



PRAXIS STUDY COMPANION

# Early Childhood Education: Foundational Knowledge 5533

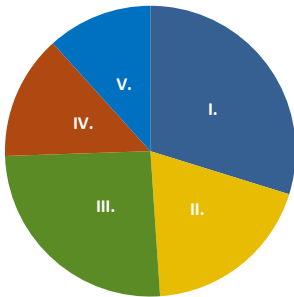


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## Early Childhood Education: Foundational Knowledge (5533)

### Test at a Glance

<b>Test Name</b>	Early Childhood Education: Foundational Knowledge		
<b>Test Code</b>	5533		
<b>Time</b>	125 minutes		
<b>Number of Questions</b>	125 selected-response questions		
<b>Format</b>	The test consists of a variety of selected-response questions. You can review the question types in Understanding Question Types.		
<b>Test Delivery</b>	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Child Development and Learning	35	28%
	II. Child Observation, Documentation, and Assessment	23	18%
	III. Developmentally Appropriate Teaching Practice	30	24%
	IV. Professionalism, Family-Teacher Partnerships, and Community Connections	16	13%
	V. Knowledge, Application, and Integration of Academic Content in the Curriculum	21	17%

## About The Test

The Early Childhood Education: Foundational Knowledge (5533) test is designed to measure the professional knowledge and skills of prospective teachers of young children (from birth to age six).

The content of the test was drawn up by experts in the field of early childhood education. A group of teachers, teacher educators, and administrators determined that mastery of the content necessary for safe and effective practice and needed at the time of entry into the profession. The test is aligned closely with the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators.

The test is 125 minutes long and contains 125 selected-response questions. The test may contain questions that do not count toward the test taker's score.

The questions are designed to assess the test taker's knowledge of pedagogy and content, the relationship between theory and practice, and the ways that theory can be applied in the educational setting. The questions also cover multicultural influences; diversity; variations in development, including atypical development, and the effects they have on child development and learning. Most of the questions are related to children from birth through age six, but some questions may require knowledge of development at later ages to assess the test taker's understanding of the full development range that may be found among children in this age group.

## Content Topics

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

**Note:** The use of “e.g.,” to start a list of examples implies that only a few examples are offered, and the list is not exhaustive.

## Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They 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. Answers for the discussion questions are **not** provided; however, 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. The questions are intended 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. Child Development and Learning

### A. Developmental Knowledge

1. Understands typical developmental progression and can identify atypical development across physical, cognitive, social, emotional, and linguistic domains, including bilingual/multilingual development
2. Understands how language, culture, and family background influence the learning of children with and without exceptionalities
3. Knows the various theories and research that inform the field’s understanding of young children’s development and learning

### B. Factors that Influence Development and Learning

1. Understands the diversity of families (structure, environment, culture) and the impact they have on children’s lives and learning
2. Understands how children’s physical characteristics, health, gender, temperament, self-concept, interests, and abilities affect their learning
3. Knows biological and environmental factors that influence children’s early development and learning
4. Understands the impact of protective factors, trauma, stress, and adversity on children’s development and learning

**C. Support Diverse Learners**

1. Knows that some children will need individualized support for identified developmental delays, disabilities, and intellectual giftedness
2. Knows the critical role of developmentally appropriate play in a child's life and how it influences the developmental and learning process
3. Knows strategies to create psychologically, healthy, safe, secure, respectful, supportive, and challenging learning communities, including positive guidance strategies for individual children and groups

**Discussion Questions: Child Development and Learning**

- How does tailoring a learning activity suit the physical development of a 3-year-old child compared to a 6-year-old child?
- How does culture have an impact on the learning of children with exceptionalities?
- How did Vygotsky and Piaget contribute to the field of early childhood development?
- What is the typical range of fine motor development for a 4-year-old child?
- What are the atypical development patterns of a prekindergartner with a reading disability?
- How does a 3-year-old child's approach to problem-solving differ from that of a 5-year-old child?

- What instructional strategies can help kindergarten children develop their receptive and expressive vocabulary?
- List three ways in which children's learning is influenced by their physical characteristics, health, gender, temperament, self-concept, interests, and abilities.
- Why is play essential for children's development and learning?
- List several methods for establishing a safe, supportive, and challenging learning environment for children.

