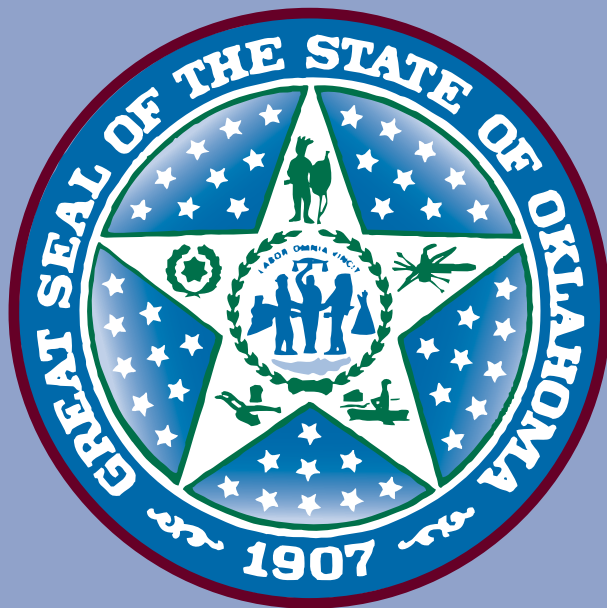


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

005 Early Childhood Education



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD005-03

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STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)



FIELD-SPECIFIC INFORMATION

- Test Competencies
 - Practice Test Questions and Answers
 - Constructed-Response Assignment Scoring
-

INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

Test Competencies

The test competencies are broad, conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Practice Test Questions

The practice selected-response questions and any practice constructed-response assignments included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test questions represent the various types of questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

If the test field included in this guide has a constructed-response assignment, a sample response is provided immediately following the practice constructed-response assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

A description of the process that is used for scoring the constructed-response assignment is provided in addition to the OSAT performance characteristics and score scale.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

TEST COMPETENCIES: EARLY CHILDHOOD EDUCATION

SUBAREAS:

- I. Language and Literacy Development
- II. Learning Across the Curriculum
- III. Child Development and Early Childhood Education Programs

SUBAREA I—LANGUAGE AND LITERACY DEVELOPMENT

Competency 0001

Understand expressive and receptive language development and how to provide learning experiences that encourage children's development and use of language and literacy skills.

The following topics are examples of content that may be covered under this competency.

Understand stages and characteristics of young children's language development.

Analyze factors and processes that affect young children's expressive and receptive language development.

Know the structure of the English language and the alphabetic writing system, including phonology, morphology, and orthography, and their relationship to children's language development.

Apply knowledge of strategies for promoting children's oral vocabulary, listening skills, and oral expression in varied contexts (e.g., interacting with peers, exploring environments, participating in whole-class and small-group discussions, responding to literature read aloud).

Apply knowledge of developmentally appropriate implicit and explicit instruction for developing children's language skills.

Analyze relationships between oral language and literacy development, including reading, writing, and spelling development.

Apply knowledge of skills and strategies for assessing children's language development and promoting language development for children with varied strengths and needs.

Competency 0002

Understand emergent literacy and strategies for fostering young children's literacy, including creation of a classroom environment that encourages a positive disposition toward literacy.

The following topics are examples of content that may be covered under this competency.

Analyze cultural, social, linguistic, developmental, and environmental factors that affect children's literacy development.

Understand relationships between young children's emergent literacy and factors such as enjoyment of stories and awareness of environmental print.

Understand the development of concepts of print (e.g., awareness that print carries meaning, book-handling skills, understanding of the directionality of print, letter naming, letter recognition), methods for assessing and monitoring children's development in this area, and instructional strategies for promoting related knowledge and skills.

Recognize methods for promoting children's interaction with print in varied and meaningful contexts.

Apply knowledge of strategies for encouraging children to develop positive attitudes toward literacy (e.g., by promoting an enjoyment of reading, providing opportunities for personal interaction with engaging stories, promoting confidence in children's own ability to read and write).

Understand children's literature, including genres of children's literature, elements of story, various works and authors, equity issues, and how to promote children's respect for and appreciation of diverse literature.

Competency 0003

Understand phonological awareness and phonemic awareness and effective instructional strategies for promoting children's knowledge and skills in these areas.

