



# Massachusetts Tests for Educator Licensure<sup>®</sup>

# TEST INFORMATION BOOKLET

**02 Early Childhood**

MA-SG-FLD002-04

*Massachusetts Department of Education*

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## **Test Information Booklet Order Form**

*Early Childhood*  
*(Field 02)*

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**Test Overview Chart**

**Test Objectives**

**Sample Test Items**

**Answer Key and Sample Response**



***Test Overview Chart:  
Early Childhood (02)***

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| Subareas                                                       | Approximate Number of Multiple-Choice Items | Number of Open-Response Items |
|----------------------------------------------------------------|---------------------------------------------|-------------------------------|
| I. Knowledge of Child Development                              | 30–32                                       |                               |
| II. Knowledge of Children's Literature and the Writing Process | 18–20                                       |                               |
| III. Core Knowledge in the Content Areas                       | 49–51                                       |                               |
| IV. Integration of Knowledge and Understanding                 |                                             | 2                             |

The Early Childhood test is designed to assess the candidate's knowledge of the subject matter required for the Massachusetts Early Childhood license. This subject matter knowledge is delineated in the Massachusetts Department of Education's *Regulations for Educator Licensure and Preparation Program Approval (7/2001)*, 603 CMR 7.06, "Subject Matter Knowledge Requirements for Teachers."

The Early Childhood test assesses the candidate's proficiency and depth of understanding of the subject at the level required for a baccalaureate major, according to Massachusetts standards. Candidates are typically nearing completion of or have completed their undergraduate work when they take the test.

The multiple-choice items on the test cover the subareas as indicated in the chart above. The open-response items may relate to topics covered in any of the subareas and will typically require breadth of understanding of the early childhood field and the ability to relate concepts from different aspects of the field. Responses to the open-response items are expected to be appropriate and accurate in the application of subject knowledge, to provide high-quality and relevant supporting evidence, and to demonstrate a soundness of argument and understanding of the early childhood field.

***Test Objectives:***  
***Early Childhood (02)***

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**Massachusetts Tests for Educator Licensure (MTEL™)**

**FIELD 02: EARLY CHILDHOOD  
TEST OBJECTIVES**

**Subarea**

|      | <b>Multiple-Choice</b>                                     | <b>Range of Objectives</b> | <b>Approximate Test Weighting</b> |
|------|------------------------------------------------------------|----------------------------|-----------------------------------|
| I.   | Knowledge of Child Development                             | 01–02                      | 25%                               |
| II.  | Knowledge of Children's Literature and the Writing Process | 03–04                      | 15%                               |
| III. | Core Knowledge in the Content Areas                        | 05–07                      | <u>40%</u>                        |
|      |                                                            |                            | <b>80%</b>                        |
|      | <b>Open-Response</b>                                       |                            |                                   |
| IV.  | Integration of Knowledge and Understanding                 | 08                         | <b>20%</b>                        |

**SUBAREAS:**

KNOWLEDGE OF CHILD DEVELOPMENT  
KNOWLEDGE OF CHILDREN'S LITERATURE AND THE WRITING PROCESS  
CORE KNOWLEDGE IN THE CONTENT AREAS  
INTEGRATION OF KNOWLEDGE AND UNDERSTANDING

**KNOWLEDGE OF CHILD DEVELOPMENT [25%]**

**0001 Understand child development from prenatal through the early elementary years.**

For example: major theories of child development and learning (e.g., Piaget, Erikson, Kohlberg, Bronfenbrenner, Vygotsky, brain research); characteristics and processes of cognitive, language, physical, social, emotional, and moral development within the cultural context of the family from prenatal through the early elementary years; developmental progressions and ranges of individual variation in cognitive, language, physical, social, emotional, and moral development within the cultural context of the family; factors that may facilitate or impede a child's development in various domains; how children use play to develop understanding and acquire knowledge; and interrelationships between cognitive development and other developmental domains.

