledge of semantics and syntax to determine an unknown word.
 - C. The reader uses his or her knowledge of the alphabetic principle to decode unknown words.
 - D. The reader decodes a polysyllabic word by looking for common prefixes, root words, and suffixes.
5. A second grade teacher often reads literature to the class that is beyond the students' independent reading level. One way that this activity helps students develop comprehension skills is by:
- A. exposing the students to new vocabulary and concepts to expand their knowledge of word meanings.
 - B. developing the students' ability to monitor their own understanding of the text.
 - C. motivating students to participate in discussions as they attempt to understand the meaning of the text.
 - D. challenging the students to understand texts that contain complex sentence structures.

6. Use the information below to answer the question that follows.

A first grade teacher is at the beginning stage of a class research project that is focusing on frogs. The teacher has helped the students generate a semantic web, such as the one shown below, in which the students contribute what they know about frogs.



Which of the following activities represents the next step the teacher should take in guiding the students through the research process?

- A. Ask the students to generate questions they have about frogs, and add those questions to the web.
- B. Read informational books about frogs, and encourage the students to discuss with each other what they learned from the books.
- C. Ask the students to generate a list of possible sources that might provide information about frogs.
- D. Have the students go to the school library to locate sources of information about frogs.

7. Use the writing sample below to answer the question that follows.



love my friend

Stephanie, a four year old, points to her drawing and states, "That's Rosa." She then points to the markings below the drawing and says, "And that says I like to be with my friend." Based on this writing sample, which of the following could most reasonably be determined about Stephanie's literacy development?

- A. She recognizes that there are many different letters in the alphabet.
- B. She knows that the English language is read from left to right.
- C. She understands that words are made up of letters.
- D. She realizes that there is a difference between drawing and print.

8. **Read the information below; then answer the question that follows.**

The children in Ms. Brady's first grade class are preparing for snack time. Ms. Brady asks the children to figure out how many cartons of milk they will need to get from the cafeteria. She tells the children they have a choice between chocolate and plain milk. The children raise their hands to indicate which type of milk they would like, and a child records the numbers on the chalkboard. Ms. Brady says, "Okay, now we know how many of each type of milk we will need. How can we figure out how many cartons of milk we need altogether?" Ms. Brady then encourages the students to discuss their ideas.

Based on the evidence presented above,
Ms. Brady is attempting to:

- A. promote the students' understanding of the commutative property of addition.
- B. use an everyday situation to introduce mathematical concepts and language.
- C. promote the students' understanding of the conservation of number.
- D. capitalize on a natural opportunity during the school day to develop the students' problem-solving skills.

9. Which of the following is indicative of a young child in an early stage of learning to count?

- A. The child knows that each object must have a distinct counting word.
- B. The child attaches counting words to objects in ascending order.
- C. The child knows that counting words have a specific order.
- D. The child equates distinct counting words with largeness or smallness.

10. Which of the following class field trips would be most appropriate for promoting preschoolers' natural curiosity about their world?

- A. taking a nature walk at a local park and collecting items for a collage
- B. going to a planetarium and viewing the stars
- C. taking a walk to a pet store and seeing the animals
- D. going to the library and having the librarian read aloud nature books

11. Use the information below to answer the question that follows.

During a lesson about fruits and vegetables, Teresa, a first grade student in Mr. Liam's class, raises her hand and the following conversation occurs:

Teresa: An orange with its peel on floats, but when its peel is off, it sinks.

Mr. Liam: How do you know that, Teresa?

Teresa: My older brother told me.

Which of the following responses would be most appropriate for Mr. Liam to make to Teresa?

- A. "That may be true, but we should get back to our lesson now."
- B. "Your brother is probably right about that."
- C. "Let's figure out a way to find out whether that really happens."
- D. "We should look in our science book to see if your brother is right."

12. Which of the following activities would be most appropriate for teaching third grade students about citizenship in the United States?