**II. Child Observation, Documentation, and Assessment****A. Effective Assessment Practices**

1. Knows how to create, select, adapt, and use screening and assessment tools that assess children's learning progress, strengths, and interests in ways that are developmentally appropriate (e.g., in regard to culture, linguistics, disabilities)
2. Knows the benefits and uses of assessment to inform curriculum and instruction
3. Knows the role screening and evaluation play in the referral and evaluation process for identifying a child who needs additional support or services
4. Knows how to collect and organize children's assessment data



5. Knows how to interpret observations, screening, and assessment results to adjust or modify instruction or curriculum (e.g., scaffolding)
6. Knows how to embed assessment into instruction through the connection of learning goals and teaching strategies

## **B. Collaborative Assessment Practices**

1. Knows how to convey the meaning of assessment results accurately with simplified explanations for children, parents/caregivers, teachers, and colleagues from other disciplines
2. Understands the teacher's role as an active participant in the screening, referral, and evaluation process
3. Understands the child's family as the expert by identifying different ways families can contribute to the assessment process

### **Discussion Questions: Child Observation, Documentation, and Assessment**

- What assessment tool is developmentally appropriate for evaluating children's strengths?
- Describe the benefits of various types of assessments used in the classroom.
- How is instruction modified based on a child's assessment results?
- Explain how to integrate assessment into daily teaching practices.
- What is the importance of involving families in the assessment process?

- List four effective methods for communicating assessment results to families.
- How are scaffolding techniques in the classroom implemented?

## **III. Developmentally Appropriate Teaching Practice**

### **A. Learning Environment**

1. Knows the components of safe, effective, and flexible learning environments to stimulate a range of interests and abilities that are appropriate to the age of the child (e.g., spaces for individual and cooperative learning, learning centers, spaces that support diversity and inclusion)
2. Knows how to integrate multisensory materials into indoor and outdoor spaces to promote learning and development (e.g., accessibility, learning centers, aesthetics)
3. Knows how to establish, communicate, and model classroom schedules, routines, procedures, and rules effectively
4. Knows how to encourage children to move toward independence, make transitions, use self-regulation, understand perspective-taking, and resolve conflicts (e.g., strategies such as positive reinforcements, self-talk, charting)
5. Knows theories and research that inform the development of learning environments and instructional practice

**B. Differentiated Instruction**

1. Knows how to scope and sequence to plan lessons that highlight the standards and skills as well as promote growth in specific developmental domains and content areas
2. Knows how to apply flexible, evidence-based teaching skills and strategies that are appropriate for different ages and content areas
3. Understands the importance of supporting children's acquisition and exploration of increasingly complex knowledge and skills

**C. Instructional Strategies**

1. Understands the importance of a developmentally and culturally relevant curriculum, building on the cultural and linguistic assets that each child brings
2. Knows how to select appropriate resources and materials to fit instructional strategies and goals
3. Knows how to select materials that avoid biases and stereotypes to foster positive learning dispositions for children
4. Knows how to modify instruction based on the strengths, needs, and interests of children up to age 6 (e.g., modifying learning goals, sequencing, teaching methods, scaffolding)
5. Knows how to use grouping strategies based on the learning goals and needs of the learners (e.g., whole group, small group, pairs, individual work in learning centers)

6. Knows the different types of play (e.g., solitary, parallel, cooperative, constructive) and the importance of incorporating play into the curriculum.
7. Knows how to evaluate, select, and modify activities and materials, including interactive technologies, to support children in equitable and active learning based on their learning paths, interests, strengths, and needs

**Discussion Questions: Developmentally Appropriate Teaching Practice**

- How do teachers create a learning environment suitable for children from birth to age 6?
- List ways teachers can design indoor and outdoor learning environments that offer children opportunities to play, explore, and discover.
- Why is it important to establish classroom rules and procedures at the beginning of the year in a kindergarten classroom?
- Describe how children progress toward independence from birth to age 6.
- List the theorists who have contributed to early childhood instructional practice and describe their contributions.
- How do early childhood teachers utilize scope and sequence to plan daily lessons in various content areas to foster growth in all developmental domains?
- What is the importance of a child's culture and language in their learning and development?