**0002 Understand child development and learning in students with disabling conditions or exceptionalities.**

For example: types of disabilities, developmental delays, and exceptionalities; effects of disabling conditions on cognitive, physical, language, social, and emotional development and functioning; significance of disabling conditions and exceptionalities for aspects of development and learning; identification and evaluation of students with exceptional learning needs, including academically advanced or artistically talented students; criteria and procedures for selecting, creating, and modifying materials and equipment to provide differentiated instruction that addresses and accommodates individual students' strengths and challenges; legal requirements and responsibilities for providing education to students with special needs; purposes and procedures for developing and implementing Individualized Education Plans (IEPs), 504s, and Individualized Family Service Plans (IFSPs); role and influence of family in development and learning; community resources to assist families; and child protection laws (e.g., mandated reporting).

**KNOWLEDGE OF CHILDREN'S LITERATURE AND THE WRITING PROCESS<sup>1</sup> [15%]**

**0003 Understand children's literature, including genres, literary elements, and literary techniques.**

For example: major works and authors of nineteenth- and twentieth-century literature for young children; genres of children's literature and the characteristics of different genres; major themes associated with literature for young children; analysis of rhetorical and literary devices (e.g., analogies, metaphors, symbolism, repetition) in literature for young children; comparison of different styles and communicative purposes in children's literature; criteria for evaluating children's literature (e.g., reading level, literary quality, cultural diversity, interesting information, vocabulary richness, appealing plot, gender preferences, variety in settings and character types); analysis of excerpts of literature for young children in relation to style, theme, or point of view; and uses of literature for young children (e.g., providing exposure to high quality literary prose, enhancing other areas of the curriculum, promoting children's understanding of themselves and others).

**0004 Understand principles and concepts of writing for various purposes.**

For example: the developmental continuum of writing; knowledge and use of prewriting and drafting strategies, including techniques for generating topics and developing ideas (e.g., brainstorming, semantic mapping, outlining, reading and research); formal elements of good writing (e.g., paragraphing, topic sentences, cohesive transitions); revising written texts to improve unity, coherence, and logical organization; editing written work according to the conventions of edited American English; factors to consider in writing for various audiences and purposes (e.g., narration, expression, information, persuasion); formats and genres of writing (e.g., letter, poem, story, play); and use of various techniques to convey meaning (e.g., precise vocabulary, figurative language).

1. Knowledge of the following content will be measured on a separate Foundations of Reading test for all prospective Early Childhood, Elementary, and Special Education teachers: 1) reading theory, research, and practice; 2) development of an oral and reading vocabulary; 3) theories on the relationship between beginning writing and reading; 4) approaches and practices for developing skills in using writing tools; and 5) theories of first- and second-language acquisition and development.

**CORE KNOWLEDGE IN THE CONTENT AREAS [40%]**

**0005 Understand principles and concepts of mathematics.**

For example: mathematical terminology, symbols, and representations; number properties and number representations (e.g., cardinal and ordinal numbers; properties of real numbers; the base ten number system; fractions, decimals, and percents); standard arithmetical operations; number operations and computational techniques; patterns, relations, and functions (e.g., recognizing and analyzing patterns in numbers, shapes, and data, the translation of problem-solving situations into expressions and equations involving variables and unknowns); types and properties of geometric figures; basic geometric concepts (e.g., symmetry); relationship between standard algorithms and fundamental concepts of algebra and geometry; measurement instruments, units, and procedures for problems involving length, area, angles, volume, mass, and temperature; collection, organization, and analysis of data; and the application of mathematical reasoning to analyze and solve problems.

