



PRAXIS STUDY COMPANION

Early Childhood Education: Foundational Knowledge and Content 5534



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Early Childhood Education: Foundational Knowledge and Content (5534)

Test at a Glance

Test Name	Early Childhood Education: Foundational Knowledge and Content		
Test Code	5534		
Time	120 minutes		
Number of Questions	120 selected-response questions		
Format	The test consists of a variety of selected-response questions. You can review the question types in Understanding Question Types.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Child Development and Learning	26	22%
	II. Child Observation, Documentation, and Assessment	23	19%
	III. Developmentally Appropriate Teaching Practice	28	23%
	IV. Professionalism, Family-Teacher Partnerships, and Community Connections	14	12%
	V. Knowledge, Application, and Integration of Academic Content in the Curriculum	29	24%

About The Test

The Early Childhood Education: Foundational Knowledge and Content (5534) test is designed to measure the professional knowledge and skills of prospective teachers of young children (from birth to age eight).

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 the 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 standards of the National Association for the Education of Young Children (NAEYC) standards for Early Childhood professional preparation and the Early Interventionist/Early Childhood Special Educator (EI/ECSE) Standards.

The test is 120 minutes long and contains 120 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. The questions will also cover content knowledge such as language and literacy, mathematics, and other academic disciplines. Most of the questions are related to children from birth through age eight, 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

- What is the typical emotional and social development of a second grader?
- What learning strategies can educators implement to create an inclusive environment that respects and accommodates the diverse needs of children with exceptionalities?
- How can educators apply theories and research to enhance their teaching practices to support the diverse needs of children?
- List three strategies that educators can use to effectively support diverse family structures in children's lives and in their learning within the classroom.
- How do children's gender, self-concept, and interests influence their learning?
- What methods can educators employ in the classroom to support children who are facing challenges related to trauma, stress, and adversity?
- Why is it important to effectively identify and support children with developmental delays and intellectual giftedness to meet their unique needs in the classroom?

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

- How can educators use assessment tools that assess children's learning progress, strengths, and interests in ways that are developmentally appropriate?
- How can understanding the benefits and uses of assessment inform curriculum development in early childhood education?
- What role does screening and evaluation play in the referral and evaluation process for identifying a child who needs additional support?
- How can educators interpret observations and assessment results to effectively modify instruction?
- What are some ways that an educator can use simplified explanations to convey the meaning of assessment results when communicating to colleagues?
- How can educators recognize and utilize the expertise of a child's family by identifying various ways families can contribute to the assessment process??

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 apply 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 8 (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

- What are the key components of learning environments that stimulate a range of interests and abilities appropriate to the age of the child?

- How can educators effectively establish classroom rules and routines?
- What theories and research inform the development of learning environments and instructional practices?
- Describe how children progress toward independence from birth to age 8.
- List the theorists who have contributed to early childhood instructional practice and describe their contributions.
- How can educators select materials that avoid biases and stereotypes to foster positive learning dispositions in children?
- Why is it developmentally appropriate to incorporate play into the curriculum?
- How can educators choose and adapt activities to support all children's learning based on their interests, strengths, and needs?

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

- Why is it important for early childhood educators to uphold ethical and professional guidelines?
- What are the rights of children with disabilities that educators should be aware of?
- How can educators locate and identify information from various sources to stay current in the education field and improve their practice?
- What are some ways educators can improve their classroom instruction?
- How can educators identify needed support for children and their families and connect them to resources available in the community and through the school?

- What are some collaborative strategies educators can use to partner with families in supporting children's development?
- What strategies can educators use to effectively collaborate with other colleagues, such as a reading specialist?

