Early Childhood Education CPC-based COMP Exam Summary:

Undergraduate Level

Peregrine Academic Services provides a range of online comprehensive exams for performing direct assessment in a range of academic disciplines.

This document focuses on the Early Childhood Education Common Professional Component (CPC) based comprehensive exam for associate and bachelors level students.

The exam is designed for use by US-based schools and programs.

The undergraduate test bank of questions is used for both associate and bachelors levels because:

a) The questions are associated with foundational knowledge levels.

b) Using the same test bank for both associate and bachelors level testing is an accreditation/articulation requirement for undergraduate transfer students completing a degree program at the associate level and continuing forward with a bachelors program.

c) For an Associate Degree CPC-based COMP Exam, the institution’s staff select which CPC Topics best align with learning outcomes and the program curriculum (usually 4-6).

The exams contains 10 questions for each CPC topic and each exam is unique as questions are selected at random from the test bank of over a hundred questions per topic.

This document provides information on:

- Topic areas and Subjects covered within each.
- Example questions.
- Exam Validity and Reliability

The Topics are:

- Application of Content
- Assessment
- Content Knowledge
- Instructional Strategies
- Leadership and Collaboration
- Learner Development
- Learning Differences
- Learning Environment
- Planning for Instruction
- Professional Learning and Ethical Practice
**Topic: Application of Content**

**Subjects**
- Cognitive Development
- Communication
- Creativity
- Language Development
- Physical Development
- Schools, Media, and Culture
- Self-Development
- Social Development

**Example Questions**

Toddlers who hear two or more languages _____.
A. will be confused  
B. are delayed in their language development  
C. have smaller vocabularies than their monolingual peers  
D. follow the same language learning patterns as their monolingual peers  

**Correct Response: D**

Gross Motor Skills refers to the child's ability to _____.
A. use a spoon to feed himself  
B. use large muscles of the body  
C. turn pages in a picture book  
D. interact positively with his peers  

**Correct Response: B**
**Topic: Assessment**

**Subjects**
- A Comprehensive Assessment System for Birth Through Age 8
- Application of Assessment Data to Guide Instruction
- Choosing the Right Measure
- Developing Family Partnerships in Assessment
- Observing as the Key Method in the System
- Record Keeping, Reporting, and Collaborating with Families and Others
- Using Alternate Assessment Strategies
- Using Basic Concepts of Measurement

**Example Questions**

Confidentiality in testing _____.

A. means that competencies of individual children are not discussed with people outside the school
B. must be waived when making reports to boards
C. means that individual results are discussed, but numerical results are never included
D. means that children are tested one by one in private
E. a and d are both correct

**Correct Response: A**

Rating scales require teachers to judge child performance on some predetermined behavioral description. When developing rating scales what should one seek to create and why?

A. Look for well-defined categories and those that are observable behaviors because behavior can become complicated to rate and the greater the chance for error.
B. No number of categories can adequately rate any number of children.
C. Look for as many categories as possible to fit each child's action. The more categories there are, the simpler the process to rate children.
D. Less defined categories allow for more flexibility to rate children. This allows the teacher to experience less stress to categorize student actions.

**Correct Response: A**
**Exam Summary**

**- ECE CPC-based COMP Exam_Undergrad_FINAL_19May2015**

**Topic: Content Knowledge**

**Subjects**
- Assessment of Young Children
- Classroom Management
- Families
- Guidance
- Guiding Young Children in the Classroom
- Health
- Learning Environments
- Professionalism
- Program Management
- Safety
- Student Teaching
- Supportive Instruction
- Understanding Diverse Communities and Interacting With Families

**Example Questions**

Schedules are important because _____.

A. teachers need to have consistency for planning  
B. parents like to know what is occurring at specific times  
C. the principal demands it  
D. young children feel more secure and less stressed

**Correct Response: D**

Which of the following is the most appropriate way to handle a three-year-old child who spills milk during snack?

A. Don't allow him to have milk for the rest of the week.  
B. Give him a sippy cup to drink from.  
C. Help him clean up the spill.  
D. Send him to the two-year-old room to learn how to pour.