The following topics are examples of content that may be covered under this competency.

Recognize the difference between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as individual words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate sounds within a spoken word).

Understand the role of phonemic awareness in the development of phonics skills (e.g., learning to associate speech sounds with printed letters).

Understand developmental levels of phonological and phonemic awareness and factors that may affect children's development of skills in these areas.

Apply strategies for promoting children's understanding that spoken words are made up of phonemes and that phonemes can be rearranged and manipulated to make the different words that comprise oral speech.

Know how to foster children's phonemic awareness through activities involving oral rhyming, segmenting spoken words into phonemes, blending phonemes to form spoken words, and deleting or substituting phonemes in spoken words.

Know procedures for assessing and monitoring children's phonological and phonemic awareness and for providing instruction to respond to children's needs in this area.

Competency 0004

Understand word identification strategies and the use of explicit and implicit instruction to promote children's knowledge and skills in applying word identification strategies.

The following topics are examples of content that may be covered under this competency.

Recognize how to help children understand the alphabetic principle and develop beginning phonics skills (e.g., learn letter-sound correspondences).

Demonstrate knowledge of explicit and implicit instructional strategies for promoting children's rapid, automatic decoding through the application of phonics skills.

Understand other word identification strategies (e.g., syllabication, structural analysis, use of context clues) and the use of explicit and implicit instruction to help children use these strategies to identify unfamiliar words in isolation and in connected text.

Analyze relationships between children's reading development and their ability to use word identification strategies.

Understand methods for helping children master sight words.

Know procedures for assessing and monitoring children's use of word identification strategies and for providing instruction to respond to children's needs in this area.

Competency 0005

Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.

The following topics are examples of content that may be covered under this competency.

Analyze factors affecting reading comprehension (e.g., language background, reading rate and fluency, prior knowledge, vocabulary knowledge).

Understand strategies that facilitate comprehension before, during, and after reading (e.g., predicting, self-monitoring, questioning, retelling, rereading) and effective instruction for promoting children's use of these strategies to understand various types of text.

Apply knowledge of literal, inferential, and critical/evaluative comprehension and instructional strategies to support children's response to text and promote their literal, inferential, and critical/evaluative comprehension (e.g., guided reading, literature and research circles).

Understand reading for different purposes (e.g., for pleasure, for information) and ways to promote children's use of different reading strategies for different purposes.

Apply knowledge of effective instructional strategies for promoting children's reading fluency.

Apply knowledge of appropriate explicit and implicit instruction for promoting children's vocabulary development (e.g., identifying roots and affixes, grouping words in conceptual categories, word mapping).

Know procedures for assessing and monitoring children's reading comprehension, reading fluency, and vocabulary development and for providing instruction to respond to children's needs in these areas.

Competency 0006

Understand writing processes and effective instructional strategies for promoting young children's writing skills, including spelling proficiency.

The following topics are examples of content that may be covered under this competency.

Analyze factors affecting young children's development of writing skills.

Understand methods for helping children develop and apply writing skills (e.g., using the writing process, writing in a range of formats for various purposes, recognizing and using standard English conventions) and for promoting children's interest and engagement in writing.

Understand relationships between reading and writing and ways to use children's writing experiences to support their reading development.

Understand relationships between spelling patterns and sounds of speech, methods for supporting children at each stage of spelling development, and effective strategies for providing direct and indirect instruction to promote spelling proficiency.

Know procedures for assessing and monitoring children's writing and spelling skills and for providing instruction to respond to children's needs in these areas.

Competency 0007

Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.

The following topics are examples of content that may be covered under this competency.

Recognize basic processes of second-language acquisition (e.g., the "nonverbal period," relationships between second-language acquisition and continued development of skills in the first language).

Analyze factors and issues affecting the learning experiences of children with a home language other than English.

Understand how to ensure that the home language of each child is respected and the natural propensity of all children for acquiring language is fostered.

Understand how to create a language-rich environment that encourages all children to learn to communicate effectively.

SUBAREA II—LEARNING ACROSS THE CURRICULUM

Competency 0008

Understand the cognitive development of young children and how to provide instructional opportunities and a classroom environment that offer children opportunities to develop a range of cognitive skills and abilities.

The following topics are examples of content that may be covered under this competency.