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 8
2. Knows the bilingual language development process, knows the foundational role the home language plays in academic success, and is familiar with 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 the conventions of grammar, usage, mechanics, and spelling and knows how to develop children's use of them in writing and speaking
10. 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. Mathematics

1. Understands that mathematics is learned through active exploration, direct instruction, and the integration of mathematical concepts across content areas
2. Knows how to use strategies for engaging children in mathematical thinking through manipulation of appropriate instructional materials (manufactured and natural, physical, and virtual) and the use of mathematical language in conversations about real-life problems
3. 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)
4. Understands the processes and properties of the four basic operations (addition, subtraction, multiplication, division) as applied to whole numbers and how to use a variety of mathematical methods to support children's knowledge and application of arithmetic operations (e.g., standard algorithms, number sense, counting, subtracting, mental math, multiplication, division, money)
5. Understands how to assist children in developing the skills and concepts involving measurement and estimation using standard and nonstandard units of measure
6. Knows how to guide children in understanding multiple visual representations of fractions (e.g., area model, discrete model, part-whole, ratio)
7. Knows foundational geometric concepts (e.g., lines and space, shapes, and their attributes) and how to guide the reasoning and learning of children in this area
8. Understands the processes, skills, and concepts for representing and interpreting data and how to assist children in developing tools for mathematical inquiry (e.g., documentation through drawing graphic representation)

C. Other Academic Disciplines

1. Knows how to identify content knowledge, concepts, methods, and the resources needed for teaching the various content subjects (social studies, science, physical education, art) in an early childhood curriculum
2. 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 the different stages of language development from birth to age 8?
- What is the bilingual language development process?
- What literacy instructional strategies can be used to support a child's learning development, and why are these skills important?

- What instructional strategies can be used to help children build receptive and expressive vocabulary?
- How can educators use texts with different structures and features?
- What strategies can be used to develop children's ability to make oral presentations and organize discussions with the goal of enhancing their critical thinking?
- How is mathematics learned through active and direct exploration?
- List ways to teach foundational math skills.
- How can educators assist children in developing skills related to measurement and estimation?
- What approaches can be used to teach children foundational geometric concepts?
- List ways educators can teach content subjects in the early childhood classroom.
- How does integrating and inquiring across multiple content areas impact children's learning, and how can educators modify lessons to enhance this understanding?

Early Childhood Education: Foundational Knowledge and Content (5534)

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 the best example of how a teacher can address the impact of language, culture, and family background on the learning experience of a child who is an English learner?
 - (A) Speaking exclusively in English with the child during small-group instructional activities
 - (B) Introducing bilingual books and visual aids to support the child's needs and understanding
 - (C) Assigning projects that encourage the child's independent participation in classroom goals
 - (D) Providing the child with extra homework to improve English reading and speaking skills

2. Which of the following scenarios best demonstrates a teacher introducing different genres of children's literature to a kindergarten class?
 - (A) Having the children listen to two versions of a folktale from different cultures and then leading a discussion on the lesson the folktale teaches
 - (B) Engaging the children in a shared group reading of a big book about things in the night sky before watching an animated video of the night sky
 - (C) Reading aloud a narrative to the class about a boy and his dog and then reading an informational text about how to care for a dog
 - (D) Writing a humorous poem on the whiteboard and then having the children create their own humorous poem using rhyming words

3. Which of the following approaches best demonstrates a teacher embedding assessment into instruction to ensure children are understanding the lesson concepts?
 - (A) Checking children's understanding at the end of the lesson with a quiz to identify areas for reteaching
 - (B) Observing children during a hands-on activity to determine their grasp of the lesson's objectives
 - (C) Assigning homework that covers new material to evaluate children's understanding outside the classroom
 - (D) Utilizing standardized tests periodically to measure children's progress against national benchmarks

4. Which of the following activities will best help first-grade children understand the concept of addition through active exploration?
 - (A) Listening to a humorous narrative that uses hats to depict addition
 - (B) Completing a work sheet of addition problems independently at their desks
 - (C) Using counting blocks to combine groups of objects and discussing the results in small groups
 - (D) Watching a video with characters performing addition activities that use a piggy bank and coins

5. Which of the following teacher actions best represents the use of Vygotsky's zone of proximal development?
 - (A) Encouraging children to self-select books that they can read independently
 - (B) Guiding children through a story by asking targeted questions and offering hints
 - (C) Asking children to take turns reading books to an assigned partner at the reading center
 - (D) Having children read texts that match their current reading level without additional support