- List grouping strategies that teachers commonly use in early childhood classrooms based on children's learning goals and needs.
- What are the various types of play, and why are they important in an early childhood classroom?

## **IV. Professionalism, Family-Teacher Partnerships, and Community Connections**

### **A. Ethical Standards and Professional Guidelines**

1. Understands the importance of upholding ethical and professional guidelines for early childhood educators, students, their families, and colleagues (e.g., uses the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct, confidentiality, informed consent, mandatory reporting, records, and assessment)
2. Knows the rights of children with developmental delays or disabilities
3. Knows how to locate and identify information from sources of professional research to stay current in the field and improve practice (e.g., journals, books, online resources, professional associations, professional workshops, conferences)

4. Understands the early childhood educator's role as a professional partner and the professional responsibilities pertaining to special education laws (e.g., IFSP, IDEA, Section 504, mandatory reporting, confidentiality, FERPA)
5. Knows how to analyze, modify, and improve instruction through self-reflective practice, colleague/supervisor feedback, and evidence from inside and outside the classroom.
6. Knows the common procedures to promote the health and safety of young children (e.g., playground rules, fire drills, CPR, active shooter drills)

### **B. Family and Community Relationships**

1. Knows how to identify needed support for children and families and is familiar with ways to connect families to high-quality resources available in the community and through the school (e.g., translation/interpretation services, early childhood special education, early intervention services)
2. Knows a variety of collaborative strategies to partner with families in children's development and learning

3. Understands how to use family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information
4. Knows strategies for engaging in collaboration with other colleagues (e.g., speech therapists, paraprofessionals, reading specialists, special educators)
5. Knows how to select and modify a variety of communication strategies to fit different circumstances and audience preferences, including the use of technology (e.g., emails, digital portfolios, online reports, assistive technology, texting)

#### **Discussion Questions: Professionalism, Family-Teacher Partnerships, and Community Connections**

- Describe the importance of adhering to ethical and professional guidelines for early childhood educators.
- How can teachers stay current in the education field to enhance their practice?
- Identify key laws that an early childhood educator should be familiar with regarding special education.
- What are some common procedures to maintain the health and safety of young children in the classroom?
- Identify ways a teacher can assist in connecting families with community resources.

- List ways that teachers can collaborate with families to support children's development and learning.
- Why is reflection important for evaluating and enhancing practices with young children?
- Describe the collaborative roles of various professionals involved in children's care and education.
- What is the best way to communicate with parents using technology?

## **V. Knowledge, Application, and Integration of Academic Content in the Curriculum**

### **A. Language and Literacy**

1. Knows the different stages of language development and language delays for children from birth through age 6
2. Knows the bilingual language development process, knows the foundational role the home language plays in academic success, and is familiar with the strategies for supporting continued home language development
3. Understands the importance of literacy skills (e.g., phonological awareness, phonics, vocabulary, fluency, listening comprehension, and writing) and the use of instructional strategies to support the child's learning development.

4. Knows instructional strategies to help children build receptive and expressive vocabulary and use it in reading, writing, speaking, and listening for increased comprehension.
5. Knows ways to support reading fluency through instructional strategies (e.g., read aloud, choral reading, dialogic reading) and through strategic selection of reading material for text complexity and other text features
6. Knows the different formats and genres of children's literature, including narrative and informational texts and picture books
7. Knows how to use texts with different structures and features, including visual representations, in ways that fit with children's developmental, cultural, and linguistic needs and interests (e.g., key ideas, supporting details, character, plot, setting)
8. Knows strategies to support children in the development of writing, including prewriting and handwriting skills.
9. Knows strategies to develop children's ability to make oral presentations (e.g., through modeling, retelling) and to participate in collaborative conversations, including strategies for promoting active listening and for organizing and facilitating discussion, such as through questions to promote children's critical thinking

## **B. Other Academic Disciplines**

1. Understands mathematics is learned through active exploration, direct instruction, integration of mathematical concepts across content areas and the use of mathematical language in conversations about real-life problems
2. Knows how to support the development of foundational mathematical skills (e.g., counting, cardinality, number recognition, one-to-one correspondences, shapes, sorting objects, patterns, addition, subtraction, measurement)
3. Knows the materials, concepts, methods, and the resources needed for teaching the various content subjects (social studies, science, physical education, art) in an early childhood curriculum
4. Understands the impact that integration and inquiry across multiple content areas can have on children's learning, and knows how to modify lessons through curricular resources and pedagogical strategies to benefit children's understanding of the content

### **Discussion Questions: Knowledge, Application, and Integration of Academic Content in the Curriculum**

- What are some strategies for the continued development of children's home language in the classroom?
- List instructional strategies that support children's literacy development.
- What are some instructional strategies that support reading fluency?