Analyze factors (e.g., family, community, school) and processes that influence young children's cognitive development.

Recognize developmentally appropriate expectations regarding children's cognitive abilities.

Know how to identify and build on young children's prior knowledge and emerging interests and capacities in the content areas.

Analyze the instructional implications of children's varied learning and thinking styles.

Understand strategies for enhancing young children's ability and motivation to use thinking skills and solve problems.

Apply knowledge of strategies for assessing and addressing individual children's needs and interests and for providing all children with meaningful, equitable, developmentally appropriate opportunities for cognitive growth.

Understand current cognitive theories (e.g., constructivism) on which developmentally appropriate practices in early childhood education are based.

Competency 0009

Understand interrelationships among content areas, skills and concepts that may be applied across the curriculum, strategies for integrating curriculum, and procedures for assessing children to determine appropriate curriculum.

The following topics are examples of content that may be covered under this competency.

Recognize skills and processes that may be applied across the curriculum.

Apply knowledge of activities that encourage young children to use and explore interdisciplinary skills and processes in varied and meaningful contexts (e.g., applying the processes of comparing and contrasting within mathematical, scientific, social studies, and artistic contexts).

Understand strategies for integrating content and ideas across the curriculum in ways that help children make connections, explore interrelationships, and understand phenomena in their world.

Understand the use of ongoing assessments to modify the curriculum.

Competency 0010

Understand fundamental knowledge, skills, and concepts in mathematics and how to provide developmentally appropriate learning opportunities to enhance young children's mathematical understanding.

The following topics are examples of content that may be covered under this competency.

Understand how to build on children's interest in mathematics and use it to help them make sense of their world.

Understand the mathematics curriculum and appropriate ways to sequence skills and concepts in teaching mathematics to young children.

Apply knowledge of factors to consider (e.g., children's developmental characteristics, prior experiences) in planning and implementing effective mathematics instruction.

Understand methods for incorporating play and the use of manipulatives into the classroom to promote mathematical understanding.

Apply knowledge of strategies for using meaningful, concrete learning experiences to promote children's mathematical inquiry, thinking, and skills (e.g., using math in everyday situations, using multiple problem-solving approaches).

Understand areas of mathematical content (e.g., number sense and numeration, whole number operations, geometry and spatial sense, statistics and probability, fractions) and strategies for promoting children's knowledge and skills in these areas through a variety of appropriate learning experiences, including integration of mathematics with other content areas.

Apply knowledge of teaching practices that enhance children's mathematical problem solving and reasoning and promote their ability to represent, communicate, and connect mathematical ideas.

Competency 0011

Understand fundamental knowledge, skills, and concepts in social studies and how to provide developmentally appropriate experiences that promote young children's exploration and learning in this area.

The following topics are examples of content that may be covered under this competency.

Understand democratic practices and values and how to foster children's understanding and application of democratic principles and personal responsibility in various settings and situations.

Understand basic knowledge and skills in history, geography, economics, and government and how to promote children's knowledge and skills (e.g., locating and interpreting information, making and using maps, answering historical questions) in these areas.

Apply knowledge of instructional strategies that enhance children's understanding of their family, community, nation, and culture.

Understand how to promote children's appreciation of and respect for human diversity and its significance in their community and in the larger world.

Competency 0012

Understand fundamental knowledge, skills, and concepts in science and how to provide developmentally appropriate experiences that promote young children's inquiry, exploration, and learning in this area.

The following topics are examples of content that may be covered under this competency.

Know how to plan and implement an inquiry-based science program that is responsive to children's diverse interests, knowledge, skills, and experience and that promotes children's development of science knowledge and skills.

Understand principles and phenomena related to the life and physical sciences (i.e., biology, earth science, chemistry, and physics) and how to foster children's understanding of these fields of science.

Recognize activities that encourage children to explore and make discoveries about their world (e.g., by using their senses and simple tools to gain information about their environment, by drawing conclusions based on their observations).

Understand strategies for encouraging children to view themselves as competent scientific explorers and for promoting their ability to think and communicate scientifically (e.g., by providing opportunities to observe and describe objects and phenomena, to engage in simple investigations, and to apply skills such as making predictions, classifying and interpreting data, recognizing patterns, and drawing conclusions).