6. Which of the following is the most appropriate action for a teacher to take to support a child who is suspected of having a developmental delay?
- (A) Implementing Response to Intervention (RTI) supports tailored to the child's specific needs and abilities
 - (B) Consistently pairing the child with high-achieving peers for group activities to promote academic growth
 - (C) Providing the child with additional recess time to support their social-emotional well-being while reducing the academic focus
 - (D) Scheduling weekly meetings with parents to discuss the child's progress and provide detailed at-home learning plans
7. Which **TWO** of the following best demonstrate a second-grade teacher's understanding of enhancing children's learning by integrating multiple content areas?
- (A) Having children use a prepared set of shapes to create a piece of artwork and then paint the artwork using complementary colors from the color wheel
 - (B) Having children count the number of petals on different flowers planted in the school garden and then record the counts in a table
 - (C) Having children read a historical fiction novel and then write a journal entry from the perspective of a character from the novel
 - (D) Having children make a video about the weather cycle and then create a dance that represents having fun in weather that is hot and dry, wet and rainy, or cold
8. A kindergarten teacher notices that Alex has been struggling to hold a pencil properly. Alex finds it challenging to grip the pencil, which affects his ability to form letters and numbers.
- Which of the following physical characteristics is Alex struggling with?
- (A) Vision impairment
 - (B) Fine motor skills
 - (C) Sensory processing difficulties
 - (D) Gross motor skills

9. Which of the following activities would most effectively help children in a second-grade classroom improve their understanding of grammar and mechanics in writing?
- (A) Conducting daily read-aloud sessions focused on punctuation and sentence structure
 - (B) Having children write and edit journal entries during peer feedback sessions
 - (C) Assigning work sheets that require identifying grammatical errors
 - (D) Providing children with a list of grammar rules and having them memorize each one
10. Which of the following is the best way for an early childhood teacher to incorporate developmentally appropriate play into the learning process?
- (A) By leading a storytelling session in which children can act out events and characters in the story
 - (B) By having children identify the sounds of their favorite animals before learning to spell the words describing the sounds
 - (C) By showing a nature documentary before having children match birds with their nesting sites
 - (D) By having children use colored snap cubes to represent the addition facts up to five
11. Which of the following teacher practices best demonstrates the understanding that a child's family plays a vital role in the assessment of the child's development?
- (A) Sending reports home to parents each quarter with comments about their child's behavior with peers
 - (B) Administering informal and formal academic tests periodically and sharing the results with parents
 - (C) Meeting with families to discuss their expectations for their child's academic and character growth
 - (D) Engaging with parents routinely to discuss and document information about their child's learning progress

12. Which of the following is the most appropriate way for a teacher to promote the health and safety of young children during recess?
- (A) Encouraging children to observe and correct one another while climbing on the play equipment
 - (B) Allowing children to run freely in the areas close to the play equipment to develop their spatial awareness
 - (C) Using the slide to allow the children opportunities to practice taking turns and waiting patiently in line
 - (D) Organizing races across the playground to increase the children's physical stamina, fitness, and agility
13. Which of the following classroom activities best acknowledges family diversity and can be used to enhance children's learning experiences?
- (A) Encouraging children to bring an object from home that represents their cultural background and to share its significance with the class
 - (B) Pairing children to find a book in the classroom library on different family structures and to explain the differences to classmates
 - (C) Having children make drawings of their families engaging in their favorite weekend activity and displaying the drawings on a bulletin board
 - (D) Asking children to volunteer their parents to prepare a favorite family meal that can be shared with the class at lunchtime
14. Which of the following activities best enhances second graders' understanding of science by integrating multiple academic disciplines?
- (A) Reading a text about the water cycle and outlining its main ideas
 - (B) Conducting an experiment on erosion and using a graphic organizer to record the outcome
 - (C) Watching a video about ocean life and painting pictures of an ocean
 - (D) Identifying specific words from a list of terms associated with phases of water

