



TEST DESIGN AND FRAMEWORK

TEST DESIGN

Birth Through Five

The **Birth Through Five** assessment consists of **two tests**. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

■ Test I (Test Code 005)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Professionalism and Building Relationships	0001–0004	24	1
➤ Promoting Child Development and Learning	0005–0010	36	1
TOTAL		60	2
Percentage of Test Score		80%	20%

■ Test II (Test Code 006)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Teaching and Learning	0011–0015	30	1
➤ Building a Meaningful Curriculum	0016–0020	30	1
TOTAL		60	2
Percentage of Test Score		80%	20%



**Georgia Assessments for the
Certification of Educators®**

TEST DESIGN AND FRAMEWORK

TEST FRAMEWORK

Birth Through Five

PROFESSIONALISM AND BUILDING RELATIONSHIPS

0001 Understand the foundations of programs and services for young children (birth through five) and issues, laws, and policies that affect children, families, and programs.

For example:

- recognizing the historical and philosophical foundations of services for young children, both with and without exceptional learning needs, and their influence on current practices in the field
- identifying current issues and trends in programs and services for young children and analyzing their significance for practitioners in the field
- demonstrating knowledge of laws and policies that affect young children, families, and programs for young children
- demonstrating familiarity with state and national standards (e.g., National Association for the Education of Young Children [NAEYC], Division for Early Childhood [DEC], Head Start, Georgia Early Learning Standards) relating to programs for all young children
- recognizing ways in which local, state, and national regulations (e.g., Individuals with Disabilities Education Improvement Act [IDEA]) influence programs for young children

0002 Understand the roles and responsibilities of members of the early childhood profession.

For example:

- recognizing the roles and responsibilities (e.g., promoting children's well-being and learning, working with families, reporting suspected abuse) of early childhood educators in various contexts
- recognizing the roles and responsibilities of managing a birth through five program (e.g., record keeping, data collection, program evaluation)
- demonstrating knowledge of ethical guidelines and professional standards related to early childhood and special education and how to incorporate them into professional practice
- recognizing the importance of and strategies for serving as an informed advocate for children, families, and sound educational practices and policies
- demonstrating familiarity with the responsibilities and requirements associated with the development and implementation of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs)
- recognizing the importance of ongoing professional development and personal reflection and identifying professional organizations, publications, and other resources relevant to the field

0003 Understand the characteristics of families and communities and their roles in the development and learning of young children (birth through five).

For example:

- recognizing the importance of knowing about and understanding family and community characteristics to help young children learn and develop well
- recognizing the important roles of family members as young children's primary teachers
- demonstrating knowledge of the effects of various factors (e.g., socioeconomic conditions, crisis situations, family structure, culture, community resources, home language) on young children and families
- demonstrating knowledge of the complexity and dynamics of family systems and how to apply this knowledge when interacting with young children and families
- applying knowledge of how to build positive relationships by taking into account families' preferences and goals for their children and by considering family members as resources

0004 Understand how to establish and maintain positive, collaborative relationships with families, other professionals, and community agencies and organizations.

For example:

- identifying strategies and systems for initiating and sustaining effective communication with families
- demonstrating knowledge of strategies for engaging families and communities in many aspects of young children's development and learning (e.g., curriculum planning, assessing children's learning, planning for children's transitions to new programs)
- demonstrating familiarity with how to provide information, support, and referrals to families
- recognizing the roles of other professionals and community agencies and organizations who provide related services (e.g., therapy, social work, early childhood special education, family resources) for young children and their families
- applying knowledge of strategies for collaborating and consulting with other professionals to respond to young children's needs and to enhance the learning environment
- demonstrating knowledge of the dynamics of team building, problem solving, and conflict resolution and how to apply models of team process in early childhood settings
- demonstrating knowledge of adult learning principles in supervising and training other adults and strategies for providing feedback, evaluating performance, and identifying staff development needs

PROMOTING CHILD DEVELOPMENT AND LEARNING

0005 Understand growth and development in early childhood and the characteristics and needs of young children (birth through five).