Apply knowledge of instructional resources for teaching science and procedures for ensuring safety during classroom science activities.

Competency 0013

Understand the role of the arts, including visual arts, music, creative movement, dance, and drama, in the overall development of young children and how to provide children with a range of meaningful experiences in the arts.

The following topics are examples of content that may be covered under this competency.

Understand basic concepts, techniques, materials, and cultural influences related to visual arts, music, creative movement, dance, and drama and strategies for promoting children's knowledge and skills in these areas.

Understand concepts and skills necessary for young children, including those with special needs, to produce and respond to different types of art.

Apply knowledge of strategies for promoting children's use of the arts as a medium for viewing the world, exploring ideas, and expressing thoughts and feelings.

Understand how to use the arts to help children achieve desired outcomes in various domains (e.g., using finger painting to encourage individual expression and improve motor control, using music to foster language development, using dramatic play activities to explore healthy ways to express feelings, using creative movement to foster awareness of the body and surrounding world).

Competency 0014

Understand young children's physical development; their needs related to personal health, safety, and nutrition; and strategies for providing developmentally appropriate experiences in these areas.

The following topics are examples of content that may be covered under this competency.

Understand the development of physical skills (e.g., fine- and gross-motor skills, locomotor skills, nonlocomotor skills, perceptual awareness, object handling) and the instructional implications of children's varied levels of physical skills development.

Understand the components of fitness (e.g., muscular strength, flexibility) and activities to promote children's fitness, physical skills development, and enjoyment of physical activity.

Recognize principles and practices of personal, interpersonal, and community health and safety that are developmentally appropriate for young children.

Understand principles of nutrition (e.g., balanced diet) and the role of nutrition in children's fitness and development.

Apply knowledge of strategies, including play, for providing children with learning experiences to help them develop physically and become aware of and practice behaviors that promote their own health and safety.

SUBAREA III—CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION PROGRAMS

Competency 0015

Understand how to promote young children's development of self-concept, self-discipline, motivation, and autonomy through the use of positive child guidance strategies and the creation of appropriate learning environments and experiences.

The following topics are examples of content that may be covered under this competency.

Analyze factors and processes related to young children's development of self-concept, self-discipline, motivation, and autonomy (including decision-making, self-assessment, and self-help skills).

Apply knowledge of strategies for assessing and responding to children's feelings about self and for creating a learning environment that fosters development of a realistic self-image and positive self-esteem.

Recognize appropriate expectations for children's development of self-discipline and autonomy and signs that a child may be having problems in these areas.

Apply knowledge of strategies for fostering all children's development in regard to self-concept, self-control, and self-reliance using a variety of experiences (including play, interactive activities, and cooperative learning).

Competency 0016

Understand how to promote young children's social development, including respect for all individuals and groups, through creation of a learning environment that fosters cooperation, responsibility, leadership, and appreciation of diversity.

The following topics are examples of content that may be covered under this competency.

Analyze factors, processes, and issues related to young children's social development, including awareness of and response to diversity (e.g., age, gender, race, ethnicity).

Recognize appropriate expectations for young children's social behaviors, indications that a child may be experiencing problems in this area, and methods for addressing such problems.

Apply knowledge of strategies for ensuring that children experience positive, supportive interactions with peers and adults and for facilitating all children's social development (e.g., by providing opportunities to act as both leaders and followers, to build friendships, to engage in collaborative learning, to develop respect for individuals and groups different from themselves).

Understand how to select and use resources and activities to foster children's recognition and appreciation of the uniqueness of every person.

Competency 0017

Understand how various types of materials and resources, including current technology, can be used in early childhood classrooms to support children's learning.

The following topics are examples of content that may be covered under this competency.

Evaluate the advantages and limitations of particular types of materials and resources within early childhood education contexts.

Apply knowledge of strategies for using varied materials and resources (including current technology) to promote children's learning in all domains.

Recognize the importance of concrete and manipulative materials and resources for children with a wide range of developmental interests and abilities.

Apply procedures for selecting materials that are safe, nonbiased, and developmentally appropriate and for evaluating the effectiveness of different materials and resources for meeting specified learner needs.

Know how to select and use various types of technology based on an understanding of how young children think, process information, and develop concepts in the content areas.