**Correct Response: C**
**Topic: Instructional Strategies**

**Subjects**
- Applying Theories to Practice
- Appreciating Differences
- Assessment
- Effective Teaching Through Evaluation
- Infants and Toddlers
- Kindergarten Education
- Planning the Curriculum
- Technology and Young Children
- The Preschool Years
- The Primary Grades
- Theories Applied to Teaching and Learning

**Example Questions**

Appropriate assessment strategies can help the early childhood professional find answers to all of the following questions except:

A. What concepts are my students ready to learn?
B. What concept is Lauren ready to learn?
C. What can I tell Juan's parents about his language development?
D. What type of discipline strategies work best for this child?

**Correct Response: D**

The concept that objects have an independent existence beyond the child's perception of them is called ____.

A. object permanence
B. primary circular reactions
C. temperament
D. accommodation
E. reflexive actions

**Correct Response: A**
**Topic: Leadership and Collaboration**

**Subjects**
- Building School Partnerships with Families and Community Groups
- Community Resources
- Early Care and Education Programs as Community Resources
- Establishing and Maintaining Collaborative Relationships
- Families and Their Partnerships with Professionals
- Social Policy Issues
- Societal Influences on Children and Family
- The Child in Context of Family and Community
- Working with Families of School-Age Children

**Example Questions**

Which of the following is not a necessary component for successful partnerships?

A. Being committed to the concept.
B. Devising plans to involve others in the program.
C. Widespread publicity about the program.
D. Gaining knowledge about the program and persons connected to it.

**Correct Response: C**

Using a preventive approach that would be less expensive and more desirable than dealing with children and families in crisis includes ______.

A. taking more children away from their families to be reared by people who know more about children than the average family
B. making systemic reforms to help families have what they need to support and nurture their children and keep the family intact
C. deciding as a society who should and shouldn't have babies
D. putting every child in the nation in an early education program starting in infancy

**Correct Response: B**
**Topic: Learner Development**

**Subjects**
- Cognitive Development
- Cognitive Development and Learning
- Emotional Development
- Enhancing Language Development in Infants and Toddlers
- Enhancing Language Development in Kindergartners
- Enhancing Language Development in Preschoolers
- Enhancing Language Development in Primary Years
- Language Development and Learning
- Language Development in Kindergartners
- Language Development in Preschoolers
- Language Development in Primary Years
- Language Development of Infants and Toddlers
- Memory and Thought Development
- Moral Development
- Motor Development and Learning
- Physical Development
- Social Development

**Example Questions**

According to the idea of "socially shared cognition," _____.
A. thinking extends beyond the individual and includes that of pairs and groups
B. thinking must revert to the question of "whose idea is it?"
C. individuals are unable to think independently
D. individuals share information unconsciously through body language

**Correct Response: A**

Because memory is reconstructive, we know that _____.
A. we cannot hold on to too much information
B. we store only certain pieces of information
C. it is usually an accurate account of events
D. most people have similar memory abilities

**Correct Response: B**
**Topic: Learning Differences**

**Subjects**
- Attention-Deficit/Hyperactivity Disorder
- Autism
- Communication Disorders
- Emotional or Behavioral Disorders
- Gifted and Talented
- Hearing Loss
- Intellectual Disability
- Learning Disabilities
- Linguistic Diversity
- Multiple Disabilities
- Physical Disabilities
- Traumatic Brain Injury
- Visual Impairments

**Example Questions**

Failing to give close attention to details, difficulty sustaining attention, forgetful, easily distracted, difficulty organizing tasks, and loses things necessary for tasks are characteristics of which of the following?

A. AD/HD inattentive type  
B. AD/HD hyperactive/impulsive type  
C. AD/HD with learning disability  
D. AD/HD combined type

**Correct Response:** A

Which of the following refers to a malfunction in the spinal cord?

A. Cerebral palsy  
B. Spina bifida  
C. Other health impairments  
D. Orthopedic impairments

**Correct Response:** B
**Topic: Learning Environments**

**Subjects**
- Arranging an Effective Environment
- Creating a Healthy and Safe Environment
- Design Considerations
- Establishing a Context for Learning
- Establishing an Emotionally Supportive and Equitable Environment
- Importance of Environment

**Example Questions**

You find that the children in your classroom are having difficulty sharing toys. Which would be the most appropriate way to solve this problem?

A. Eliminate any toy or material that the children fight over.
B. Spend more time in structured activities.
C. Provide fewer learning centers.
D. Provide duplicates of popular toys.

