Prototype Assessment Items for Child Development

1.01 Note: These sample items illustrate the types of items used in the item bank for this objective. All items

have been written to match the cognitive process of the *understand* verb in the objective. Questions

require students to *classify* examples into categories*, interpret* information, and *exemplify* categories,

such as family structures and functions. None of these exact questions will be used on the secured test,

but questions in similar formats will be used.

1.02 Note: All items have been written to match the cognitive process of the *understand* verb in the objective with primary emphasis on *explain, exemplify,* and *classify* questions. Questions require students to recognize causes and effects, find specific examples, or place examples into categories.

1.03 Note: These All items have been written to match the cognitive process of the *understand* verb in the objective with primary emphasis on *classify, explain* and *infer* questions. *Classify* questions require students to place examples into categories. *Explain* questions relate to causes and effects. Infer questions require students to draw conclusions from presented information.

2.01 Note: All items have been written to match the cognitive process of the *understand* verb in the objective with primary emphasis on *classify, explain* and *infer* questions. *Classify* questions require students to place examples into categories. *Explain* questions relate to causes and effects. Infer questions require students to draw

conclusions from presented information.

2.02 Note: All items have been written to match the cognitive process of the *understand* verb in the objective with primary emphasis on *exemplify*, *infer* and *explain*. *Exemplify* questions require students to find specific examples or illustrations of ways to prevent injuries. *Infer* questions require students to draw conclusions from

presented information. *Explain* questions involve cause and effect situations.

2.03 Note: All items have been written to match the cognitive process of the *understand* verb in the objective. Questions require students to *infer* conclusions about careers and *exemplify* types of careers.

3.01 Note: All items have been written to match the cognitive process of the *understand* verb in the objective with primary emphasis on *classify* and *exemplify* questions. Questions require students to categorize or find examples of environmental and hereditary influences on prenatal development and long-term effects on birth

defects.

3.02 Note: All items have been written to match the cognitive process of the *remember* verb in the objective with primary emphasis on *recall* questions. Questions require students to give back factual information on prenatal development from birth and the changes a mother experiences during pregnancy.

3.03 Note: All items have been written to match the cognitive process of the *understand* verb in the objective with primary emphasis on *exemplify, compare,* and *explain* questions. Questions require students to find specific examples or illustrations of healthy components of pregnancy and delivery, place examples into

categories, and explain the reason for Caesarean births.

4.01 Note: All items have been written to match the cognitive process of the *understand* verb in the objective with primary emphasis on *exemplify, classify*, and *infer* questions. Questions require students to find specific

examples or illustrations of strategies for physical development of infants, categorize body

characteristics, and infer conclusions from presented information.

4.02 Note: All items have been written to match the cognitive process of the *compare* verb in the objective. Questions require students to similarities and differences in emotional and social development of infants.

4.03 Note: All items have been written to match the cognitive process of the *understand* verb in the objective with emphasis on *exemplify, explain,* and *classify*. Questions require students to find examples of cognitive

development, identify causes and effects, and categorize types of crying.

4.04 Note: All items have been written to match the cognitive process of the *understand* verb in the objective with primary emphasis on *interpret* questions. Questions require students to paraphrase challenges for new parents.

5.01Note: All items have been written to match the cognitive process of the *understand* verb in the objective with primary emphasis on *exemplify* questions. Questions require students to find specific examples or illustrations of strategies for physical, cognitive, and care of the toddler.

5.02 Note: All items have been written to match the cognitive process of the *understand* verb in the objective with primary emphasis on *exemplify, classify* and *compare* questions. Questions require students to find specific

examples or illustrations of strategies for emotional and social development, put examples into categories , and note similarities and differences of emotional and social development.

5.03 Note: All items have been written to match the cognitive process of the *exemplify* verb in the objective. Questions require students to find specific examples or illustrations of parenting styles and methods for guiding

children and handling behavior.

6.01 Note: All items have been written to match the cognitive process of the *understand* verb in the objective with primary emphasis on *exemplify* and *compare* questions. Questions require students to find specific examples or illustrations, or find similarities and differences, related to the physical, social, and emotional care and development of three to six-year-old children.