15. Which of the following is the best way for children to develop their multiplication number sense?
- (A) By writing multiplication sentences to show the total counters in several equal-sized groups of counters
 - (B) By multiplying pairs of numbers on a calculator and writing the products in a ten-by-ten table
 - (C) By mentally multiplying and calling out the product of pairs of numbers provided by the teacher
 - (D) By representing multiplication as repeated addition of an equal-sized group of units on a number line
16. Which of the following strategies is likely to be most effective when a teacher is introducing a reading skill to a diverse class of first-grade children?
- (A) Pairing the children so that after a quick demonstration they can practice the new reading skill with a partner
 - (B) Providing whole-group instruction while modeling the new reading skill for the entire class
 - (C) Setting up workstations where children can independently work on activities related to learning the new reading skill
 - (D) Dividing the class into small groups based on the children's reading levels and providing tailored instruction on the new reading skill
17. Which of the following scenarios describes the most inclusive communication strategy for a teacher to use?
- (A) Sending families a printed newsletter that describes the topics being studied, the homework assignments, and the rules for the school
 - (B) Uploading all class communication onto an online platform for families to view and suggesting that they visit a library if they need Internet access
 - (C) Asking families to decide whether email, printed notes, or a texting application would work best for them
 - (D) Utilizing email as the sole method of communication for all correspondence and information sent to families

18. Which of the following best describes a developmentally appropriate teaching strategy for use with kindergarten children?
- (A) Giving children manipulatives such as counting blocks to use during math activities
 - (B) Having children prepare a script for a historical reenactment
 - (C) Requiring children to write a summary after reading a chapter book
 - (D) Allowing children to freely experiment with salt, sand, and sugar
19. Which of the following is the most relevant information that families can provide in order to contribute to an assessment of their child for a speech delay?
- (A) Reporting the child's favorite books and reading games the child likes to play
 - (B) Describing the child's vocabulary use and sentence structure in conversations
 - (C) Mentioning the child's interests and hobbies outside of school
 - (D) Sharing the child's participation in group sports and recreation activities
20. Which of the following is the best support for a second-grade child who reads fluently but struggles with understanding?
- (A) Providing a selection of complex texts that are slightly above the child's reading level
 - (B) Modeling text comprehension strategies such as questioning and summarizing
 - (C) Requiring additional phonics exercises to improve decoding skills and reading rate
 - (D) Encouraging the child to read aloud to peers during group literacy activities
21. Which of the following actions best demonstrates a teacher taking an active role in the assessment process?
- (A) Rearranging the classroom to encourage children's collaborative work
 - (B) Designing extension activities to accompany lessons on new topics
 - (C) Organizing the children into groups for outdoor play time
 - (D) Documenting each child's academic and social progress routinely

22. Which of the following teacher actions exemplifies the best way for identifying and helping children who may need additional services to improve their academic success?
- (A) Determining through periodic assessments which children do not meet established reading achievement criteria and referring them for added support
 - (B) Evaluating children's academic skill difficulties and intervening by providing them with additional homework activities to improve performance
 - (C) Reviewing performance on summative unit assessments and pairing the children who would benefit from added support with classmates who can help them
 - (D) Monitoring the effectiveness of the children's progress on a behavior management plan designed to address disruptive behavior
23. Which of the following is the best example of a kindergarten teacher effectively establishing classroom rules at the beginning of the school year?
- (A) Discussing the importance of rules during the first day and expecting children to follow them
 - (B) Posting a teacher-created list of rules and expecting children to read and remember them
 - (C) Collaborating with the children to create and apply the rules throughout the school day
 - (D) Sending home a list of the rules for the children's parents to review and acknowledge
24. Which **TWO** of the following best illustrate a kindergarten teacher effectively incorporating play as a core teaching practice to support children's development of multiple skills?
- (A) Setting up a dramatic play center with props where children can role-play as a chef, a wait person, or a customer in a restaurant
 - (B) Providing precut shapes and step-by-step instructions for children to use in assembling craft projects
 - (C) Having children sit in a circle and take turns clapping and singing the letters of the alphabet
 - (D) Providing a sand table with specialized tools for children to explore textures and create shapes