For example:

- demonstrating knowledge of theoretical perspectives and current research on the growth, development (e.g., brain development, attachment, temperament), and learning of young children
- demonstrating knowledge of characteristics, progressions, and individual variations of typical development (e.g., cognitive, physical, social, emotional, language) in young children
- demonstrating knowledge of characteristics, progressions, and individual variations of atypical development (e.g., cognitive, physical, social, emotional, language, adapted) in young children
- recognizing the role of play and activity in young children's development
- demonstrating knowledge of the importance of considering young children's ages and developmental characteristics when designing learning opportunities and environments

0006 Understand factors that influence the development and learning of young children (birth through five).

For example:

- demonstrating knowledge of factors (e.g., biological, environmental, nutritional, socioeconomic, medical, social) that affect young children's development and learning and how these factors interact
- recognizing the influence of the family and home environment (e.g., expectations of families, availability of stimulating materials and activities) on young children
- recognizing the influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children
- demonstrating knowledge of various health or medical conditions, disabilities, and developmental delays and their implications for learning
- recognizing how current and prior learning experiences affect young children's self-concepts, perceptions, motivation, and attitudes about learning
- recognizing the potential influence of programs for young children, including early intervention, on short- and long-term outcomes for young children

0007 Understand basic health, nutrition, and safety management practices for young children (birth through five).

For example:

- recognizing types and characteristics of childhood allergies and illnesses and communicable diseases and strategies for managing them in an early childhood environment
- recognizing signs of abuse and neglect and appropriate reporting procedures
- demonstrating knowledge of health-check procedures and appropriate steps for referral and ongoing follow-up
- demonstrating knowledge of nutrition, nutrition plans, and feeding strategies for young children, including those with special needs
- demonstrating knowledge of medical care considerations for premature or low-birth-weight babies and for babies and young children with other medical and health conditions
- demonstrating knowledge of current health practices (e.g., diapering, toileting, handwashing, sanitizing)
- demonstrating knowledge of current safety practices (e.g., administering medication, supervising children)

0008 Understand human diversity and how to create an environment that is inclusive and respectful of individual differences.

For example:

- recognizing the significance of public policies and sociocultural contexts for the development and learning of young children who are culturally and linguistically diverse
- applying knowledge of considerations and strategies for working with a diverse range of children and families
- demonstrating knowledge of types of exceptionalities and their implications for learning and development
- identifying resources to address individuals' needs
- applying knowledge of strategies to ensure that all young children are able to participate to the greatest extent possible in learning activities and experiences
- demonstrating knowledge of strategies for using the diversity that exists in the learning environment and community to enhance young children's learning and development

0009 Understand communication and language development in young children (birth through five).

For example:

- demonstrating knowledge of characteristics, processes, and progressions in the development of receptive and expressive language and speech
- identifying factors that influence young children's communication and language development
- demonstrating knowledge of second-language acquisition and bilingualism
- demonstrating knowledge of the unique needs of young English Language Learners and ways to build on young children's home language systems and assist them in adding a second language to their repertoire

0010 Understand how to create and maintain environments that are healthy, respectful, supportive, and challenging for all young children (birth through five).

For example:

- applying knowledge of practices for promoting children's physical and psychological health, safety, and sense of security
- identifying considerations in the organization of the physical learning environment (e.g., accessibility, space needs) and in setting up routines and schedules for young children
- recognizing how to create stimuli-rich indoor and outdoor environments that encourage young children's initiative, active involvement, exploration, construction of knowledge, and sense of autonomy
- demonstrating knowledge of how to create nurturing environments that are responsive to children's differences and that promote children's sense of achievement and competence
- identifying procedures for establishing environments that emphasize collaborative and supportive interactions, respect for diversity and individuality, and active engagement in learning
- demonstrating knowledge of how to select appropriate learning materials and construct appropriate learning environments that provide challenging, yet achievable, experiences for all young children

TEACHING AND LEARNING

0011 Understand how young children (birth through five) learn and construct knowledge and how to use this understanding to create opportunities for young children to explore and learn.

