

TEACHING

AEPA-Professional-Knowledge-Early-Childhood
AEPA Professional Knowledge - Early Childhood Certification Exam

Questions And Answers PDF Format:

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Question: 1

In Brown's (1973) Stages of Syntactical and Morphological Development, which of these age ranges is associated with what he designated as Stage I?

- A. 12-26 months
- B. 15-30 months
- C. 24-36 months
- D. 27-30 months

Answer: A

Explanation:

Brown designated Stage I as typical of children 12 to 26 months old. 15-30 months (B) and 24-36 months (C) are not age ranges used by Brown for the developmental stages he defined. 27-30 months (D) is the age range Brown designated as associated with his Stage II of language development. 31-34 months is the age range Brown associated with his Stage III of language development.

Question: 2

A child who correctly uses irregular past tenses of verbs, e.g. went, fell, froze, etc., would be in which of Roger Brown's Stages of Syntactic and Morphological Development?

- A. Stage I
- B. Stage II
- C. Stage III
- D. stage IV

Answer: C

Explanation:

Brown (1973) categorized correct use of irregular past tenses of verbs in his Stage III, associated with the age range of 36-42 months. Stage I (A) is associated with Stage I Sentence Types (Operations of Reference subtypes and Semantic Relations subtypes). Stage II (B) is associated with using the present progressive verb tense, regular -s plural endings, and the prepositions in and on. Stage IV (D) is associated with using articles, regular past tenses, and regular present tenses in the third person. Stage V is associated with using third-person irregular verbs, the uncontested auxiliary form of "to be", the contractible copula form of "to be", and the contractible auxiliary form of "to be".

Question: 3

According to Roger Brown, a child who indicates the regular plural by saying "My toys" is in which of his Stages of Syntactical and Morphological Development?

- A. Stage V
- B. Stage IV
- C. stage III
- D. stage II

Answer: D

Explanation:

Brown classified use of the regular plural -s ending in his Stage II of Syntactical and Morphological Development. He defined his Stage V (A) with more advanced usages, like third-person irregular verbs and the uncontestable and contractible auxiliary and contractible copula forms of "to be". He identified his Stage IV (B) as using regular past tense, regular third-person present tense, and articles. He defined his Stage III (C) as using irregular past tense, possessive cs) endings, and the uncontestable copula form of "to be". He associated his Stage I with use of the Stage I Sentence Types characterized by short utterances, usually 1 to 2 morphemes total and lacking usage of possessives and structured morphology.

Question: 4

When characterizing young children, what did Vygotsky's mean by the term "private speech" that he coined?

- A. Speaking in private dialogue with another child
- B. Speaking in private conversations with an adult
- C. Speaking silently to themselves in their minds
- D. Speaking aloud to themselves during activities

Answer: D

Explanation:

By "private speech", Vygotsky's meant the way that young children typically verbalize aloud to themselves while engaging in solitary activities. This helps them to think through their actions: make decisions; solve problems; and strengthen their knowledge of the correct sequences in activities with multiple steps. In using the term "private speech," Vygotsky's was not referring to a private conversation with another child (A) or an adult (B); or silent mental speech Vygotsky's termed "inner speech." He said that children eventually internalized their external private speech: it progressed from overtly speaking aloud to oneself, to mentally speaking silently to oneself. Both private and inner speech serves the same functions at different ages.

Question: 5

Among the following auditory disabilities, which one does not involve any part of the hearing mechanism?

- A. Only sensorineural-type hearing loss
- B. The conductive form of hearing loss
- C. Central auditory processing disorder
- D. The condition of complete deafness

Answer: C

Explanation:

Central auditory processing disorder is categorized as an auditory disability because it impairs the ability to understand spoken language received through the auditory sense (hearing). But it does not involve the outer, middle, or inner ear or auditory nerves. It involves a deficit in the brain's ability to interpret the meanings and structures of speech sounds. Sensorineural hearing loss (A) involves the cochlea in the inner ear and/or auditory nerves leading to the brain. Conductive hearing loss (B) involves the outer and/or middle ear, where something obstructs conduction of sound, e.g., a deformed pinna/auricle, wax buildup, a closed or malformed ear canal, fluid/pus buildup in the middle ear due to otitis media (middle ear infection), otosclerosis immobilizing the ossicles in the middle ear, etc. Complete deafness (D) most typically involves total sensorineural hearing loss.