Know how to integrate technology and other resources into the learning environment to support learning and enhance children's cognitive and social abilities.

Competency 0018

Understand the historical, philosophical, social, and ethical foundations of early childhood education programs and major organizations that serve young children.

The following topics are examples of content that may be covered under this competency.

Understand the historical and philosophical foundations and social contexts of early childhood education and how these factors influence practice.

Understand the development and role of an articulated philosophy in an early childhood education program.

Apply knowledge of principles and procedures for evaluating the quality and effectiveness of early childhood education programs for children, families, and the community.

Apply knowledge of principles and practices of ethical conduct (including advocacy for children) in varied early childhood education contexts.

Understand the important role of families and communities and ways to involve families and communities in an early childhood education program.

Recognize the roles of major organizations in promoting the welfare of young children (e.g., National Association for the Education of Young Children, Association for Childhood Education International).

PRACTICE TEST QUESTIONS AND ANSWERS: EARLY CHILDHOOD EDUCATION

Practice Selected-Response Questions

Competency 0001

Understand expressive and receptive language development and how to provide learning experiences that encourage children's development and use of language and literacy skills.

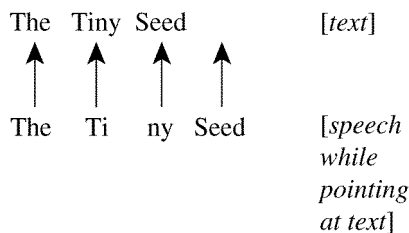
1. Which of the following telegraphic utterances would most likely be the first spoken by a child between 12 and 24 months of age?
 - A. Patted dog.
 - B. Give dog food.
 - C. Dog run.
 - D. Dog eat food.

Correct Response: C. This question requires an understanding of the stages of language acquisition and development. "Dog run" is an agent-action telegraphic utterance, which is typically the earliest telegraphic utterance to appear in the developmental sequence.

Competency 0002

Understand emergent literacy and strategies for fostering young children's literacy, including creation of a classroom environment that encourages a positive disposition toward literacy.

2. Six-year-old Felipe sits down with the book *The Tiny Seed* by Eric Carle and says the title, pointing to each word as he speaks. However, because he treats the two syllables of the word *tiny* as separate words, his pointing and speaking do not match up, as shown below.



When Felipe complains to his teacher that "it doesn't work right," what would be the teacher's best response?

- A. Explain the difference between a word and a syllable and encourage Felipe to try again with that distinction in mind.
- B. Tell Felipe that *tiny* is all one word and show him how to make his pointing match the text.
- C. Ask Felipe if it makes sense for the sound of *ny* to be written as *seed* and help him search the title for the letter *n*.
- D. Suggest to Felipe that if his method is not working, he may be doing something wrong and encourage him to try to analyze what the problem might be.

Correct Response: B. Explaining to Felipe that *tiny* is all one word and showing him how to use his pointing to indicate the entire printed word is one effective way of helping him understand that a printed word can contain more than one syllable.

Competency 0007

Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.

3. Seven-year-old Nora is a Hispanic child who is learning English as a second language. One day as her teacher, Ms. Mayer, is reading a book to a group of children, Nora points to a picture of a dog and says, "*perro*," the Spanish word for dog. Ms. Mayer, who recognizes the word, responds by asking the class, "Who can tell Nora what we call that animal in English?" Which of the following is the best analysis of Ms. Mayer's response?
- A. She should have acknowledged Nora's appropriate use of her native language before introducing the English word.
 - B. She should have told Nora directly that the English word is *dog* rather than asking the other children to do so.
 - C. She should have encouraged Nora's production of the word in English before asking the other children to supply it.
 - D. She should have waited to see if the other children reacted to Nora's statement before doing so herself.

Correct Response: A. Nora's response demonstrates that she is actively engaged in the reading activity. Such engagement is crucial to language and literacy development and should always be supported. Ms. Mayer should have provided this support by affirming Nora's contribution instead of responding in a manner that Nora might perceive as being critical of her use of her home language.

Competency 0008

Understand the cognitive development of young children and how to provide instructional opportunities and a classroom environment that offer children opportunities to develop a range of cognitive skills and abilities.