- Identify the various formats and genres of children's literature.
- What are effective ways to learn mathematics through exploration and real-life problems?
- List ways a teacher can support the development of foundational mathematical skills in young children.
- Describe the materials and resources needed to teach social studies, science, physical education, and art in an early childhood curriculum.

## Early Childhood Education: Foundational Knowledge (5533)

### Sample 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 statements below is followed by suggested answers or completions. Select the one that is best in each case.

1. Which of the following is a typical developmental milestone for language in a 3-year-old child?
  - (A) Reciting the alphabet backward
  - (B) Speaking in three-word sentences
  - (C) Writing their full name in cursive
  - (D) Reading a picture book aloud independently
2. Which of the following assessment methods is developmentally appropriate for evaluating literacy skills progress in a diverse classroom?
  - (A) Administering weekly standardized tests
  - (B) Conducting individual reading conferences
  - (C) Assigning daily written book reports
  - (D) Using group oral-reading sessions
3. Which of the following actions by a preschool teacher best helps establish classroom routines?
  - (A) Creating a visual schedule with pictures representing the daily routine
  - (B) Sending regular e-mails to parents outlining the weekly routine
  - (C) Allowing children to choose the activities they wish to participate in each day
  - (D) Using a loud bell to signal transitions between daily activities

4. A preschool teacher observes the class during a hands-on science activity in which children are exploring the properties of different materials.

Which of the following strategies would be most appropriate for the teacher to use to assess the children's learning progress?

- (A) Asking the children to draw a picture of what they observe during the science activity
  - (B) Giving the children a written quiz about the science topic at the end of the activity
  - (C) Using a checklist to record the children's interactions and responses during the science activity
  - (D) Administering a standardized test to determine the children's knowledge of scientific concepts
5. Which of the following demonstrates a teacher's most appropriate action when collaborating with the parents of a child who has been recently diagnosed with a disability covered under IDEA?
- (A) Providing the parents with a weekly detailed progress report outlining the child's behavior in the classroom
  - (B) Contacting the Individualized Education Program (IEP) team to schedule a meeting with the parents to develop the child's IEP
  - (C) Organizing monthly workshops so that the parents can share child development and home support challenges
  - (D) Sharing comprehensive test results and academic progress compared to grade-level expectations with the parents at the end of each semester
6. Which of the following best demonstrates a kindergarten teacher adjusting classroom instruction based on assessment results?
- (A) Rearranging the seating chart to improve classroom management
  - (B) Introducing a phonics game for children struggling with letter-sound correspondence
  - (C) Scheduling more outdoor playtime to enhance physical and emotional development
  - (D) Assigning additional homework to reinforce classroom lessons



7. Which of the following scenarios best illustrates a teacher's understanding of the impact of language, culture, and family background on children's learning?
- (A) Ms. Garcia conducts a reading lesson in English and then pairs a child who speaks English and Spanish with a child who has recently arrived from a Spanish-speaking country for support.
  - (B) Mr. Smith uses a variety of instructional strategies and ensures that his lessons include elements from the cultures of all children in the class to make the content more relatable.
  - (C) Ms. Patel assigns homework that requires Internet access, assuming that all children in her class have access to the Internet at home.
  - (D) Mr. Chen organizes a class play and assigns roles to children based on observable gender roles of individuals prevalent in the community.
8. Which of the following actions best demonstrates a preschool teacher effectively connecting a family to community resources when a child shows early signs of developmental delays?
- (A) Recommending that the parents read more books at home to improve the child's language skills
  - (B) Suggesting the parents visit educational museums to enhance the child's cognitive development
  - (C) Referring the family to early intervention services for a comprehensive developmental assessment
  - (D) Encouraging the parents to volunteer at school to better understand their child's learning environment