Question: 6

To promote young children's developing abstract thinking, which teacher technique(s) to use during and after shared readings is/are best suited for use with children in the younger, rather than older, ages of early childhood?

- A. Asking children to predict what they think will happen next in the story
- B. Asking children to imagine beyond the story: "What would you do if...?"
- C. Asking children to identify vocabulary words and describe story details
- D. Asking them to make conclusions about why characters do/feel things

Answer: C

Explanation:

Teachers can ask children at younger ages of early childhood to identify vocabulary words used in shared readings, e.g. "What was this called?": and describe story details, e.g. "How did they do that?" Asking children to predict coming events in a story (A), to imagine applications of story situations beyond the story (B), and to conclude why story characters act/feel as they do (D) are all appropriate techniques to use during and after shared readings with children at older ages of early childhood. These elements of literature may be too abstract with the younger ages of early childhood.

Question: 7

When a student considers whether an information source is reputable, has been proven objectively, and is accepted by experts in its discipline, which element of critical thinking does the student demonstrate?

- A. Evaluating supporting evidence
- B. Judging the quality of material
- C. Distinguishing fact from opinion
- D. Finding evidence/no evidence

Answer: A

Explanation:

Each of the answer choices describes an element of critical thinking. The student's described actions correspond to evaluating evidence used to support arguments or statements (a), since the student should consider whether a source is reputable, proven, and accepted by authorities in the field before using evidence from that source. Judging the quality of material (b) or information can be done by comparing it to other material/information, consulting one's own previous experience, and listening to one's own intuition. Distinguishing fact from opinion (c) in text or speech is done by looking for objectivity, facts, and proof vs. subjectivity, non-factual information, and absence of proof. Identifying whether a source contains evidence or no evidence (d) to support the writer's or speaker's arguments can be done by examining the ideas and information in the text or speech. The quality of a source, the source's use of fact and opinion, and whether the source contains evidence that supports an argument are all factors that should be considered when evaluating evidence. Since the student's described actions are also used to evaluate supporting evidence, Choice A is the correct answer.

Question: 8

What is true about the sequence that teachers should use for phonics instruction with young children?

- A. Teachers should introduce letters with similar sounds in separate lessons.
- B. Teachers should introduce stop consonants before continuous consonants.
- C. Teachers should introduce letters that look similar during the same lesson.
- D. Teachers should introduce low-utility before high-utility letters and sounds.

Answer: A

Explanation:

Teachers should keep from confusing young children by introducing letters to them that have similar sounds in separate lessons. They should introduce continuous consonant sounds (f, r, s, m, n), which are easier to produce in isolation with less distortion, before they teach consonant sounds that are stops (p, b, t, d, k g), which are more difficult for young children to produce, not vice versa (B). Letters with similar appearances should be presented during separate lessons, not the same one (C), also to prevent confusion. Teachers should introduce high-utility letters/sounds

first, not low-utility (D), as the high-utility ones are those they will hear, see, and use most often.

Question: 9

Which of these is correct regarding teacher assessment of early childhood print awareness using a storybook?

- A. Teachers can ask children to point out uppercase/lowercase letters and punctuation marks.
- B. It is not possible to conduct any accurate assessment of print awareness using a storybook.
- C. It is unnecessary to ask children to identify the front, back, spine, and title of the storybook
- D. It does not inform assessment to have children show the first and last words in a sentence.

Answer: A

Explanation:

Teachers can obtain a good assessment of the level of print awareness a young child has developed by using a storybook; hence (B) is incorrect. The teacher should first ask a young child to identify the front, back, spine, and title of the book; this is not unnecessary (C) because some children with undeveloped/less developed print awareness may not know these things, as well as where to start reading a book. Teachers should also ask children to point out a letter and a word in the book and the first and last words in a sentence in the book which does inform the assessment (D) by indicating whether they know how letters are combined to form words and words are arranged into sentences in books, and how they are separated by punctuation and spaces. They should also ask children to identify punctuation marks, uppercase letters, and lowercase letters. Teachers should not only praise children's correct responses: they should also correct wrong responses and review the corrections.

Question: 10

From birth to the age of 2 years, children typically grow to _____ times their newborn weights.

- A. Three
- B. Four
- C. Two
- D. Five









Answer: B

Explanation:

Typically, between birth and the age of two years, children grow to four times their newborn weights. This is the most rapid period of physical growth. After this, children's growth slows incrementally, decreasing between two and three years and decreasing even more between four and six years.

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