4. Joshua is a three-year-old boy who often chooses to play in the block corner during free play time. For several weeks, Joshua's block constructions have consisted primarily of repetitive structures made by placing the blocks end-to-end horizontally or by stacking them vertically. Based on this information, the best assessment of Joshua's play with the blocks is that he is:
- A. perseverating and needs to be stimulated to explore other types of block construction.
 - B. passing through a predictable stage in his exploration of the block medium.
 - C. exhibiting signs of cognitive delay and should be tested for possible cognitive deficits.
 - D. showing the effects of a home environment that provides little cognitive stimulation.

Correct Response: B. The repetition Joshua is demonstrating in his block play is typical of the way in which young children explore and confirm the characteristics of the materials in their environment.

Competency 0010

Understand fundamental knowledge, skills, and concepts in mathematics and how to provide developmentally appropriate learning opportunities to enhance young children's mathematical understanding.

5. At four-year-old Melanie's request, her teacher watches as she pours sand back and forth among a one-quart, a one-pint, and a one-cup container. The teacher could best use this manipulative play as an opportunity to foster Melanie's mathematical understanding by:
 - A. commenting on and asking questions about the relative sizes of the containers as she converses with Melanie about her play.
 - B. offering to show Melanie that the pint container holds twice as much as the cup container, and then using the cup to fill the pint container with sand.
 - C. helping Melanie memorize the names used for the amounts represented by each of the containers.
 - D. encouraging Melanie to guess, check, and then record on a chart how many of each smaller container it takes to fill each larger container.

Correct Response: A. To take effective advantage of "teachable moments" during play activities, the teacher must avoid disrupting children's concentration and attention. In the case of Melanie's sand play, the teacher's least disruptive strategy would be to introduce related concepts in the course of talking with her about what she is doing.

Competency 0012

Understand fundamental knowledge, skills, and concepts in science and how to provide developmentally appropriate experiences that promote young children's inquiry, exploration, and learning in this area.

6. Which of the following biology activities would be most appropriate for three-year-old children?
- A. determining why different watering conditions result in growth differences between two groups of seedlings
 - B. learning the names of different parts of a flower (e.g., petal, sepal)
 - C. designing a simple experiment to test how different amounts of light affect plant growth
 - D. comparing the shapes of leaves collected from two different plants

Correct Response: D. Young children learn primarily through direct interaction with their immediate environment. A biology activity in which children directly observe and actively discuss the physical features of a living thing would therefore be most appropriate for three-year-old children.

Competency 0016

Understand how to promote young children's social development, including respect for all individuals and groups, through creation of a learning environment that fosters cooperation, responsibility, leadership, and appreciation of diversity.

7. Charles, who is Samoan, has just enrolled in a second-grade class in which there are no other Samoans. At meeting time, Gregory refuses to sit down next to Charles saying, "I'm not sittin' next to him, he's different." Which of the following immediate responses would be important for the teacher to make?
- I. Explain to Charles that Gregory didn't mean what he said; he is just feeling uncomfortable because he has never known a Samoan child.
 - II. Ignore the incident but ensure that Gregory and Charles are provided with frequent opportunities to be involved in activities together.
 - III. Tell Gregory that he has said a very hurtful thing to Charles and that it is not all right to avoid people because they are different.
 - IV. Offer comfort and support to Charles and help him verbalize his feelings.
- A. II only
 - B. I and IV only
 - C. III and IV only
 - D. I and III only

Correct Response: C. Teachers of children at every age should understand the importance of countering prejudice whenever and wherever it occurs. In the situation described, both Charles and Gregory need immediate attention: Charles to receive support and comfort for having been treated hurtfully, and Gregory to be helped to understand why his words and behavior are not acceptable.

Competency 0017

Understand how various types of materials and resources, including current technology, can be used in early childhood classrooms to support children's learning.

8. A kindergarten teacher makes a practice of setting out books and writing materials in all the centers of the classroom. For example, the teacher puts simple cook-books in the kitchen play center, newspapers and children's magazines in the dramatic play center, and art books in the art center. The teacher also places notepads and pencils in various centers and frequently models their use. Which of the following is the major advantage of such an approach?
- A. It ensures that children will spend some time reading and writing every day.
 - B. It puts children into situations in which they must read and write to meet functional personal needs.
 - C. It encourages children to be less reliant on the teacher for information and guidance.
 - D. It helps children learn to think of reading and writing as integral to a variety of daily life activities.

