



Birth Through Kindergarten Assessment

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About the Assessment

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|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment Name | Birth Through Kindergarten |
| Grade Level | Birth–K |
| Test Code | Test I: 005 Test II: 006 Combined Test I and Test II: 505 |
| Testing Time | Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours |
| Test Duration | Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours |
| Test Format | Computer delivered |
| Number of Selected-response Questions | Test I: 80 Test II: 80 Combined Test I and Test II: 160 |
| Question Format | The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <i>Guide to Taking a GACE Computer-delivered Test</i> . |
| Number of Constructed-response Questions | Test I: 0 Test II: 0 Combined Test I and Test II: 0 |

The GACE Birth Through Kindergarten assessment is designed to measure the professional knowledge of prospective beginning classroom teachers in the state of Georgia.

The fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) contains revisions to the criteria for the diagnosis and classification of mental disorders. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, test materials for this assessment may contain references to terminology, criteria, and classifications from the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV 4-TR). This includes references to autism, Asperger syndrome, and PDD-NOS, which would now be recognized under the broader category of autism spectrum disorder.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

Test I Subareas

| Subarea | Approx. Percentage of Test |
|-----------------------------------------------|----------------------------|
| I. Professionalism and Building Relationships | 45% |
| II. Child Development and Learning | 55% |

Test I Objectives

Subarea I: Professionalism and Building Relationships

Objective 1: Understands professional roles such as staying current, teaming, problem solving, advocating, and relating

The beginning Birth through Kindergarten teacher:

- A. Demonstrates knowledge of the current trends and issues in early childhood education
- B. Understands the dynamics of team-building, problem solving, and conflict resolution
- C. Understands the importance of serving as an educational advocate for children and their families
- D. Understands the importance of being sensitive to and respectful of family values, beliefs, experiences, and educational goals
- E. Understands how to establish and build positive relationships with children
- F. Demonstrates knowledge of strategies to engage and support families and communities in children's development and learning
- G. Understands the importance of continuous, collaborative learning to demonstrate a reflective and critical perspective on teaching
- H. Knows and uses the ethical guidelines and other professional standards

Subarea II: Child Development and Learning

Objective 1: Understands child development, designing rich learning environments, and when to refer for social services

The beginning Birth through Kindergarten teacher:

- A. Understands factors that influence physical, social-emotional, language, cognitive, and aesthetic development of all children and understands how to incorporate content, concepts, and activities to foster them
- B. Understands how to design an enriched learning environment to stimulate exploration, experimentation, discovery, and learning

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- C. Understands how to use appropriate health appraisal procedures and make referrals to appropriate community health and social services when needed
 - D. Understands how to provide meaningful and challenging learning experiences for individuals with exceptionalities

Test II Subareas

| Subarea | Approx. Percentage of Test |
|----------------------------------------|----------------------------|
| I. Teaching and Learning | 52% |
| II. Meaningful Curriculum for Learning | 48% |

Test II Objectives

Subarea I: Teaching and Learning

Objective 1: Understands how to promote language and skills development, design curriculum, and select and use assessments

The beginning Birth through Kindergarten teacher:

- A. Understands how to design, implement, and evaluate environments to assure developmental and functional appropriateness
- B. Understands the importance of promoting the development of children's self-regulatory skills
- C. Understands how assessments are an integral part of an education program and knows how to select, adjust, and utilize assessments for the benefit of children
- D. Knows how to design and implement developmentally and individually appropriate interdisciplinary curriculum
- E. Understands how to support and facilitate development of language in order to teach reading, writing, speaking, viewing, listening, and thinking skills
- F. Knows how to help children successfully apply their developing skills to many different situations, materials, and ideas

Subarea II: Meaningful Curriculum for Learning

Objective 1: Understands how to promote early learning in literacy, mathematics, science, social studies, the arts, and Physical Education

The beginning Birth through Kindergarten teacher:

- A. Understands how to provide children varied opportunities to develop early literacy skills
- B. Understands how to provide children varied opportunities to learn concepts of mathematics
- C. Understands how to provide children varied opportunities to learn the principles of science
- D. Understands how to provide children varied opportunities to learn the foundations of social studies