**Correct Response: D**

Julianna, a teacher of young toddlers, and Tessa are playing with toy trucks. Which of the following statements made by Julianna would be an example of parallel talk?

A. What color is your truck?
B. I'm driving my blue truck around and around.
C. Do you want the blue truck or the red truck?
D. Today we are going to have pears for lunch.

**Correct Response: B**
**Topic: Planning for Instruction**

**Subjects**
- Creating Outdoor Environments
- Developing Art Centers
- Developing Block and Building Centers
- Developing Dramatic Play Centers
- Developing Literacy Centers
- Developing Manipulative and Sensory Centers
- Developing Math Centers
- Developing Music Centers
- Developing Science Centers
- Integrating Technology

**Example Questions**

There are many different types of playgrounds. Which of the following statements comparing playgrounds is true?

A. When using traditional playgrounds children spend most of their time in creative activity.

B. Children are most active in contemporary playgrounds than in traditional playgrounds.

C. Children engage in a wider range of activities when playing in an adventure playground rather than a contemporary or traditional playground.

D. Traditional playgrounds are the most effective of the playground types in developing motor fitness and balance.

**Correct Response:** C

Which of the following statements regarding the early childhood teacher's science background is true?

A. "It is not necessary for the early childhood teacher to have science background because she can learn it as she goes."

B. "As long as the teacher knows where to find the answer to a question posed by a child she has adequate science knowledge for early childhood."

C. "Teachers need science background information so that they can provide children additional information and avoid teaching misconceptions."

D. "Science background is not necessary for teachers of young children because they are not yet learning science concepts."

**Correct Response:** C
**Topic: Professional Learning and Ethical Practice**

**Subjects**
- Becoming a Knowledgeable and Reflective Practitioner
- Becoming an Early Childhood Professional
- Building Supportive Relationships with Families and Communities
- Exploring History, Philosophy, and Advocacy
- Guiding Behavior and Creating a Classroom Community
- Promoting and Sustaining Professionalism in Early Childhood Education
- The Early Childhood Professional
- The Infant-Toddler Professional
- Understanding Diversity and Inclusion

**Example Questions**

Teacher's can support the development of infants and toddlers when they______.
   A. use every day routines to teach essential concepts
   B. work hard with toddlers to get them toilet trained before they turn 3 years old
   C. makes sure they eat everything that is served to them
   D. direct a lot of whole group activities to get the children used to formal school routines

**Correct Response: A**

Mentors are different than supervisors because in addition to fulfilling many of the same roles as the mentors the supervisors also _____.
   A. create opportunities for professionals to gain knowledge and skills
   B. develop a relationship
   C. encourage the professional to develop goals
   D. evaluate the professional's job performance

**Correct Response: D**
Exam Validity and Reliability

Peregrine places a high priority on ensuring colleges and universities are provided with valid and reliable assessment instruments that can be incorporated into their academic programs to measure learning outcomes in order to serve accreditation, accountability and continuous improvement needs. Practices to ensure exam quality begin at the concept stage and continue through beta-testing, and with ongoing regularly scheduled quality reviews.

Reliability refers to the extent to which the exam results are repeatable. Validity refers to the extent to which results are relevant and meaningful.

To ensure reliability the following measures are adopted:
- Peer review and sensitivity analysis was included as part of exam question development.
- Exam scoring is 100 objective using automated marking.
- Each exam is unique using a random selection of questions from the test bank in random topic order.
- Timed response periods for questions. When the user navigates away from the exam screen, the screen fades, a message appears informing the user that he/she has left the exam window and the questions are timed.
- Students are unable to copy/paste from the exam window.
- The exam services meet the security requirements for Management of Information Technology (MIS) Sarbanes-Oxley (SOX) compliant organizations.
- Reliability stability was confirmed during the initial beta-testing with no statistically significant difference in scores ($p<.05$).
- Abandoned exams are excluded from summary reports.

To ensure exams are valid the following measures are adopted.
- Exam questions are written and reviewed by academic professionals within each discipline.
- Psychometric analysis was conducted to eliminate substandard questions following initial beta-testing and after use by institutions. Annual test bank reviews are conducted.
- Questions have a subject-level designation with 4-8 subjects per topic.
- Exam responses are either correct or incorrect with only one possible correct choice.
- Scores are determined by summarizing the percent correct: per subject, per topic, and by total score.
- Many questions focus on application of concepts.