6.02 Note: All items have been written to match the cognitive process of the *understand* verb in the objective with primary emphasis on *compare, exemplify,* and *classify* questions. Questions require students to find similarities and differences, find examples, and place into categories examples of multiple intelligences and

differences of cognitive and moral development in children three through six.

6.03 Note: All items have been written to match the cognitive process of the *exemplify* verb in the objective. Questions require students to find specific examples or illustrations of methods for guiding children and handling behavior. This exact question will not be used on the secured test, but questions in similar format will

be used.

Appendix 1.01

1. In Maslow’s Hierarchy, adults showing children they care about them unconditionally is an example

of which level of human needs?

A. Esteem

B. Love and acceptance

C. Physical

D. Self-actualization

(B)

2. Tommy just lost his job. When he gets home and finds the children running and playing loudly,

he speaks harshly to them. This illustrates which implication of Maslow’s Hierarchy?

A. Development of a child is affected by how well the child’s needs are met.

B. Needs of one level must be at least partially met before one can be aware of higher needs.

C. Parenting abilities are affected by how well parents’ needs are met.

D. Women have more needs that men.

(C)

3. Jamie’s mother helps Jamie pick up her toys after she plays and helps her understand rules for

playing and behavior when they have visitors. What responsibility of parents does this illustrate?

A. Encourage good health

B. Meet children’s physical needs

C. Provide emotional support

D. Set appropriate limits

(D)

4. An advantage of being a single parent is that the single parent is head of the household. Which

means the same as this statement?

A. The single parent can make plans and take care of decisions without asking anyone else.

B. The single parent can go to other family members for help.

C. The single parent has an “instant family.”

D. The single parent needs a spouse to help with decision making.

(A)

5. Which children live in a nuclear family?

A. Jimmy and Tommy live with their biological mother and father.

B. Kay and Leo are children of two separate marriages and live with Kay’s mother and Leo’s father.

C. Nine-year-old Lorie lives with her mother and her grandmother.

D. Pattie’s mother takes care of the family of four children since their father died.

(A)

Appendix 1.02

1. Teen mothers face the risk of having many physical problems during pregnancy.

What is the most likely cause?

A. Teens are more likely to have difficulty during delivery

B. Teens are more likely to have high blood pressure

C. Teens often do not eat properly

D. Teens’ skeletal structure may not be fully developed

(D)

2. Which illustrates a physical aspect of teen sexuality?

A. Mark is growing hair in places he had not seen hair before.

B. Martha is noticing that her priorities have changed.

C. Nathan is more responsible that he was in the past.

D. Olive wants to live by herself.

(A)

3. Teen parents Jan and Scott decided not to get married when they learned Jan was pregnant. Scott

decided to work after school until midnight to help support Jan and the child. Jan had extremely

high blood pressure, so the doctor confined her to bed three months before the baby was due. Jan

was concerned because she had to miss school during that time. Which part of the scenario illustrates

an **education risk** for Jan?

A. Jan’s concern for her baby’s health

B. Jan’s confinement to bed

C. Scott working until midnight

D. Scott supporting Jan and the baby

(B)

4. Mary is ten weeks pregnant, but insists on eating salty snacks. She drinks several carbonated drinks

per day. Mary visits the doctor once a month and is careful to avoid people who smoke or use drugs.

Her father and mother have diabetes. Which health risk of teen pregnancy does this illustrate?

A. Exposure to harmful substances

B. Failure to go to the doctor

C. High blood pressure

D. Poor eating habits

(D)

5. Mark has an STD that causes him to produce a yellow discharge from his penis. Which STD is this?

A. Genital warts

B. Gonorrhea

C. Herpes

D. Syphilis

(B)

Appendix 2.01

1. Sam and Susie preferred their child learning from natural elements and having their early childhood

teacher in the role of a facilitator. What type of child care is this?

A. Child care center

B. Montessori

C. Nanny

D. Preschool

(B)

2. Mrs. Thomas has concerns about the way her son was reprimanded during center time. Which factor

that influences child care selection is this?