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- E. Understands how to provide children varied opportunities to develop creative expression and an appreciation of the arts
 - F. Understands how to provide children varied opportunities to learn about health and physical education

Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Four 3-year-old boys and girls are playing with dolls on the floor. Each child is holding and grooming one doll without interacting with a nearby neighbor. Which of the following categories of play does this scenario describe?
 - A. Symbolic
 - B. Associative
 - C. Parallel
 - D. Cooperative

Answer and Rationale

2. Jamie is a 3-year-old child who is beginning preschool soon. His mother is concerned because he usually cries and screams in unfamiliar places. For example, he cried when he was taken for a haircut and when he had his picture taken at a photography studio. Which of the following temperament dimensions is this behavior related to?
 - A. Activity level
 - B. Attention span
 - C. Distractibility
 - D. Adaptability

Answer and Rationale

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3. Ms. Levine is a preschool teacher who works with 4-year-old children. When planning activities to increase the children's social development, she bases her practice on Piaget's concept that a young child's moral development is influenced by egocentrism. Which of the following best describes an effect of egocentrism on the moral development of young children?
- A. Inability to take another's perspective
 - B. Understanding another's point of view
 - C. Tendency to consider the fairness of a situation
 - D. Ability to understand intentions of an action

Answer and Rationale

4. Which of the following activities is likely to help preschool students improve fine motor skills?
- A. Walking across a balance beam that is only a few inches off the ground
 - B. Playing hopscotch on the blacktop and counting the squares as they hop
 - C. Running relay races in the school gym in teams of five students
 - D. Creating different shapes with clay using cookie cutters and rolling pins

Answer and Rationale

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5. An early reader can be distinguished from an emergent reader in that an early reader
- A. understands the difference between letters and words.
 - B. detects the beginning sounds in spoken words.
 - C. knows that print communicates information.
 - D. self-corrects recognized errors when reading aloud.

Answer and Rationale

6. Which of the following is a teacher able to assess by administering a cloze test?
- A. Students' ability to sound out unfamiliar words
 - B. Students' ability to define frequently used words
 - C. Students' ability to sequence events correctly
 - D. Students' ability to use syntactic and semantic clues in text

Answer and Rationale

7. Which of the following process skills does a student mainly use when grouping objects by color, shape, or other attributes?
- A. Classifying
 - B. Observing
 - C. Recording
 - D. Measuring

Answer and Rationale

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8. Mr. Kay sends the following note home to parents:

Dear Families:

Please look around your home with your child and find words that your child can read. These may be words like blue on a blue crayon or orange juice on the juice container. Please have your child bring the items to school. Also, please have your child bring in an empty cereal box.

Thanks,
Mr. Kay

Which of the following is the most likely purpose of the exercise?

- A. To reinforce students' exposure to environmental print
- B. To initiate correspondence with families
- C. To begin exercises in syllabification with students
- D. To have the students create a collage of print and paper in class

Answer and Rationale

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9. Kevin, a kindergartner, has difficulty writing with a pencil. He grasps it so tightly that its point often breaks off as he writes. Which of the following statements about kindergartners' development accounts for Kevin's problem?
- A. Kindergartners' muscles need to be constantly active.
 - B. Kindergartners tend to focus on small details when writing letters.
 - C. A 5-year-old is not developmentally ready to write with a pencil.
 - D. Development of small muscles is ongoing in the primary grades.

Answer and Rationale

10. A father approaches a teacher because he is concerned that his preschool-age son expresses a great fondness for playing with dolls and kitchen toys in the classroom, which the father feels crosses traditional gender lines. Which of the following responses by the teacher would be most appropriate in this situation?
- A. Offering to ask the student to consider playing with other toys because his current choices are upsetting to his father
 - B. Explaining to the father that the toys children play with often cross traditional gender lines and that gender roles become more defined as children age
 - C. Explaining to the father that many of the other students in the class choose to play with toys that do not conform to stereotypical views of male and female gender roles
 - D. Offering to consult the school guidance counselor for advice