9. Which of the following is the most appropriate and effective way for a preschool teacher to create a learning environment that supports a range of children's interests and abilities?
- (A) Arranging desks in rows facing the front of the classroom to ensure children focus on the teacher
  - (B) Establishing learning centers that focus on different activities such as reading, art, and social skills
  - (C) Setting up a supply station for classroom materials that is easily accessible for the teacher
  - (D) Planning whole-class instruction during each time block to ensure children remain engaged
10. Which of the following scenarios best demonstrates a kindergarten teacher supporting children who are in the preoperational stage of Jean Piaget's theory of cognitive development?
- (A) The teacher sets up a series of stations with detailed instructions for children to follow in order to learn new vocabulary words.
  - (B) The teacher helps children who are struggling to categorize objects by size and provides more complex sorting tasks to challenge the children's current understanding.
  - (C) The teacher encourages children to engage in pretend play, which allows the children to explore and make sense of the world around them.
  - (D) The teacher introduces abstract mathematical concepts to the class by explaining the reasoning behind addition and subtraction before allowing the children to practice using the concepts.
11. Which of the following actions best demonstrates an early childhood educator's role in the early screening process?
- (A) Assessing children once a school year and relying on initial findings to guide all future instruction
  - (B) Scheduling parent-teacher conferences to discuss children's social skills
  - (C) Implementing a new curriculum that emphasizes early reading skills
  - (D) Regularly observing children during free play to document developmental milestones

12. Which of the following is the best way for a teacher to support children from diverse cultural backgrounds in a kindergarten classroom?
- (A) Organizing a schoolwide cultural festival that showcases a single culture's food and music
  - (B) Encouraging children to work with peers who share the same customs
  - (C) Having children watch educational videos that reflect the local culture
  - (D) Asking children to volunteer to share a favorite family tradition during circle time
13. Which of the following strategies will best support a child in a kindergarten class who has been identified as intellectually gifted?
- (A) Allowing the child more time to engage in free play
  - (B) Encouraging the child to help other children with their assignments
  - (C) Assigning the child additional work sheets to complete at home
  - (D) Providing opportunities for the child to work on more-challenging projects independently
14. Which **TWO** of the following support family systems theory and are effective ways for an early childhood teacher to cultivate a culturally responsive partnership with children's families?
- (A) Having regular parent-teacher conferences to discuss the children's academic progress and standardized test results
  - (B) Encouraging families to share their traditions and customs that reflect their heritage by inviting them to participate in classroom activities
  - (C) Sending home weekly newsletters that outline classroom activities and upcoming events
  - (D) Organizing community events celebrating various holidays that families can volunteer for and participate in

15. The best way for a teacher to convey assessment results to parents and caregivers is by doing which of the following?
- (A) Listing the children in order based on their assessment results
  - (B) Presenting content area results in formatted tables
  - (C) Providing simplified explanations and practical examples
  - (D) Sharing peer reviews of the children's performance in groups
16. Which of the following strategies is most effective in fostering a psychologically safe and supportive classroom environment for a diverse group of kindergarten children?
- (A) Ensuring that children have regular opportunities for unstructured indoor and outdoor play
  - (B) Implementing consistent routines and allowing children to contribute to classroom rules
  - (C) Encouraging competition among children to motivate them to improve their performance
  - (D) Using a system of extrinsic rewards to manage children's social behavior in the classroom
17. Which of the following is the best way for a kindergarten teacher to ensure that the instructional materials used in class foster a positive learning experience for all children?
- (A) Using materials that focus on the dominant cultural perspective of the school's population
  - (B) Selecting stories for reading lessons that are well-known and approved by community leaders
  - (C) Choosing materials primarily based on their relevance to developing content-area expertise
  - (D) Seeking out books and sources when planning lessons that include diverse characters and cultures