**0006 Understand principles and concepts of history and social science.**

For example: basic knowledge of major developments in the history of Massachusetts, the United States, and the world; origins, fundamental concepts, and historical development of western civilization (e.g., the political, philosophic, religious, intellectual, and aesthetic values of ancient Israel, Greece, and Rome; their political and historical influence; the development and influence of science and technology in western societies); basic concepts of geography; global features (e.g., continents, hemispheres, latitude and longitude, poles); major physical features and regions of Massachusetts, the United States, and world areas; basic economic and political concepts (e.g., representative government, popular sovereignty, supply and demand, market economy); purposes of government; functions of federal, state, and local government in the United States; how laws are enacted and enforced; democratic principles and values contained in the Declaration of Independence, the U.S. Constitution, and the Constitution of the Commonwealth of Massachusetts (e.g., the rule of law, due process, equal protection of the laws, majority rule, protection of minority rights); and the responsibilities of U.S. citizens (e.g., respecting others' rights, obeying laws and rules, paying taxes, jury duty, voting).

**0007 Understand principles and concepts of science and technology/engineering.**

For example: foundations of scientific thought (e.g., reliance on verifiable evidence, reasoning, and logical arguments; avoidance of bias); major scientific discoveries and technological innovations; the relationship between science and technology; basic concepts and principles of life science (e.g., as related to cells, the human body, heredity, ecosystems); basic concepts and principles of the physical and earth sciences (e.g., as related to matter and energy, the motion of objects, the forces that shape the earth, the water cycle, the atmosphere and weather, the solar system); the role of science and technology in addressing ecological issues and problems; and principles and procedures of scientific inquiry and experimentation.

**INTEGRATION OF KNOWLEDGE AND UNDERSTANDING [20%]**

***In addition to answering multiple-choice items, candidates will prepare written responses to questions addressing content from the preceding objectives, which are summarized in the objective and descriptive statement below.***

**0008 Prepare an organized, developed analysis that relates child development to two or more of the following: language arts, mathematics, history and social science, and science.**

For example: children's literature; mathematical concepts, reasoning, and problem solving; major developments in U.S. and world history; government and citizenship in the United States; basic principles of economics; geographic concepts, phenomena, and processes; basic concepts of science and technology; principles and procedures of scientific inquiry and experimentation; and child development during the early childhood years.

**Sample Test Items:**  
**Early Childhood (02)**

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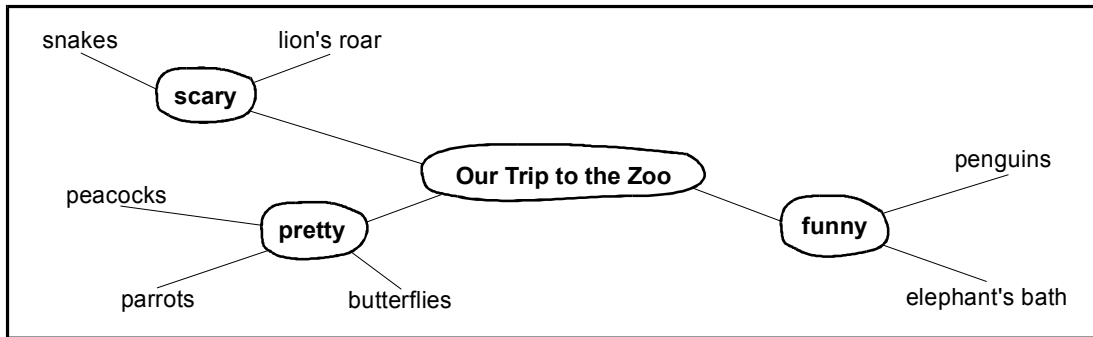
1. Which line on the table below correctly matches a major learning theory with the view of learning associated with that theory?

| Line | Learning Theory                              | Description of Theory                                                                                                                                                                                   |
|------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A.   | Behaviorism (B.F. Skinner)                   | Learning occurs through connections established between stimulus inputs and responses; desirable learning strategies and behaviors in children can be increased with reinforcers.                       |
| B.   | Cognitive-Developmental Theory (Jean Piaget) | Learning occurs through observation and imitation of models; as children become older, they become more selective in the behaviors they imitate.                                                        |
| C.   | Social Learning Theory (Albert Bandura)      | Learning occurs in eight distinct stages of psychosocial development as children use new skills and attitudes to resolve conflicts related to psychological needs.                                      |
| D.   | Sociocultural Theory (Lev Vygotsky)          | Learning occurs in stages characterized by particular ways of thinking; children acquire knowledge through active construction and multiple opportunities to connect new ideas to previous experiences. |