Answer and Rationale

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11. A kindergartner whose primary caregivers do not speak any English exhibits delayed expressive English-language development. Which of the following is an appropriate action for the teacher to take to improve the student's English-language skills?
- A. Seeking the help of a translator to translate key classroom information for the child
 - B. Sending home with the child an hour's worth of English audio practice each day
 - C. Encouraging the child to become immersed in social activities with peers
 - D. Asking the parents to use whatever words of English they know to help the child recover the language deficit

Answer and Rationale

12. Which of the following is the single most effective way of preventing the spread of communicable diseases, such as the common cold, in pre-K and kindergarten classrooms?
- A. Spraying diluted bleach on tabletop surfaces and on commonly handled toys
 - B. Spraying disinfectant into the air before the students arrive
 - C. Making sure everyone in the classroom washes their hands frequently
 - D. Providing fruits rich in vitamin C at snack time

Answer and Rationale

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13. Sandra is a student in Mr. Kelly's kindergarten class. She recently began wearing a patch over her right eye in response to a diagnosis of amblyopia. Which of the following best describes her need for the eye patch?
- A. To prevent the spread of infection
 - B. To increase the vision in her left eye
 - C. To increase the vision in her right eye
 - D. To protect her eye after surgery

Answer and Rationale

14. Mr. Johnson notices that students in his classroom tend to bring in very unhealthy snacks for snack time. Which of the following is an appropriate way for Mr. Johnson to respond to the students' eating habits?
- A. Planning a lesson or activity to identify healthy foods
 - B. Eliminating snack time from the routine
 - C. Allowing only students with healthy foods to eat snacks
 - D. Changing the routine to include exercise after snack time

Answer and Rationale

-
15. How can a teacher keep students engaged in whole-group instruction while providing opportunities for repetition and revision?
- A. By setting clear and concise objectives
 - B. By pacing instruction appropriately
 - C. By providing wait time after questioning
 - D. By checking for understanding intermittently

Answer and Rationale

16. During circle time, Mr. Lennox plays an activity record that instructs the children to jump, hop, skip, crawl, and throw a ball. Which of the following is Mr. Lennox attempting to foster through the exercises?
- A. Development of coordination and fine motor skills
 - B. Development of social skills and habituation
 - C. Understanding of patterning and one-to-one correspondence
 - D. Understanding of how to follow directions and development of gross motor skills

Answer and Rationale

-
17. Which of the following should a teacher do if a 3-year-old student in the class bites another student?
- A. Speak to the parents of the biting child and suggest that the child receive counseling
 - B. Express disapproval immediately and remove the biting child from the social situation
 - C. Keep both students physically separated in future classes
 - D. Downplay attention to the incident since biting is fairly common in preschool

Answer and Rationale

18. Ms. Solorzano, a kindergarten teacher, holds an orange up in front of an open container filled with water and asks her students to predict whether the orange will float if the rind is peeled off. After the demonstration, the teacher records the results of the experiment on a chart on the wall. Which of the following science skills is the teacher reinforcing by using this activity?
- A. Using simple graphs and recognizing patterns
 - B. Clarifying questions and interpreting data
 - C. Making a hypothesis and recording observations
 - D. Categorizing and using simple tools to extend observations

Answer and Rationale

-
19. Ms. Ruiz is a kindergarten teacher who is concerned about classroom management during free play because conflicts among the children occur frequently. Which of the following should Ms. Ruiz do first when conflicts arise?
- A. Remove the children involved in the conflict from the play center
 - B. Observe the issues of the conflict and determine an intervention
 - C. End play time early and substitute a teacher-directed activity
 - D. Intervene immediately and solve the children's conflict

Answer and Rationale

20. Mary insists that her father's only role is as a daddy, not as a son or a brother, because she sees her father only in the role he plays for her. Mary's thinking is an example of which of the following?
- A. Attachment
 - B. Egocentrism
 - C. Centration
 - D. Ideation

Answer and Rationale

-
21. Which of the following is the best example of a behavioral objective in a social studies curriculum?
- A. By the end of the year, students will know the historical events and democratic values commemorated by national holidays
 - B. During the first month of school, students will learn the significance of the Pledge of Allegiance and patriotic songs
 - C. At the end of the lesson, students will be able to identify the school and their neighborhood on an aerial map of the county
 - D. By the end of the unit, students will gain appreciation for regional folk heroes and popular figures who have contributed to the cultural history of the United States of America