Correct Response: D. A key component of literacy development is for children to come to think of reading and writing as a natural part of their lives. The teacher's strategy of dispersing literacy materials throughout the classroom and of routinely modeling their use is one effective method of helping children develop this attitude.

Use the information below to answer the two questions that follow.

Lisa, who is the youngest child in a preschool class, has repeatedly shown signs of stress at being unable to do things that the older children are able to accomplish with ease. Her teacher, Mr. Hoskins, has become concerned about this situation and is trying to think of ways to help Lisa.

Competency 0015

Understand how to promote young children's development of self-concept, self-discipline, motivation, and autonomy through the use of positive child guidance strategies and the creation of appropriate learning environments and experiences.

9. Which action by Mr. Hoskins would best promote Lisa's self-esteem and intrinsic motivation?
- A. pairing Lisa with an older child during activities that the teacher suspects Lisa will find difficult
 - B. ensuring the availability of activities that will appeal to Lisa and that she is likely to perform successfully
 - C. reassuring Lisa that she will be able to do just as well as the other children when she gets a little older
 - D. assigning Lisa to work on alternative projects when the other children are participating in more difficult activities

Correct Response: B. Lisa needs to be helped to overcome her feelings of incompetence and failure. Mr. Hoskins's best strategy would therefore be to plan activities that Lisa will feel motivated to take part in and at which she will experience success.

Competency 0013

Understand the role of the arts, including visual arts, music, creative movement, dance, and drama, in the overall development of young children and how to provide children with a range of meaningful experiences in the arts.

10. Lisa finds particularly frustrating her inability to make drawings that are, in her view, as good as the ones done by some of the older children in the class. How could Mr. Hoskins best adapt the art center to minimize this source of frustration for Lisa?
- A. by creating templates that Lisa can use to trace the outlines of objects she wants to draw
 - B. by removing for a few weeks materials such as markers and crayons that lend themselves to representational drawing
 - C. by introducing some new art activities that de-emphasize drawing, such as collage making or stamp printing
 - D. by providing the art center with magazines from which Lisa can cut out photographs to enhance her drawings

Correct Response: C. Because Lisa is finding drawing so difficult, and because it is such a source of stress to her, Mr. Hoskins should guide her toward other types of art activities at this time. There are many art activities other than drawing that Mr. Hoskins could feature in the art center.

Practice Constructed-Response Assignment

11. Use the information below to complete the exercise that follows.

A first-grade teacher plans to read aloud *The Complete Adventures of Peter Rabbit*, a story by Beatrix Potter. In the story, Peter Rabbit fails to heed his mother's warnings about the dangers of trespassing into Mr. McGregor's garden. The passage below describes Peter's dangerous encounter with Mr. McGregor.

"Now, my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor."

"Now run along, and don't get into mischief. I am going out."

Flopsy, Mopsy, and Cotton-tail . . . went down the lane to gather blackberries:

But Peter . . . ran straight away to Mr. McGregor's garden, and squeezed under the gate!

First he ate some lettuces and some French beans; and then he ate some radishes;

And then, feeling rather sick, he went to look for some parsley.

But round the end of a cucumber frame, whom should he meet but Mr. McGregor!

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief!"

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate.

He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes.

After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.

Peter gave himself up for lost, and shed big tears. . . .

Using your knowledge of first graders' language and literacy development, write a response in which you:

- describe *two* learning activities related to this excerpt that could be used to promote first graders' language and literacy development, making sure to address at least two of the following areas: reading, writing, listening, speaking; and
- explain why each activity you describe would be effective in promoting students' development in the specified areas.



FOR YOUR REFERENCE ONLY—*The constructed-response item is written to assess understanding in Subarea I, Language and Literacy Development, which consists of the competencies listed below.*

Understand expressive and receptive language development and how to provide learning experiences that encourage children's development and use of language and literacy skills.

Understand emergent literacy and strategies for fostering young children's literacy, including creation of a classroom environment that encourages a positive disposition toward literacy.

Understand phonological awareness and phonemic awareness and effective instructional strategies for promoting children's knowledge and skills in these areas.