- A. having students listen to regional music to explore cultural diversity
- B. allowing students to vote about class concerns such as where to take their next field trip
- C. assigning students to read biographies that describe the leadership skills of political figures
- D. helping students learn to categorize their wants versus their needs

13. An infant room in a child-care center has five babies currently ranging in age from eight weeks old to five months old. Which of the following would best promote gross motor development for all of the children in this infant room?
- A. having each child spend a minimum of 45 minutes each day in a swing
 - B. laying each child on his or her stomach throughout the day
 - C. changing each child's position often throughout the day
 - D. putting each child in a jumper for a minimum of 30 minutes each day
14. A preschool teacher wants to encourage dramatic play as a way for children to communicate their ideas and experiences. Which of the following is an important preliminary step in planning for this type of learning experience?
- A. designating a corner of the room for dramatic play to provide privacy
 - B. collecting pictures of interesting people and places to use as inspiration for dramatic play
 - C. setting aside a specific time of the day for dramatic play activities
 - D. creating prop boxes of items that are focused around specific themes for use in dramatic play
15. Which of the following best describes the primary significance of play for young children's social development?
- A. Play is a means of learning about the complex social skills necessary to gain peer acceptance and popularity in adolescence.
 - B. Play provides opportunities to practice social skills with other children by engaging in situations that involve adopting different roles.
 - C. Play is a means of exploring a variety of activities that will provide enjoyment during leisure time later in life.
 - D. Play involves situations where children must learn to solve complex problems and independently resolve conflicts with peers.

16. Ms. Hernandez, a second grade teacher, schedules daily unstructured time for outdoor activities when students are able to express themselves freely and learn about outdoor environments. She makes certain that there is equipment and space available for the children to play games and sports, and she supports the students' engagement in activities as necessary. Ms. Hernandez's approach to physical activity may best be described as:
- A. an inappropriate approach as it does not require each child to learn and follow specific rules for participating in organized games.
 - B. an appropriate approach for providing the students with time to release excess energy during the school day.
 - C. an inappropriate approach that fails to provide the adequate structure that students at this age level require to develop fundamental motor skills.
 - D. an appropriate approach that promotes the students' motor development by allowing them to choose activities they find most appealing.
17. When developing a curriculum to provide preschoolers with a foundation for academic success, a teacher should include:
- A. a stimulating setting that is responsive to self-initiated exploration.
 - B. opportunities for students to practice self-management behaviors that will be useful in a large group setting.
 - C. daily drills in phonics and mathematical skills.
 - D. exposure to audio-visual materials that accelerate progress in reaching developmental milestones.

18. David is a two-year-old child with developmental delays. An early childhood educator is asked to assess improvement in David's motor functions as part of the Individualized Family Service Plan (IFSP) process. Which of the following strategies would be both appropriate to use and consistent with the guiding principles of the IFSP intervention format?
- A. suggesting activities for David's parents/guardians to use and observing the child as he plays with the parent/guardian in the family's home
 - B. inviting the parents/guardians to observe David's assessment through a one-way observation window at a private testing location
 - C. arranging to drive the family to visit an unfamiliar preschool so that the parents/guardians can compare David's progress with that of other three year olds
 - D. asking the parents/guardians to take David to a local playground and videotaping the child as he uses the equipment during free play
19. An early childhood teacher is designing a learning environment for three and four year olds to promote responsibility. Which of the following design features would be most important for the teacher to include?
- A. visual cues for placement of materials to encourage children to clean up after activities
 - B. centers arranged to suggest the optimal number of children who can use them at any given time
 - C. materials and supplies visible and available to facilitate children's access to them
 - D. well-defined centers to give children opportunities to make choices about activities
20. A group of primary grade teachers wants to evaluate the impact of showing their students an instructional video series that is designed to promote cooperative behavior. Before showing the video, which of the following questions would be most helpful and productive for the teachers to ask themselves to stimulate their reflective thinking?
- A. What outcomes do the teachers in the video accomplish that we want our students to achieve?
 - B. Can we arrange to show the video in a way that will fairly accommodate multiple attention levels and class schedules?
 - C. How can we summarize and share the results of showing the video with families, other faculty, and the professional community?
 - D. What kinds of activities should we use to introduce the purpose of the video to our students?