Answer and Rationale

22. The River Street School assesses all entering kindergarten children. According to the National Association for the Education of Young Children (NAEYC) guidelines for initial assessment, which of the following is the most effective way to use the information?
- A. To gather data for school comparisons
 - B. To identify children who need another year of preschool
 - C. To adjust curriculum and instruction
 - D. To diagnose children with disabilities

Answer and Rationale

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23. A kindergarten teacher is planning for the fall parent-teacher conferences. Which of the following actions should be the main focus of the discussions with parents?
- A. Explaining how the parents can best work with their child at home
 - B. Discussing the parents' responsibilities in the child's learning
 - C. Detailing the child's weak areas and giving suggestions for improvement
 - D. Discussing the child's growth and needs in a positive manner

Answer and Rationale

24. Which of the following theories continues to influence the field of early childhood education through the practice of postponing children's entrance to kindergarten from age 5 to age 6, presuming they are then more ready to learn?
- A. Psychoanalytic theory
 - B. Maturationist theory
 - C. Sociocultural theory
 - D. Behavioral theory

Answer and Rationale

-
25. Which of the following would most foster the continued development of a child's expressive language?
- A. Drawing on paper
 - B. Dramatic play
 - C. Building with blocks
 - D. Finger painting

Answer and Rationale

26. Ms. Fero would like to encourage a wide variety of families to participate in school functions. To best increase the likelihood of that happening, Ms. Fero should
- A. offer meet-the-teacher activities at the beginning of the year to make families feel welcome.
 - B. plan events throughout the year that include a variety of food, music, and other cultural activities.
 - C. try to determine who the more actively involved parent is in each family and invite him or her to school functions in person.
 - D. plan activities that appeal to the dominant culture in the classroom to ensure the largest participation.

Answer and Rationale

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27. Alejandro, who is in preschool, is able to take off and put on his coat independently during the school day. However, when his mother picks him up, he expects her to help him put on his coat. Which of the following would be the most appropriate teacher comment in this situation?
- A. “May I ask why you are putting Alejandro’s coat on for him?”
 - B. “If you help Alejandro put on his coat, he will not do it for himself.”
 - C. “Alejandro can now put on his coat by himself.”
 - D. “It is important that you let Alejandro take care of himself.”

Answer and Rationale

28. A preschool teacher develops a memory game for students. The game consists of the teacher showing a child a few small objects and then covering them up and seeing how many objects the child can remember. Which of the following areas of development would the activity best reinforce?
- A. Manipulative
 - B. Perceptual
 - C. Physical
 - D. Social

Answer and Rationale

-
29. Which of the following is the most important role of a paraprofessional in an early childhood classroom?
- A. Creating new alternative instruction for small-group work
 - B. Attending IEP meetings as the teacher representative
 - C. Facilitating instructional services to students under the supervision of the teacher
 - D. Selecting and administering assessments based on the Individualized Family Service Plan (IFSP)

Answer and Rationale

30. Which of the following is the best example of how a prekindergarten teacher can ensure the emotional safety of the children in the classroom?
- A. Making sure that all dangerous equipment is out of reach
 - B. Showing the children how to respect one another's differences
 - C. Encouraging the children to engage in creative play
 - D. Posting the classroom rules at the children's eye level

Answer and Rationale

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31. According to Piaget's concept of the preoperational stage in child development, the best way to have prekindergarten children learn about airports is to have them
- A. play with models of airplanes and airports.
 - B. write experience chart stories about airplanes and airports.
 - C. make murals showing some activities around an airport.
 - D. listen to stories about airports read by the teacher.