Understand word identification strategies and the use of explicit and implicit instruction to promote children's knowledge and skills in applying word identification strategies.

Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.

Understand writing processes and effective instructional strategies for promoting young children's writing skills, including spelling proficiency.

Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.

A Very Good Response to the Practice Constructed-Response Assignment

After reading aloud The Complete Adventures of Peter Rabbit to a first-grade class, I would use the indicated excerpt as the basis for two language arts activities. These activities would promote students' development of reading, speaking, and listening skills.

For the first activity, I would lead a class discussion of the story after reading it aloud. After discussing the story as a whole, I would focus students' attention on Peter's confrontation with Mr. McGregor, as described in the excerpt. I would ask questions to assess and clarify students' understanding of the scene (e.g., Why did Peter go to Mr. McGregor's garden? What did Peter do when Mr. McGregor shouted at him? Why couldn't Peter get away?). I also would prompt the students to draw on personal experience to help them interpret the plot and identify with the characters (e.g., Have you ever run away from someone or something? How did it make you feel? How do you think Peter felt when his jacket got stuck in the net?). During the discussion, I would model listening skills. I would also encourage students to elaborate on their comments by asking them to provide details from the story to support their observations.

This activity would help develop the students' reading, speaking, and listening skills. Discussing a story after reading it aloud promotes students' reading skills by enhancing their oral comprehension, their understanding of story structure, and their vocabulary knowledge. The discussion of Peter's encounter with Mr. McGregor would be especially useful in helping students recognize and anticipate the climax of a story--the high point of the action relating to a story's central conflict or problem. Having students draw on personal experience helps them construct meaning by connecting their prior knowledge with information in the text. The discussion would offer opportunities to extend students' vocabulary knowledge (e.g., by introducing words to describe emotion, by explaining the meaning of unfamiliar terms such as "cucumber frame"). The activity would also strengthen students' listening skills (e.g., responding to each other's remarks) and their speaking skills (e.g., articulating their ideas, using appropriate volume and tone).

For a second activity, I would ask six student volunteers to plan and perform a skit that reenacts this part of the story. The students would meet to discuss the significant events (e.g., Mrs. Rabbit's instructions, Peter's sneaking into the garden, Peter's confrontation with Mr. McGregor) and to plan their dramatic reenactment. I would serve as facilitator, offering the students guidance, support, and feedback (e.g., helping students assign roles, retell the events and dialogue in their own words, plan movements and gestures). After planning and rehearsing the skit, the group would perform it for the rest of the class. Afterwards, the student performers would respond to questions and comments from their audience.

(continued)

A Very Good Response to the Practice Constructed-Response Assignment (continued)

Like the first activity, this activity would help develop students' reading, speaking, and listening skills. Discussing the excerpt before and after the skit would improve students' oral comprehension, their recognition of story elements, and their understanding of plot sequence and structure. Reenacting the scene would be especially effective in helping the students understand characterization (e.g., identifying personally with different characters, interpreting their motives) and cause-effect relationships (e.g., the consequences of Peter's failure to obey his mother). Converting the excerpt from a story to a play would reinforce students' understanding of literary genres. This activity would also be effective in promoting speaking and listening skills. Working in a small group to plan the skit would strengthen the students' discussion skills. The activity would further enhance the students' speaking skills by prompting them to pay conscious attention to the vocabulary of the story. Finally, the dramatization itself and the follow-up discussion would give the students an opportunity to develop speaking and listening skills for oral presentation.

In conclusion, these two language arts activities based on the excerpt from The Complete Adventures of Peter Rabbit would help promote first graders' language and literacy development in a variety of ways--strengthening their oral comprehension, promoting their literary response skills, and improving their speaking and listening skills.

CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A constructed-response assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

Sample Performance Characteristics for Constructed-Response Assignments

PURPOSE	The extent to which the response achieves the purpose of the assignment
SUBJECT MATTER KNOWLEDGE	Accuracy and appropriateness in the application of subject matter knowledge
SUPPORT	Quality and relevance of supporting details
RATIONALE	Soundness of argument and degree of understanding of the subject matter

Sample Scoring Scale for Constructed-Response Assignments

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.
B	There is no response to the assignment.

ACKNOWLEDGMENTS

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