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	A	Understand young children's oral language development and how to provide learning experiences that support and enhance young children's listening and speaking skills.
2.	D	Understand young children's oral language development and how to provide learning experiences that support and enhance young children's listening and speaking skills.
3.	D	Understand the foundations of literacy development and how to use effective, developmentally appropriate strategies to promote young children's literacy development.
4.	D	Understand word identification strategies and vocabulary development and how to use effective, developmentally appropriate strategies to promote young children's word identification and vocabulary skills.
5.	A	Understand reading comprehension and how to use effective, developmentally appropriate strategies to promote young children's application of reading comprehension skills and encourage their independent reading.
6.	A	Understand reading comprehension and how to use effective, developmentally appropriate strategies to promote young children's application of reading comprehension skills and encourage their independent reading.
7.	D	Understand writing processes and developmentally appropriate strategies for promoting young children's writing competence.
8.	D	Understand mathematical skills, concepts, and procedures and how to promote young children's development of mathematical understandings and their ability to apply mathematical skills in varied contexts.
9.	A	Understand mathematical skills, concepts, and procedures and how to promote young children's development of mathematical understandings and their ability to apply mathematical skills in varied contexts.
10.	A	Understand fundamental scientific concepts and processes and how to promote young children's development of scientific knowledge and skills, including their use of scientific thinking, reasoning, and inquiry.
11.	C	Understand fundamental scientific concepts and processes and how to promote young children's development of scientific knowledge and skills, including their use of scientific thinking, reasoning, and inquiry.

(continued on next page)

Question Number	Correct Response	Test Objective
12.	B	Understand fundamental concepts, skills, and modes of inquiry in the social sciences and how to promote young children's development of knowledge and skills in this area.
13.	C	Understand the role of movement and physical activity in young children's health and fitness; interactions among physical, emotional, and social well-being; and ways to provide young children with opportunities to participate in health and fitness activities and to help them learn to make health-related decisions.
14.	D	Understand the fine arts (including the visual arts, music, drama, and dance) as media for communication, inquiry, and insight, and understand how to provide young children with learning opportunities that encourage them to express themselves through the arts.
15.	B	Understand human development and diversity in children from birth through grade three and conditions and factors that affect young children's growth and learning.
16.	D	Understand human development and diversity in children from birth through grade three and conditions and factors that affect young children's growth and learning.
17.	A	Understand the early childhood curriculum and how to plan instruction and assessment that is based on knowledge of young children, their families and communities, and curricular goals.
18.	A	Understand the early childhood curriculum and how to plan instruction and assessment that is based on knowledge of young children, their families and communities, and curricular goals.
19.	A	Understand principles and procedures for creating and maintaining a safe, productive learning environment for young children that encourages communication, social skills, responsibility, and self-motivation.
20.	A	Understand the importance of communication, collaboration, and professionalism in the early childhood program to support young children's learning and well-being.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

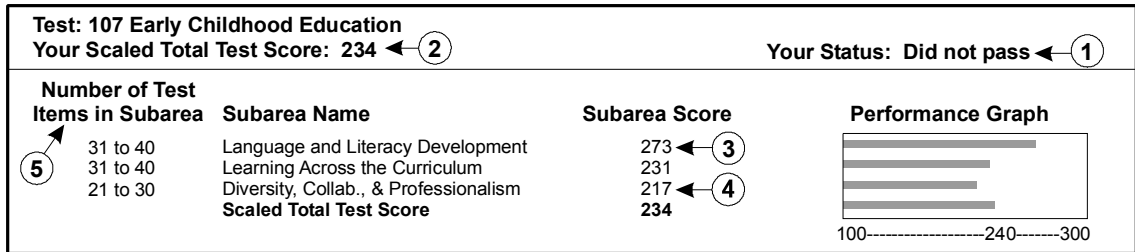
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of an Early Childhood Education test score report is provided below.



According to the above sample, the examinee did not pass the Early Childhood Education test ①, because the examinee's total test score of 234 ② is below the passing score of 240.

The examinee did better on the Language and Literacy Development section ③ of the test than on the Diversity, Collaboration, and Professionalism section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.