18. Which of the following activities best illustrates the use of an integrated, inquiry-based approach to enhance children's understanding of a story?
- (A) Having the children read the story independently and then write a summary
  - (B) Organizing a group discussion about the story's themes and characters
  - (C) Sharing a story and having the children discuss the story's events by asking one another questions
  - (D) Allowing the children to create a comic strip of their favorite scene from the story after listening to it
19. Which of the following classroom activities will best support the development of self-concept in 4-year-old children?
- (A) Having children practice praising their friends for their achievements
  - (B) Encouraging children to bring a favorite toy from home and share why it is special
  - (C) Asking children to mimic the teacher's movements during a dance activity
  - (D) Guiding children in identifying the letters of the alphabet they struggle to recognize
20. Which of the following teacher actions during a parent-teacher conference most effectively acknowledges members of a child's family as experts in contributing to the assessment process?
- (A) Asking the family to share observations about the child's behaviors and how the child learns in the home environment
  - (B) Presenting the family with the teacher's findings and recommendations for improving the child's outcomes
  - (C) Providing the family with a list of developmental milestones the child has met successfully
  - (D) Explaining to the family how the child's average performance compares to the class average

21. Which of the following best promotes the academic success of bilingual children by supporting both their home-language development and the acquisition of English language skills?
- (A) Encouraging children to speak English to their classmates and teachers in school
  - (B) Providing classroom books in both English and the children's home languages
  - (C) Asking parents to speak English to their children at home to support English language acquisition
  - (D) Giving children opportunities to sing songs in their home language for their classmates
22. Which of the following environmental factors most significantly affects a child's early learning development?
- (A) The color of the walls in the classroom
  - (B) The type of music played during movement time
  - (C) Family involvement in educational activities
  - (D) Access to electronic devices at home
23. Which **THREE** of the following strategies would most effectively help a kindergarten teacher encourage children to move toward independence and improve their self-regulation during classroom transitions?
- (A) Using a visual timer to signal the end of an activity
  - (B) Offering extra recess time as a reward for smooth transitions
  - (C) Praising children who quickly follow directions during transitions
  - (D) Giving each child a sticker every time they make a successful transition
  - (E) Teaching children to use self-talk strategies during transitions



24. Which of the following teacher strategies will most likely build children's expressive vocabulary after the children listen to a story read aloud?
- (A) Having the children retell and dramatize the story using classroom props
  - (B) Encouraging the children to participate in a choral reading of the story
  - (C) Asking the children to draw pictures of their favorite part of the story
  - (D) Letting the children listen to an audio recording of the story
25. Which of the following strategies most effectively promotes the literacy skills and individual learning needs of kindergartners?
- (A) Encouraging each child in the class to select a book from the classroom library to read during quiet time
  - (B) Brainstorming topics and ideas as a group based on the current lesson before having each child write a story
  - (C) Having each child complete a digital work sheet on letter-sound recognition at their desk independently
  - (D) Organizing children into groups based on explicit reading challenges such as phonological awareness or phonics
26. Which of the following teacher actions most effectively uses children's cultural diversity to advance their reading comprehension?
- (A) Posting an organized list of cognates on a wall to teach new vocabulary words
  - (B) Assigning daily reading tasks that align with state standards for literacy
  - (C) Implementing a uniform literacy curriculum for instructional consistency
  - (D) Using standardized test scores to determine literacy teaching methods

27. Which of the following teacher actions is most effective for integrating mathematical concepts into a kindergarten classroom's daily routine?
- (A) Including a math work sheet as part of nightly homework assignments
  - (B) Using a picture schedule to display the activities of the day
  - (C) Including number stencils and stamps in the writing center for the children to use
  - (D) Posting the math objective for the day on the board for the children to read
28. Which of the following strategies is best for effectively implementing differentiated instruction during a math lesson on addition in a mixed-ability kindergarten classroom?
- (A) Assigning identical addition problems to all children and providing support to those who request it
  - (B) Developing tiered activities that allow children to work on addition problems at varying levels of complexity based on their skill set
  - (C) Encouraging children to compete with each other to solve addition problems quickly and rewarding the fastest responses
  - (D) Teaching addition by exclusively using abstract number problems with concrete manipulatives
29. Which of the following activities best supports developmentally appropriate play for children in a kindergarten classroom?
- (A) Having the children divide themselves into teams to play a variety of sports during recess
  - (B) Implementing a computer-based learning program during playtime that focuses on academic skills
  - (C) Assigning each child specific roles in a structured game with predetermined rules and outcomes
  - (D) Offering a variety of play materials and art supplies that children can freely choose from