A. Cost of child care

B. Discipline methods used

C. Location of facility

D. Program activities of child care center

(B)

3. Sandra takes her child to a preschool program. It is different from a child care center because:

A. preschools are commercialized

B. preschools are crowded

C. preschools are licensed but not accredited

D. preschools are half-day programs

(D)

4. Sally is selecting child care for her daughter. She is interested in a low adult-child ratio and having

children taken care of in a home. What type of child care does she need to choose?

A. Child Care Center

B. Family Child Care

C. Head Start

D. Preschool

(B)

Appendix 2.02

1. Which is a way to prevent children from falling and getting a broken limb?

A. Keep children away from water

B. Keep medications and cleaning supplies locked away

C. Remove stuffed animals from the crib during naptime

D. Use gates in front of all stairways

(D)

2. Jamie enrolled her three-year-old daughter in preschool for three mornings a week. The next week a

thunderstorm came and destroyed their home. What should the family do about taking Jamie to

preschool?

A. Cancel plans for preschool until more urgent problems are solved

B. Do not worry about the preschool plans since the child is too young to care

C. Let Jamie stay with her grandmother until things get better

D. Maintain the schedule for the child as closely as possible

(D)

3. Terry and his family went to the Red Cross for help. What would most likely be the reason they

asked the Red Cross for help?

A. Their home had been destroyed in a flood.

B. They needed food stamps to get food for the family.

C. They needed medical services to obtain immunizations after a disaster.

D. They needed support from organizations to help their children develop a normal life.

(A)

Appendix 2.03

1. John wants to help children who have trouble interacting with other children during play time. What

level of education would he need?

A. Entry – level

B. Associate’s degree

C. 4-year degree

D. Graduate and above

(D)

2. Which is an example of a career that is related to, but not directly in, the field of child care and

development?

A. Au pair

B. Lead teacher

C. Nanny

D. Nurse

(D)

Appendix 3.01

1. An infant has a birth defect because the mother smoked during pregnancy. Which influence on

development is this?

A. Environment

B. Growth

C. Heredity

D. Self-concept

(A)

2. Which is an example of a hereditary influence on development?

A. Aaron was exposed to AIDS and is now HIV-positive.

B. Brenda was born with cystic fibrosis.

C. Clara took over-the-counter drugs while she was pregnant.

D. Dana was exposed to radiation and born blind.

(B)

3. Which is an example of a birth defect that has both hereditary and environmental influences?

A. Terry is in and out of the hospital with sickle cell anemia

B. Tommy’s blood does not clot because of hemophilia

C. Thomas cannot pick out his clothes because he has color blindness

D. Troy has a large hole in his lip from cleft lip

(D)

Appendix 3.02K

1. Which illustrates the development of a fetus during the third trimester?

A. Arms and legs develop

B. Fingers and toes begin to develop

C. Lightening occurs

D. Nostrils, mouth, and eyelids form

(C)

2. A pregnant woman is very restless and tired. She suffers from backache, shortness of breath, and leg

cramps. Which stage of pregnancy is this?

A. Conception

B. First trimester

C. Second trimester

D. Third trimester

(D)

Appendix 3.03R

1. Which is an example of a pregnant woman getting the appropriate amount of physical activity and

exercise?

A. Rhonda loves to do her normal everyday exercise.

B. Sharon runs with the horses as much as possible.

C. Tonya decides to start walking five miles each day.

D. Veronica never does any kind of physical activity.

(A)

2. What is an advantage of having a baby in the hospital instead of at home?

A. Cost of delivery is lower

B. Doctor is readily available if complications arise

C. Mother cannot rest with baby in room

D. All the family can be involved

(B)

3. What do obstetricians and family doctors have in common?

A. Can advise women who are pregnant

B. Deliver babies at home on their time

C. Do not have to go to school for many years

D. Do not have to study hard

(A)

4. Which is a likely cause of a woman having a Cesarean birth?

A. The baby is in cardiac arrest.

B. The cervix is dilated.

C. The contractions are very strong.

D. The mother is in pain.

(A)

Appendix 4.01

1. Which illustrates the early pattern of physical development near to far?

A. An infant can crawl across the floor for a toy.

B. An infant can lift his head before he sits up.

C. And infant can lift up the leg and wiggle his toes.

D. An infant can reach out for his mother with both arms.

(B)

2. The infant’s head was much bigger than the rest of his body. What category of growth during the

first year is this?