Answer and Rationale

32. According to guidelines for developmentally appropriate practice set by the National Association for the Education of Young Children (NAEYC), prekindergarten teachers should do which of the following with respect to parents?
- A. Contact parents about every developmental change their children undergo
 - B. Encourage parents to accept teachers as the experts who know what is best academically for their children
 - C. Clarify the limits of parents' access to their children's classrooms
 - D. View parents as partners in the educational process

Answer and Rationale

Answer Key and Rationales

| Question Number | Correct Answer | Rationale |
|-----------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | C | <p>Option (C) is correct. The question requires applying knowledge of play modes for young children. It describes a state of parallel play, in which children are playing separately from others but with similar toys or in a manner that mimics their neighbor's play.</p> <p><i>Back to Question</i></p> |
| 2 | D | <p>Option (D) is correct. The question tests an understanding of temperamental qualities, which are used to describe the characteristic ways that infants and children respond to their environment. Children and infants with good adaptability will become comfortable in new situations and when involved with new activities. Children and infants with poor adaptability will cry and become upset in new situations and over extended periods of time.</p> <p><i>Back to Question</i></p> |
| 3 | A | <p>Option (A) is correct. The question asks to demonstrate knowledge of Piaget's theory of moral development. Piaget describes the influence of egocentrism on the moral development of a child. One influence of egocentric thought is that the child is unable to consider his or her own view and someone else's view at the same time, or the inability to take another's perspective.</p> <p><i>Back to Question</i></p> |

| Question Number | Correct Answer | Rationale |
|-----------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | D | <p>Option (D) is correct. The question would encourage students' development of fine motor skills by working with clay and simple tools. The other activities focus on developing gross motor skills.</p> <p><i>Back to Question</i></p> |
| 5 | D | <p>Option (D) is correct. The question is about a more advanced student at the emergent level who is reading aloud and self-correcting errors.</p> <p><i>Back to Question</i></p> |
| 6 | D | <p>Option (D) is correct. A cloze test allows students to use their knowledge of word order (syntax) and sentence meaning (semantics) to predict and supply appropriate words in passages such as: The very hungry boy went to the _____. There he purchased a very large _____.</p> <p><i>Back to Question</i></p> |

| Question Number | Correct Answer | Rationale |
|-----------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 | A | <p>Option (A) is correct. The ability to classify an object by an attribute it shares with other objects is an important milestone in early childhood development. Although the child is doing some observation, the child is mainly classifying. The child is not measuring, and there is no indication that the child is recording the event.</p> <p><i>Back to Question</i></p> |
| 8 | A | <p>Option (A) is correct. This question tests knowledge of environmental print, a fundamental concept in the teaching of reading. Children initially encounter written language within their social and cultural worlds in the form of street signs and labels on everyday packaging.</p> <p><i>Back to Question</i></p> |
| 9 | D | <p>Option (D) is correct. Fine motor skills lag behind gross motor skills and develop throughout early and middle childhood. This ongoing development explains the common situation of a primary student who has difficulty manipulating a writing implement. As musculature develops and the child gains control over it, the level of difficulty diminishes.</p> <p><i>Back to Question</i></p> |

| Question Number | Correct Answer | Rationale |
|-----------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | B | <p>Option (B) is correct. Children typically explore their environment during their preschool years, and often this play crosses stereotypically gender-appropriate expectations. Research suggests that by age 5 and 6 children will have well-formed ideas (and prejudices) about gender-specific activities.</p> <p><i>Back to Question</i></p> |
| 11 | C | <p>Option (C) is correct. Research has shown that when children are at kindergarten age, the language skills that are most important to them and the easiest for them to develop in the classroom are social language skills — those learned on the playground and from peer interactions.</p> <p><i>Back to Question</i></p> |
| 12 | C | <p>Option (C) is correct. This question tests knowledge of infection control in the school environment. Young children, as well as school staff, should be encouraged to wash hands frequently to remove or destroy disease-causing germs transmitted by contaminated hands.</p> <p><i>Back to Question</i></p> |

| Question Number | Correct Answer | Rationale |
|-----------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13 | B | <p>Option (B) is correct. This question tests knowledge of amblyopia, a common vision problem of young children. Amblyopia, or “lazy eye,” is a condition in which one eye becomes stronger and the image in the other eye may be ignored by the brain. It is very important for physicians to diagnose and correct this condition in early childhood since the vision in the weaker eye may become permanently impaired. One method to correct the condition is to cover the stronger eye with a patch so that the brain is forced to use the weaker eye, which will often become stronger.</p> <p><i>Back to Question</i></p> |
| 14 | A | <p>Option (A) is correct. As children develop, it is important for them to learn and to practice healthy eating habits. Because children may not receive adequate guidance in healthy eating at home, it is important for teachers to be prepared to address students’ health and nutrition at school.</p> <p><i>Back to Question</i></p> |
| 15 | D | <p>Option (D) is correct. Option D provides opportunities to review, repeat, and revise the material in the lesson. Periodically checking student understanding during whole-group instruction also tends to keep students alert.</p> <p><i>Back to Question</i></p> |

