

TEST NAME: **FE12 1.0**
TEST ID: **1006958**
GRADE: **09 - Ninth Grade - 12 - Twelfth Grade**
SUBJECT: **Vocational Home Economics**
TEST CATEGORY: **Shared Classroom Assessments**

Student: _____

Class: _____

Date: _____

1. Which is an example of an appropriate way for a teacher to begin a parent-teacher conference?
 - A. "Tommy always forgets his lunch."
 - B. "Tommy has really improved his self-help skills."
 - C. "Tommy is always bothering the infants during nap time."
 - D. "Tommy is doing just fine."

2. What do school-age childcare programs and childcare centers have in common?
 - A. Both are designed to keep employees from missing work due to parenting responsibilities.
 - B. Both are funded by social services or other service agencies.
 - C. Both offer either half-day or full-day schedules.
 - D. Both care for children up to age twelve.

3. Which is an example of using discussion groups to maintain positive relationships with parents?
 - A. Mrs. White began the meeting with a short DVD on positive communication and parents talked about it afterwards.
 - B. Mrs. White changed the bulletin board background each week to alert parents that new information is posted.
 - C. Mrs. White mentioned in her weekly newsletter that she has available reading materials to be checked out.
 - D. Mrs. White used a file box to organize resource information for parents.

4. What do “to develop curiosity” and “to develop a positive attitude toward school” have in common?
 - A. Both goals are aimed at approaches of learning for children.
 - B. Both goals are aimed at cooperation.
 - C. Both goals are aimed at social skills.
 - D. Both goals are aimed at speaking and listening skills.

5. Which is an example of using open-ended questions for a productive parent-teacher conference?
 - A. The teacher asked the parents, “Would you like to check out birthdays tapes to view?”
 - B. The teacher asked the parents, “Do you belong to the YMCA?”
 - C. The teacher asked, “What books does Timmy like to read?”
 - D. The teacher asked, “When will you be able to bring your son’s medical information?”

6. What do “to develop fine motor skills” and “to develop large-muscle coordination” have in common?
 - A. Both goals contribute to the cognitive development of children.
 - B. Both goals contribute to the development of self-confidence in children.
 - C. Both goals help children learn how to get along with one another.
 - D. Both goals are aimed at the physical development of children.

7. Which is an example of an item to be included in the class newsletter to encourage parents to become more involved in their child’s learning?
 - A. Article on a problem faced by parents of one child in the class
 - B. Goals of the childcare program
 - C. Letter of introduction to explain the purpose of the newsletter
 - D. Words to “This Little Bunny” finger play

8. Which is an example of a teacher being prepared for a parent-teacher conference?
- A. The teacher asked the parents to wait just a minute while she returned a phone call to her son.
 - B. The teacher handed copies of the observation documents to the parents for them to discuss.
 - C. The teacher motioned for the parents to sit in the chairs near her desk.
 - D. The teacher stopped the conversation to respond to the teacher from the classroom next door.
9. What do “to respect cultural diversity” and “to learn interdependence” have in common?
- A. Both goals contribute to the cognitive development of children.
 - B. Both goals contribute to the emotional development of children.
 - C. Both goals contribute to the physical development of children.
 - D. Both goals contribute to the social development of children.
10. What do “to develop self-esteem” and “to develop independence” have in common?
- A. Both goals contribute to the cognitive development of children.
 - B. Both goals contribute to the development of self-confidence in children.
 - C. Both goals help children learn how to get along with their peers.
 - D. Both goals help children learn how to make good decisions.
11. How are preschools and preschools for special needs children different?
- A. Preschools/nursery schools are for typical children ages three to five; preschools for special needs children are for children with disabilities.
 - B. Preschools/nursery schools are usually full-day programs; preschools for special needs children are half-day programs.
 - C. Preschools/nursery schools emphasize creative play; preschools for special needs children focus on social development.
 - D. Preschools/nursery schools have only parents serving as aides; preschools for special needs children have an all-volunteer staff.