30. Which of the following is a required action when a teacher suspects a child in a kindergarten class may have a developmental delay?
- (A) Providing the child preferential seating to help the child stay on task
  - (B) Obtaining written consent from the child's parents to conduct an initial evaluation
  - (C) Using assistive technology devices to support the child's various learning paths
  - (D) Pairing the child with a peer who can provide support during group work
31. Which of the following teacher actions best supports the development of kindergarten children's understanding of one-to-one correspondence in mathematics?
- (A) Counting aloud from 1 to 20 while pointing to a number chart
  - (B) Engaging children in a song that includes counting numbers
  - (C) Encouraging children to draw pictures of numbers 1 to 10
  - (D) Asking children to sort objects into groups by size while counting them

## Answers

1. Option (B) is correct. Speaking in three-word sentences aligns with the typical developmental milestones in the communication and language development domains for a 3-year-old child. At this age, children generally begin to combine words into short sentences, usually consisting of three to four words, to express ideas more clearly.
2. Option (B) is correct. Conducting individual reading conferences is developmentally appropriate as it allows the teacher to assess each child's reading skills and comprehension in a supportive, one-on-one setting. This method is tailored to individual needs and considers the child's cultural and linguistic background.
3. Option (A) is correct. Using a visual schedule with pictures that represent each part of the day helps preschool children understand and follow the daily routines; having a visual schedule addresses their developmental needs and fosters independence.
4. Option (C) is correct. Using a checklist is an appropriate method for assessment because it allows the teacher to observe and record the children's interactions and responses in a clear and organized way.
5. Option (B) is correct. IDEA emphasizes collaborative, ongoing planning and decision-making involving both educators and parents to address the unique needs of a child with a disability. Contacting the IEP team to schedule meetings ensures that parents are actively involved in creating and reviewing their child's IEP.
6. Option (B) is correct. Introducing a phonics game that responds directly to an observed difficulty, such as difficulty with letter-sound correspondence shown by assessment results, demonstrates modifying instruction to support the children's learning needs.
7. Option (B) is correct. Mr. Smith's approach to integrating various cultural elements into his lessons demonstrates an understanding of how culture and family background can influence children's learning. By making content relatable to all children, he is acknowledging and validating the diversity in his classroom, which aligns with best practices for accommodating all children.
8. Option (C) is correct. Referring the family to early intervention services is an appropriate action for addressing the child's developmental delays and ensures that the family receives support from specialized community resources.
9. Option (B) is correct. By creating distinct areas for different activities, the preschool teacher is providing a flexible and effective learning environment that meets the diverse needs and interests of all children in the class.
10. Option (C) is correct. Pretend play is a key component of Piaget's preoperational stage, which is typical for children in the kindergarten age range. This stage is characterized by symbolic thinking and imagination, which is supported by pretend play.
11. Option (D) is correct. Regularly observing children during free play to document developmental milestones directly reflects the teacher's active participation in the assessment process, ensuring that children who may need additional support are identified early.

12. Option (D) is correct. Asking children to share a favorite family tradition during circle time is a way to acknowledge the children's diverse backgrounds and to foster an inclusive classroom environment.
13. Option (D) is correct. Providing opportunities for the child to work on more-challenging projects independently will engage the child and better meet the child's advanced intellectual needs.
14. Options (B) and (D) are correct. Encouraging families to share their cultural traditions and participate in classroom activities aligns with family systems theory by valuing the families' cultural backgrounds and fostering a culturally responsive partnership. Organizing community events that celebrate diverse holidays allows families to volunteer and engage actively, further strengthening this partnership by involving the families in the school community and recognizing their cultural contributions.
15. Option (C) is correct. Providing simplified explanations and practical examples ensures that parents and caregivers can understand the assessment results and learn where their children are doing well or where they need extra support.
16. Option (B) is correct. Having consistent routines and allowing children to contribute to classroom rules helps create a sense of stability and belonging, which is essential for a psychologically safe and supportive environment.
17. Option (D) is correct. Planning for instruction by choosing books, magazines, and other relevant materials that include diverse characters and cultures ensures that children see themselves and others represented positively, which fosters an inclusive environment that values diversity.
18. Option (C) is correct. Sharing a story and having children discuss the story's events by asking one another questions promotes an inquiry-based approach that encourages active learning and critical thinking. These activities allow children to explore different perspectives, which enhances their comprehension and problem-solving skills.
19. Option (B) is correct. Encouraging children to bring a favorite toy from home and share why it is special helps to develop their self-concept by allowing them to express their individuality and share personal experiences with peers.
20. Option (A) is correct. Soliciting observations from the family recognizes the family members' unique perspective and invites their input, highlighting their role as essential contributors to the assessment process.
21. Option (B) is correct. Providing books and materials in English and in the children's home languages promotes the development of both languages, helping children to strengthen their home language while acquiring English.
22. Option (C) is correct. Active involvement from family in educational activities such as reading together, engaging in learning games, or helping with homework can significantly enhance a child's learning experiences and development.