- A. Line A  
B. Line B  
C. Line C  
D. Line D

2. Which of the following types of play behavior found among preschool children typically appears *last* in the sequence of development?
  - A. playing alongside another child and imitating that child's play
  - B. engaging in a solitary activity such as sand or water play
  - C. agreeing on a fantasy theme and acting it out with other children
  - D. building something with other children and then dismantling it
  
3. A second grader with a mild intellectual impairment would most likely need the classroom teacher to provide:
  - A. constant reminders to be cooperative and nonaggressive.
  - B. constant reinforcement and guidance in how to perform routine activities such as lining up for recess.
  - C. specific instruction in ways to recall and apply information.
  - D. frequent reminders of the consequences for off-task or inattentive behavior.
  
4. Picture books are an essential part of children's literature primarily because they feature:
  - A. repetition and other elements that foster children's appreciation of language.
  - B. rhyming words and sentences that reduce the cognitive demands on young readers.
  - C. images that promote young readers' understanding of complex events or relationships.
  - D. grammatical structures that mimic conversation and strengthen children's communication skills.
  
5. Children who are *emergent writers* would benefit most from opportunities to:
  - A. explore and learn about a variety of writing materials.
  - B. talk with a teacher about writing.
  - C. copy the texts of favorite story books.
  - D. use magnetized letters to create pictures and designs.

6. Use the information below to answer the question that follows.



After taking a field trip to the zoo, a teacher leads the class in making the semantic web shown above. As a prewriting activity, creating this web would be most useful for helping students to:

- A. select details they want to include.
- B. recognize unnecessary information.
- C. consider the interests of their audience.
- D. organize their ideas for writing topics.

7. Use the information below to answer the question that follows.

Circle the largest number in each row of numbers.

|      |    |    |    |    |
|------|----|----|----|----|
| I.   | 46 | 55 | 29 | 83 |
| II.  | 18 | 92 | 53 | 74 |
| III. | 56 | 34 | 24 | 42 |
| IV.  | 81 | 19 | 76 | 67 |

The circled numbers show the responses chosen by a first-grade student on an assessment. According to these assessment results, the student needs additional instruction in which of the following topics?

- A. absolute value
- B. place value
- C. commutative operations
- D. inverse operations

8. Which of the following illustrates the operation  $3\frac{2}{3} \div \frac{1}{3}$ ?

- A. A section of curved road  $3\frac{2}{3}$  miles long is being straightened and its length reduced by  $\frac{1}{3}$ . How long will the new road be?
- B. A writer uses  $3\frac{2}{3}$  packages of paper preparing a manuscript. If an average chapter of the manuscript requires  $\frac{1}{3}$  of a package, how many chapters is the manuscript?
- C. A car travels for  $3\frac{2}{3}$  miles east and then  $\frac{1}{3}$  of a mile north. At the end of the trip, how far is the car from its starting point?
- D. A basketball team has  $3\frac{2}{3}$  hours of practice time per week. If the team has 3 practice sessions of equal length each week, how long is each practice session?