A. Body shape

B. Proportion

C. Vision

D. Weight

(B)

3. Which is correct about infant physical development?

A. Eating and exercising are not necessary for the health of an infant.

B. Infants are too young to begin physical development.

C. Infants can be stimulated by going places with parents.

D. Select toys for infants that teach them to press keys.

(C)

Appendix 4.02J

1. Stages of both emotional and social development:

A. are completely different for each child.

B. are somewhat predictable in the timing in which they occur.

C. follow steps that are unable to be predicted.

D. involve milestones that are totally unpredictable.

(B)

2. Both emotional and social development are related to Erickson’s first stage, trust and mistrust,

because learning to trust:

A. is the foundation of healthy emotional and social development later in life.

B. is the last task that newborns achieve in social and emotional development.

C. leads to healthy emotional development, but has little effect on social development.

D. leads to healthy social development, but has little effect on emotional development.

(A)

Appendix 4.03

1. Which illustrates the function of the cerebrum?

A. Ann can sit up when propped on pillows for up to a minute.

B. Betty smiles whenever someone speaks to her.

C. Cory babbles when his mother reads to him at bedtime.

D. Don recognizes his father’s voice as he enters the room.

(A)

2. Brian is crying because he’s been waiting to be picked up from his crib and no one comes. Which

type of crying is this?

A. Annoyed

B. Afraid

C. Hungry

D. In pain

(A)

3. The baby’s spinal cord was damaged when his mother accidentally dropped him from the car seat.

Which type of activities will most likely be affected?

A. Breathing and other involuntary activities

B. Motor activities

C. Muscle coordination

D. Posture

(D)

Appendix 4.04

1. John and Mary put their new baby as the top priority of their day. They made a schedule for the day

to include the work they needed to accomplish during the day and also the schedule for the new

baby. John was a very organized person and was very good at working in stressful situations. What

challenge for new parents does this describe?

A. Adapting to new routines

B. Developing a support system

C. Handling mixed emotions

D. Managing multiple roles

(D)

2. Terry and Melinda can home from the hospital today. The first night the new baby cried for several

hours. Melinda got up and then Terry would get up. Melinda’s mother came to stay for the first

week and helped out also. By Melinda’s mother being in the home Terry was able to go back to

work earlier. What challenge for new parents does this describe?

A. Adapting to new routines

B. Developing a support system

C. Handling mxied emotions

D. Strengthening the parent-child bond

(A)

Appendix 5.01

1. Which is an example of predicted adult height for a toddler?

A. Eighteen-month-old Amy is taller than her eighteen-month-old play friends. She is likely to be a tall

adult.

B. Eighteen-month-old Barbara is shorter than her eighteen-month-old play friends. She is likely to be

taller than average as an adult.

C. Eighteen-month-old Cindy is taller than the other eighteen-month-olds. She is likely to have her

growth slowed down and be an average height as an adult.

D. Two-year-old Danny is much shorter than the other two-year-olds; but since his father is tall, he is

likely to be a tall adult.

(A)

2. Which illustrates the fine motor skills of a typical toddler?

A. Angela jumped off the bike and ran.

B. Brenda rode a tricycle.

C. Carrie moved a ball from one hand to the other.

D. Dana pulled the toy across the floor.

(C)

3. Which illustrates the incidental method of learning? One-year-old Ellie:

A. kept trying to open the door until she succeeded.

B. learned from her play friend to clap her hands.

C. pulled the string on the lamp and learned it caused the light to go on.

D. was taught patty cake by her mother.

(C)

Appendix 5.02

1. Which illustrates the emotional development of a toddler? Two-year-old Jason:

A. has an imaginary friend with whom he plays each day.

B. plays side by side with his play friend.

C. pretends to be a boat on the water.

D. is the only person in his world.

(D)

2. Eighteen-month-old Jim cries in response to the lights being turned out in the room.

Which characteristic of the emotional development of toddlers is this?