| Question Number | Correct Answer | Rationale |
|-----------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16 | D | <p>Option (D) is correct. The students are developing their gross motor skills with the exercises. The instructions direct the students to follow the motions; therefore, the students are following directions. No indication is given that the students are coordinating the movements or developing fine motor skills. The students are not learning social skills, nor are they really being habituated to an environment. Specific activities would have to be noted that would indicate patterning and one-to-one correspondence.</p> <p><i>Back to Question</i></p> |
| 17 | B | <p>Option (B) is correct. Ignoring the behavior would not be appropriate. Biting is a serious matter, even at this age, so the teacher must address the issue of biting promptly in order to extinguish the behavior and remove the child from the situation.</p> <p><i>Back to Question</i></p> |
| 18 | C | <p>Option (C) is correct. While all of the options are science-related skills, in this particular activity students are asked to suggest a hypothesis (that the peeled orange will float or sink) and observe the teacher model recording the information.</p> <p><i>Back to Question</i></p> |

| Question Number | Correct Answer | Rationale |
|-----------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 19 | B | <p>Option (B) is correct. Unstructured playtime offers students the opportunity to learn social skills, such as manners and fair play, and to negotiate independent boundaries for themselves and peers. Conflicts will inevitably arise during free play, and part of the teacher's role is to help children understand factors contributing to conflict.</p> <p><i>Back to Question</i></p> |
| 20 | C | <p>Option (C) is correct. Centration is focusing, or centering, of attention on one characteristic to the exclusion of all others. This child can focus only on her father's parental role, not his role as a son or brother.</p> <p><i>Back to Question</i></p> |
| 21 | C | <p>Option (C) is correct. While all of these activities may go on in elementary school — and some of these goals may be met to a greater or lesser extent depending upon the age and development of the children — only option C is written in terms of what a student will be able to do at the end of the lesson.</p> <p><i>Back to Question</i></p> |

| Question Number | Correct Answer | Rationale |
|-----------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 22 | C | <p>Option (C) is correct. This question tests your knowledge of initial assessment of young children. According to NAEYC guidelines, initial assessment information should be used for adjusting the curriculum and instruction according to what the children already know. It should not be used for tracking, labeling, or excluding children from programs.</p> <p><i>Back to Question</i></p> |
| 23 | D | <p>Option (D) is correct. The purpose of parent-teacher conferences is to discuss the student's growth and needs. Teachers should set a positive tone in order to establish a collaborative working relationship with parents.</p> <p><i>Back to Question</i></p> |
| 24 | B | <p>Option (B) is correct. This question requires an understanding of how major theories of learning connect to early childhood practice. Maturationist theory is based on the research of Arnold Gesell, who contended that changes in a child's abilities and behaviors are largely determined by the child's biological growth processes rather than the experiences obtained through learning. Maturationist theory led to the notion that for learning experiences to be effective, teachers needed to wait until children were biologically ready.</p> <p><i>Back to Question</i></p> |

| Question Number | Correct Answer | Rationale |
|-----------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25 | B | <p>Option (B) is correct. This question requires an understanding of creating a literacy-rich environment. Expressive language involves using language and learning to speak. In dramatic play, children are motivated to convey their wishes to others and speak from the perspective of their pretend roles. It is often through dramatic play that shy or withdrawn children first begin to express themselves through language.</p> <p><i>Back to Question</i></p> |
| 26 | B | <p>Option (B) is correct. This question requires an understanding of the variety of methods for partnering with families in the educational process. When early childhood educators attempt to form a family-based philosophy, a willingness to acknowledge and respect family differences is required. Since classes are often made up of children who come from a variety of family structures and cultures, encouraging members of a child's family to participate in school functions is an important aspect of early childhood family involvement. Planning activities that involve diverse celebrations of cultural and familial differences throughout the year will likely encourage a wider variety of families to participate in school events.</p> <p><i>Back to Question</i></p> |