23. Options (A), (C), and (E) are correct. Using a visual timer helps children grasp the concept of time by providing a concrete representation of how long they have left for an activity. This fosters self-awareness and prepares them mentally for transitions. Praising children who quickly follow directions reinforces desired behaviors and motivates them to repeat those actions, thereby building their confidence and understanding of expectations. Additionally, teaching self-talk strategies equips children with tools to articulate their thoughts and emotions, enabling them to manage their feelings during transitions more effectively. Together, these strategies create a supportive environment that empowers children to navigate changes independently while enhancing their self-regulation skills.
24. Option (A) is correct. Having children retell and dramatize a story using props helps them to make connections between words and their meanings and to build their expressive vocabulary.
25. Option (D) is correct. Organizing children into groups based on explicit reading challenges, such as phonological awareness or phonics, is the most effective strategy for promoting literacy skills and addressing the individual learning needs of kindergartners. Grouping children according to specific reading challenges allows for targeted instruction that best addresses the diverse needs of all children.
26. Option (A) is correct. Creating a list of cognates from diverse languages highlights and values the linguistic assets children bring, fostering an inclusive environment. English learners can more easily learn new vocabulary by using these cognates.
27. Option (B) is correct. Using a picture schedule to display daily activities will allow the children to learn about sequence and time in a developmentally appropriate way and on a daily basis.
28. Option (B) is correct. Developing tiered activities that match different levels of complexity to children's varying skill sets is a hallmark of differentiated instruction. This strategy allows each child to engage with content that is appropriately challenging and supports learning at their individual skill set.
29. Option (D) is correct. Offering a variety of play materials and art supplies allows children to choose what to play with based on their interests, and it supports developmentally appropriate play. Having a choice of materials encourages exploration, creativity, peer interaction, and learning, which are all critical components in a child's developmental process.
30. Option (B) is correct. According to IDEA, obtaining written consent from parents for a child who may have a developmental delay is required by federal law; therefore, the teacher is complying with ethical standards and professional guidelines.
31. Option (D) is correct. Sorting objects into groups by size while counting them helps kindergarten children develop foundational mathematics skills, specifically one-to-one correspondence. This activity encourages children to focus on categorizing and counting, reinforcing that each object is counted once.



## 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 seeing them on other standardized tests you have taken. If not, familiarize yourself with them so that you won't have to spend time during the test figuring out how to answer them.

### Understanding Selected-Response and Numeric-Entry Questions

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

However, interactive question types may also ask you to respond by doing the following.

- 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. Essay questions and short-answer questions are types of questions that call for a constructed response.

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. For such questions, you must support your position with specific reasons and examples from your own experience, observations, or reading.

Following are a few sample essay topics to review:

- *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.*
  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - 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 who need a job.”*
  - 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 the following 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 should not be 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 intended to write. Do not leave sentences unfinished or omit clarifying information.

## General Assistance For The Test

### Praxis Interactive Practice Test

This full-length Praxis practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

### Doing Your Best

#### Strategy and Success Tips

Effective Praxis test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your Praxis test and make the best use of your time. Learn more at [Strategy and Tips for Taking a Praxis Test](#).

#### Develop Your Study Plan

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.



Visit our website to find test prep resources and  
preparation materials to build confidence for test day:

**<https://praxis.ets.org>**



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