PreK–4
Sample Selected-Response Questions

Module 1

Objective 0001
Understand the foundations and principles of child development and learning.

1. A student in a kindergarten class is playing at the water table, placing different toys in the water. The student notices that one toy floats and another sinks to the bottom and asks the teacher why some toys float. Which of the following responses from the teacher would be most strongly consistent with a constructivist approach to learning?

   1. "Let's go read a book about water and see what it says about floating."
   2. "Why don't we ask some of the other students and see if they know the answer?"
   3. "Let's try to make some other things float and see if we can figure it out together."
   4. "Why don't I tell you the answer when we have our science time later?"

Objective 0002
Understand various types of assessment and evaluation and the use of assessment to ensure children's continuous development and achievement of defined standards and goals.

2. The most important reason for using varied assessment methods and formats with young children is that such an approach:

   1. allows teachers to make accurate predictions about children's future academic performance.
   2. helps motivate children to become actively engaged in learning.
   3. promotes teachers' objectivity and fairness in evaluating children's performance.
   4. provides children with multiple avenues to demonstrate their learning.

Objective 0003
Understand strategies for meeting the needs of English language learners and students with disabilities in an inclusive PreK–4 setting.

3. A preschool student has been receiving special education services and will continue to receive services in kindergarten. An IEP meeting is being planned for the student's transition to kindergarten. Which of the following roles is most appropriate for the general education kindergarten teacher to play in this IEP meeting?

   1. developing appropriate academic interventions and strategies to meet curricular goals
   2. writing reports documenting the decisions of the team
   3. determining which special education services the student is eligible to receive
   4. facilitating the discussion of the participants
Objective 0004
Understand family and community relationships and collaboration with families, colleagues, and other professionals.

4. A kindergarten student, who is typically easygoing and friendly, has begun acting out in class and being verbally aggressive toward peers. The teacher is consulting with the school counselor about these recent changes in the student's behavior. This consultation is likely to be most productive if the teacher begins by providing the counselor with which of the following pieces of information?

1. notes from the parents describing the student's behavior at home
2. results from the student's most recent standardized assessments
3. a description of the student's behavior and strategies the teacher has implemented
4. the complete educational history and attendance records for the student

Objective 0005
Understand the legal, ethical, and professional roles and responsibilities of the PreK–4 teacher.

5. A recently hired prekindergarten teacher who is new to the area can best prepare to be an effective advocate for students by taking which of the following actions?

1. developing a strong, positive relationship with an assigned mentor
2. learning about the characteristics and needs of families within the community
3. researching advocacy activities undertaken in similar districts in recent years
4. engaging in reflection and self-assessment to identify professional strengths and challenges

Module 2

Objective 0006
Understand foundations of research-based, standards-based literacy instruction, and understand assessment, instruction, and intervention for PreK–4 students in language development.

1. A second-grade teacher uses evidence-based flexible grouping and selects different types of texts (e.g., decodable texts, leveled texts, chapter books) for different reading groups. These practices best demonstrate the teacher's awareness of the importance of which of the following principles of effective beginning reading instruction?

1. exposing students to a variety of text genres
2. accommodating students' diverse linguistic backgrounds and approaches to learning
3. aligning students' reading goals with state standards
4. transitioning students to more challenging texts as they progress in their reading skills

Objective 0007
Understand assessment, instruction, and intervention for PreK–4 students in emergent literacy and beginning reading, including development of phonemic-awareness and phonics skills.
2. A first-grade student who demonstrates mastery of phonemic blending is having difficulty sounding out and blending VC and CVC words in printed word lists and connected text. Based on this information, the student would probably benefit most from an intervention designed to improve the student's:

1. development of oral reading fluency.
2. awareness of key concepts of print.
3. letter-sound correspondence skills.
4. knowledge of high-frequency sight words.

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Objective 0008
Understand assessment, instruction, and intervention for PreK–4 students in reading fluency, vocabulary development, and reading comprehension.

3. In a fourth-grade class, providing explicit instruction focused on which of the following reading skills would most directly promote students' evaluative reading comprehension skills?