25. Which of the following best describes the type of atypical progress exhibited by a child who is unable to form sentences longer than two words?
- (A) Underdeveloped gross motor skills
 - (B) Delayed kinesthetic comprehension
 - (C) Suboptimal linguistic development
 - (D) Lack of cognitive empathy
26. Which of the following is the most appropriate action an early childhood educator can take to connect a family to an appropriate resource if their child is suspected of having a developmental delay?
- (A) Referring the family to their state's early intervention program
 - (B) Providing the family with a list of private therapists in the community
 - (C) Writing a family plan for a specialized curriculum with accommodations
 - (D) Recommending that the family speak with other parents for advice
27. Which of the following activities would be most effective in supporting kindergarten children's reasoning about the attributes of two-dimensional shapes?
- (A) Sorting a prepared set of shapes according to the classification value of size and then according to color
 - (B) Using a stencil to trace shapes on construction paper, cutting out the shapes, and pasting them in a notebook
 - (C) Composing larger shapes from simple shapes, where each shape used must differ from the one it is placed next to
 - (D) Listening to a read-aloud of a picture book and then searching for various shapes hidden in the pictures

28. Which of the following teacher actions is most effective in supporting children's engagement in and exploration of higher-order thinking activities?
- (A) Allowing children to select from challenging activities that interest them
 - (B) Providing interrelated activities that children can complete independently
 - (C) Having children systematically practice a wide range of complex skills to achieve mastery
 - (D) Rewarding children who finish assignments early with additional extension activities
29. Which of the following scenarios best demonstrates a teacher effectively modifying an assessment tool to suit the developmental needs of a diverse kindergarten classroom?
- (A) Administering a standardized test in order to compare the reading levels of each child to national standards
 - (B) Giving individual oral assessments and using a checklist in order to evaluate each child's ability to count to 100
 - (C) Adapting a picture-based vocabulary assessment to include images that reflect the cultural backgrounds of the children
 - (D) Administering a paper-based math test to the entire class that all children are required to complete within the same time frame
30. Which of the following strategies will best ensure a supportive learning environment in a first-grade classroom where children are having difficulty following classroom rules?
- (A) Setting clear and consistent expectations for behavior and praising children when they follow the rules
 - (B) Implementing a time-out system for children who do not follow the rules to reflect on their behavior
 - (C) Assigning a buddy to children who struggle to follow the rules so they have a peer model to follow
 - (D) Using a reward chart to track compliance with class rules and giving out prizes at the end of the week

Answers

1. Option (B) is correct. Introducing bilingual books and visual aids addresses the child's language needs and helps make the classroom environment more inclusive.
2. Option (C) is correct. In this scenario, the teacher is introducing two genres of children's literature. The story about a boy and his dog is narrative fiction, while the informational text is nonfiction that provides facts and details that relate back to the narrative.
3. Option (B) is correct. Observing children during hands-on activities allows the teacher to assess their understanding in real time and adjust instruction accordingly, effectively embedding assessment into the learning process.
4. Option (C) is correct. Using counting blocks to combine groups of objects allows children to physically manipulate items and engage in discussions, thereby promoting active exploration and a deeper understanding of addition.
5. Option (B) is correct. Guiding children through a story by asking targeted questions and offering hints reflects Vygotsky's concept of the zone of proximal development, as the teacher provides scaffolding to help children perform tasks just beyond their current abilities.
6. Option (A) is correct. RTI is a multi-tiered approach that provides early, systematic assistance to children who are struggling. By tailoring RTI supports to the child's specific needs, the teacher can offer targeted interventions that help the child succeed in the inclusive classroom.
7. Options (B) and (D) are correct. The first activity integrates mathematics with science. It provides an opportunity for children to engage in real-world data collection and analysis while learning about both math and nature. The second activity integrates science with art and physical education. It encourages children to express their understanding of scientific concepts through creative movements and multimedia. Both of these activities demonstrate integration of content areas.
8. Option (B) is correct. In the scenario, Alex is struggling to hold a pencil properly, which directly indicates a challenge with his fine motor skills. Fine motor skills involve the use of small muscles in the hands and fingers to perform tasks that require precision, such as gripping a pencil, writing, or drawing. Alex's difficulty in gripping the pencil affects his ability to form letters and numbers, which illustrates a lack of development in these essential skills.
9. Option (B) is correct. Having children write and edit journal entries during peer feedback sessions is an interactive and practical activity that helps children apply and understand grammar and mechanics in their own writing. This method promotes active learning and immediate application of concepts.

