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# **ILLINOIS CERTIFICATION TESTING SYSTEM**

## **FIELD 107: EARLY CHILDHOOD EDUCATION TEST FRAMEWORK**

**November 2003**

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**Illinois Certification Testing System**  
**FIELD 107: EARLY CHILDHOOD EDUCATION**  
**TEST FRAMEWORK**

**November 2003**

<b>Subarea</b>	<b>Range of Objectives</b>
I. Language and Literacy Development	01–05
II. Learning Across the Curriculum	06–10
III. Diversity, Collaboration, and Professionalism in the Early Childhood Program	11–14

# ILLINOIS CERTIFICATION TESTING SYSTEM

## FIELD 107: EARLY CHILDHOOD EDUCATION

### TEST FRAMEWORK

Language and Literacy Development  
Learning Across the Curriculum  
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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.