1. summarizing the main idea of an extended text
2. retrieving information from a text to answer comprehension questions
3. applying background knowledge to visualize processes described in a text
4. distinguishing between fact and opinion in a text

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Objective 0009
Understand assessment, instruction, and intervention for PreK–4 students in academic language and in listening, speaking, and writing skills.

4. A kindergarten student writes "tdirdmibk" in her journal and tells the teacher she wrote "Today I rode my bike." The student's writing sample most clearly demonstrates which of the following milestones essential to spelling development in English?

1. awareness of the alphabetic principle
2. knowledge of print conventions for representing words
3. awareness of morphological structure within words
4. knowledge of syllable juncture

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Objective 0010
Understand the developmental foundations of social studies learning; fundamental concepts and processes related to social studies; and assessment, instruction, and intervention for PreK–4 students in social studies.

5. After an extended classroom discussion of the pros and cons of adopting a civic initiative, students are divided into two relatively equal groups, one of which supports the initiative while the other has reservations about it. The teacher could best use this situation to demonstrate the value of which of the following practices?
1. assessing the costs and benefits in group decision making
2. using compromise to resolve conflicts
3. dividing problems into more manageable parts in group decision making
4. using majority rule to resolve conflicts

Objective 0011
Understand the developmental foundations of learning in arts and humanities; fundamental concepts and processes related to arts and humanities; and assessment, instruction, and intervention for PreK–4 students in arts and humanities.

6. Fourth-grade students are working in small groups to create dances to a song they have chosen. As they work, their teacher makes anecdotal notes on the students' discussions, work styles, and use of concepts related to movement and choreography that the class has previously studied. The teacher can best use these notes to accomplish which of the following goals?

1. establishing the connection between the lesson and state arts standards
2. determining students' final grades for the project
3. planning tasks and questions for an upcoming arts exam
4. documenting individual students' understanding and growth

Module 3

Objective 0012
Understand the developmental foundations of mathematical learning and problem solving and assessment, instruction, and intervention for PreK–4 students in mathematics.

1. During a learning activity about the oceans, a teacher has students solve problems involving starfish (five legs) and crabs (ten legs). Which of the following problems could the teacher use to demonstrate that some problems have more than one answer?

1. Three crabs and two starfish were on the beach. How many legs were there altogether?
2. I saw 15 legs. How many crabs and starfish did I see?
3. Two crabs have how many more legs than three starfish?
4. One crab was walking in the sand. How many starfish have the same total number of legs?

Objective 0013
Understand the foundations of scientific learning; fundamental concepts and processes related to the sciences; and assessment, instruction, and intervention for PreK–4 students in science.

2. A first-grade class is learning about light using mirrors and flashlights. After showing the class how mirrors and a variety of shiny objects reflect light, the teacher asks students if nonshiny objects can reflect light. The teacher hands out small flashlights to the students and asks them to explore this question. Which of the following strategies would be most effective for the teacher to use to help the students develop the ability to clearly explain what they learn from their exploration of reflected light?
1. discussing with each student what he or she is finding out about the reflection of light as the explorations are being conducted
2. structuring the students' explorations by having them describe supporting evidence for the hypothesis that light is reflected by nonshiny objects
3. asking the class as a whole to vote on whether nonshiny objects can reflect light and then calling on students to defend their positions
4. summarizing the concepts covered earlier in the lesson and then asking the class for explanations of how nonshiny objects can reflect light

Objective 0014
Understand the developmental foundations of learning in motor development and health; fundamental concepts and processes related to motor development and health; and assessment, instruction, and intervention for PreK–4 students in motor development and health.

3. A first-grade teacher is planning a game that involves tossing beanbags of different colors into targets marked on the floor with masking tape. The targets are in the shape of a square, a triangle, and a rectangle. The students must listen for which shape to aim for and which color beanbag to use. Which of the following strategies would make this activity inclusive of students with varying levels of motor development?

1. giving students the option of either throwing beanbags or watching and recording the results
2. reducing the distance the beanbags must be thrown and increasing the target size
3. providing frequent rest breaks and allowing students to stop at any time they wish
4. asking students to work in pairs and allowing pairs to determine the stronger thrower to participate

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