10. Option (A) is correct. By leading a group storytelling session in which children can act out the characters in the story, the teacher engages the children in imaginative play, social interaction, and verbal expression, all of which are essential components of developmentally appropriate play.
11. Option (D) is correct. Asking parents for input regarding their child's learning progress allows the teacher to incorporate a more complete understanding of the child's skill sets into the assessment process, thereby recognizing the parents' role as experts on their child's overall growth and development areas.
12. Option (C) is correct. Instructing children to take turns and practice waiting in line using the slide is an effective way to promote playground safety as it manages the flow of children using the slide and reduces the risk of falls, collisions, and injuries.
13. Option (A) is correct. Encouraging children to bring an object from home that represents their cultural background and share its significance is an effective way to acknowledge and celebrate the diversity of family cultures. This activity promotes understanding and respect among children for each other's backgrounds.
14. Option (B) is correct. Conducting an experiment about erosion allows second graders to observe a real-world process firsthand, transforming abstract concepts into concrete, memorable experiences. The combination of conducting experiments (science) and using a graphic organizer (language arts) to record the outcome provides a comprehensive, engaging, and effective approach to science education, addressing children's diverse cognitive processes while developing crucial scientific skills.
15. Option (A) is correct. Multiplication of whole numbers can be visually represented using an appropriate number of equal-sized groups of counters. For example, the number twenty can be represented by four groups each with five counters, and this display can be written as 4×5 . By using a number of equal-sized groups of counters, children's multiplication number sense is reinforced in a tangible and visual manner.
16. Option (D) is correct. Small-group instruction based on reading levels allows the teacher to tailor the instruction to meet the specific needs of each group and to provide more effective support for the diverse learners in the class.
17. Option (C) is correct. The scenario describes the strategy of a teacher who is open to employ a variety of communication methods that can fit different audience circumstances and preferences, including the use of technology.
18. Option (A) is correct. Using manipulatives like counting blocks during math activities is developmentally appropriate for kindergarten children. It helps them understand mathematical concepts through hands-on learning and visualization.
19. Option (B) is correct. Describing the child's use of vocabulary and sentence structure during conversations at home provides direct and relevant information about the child's speech and language development, which helps in assessing a speech delay.
20. Option (B) is correct. A child who can fluently decode a text but fails to understand the text will benefit most from explicit instruction in comprehension skills. A teacher who models text comprehension strategies such as questioning and summarizing is providing research-based instruction that can help the child with comprehension difficulties.

21. Option (D) is correct. A detailed report summarizing each child's academic and social progress is a crucial component of the assessment process that allows the teacher to evaluate children's development and learning needs.
22. Option (A) is correct. Referring children for additional support when they do not meet the school's criteria for reading achievement, determined by screening assessment at periodic intervals, is consistent with following a process of evaluation to enhance academic achievement.
23. Option (C) is correct. Collaborating with the children to create and apply the rules throughout the children's daily activities ensures that the children understand the rules and feel a sense of ownership, which is important in a kindergarten class.
24. Options (A) and (D) are correct. A dramatic play center where children can role-play as restaurant workers and customers promotes language and social-emotional development through imaginative play. During sand-table activities, children can engage in communication, problem-solving, and cooperation as well as sensory exploration and fine motor skills development.
25. Option (C) is correct. Language skills development typically involves an expanding vocabulary and use of correct sentence structure. A kindergarten child who is unable to form sentences longer than two words is manifesting atypical, suboptimal linguistic development.
26. Option (A) is correct. According to Part C of IDEA, early childhood educators are considered resources in the community who have the responsibility to ensure that all infants and toddlers who require early intervention services are identified, located, and evaluated.
27. Option (C) is correct. Having rules when using simple shapes to build larger shapes engages children in reasoning about shapes and their attributes, helping them understand geometric concepts through hands-on learning.
28. Option (A) is correct. Allowing children to select challenging activities that teachers have prepared and that interest them encourages engagement and exploration, which supports the development of complex knowledge and skills.
29. Option (C) is correct. Adapting a picture-based vocabulary assessment to include culturally relevant images ensures that the assessment is responsive to the children's diverse backgrounds.
30. Option (A) is correct. Setting clear and consistent expectations for behavior and praising children when they follow the rules helps create a supportive learning environment by reinforcing positive behaviors.

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:

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