9. Which of the following excerpts from the Constitution of the Commonwealth of Massachusetts best illustrates the state's commitment to the principle of popular sovereignty?
- A. "Every subject of the commonwealth ought to find a certain remedy . . . for all injuries and wrongs which he may suffer in his person, property, or character."
  - B. "All power residing originally in the people, and being derived from them, the several magistrates and officers of government . . . are their substitutes and agents, and at all times accountable to them."
  - C. "Each individual of the society has a right to be protected by it in the enjoyment of his life, liberty, and property, according to standing laws."
  - D. "The people have a right to keep and bear arms for the common defense. And, as in time of peace, armies are dangerous to liberty, they ought not to be maintained without the consent of the legislature."
10. A kindergarten teacher develops an activity in which students drop common objects (keys, nails, pencils, corks, marbles, pieces of soap) into a water table. Students record which of the objects float and which sink. The class then discusses what properties the objects that float have in common and what properties the objects that sink have in common. This activity would be most useful for introducing which of the following concepts to the students?
- A. shape
  - B. mass
  - C. density
  - D. volume

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

An important learning standard for first-grade students is to identify and explain the meaning of American national symbols (e.g., the American flag, the bald eagle, the White House, the Statue of Liberty).

Using your knowledge of U.S. history and child development, prepare a response in which you:

- describe the meaning of two American national symbols;
- summarize a learning experience that would help first-grade students learn to identify and explain the meaning of American national symbols; and
- explain why the experience fosters learning and development for first-grade students.

## ***Answer Key and Sample Response: Early Childhood (02)***

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| <b>Question Number</b> | <b>Correct Response</b> | <b>Test Objective</b>                                                                                |
|------------------------|-------------------------|------------------------------------------------------------------------------------------------------|
| 1.                     | <b>A</b>                | Understand child development from prenatal through the early elementary years.                       |
| 2.                     | <b>C</b>                | Understand child development from prenatal through the early elementary years.                       |
| 3.                     | <b>C</b>                | Understand child development and learning in students with disabling conditions or exceptionalities. |
| 4.                     | <b>C</b>                | Understand children's literature, including genres, literary elements, and literary techniques.      |
| 5.                     | <b>A</b>                | Understand principles and concepts of writing for various purposes.                                  |
| 6.                     | <b>D</b>                | Understand principles and concepts of writing for various purposes.                                  |
| 7.                     | <b>B</b>                | Understand principles and concepts of mathematics.                                                   |
| 8.                     | <b>B</b>                | Understand principles and concepts of mathematics.                                                   |
| 9.                     | <b>B</b>                | Understand principles and concepts of history and social science.                                    |
| 10.                    | <b>C</b>                | Understand principles and concepts of science and technology/engineering.                            |

### **Acknowledgments**

#### **Question Number**

9. Massachusetts Constitution, in <http://www.state.ma.us/legis/const.htm>.

The sample response below reflects a strong knowledge and understanding of the subject matter.

Two symbols of great importance to the people of the United States are the flag and the White House. Both provide a good opportunity to help students understand the meaning of American national symbols.

The flag is an emblem of American nationality. Also called Old Glory, or the Star Spangled Banner, the flag of the United States of America consists of white stars on a blue field, with 13 alternate stripes, 7 red and 6 white. The 50 stars stand for the 50 states of the Union; the 13 stripes stand for the original 13 states.

Another national symbol is the President's home - the White House - located in Washington, D.C., the capital of the United States. During the twentieth century, as the United States became a major world power and the role of the president became more prominent in American life, the presidential mansion has come to symbolize for many the government of the United States.

A teacher could begin by taking a first-grade class outside the school building to see the flag and talk about its different components. Next, every child could draw a flag of their own. As a third activity, the teacher could read a story to the children about how the original American flag was first created.

In order to have children understand the importance of the White House as a national symbol, teacher and students could gather pictures of the White House to create a visual display. Then the teacher could read stories about some of the presidents and first ladies who have lived there. Finally the class could write a letter to the President describing what they had learned about the White House and the American flag.

Together, these activities would introduce children to the idea of national symbols, help them learn about the American Revolution, and encourage them to think about the values of the Revolutionary patriots. Drawing the flag and creating a display of images of the White House would help make these symbols concrete. Writing a letter to the president would enable children to engage in a cooperative activity while they reviewed what they had learned. The letter-writing activity would also reinforce the concept that national symbols like the flag and the White House function simultaneously in two ways: as real objects and places; and as fundamental ideas about our country and what it stands for.