12. Which is an example of an appropriate comment from a teacher in a parent-teacher conference?
- A. "Scott always arrives late."
 - B. "Scott always does a great job."
 - C. "Scott always helps pick up the toys before snack time."
 - D. "Scott always forgets and leaves his books on the carpet square."
13. How are Montessori preschools and public school kindergartens different?
- A. Montessori preschools are for children whose parents might abuse them; public school kindergartens are for children who have nannies.
 - B. Montessori preschools are in the homes of the caregivers; public school kindergartens are in the homes of the children.
 - C. Montessori preschools primarily serve children three to five; public school kindergartens are for children four and five years old.
 - D. Montessori preschools encourage development through creative play; public school kindergartens encourage task mastery and independence.
14. What do laboratory schools and high school childcare centers have in common?
- A. Both are designed to prepare for school success and prevent failure.
 - B. Both are located in private homes.
 - C. Both are the most widely used types of childcare programs.
 - D. Both train future early childhood professionals.
15. What do in-home childcares and family childcare homes have in common?
- A. Both are designed to prepare for school success and prevent failure.
 - B. Both are located in private homes.
 - C. Both are the most widely used types of childcare programs.
 - D. Both train future early childhood professionals.

16. Which is an example of scheduling a productive parent-teacher conference?
- A. The teacher scheduled conferences back-to-back for ten minutes each with no time wasted between conferences.
 - B. The teacher scheduled conferences back-to-back for twenty minutes each with no time lost between conferences.
 - C. The teacher scheduled each conference for ten minutes with fifteen minutes between conferences.
 - D. The teacher scheduled each conference for thirty minutes with ten minutes between conferences.
17. Which is an example of following up appropriately on a parent-teacher conference? The teacher:
- A. called the parent at home to confirm information they had discussed in the conference.
 - B. called the parent at work to express appreciation for the parent's attendance.
 - C. left a message on the parent's cell phone that they had forgotten to discuss something important.
 - D. went to the parent's workplace to continue discussing problems she was having with the child in class.
18. Which is an example of using written communication to encourage parents to become more involved in their children's learning?
- A. Mrs. Hill gave parents name tags with their names and the name of their child.
 - B. Mrs. Hill posted the daily announcements near the front door for the parents to see.
 - C. Mrs. Hill spoke with each parent as they arrived to pick up their children.
 - D. Mrs. Hill welcomed the volunteers who arrived to help with the class party.

19. Which is an example of involving parents as volunteers in the childcare setting?
- A. Marie allowed parents to check out videos showing children involved in classroom activities.
 - B. Marie was very good at pointing out the child's strengths when talking with a parent.
 - C. Marie sent letters home to recruit parents to assist in the classroom.
 - D. Marie talked with parents whenever they delivered or picked up their children.
20. Which is an example of planning for a productive parent-teacher conference?
- A. The teacher asked Tonya's parents to assist with the upcoming field trip.
 - B. The teacher called the parent to discuss Tonya's misbehavior.
 - C. The teacher gathered Tonya's work samples to show her parents.
 - D. The teacher told the parents that Tonya needs to be reading by the end of the year.
21. Which quote from a parent newsletter is an example of using active, **not** passive, voice in written communications?
- A. "Preparing the molds and doing the artwork was especially fun for the older children."
 - B. "The five-year-olds all know how to tie their own shoes."
 - C. "The holiday snacks were enjoyed by all the four-year-olds."
 - D. "Waiting their turns to explore the fire truck was very difficult for the two-year-olds."
22. What do crisis nurseries and preschools for special needs children have in common?
- A. Both are designed to keep employees from missing work due of parenting responsibilities.
 - B. Both are funded by social services or other service agencies.
 - C. Both offer either half-day or full-day schedules.
 - D. Both care for children up to age twelve.