| Question Number | Correct Answer | Rationale |
|-----------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 27 | C | <p>Option (C) is correct. This question requires an understanding of the skills needed for respectful and effective communication about early childhood education to various audiences. A professional teacher should demonstrate positive, respectful, and appropriate language while talking with parents or other individuals. In this situation, the teacher needs to graciously communicate to Alejandro's mother about his ability to function independently.</p> <p><i>Back to Question</i></p> |
| 28 | B | <p>Option (B) is correct. This question requires an understanding of external factors that influence physical, cognitive, social, and emotional development. Perceptual development is an aspect of cognitive development, which allows young children to interpret and understand sensory input. Physical development describes growth in a child's control of his/her body. Social development refers to a child's interaction with others. Manipulative is not a domain of development, but a skill children require, especially in the area of motor skills.</p> <p><i>Back to Question</i></p> |

| Question Number | Correct Answer | Rationale |
|-----------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 29 | C | <p>Option (C) is correct. This question requires an understanding of the roles and responsibilities of other professionals in the school setting. Paraprofessionals fulfill an important role in assisting with the management and delivery of educational services. Paraprofessionals assist classroom teachers by managing children with disabilities as well as monitoring the progress of all children in general. As paraprofessionals work with and monitor students' progress, they help to reinforce skills and concepts taught by working in small groups or taking small groups of students to another location to work, for example, on mathematical concepts using hands-on manipulatives. While paraprofessionals do not plan lessons or grade students' work, they may aid in the creation of teaching materials, as well as make copies, file work into student work folders, and transcribe students' writing for teachers.</p> <p><i>Back to Question</i></p> |
| 30 | B | <p>Option (B) is correct. This question requires an understanding of the principles and strategies that promote positive behaviors in children. It means being able to try new activities, express ideas without censoring them, display feelings and have them respected, and question teachers without fear of punishment. It means being able to take risks and expose the unknown.</p> <p><i>Back to Question</i></p> |

| Question Number | Correct Answer | Rationale |
|-----------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 31 | A | <p>Option (A) is correct. This question addresses how the major theories of learning connect to early childhood practice. The child in Piaget's preoperational stage learns more effectively through manipulation of representational objects rather than through involvement with symbolic materials or learning experience choices.</p> <p><i>Back to Question</i></p> |
| 32 | D | <p>Option (D) is correct. Parents should be seen as partners. As stated in the NAEYC guidelines, developmentally appropriate practices derive from deep knowledge of child development principles and of the children in particular, as well as the context within which each of them is living. Practitioners should acquire knowledge through relationships with children's families, and parents should feel like partners.</p> <p><i>Back to Question</i></p> |

Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare for this free download.

Journals

Art Education, National Art Education Association.

The Elementary School Journal, University of Chicago Press.

Exceptional Children, Council for Exceptional Children.

Instructor, Scholastic, Inc.

Journal for Research in Mathematics Education, National Council of Teachers of Mathematics.

Journal of Health, Physical Education, Recreation and Dance, American Alliance for Health, Physical Education, Recreation, and Dance.

Language Arts, National Council of Teachers of English.

Music Educators Journal, Music Educators' National Conference, Center for Educational Associations.

The Reading Teacher, International Reading Association.

Science and Children, National Science Teachers Association.

Social Education, National Council for the Social Studies.

Teaching Children Mathematics, National Council of Teachers of Mathematics.

Teaching PreK–8, EarlyYears, Inc.

Learning and Leading with Technology, International Society for Technology in Education.
The Social Studies, Heldref Publications.
Young Children, National Association for the Education of Young Children.

Other Resources

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Online Resources

- Center for Educator Development in Fine Arts — www.cedfa.org
- Center on Instruction, RMC Research Corporation — www.centeroninstruction.org
- Education Resources Information Center (ERIC) — www.eric.ed.gov
- GovSpot, StartSpot Mediaworks, Inc. — www.govspot.com
- Kids.gov, U.S. General Services Administration — www.kids.gov
- National Association for the Education of Young Children — www.naeyc.org

USGS Education, U.S. Department of the Interior —
<http://education.usgs.gov/common/primary.htm>

Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin —
www.texasreading.org/utcrla