A. Empathy

B. Fear

C. Jealousy

D. Negativity

(B)

3. How are milestones of social development of a two-and-a-half-year-old different from those of a oneyear-

old?

A. Two-and-a-half-year-olds patiently wait to be next; but one-year-olds do not like to take turns.

B. Two-and-a-half-year-olds can tie their own shoes; one-year-olds cannot.

C. One-year-olds cannot cut on a line with scissors; two-and-a-half-year-olds can.

D. One-year-olds cannot jump rope, but two-and-a-half-year-olds can.

(A)

Appendix 5.03

1. Which is an example of words that are likely to be used by an authoritarian parent?

A. “Johnny, let’s talk about your going to the fair.”

B. “Johnny, think about what time you want to come home after the fair.”

C. “Johnny, you can go to the fair anytime you want to.”

D. “Johnny, you will not go to the fair because I do not want you to go.”

(D)

2. Which is an example of words that are likely to be used by a democratic parent?

A. “Marilyn, you can stay out as late as you wish, no problem.”

B. “Mary, you’d better not stay out one minute after eleven o’clock.”

C. “Sarah, let’s take a minute to discuss the time for your curfew tonight.”

D. “Terry, you are to be home promptly at eleven-thirty tonight.”

(C)

3. Which is an example of an appropriate method for guiding toddlers’ behavior?

A. Sam put John in time out for two minutes.

B. Susan ignored her son and made him go to bed without his supper after he spilled his milk.

C. Suzanna corrected George yesterday about running, but let him get away with running today.

D. Tiffany gave Tina an ice cream bar and then punished her.

(A)

Appendix 6.01

1. Which illustrates typical changes in posture and body shape during the preschool years?

A. Ralph’s stomach has flattened.

B. Sue’s neck is shorter.

C. Ted has become heavier and more humped over.

D. Valerie’s shoulders are rounded and upper body is slouched.

(A)

2. How are the gross-motor skills of a three-year-old different from those of a five-year-old?

A. Five-year-old turns somersaults; three-year-old cannot.

B. Three-year-old cuts, pastes, and colors skillfully; five-year-old cannot.

C. Three-year-old rides a two-wheel bicycle with training wheels; five-year-old cannot.

D. Three-year-old writes entire words; five-year-old cannot.

(A)

3. Which illustrates recommended practices for dressing a preschooler?

A. Gloria wore a hooded sweatshirt with a string in the neck.

B. Jackie wore pants that were flame-retardant.

C. Tammy wore a sweater on a bright hot day.

D. Victor wore a shirt with no sleeves in the winter.

(B)

Appendix 6.02

1. How are the cognitive characteristics of a three-year-old different from a six-year-old?

A. Six-year-olds can solve problems; three-year-olds can sort red and blue blocks.

B. Six-year-olds recognize about 1300 words; three-year-olds recognize 200 words.

C. Three-year-olds can follow directions with two parts; six-year olds cannot.

D. Three-year-olds know colors and shapes; six-year-olds do not.

(A)

2. Which is an example of a preschooler in the preoperational period? Five-year-old Tom:

A. pushes a box as an imaginary truck.

B. has to have the approval of his parents.

C. does not do creative activities.

D. likes to do what others do.

(A)

3. Five-year-old Davis enjoys being with his friend Briggs, who likes to do similar things as Davis.

Which type of multiple intelligences does this illustrate?

A. Interpersonal

B. Intrapersonal

C. Linguistic

D. Logical-mathematical

(A)

Appendix 6.03H

1. Which is an example of using positive reinforcement?

A. “Johnny, I like the way you picked up your clothes.”

B. “Kent, I told you once not to leave clothes on the floor.”

C. “Larry, you have left you clothes on the floor again, wait to your mother gets home.”

D. “Michael, go sit in the corner until your mother gets home.”

(A)