For example:

- demonstrating knowledge of theories and processes related to young children's learning
- applying knowledge of how to identify and build on young children's prior knowledge, interests, and abilities
- recognizing how motivation affects learning and factors that influence a young child's motivation to learn
- recognizing the roles of active engagement, exploration, inquiry, creative thinking, and questioning in building knowledge, concepts, and skills
- identifying strategies for encouraging the development of dispositions that support learning (e.g., concentration, intrinsic motivation, independence, confidence, curiosity, persistence, creativity)
- applying knowledge of how to construct integrated learning experiences that reflect developmentally appropriate learning goals and standards, support young children's progress, and prepare them for successful transitions

0012 Understand how to plan effective and appropriate learning goals and experiences for young children (birth through five).

For example:

- recognizing the roles of various factors (e.g., developmental continuum, children's prior knowledge, learning styles, future educational settings, available resources, family and community characteristics) in planning learning goals and experiences for young children
- demonstrating knowledge of issues and considerations in planning learning experiences for young children of different ages, abilities, and levels of development
- applying criteria (e.g., appropriateness for developmental level; responsiveness to young children's experiences, needs, and interests) for selecting and evaluating learning goals for young children
- evaluating the appropriateness of given materials, activities, and resources for addressing particular learning goals and needs
- recognizing the roles of Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) in planning learning goals and experiences
- demonstrating knowledge of strategies for collaborating with others (e.g., children, families, communities, special service providers) in planning learning goals and experiences for young children

0013 Understand appropriate instructional practices for promoting positive development and learning in all young children (birth through five).

For example:

- demonstrating knowledge of various types of developmentally, culturally, and functionally appropriate learning experiences (e.g., play, individual exploration, small-group projects, learning centers, parent-mediated activities)
- demonstrating knowledge of effective learning experiences for achieving particular goals (e.g., promoting social competence, acquiring skills or concepts) and for making modifications to meet the needs of individual children, including those with diverse backgrounds and needs
- recognizing how to introduce and scaffold learning experiences in response to individual differences and feedback from young children
- applying knowledge of how to use materials and resources, including technology and adaptive equipment, to support young children's development and learning
- identifying various teacher roles (e.g., mentor, facilitator, role model, instructor) and their uses in addressing particular learning goals
- applying strategies that support and facilitate the active involvement of families in instructional and learning activities for their children

0014 Understand strategies for promoting positive relationships and supportive interactions.

For example:

- demonstrating familiarity with research-based guidance approaches to meet individual children's needs
- analyzing factors to consider in identifying appropriate guidance and socialization strategies, including young children's cultural backgrounds, personal characteristics, and family beliefs and practices
- demonstrating knowledge of strategies for helping young children develop self-regulation, self-awareness, confidence, self-efficacy, and relationships with others
- demonstrating knowledge of approaches to meet the needs of young children with challenging behaviors
- demonstrating knowledge of effective and appropriate individual and group management strategies

0015 Understand the characteristics, goals, benefits, and uses of various assessment strategies.

For example:

- demonstrating knowledge of the characteristics, uses, advantages, and limitations of different types of informal and formal assessments (e.g., observation, portfolios, screening tools, standardized tests) to evaluate young children's cognitive, language, motor, emotional, social, adaptive, behavioral, and creative development
- identifying developmentally and culturally appropriate assessment methods for given purposes
- recognizing the use of authentic, performance-based assessments of children's learning to assist in planning, to communicate with children and families, and to engage children in self-assessment
- identifying approaches for involving families and other professionals throughout the assessment process
- applying knowledge of principles and concepts related to assessment (e.g., alignment, validity, reliability) to determine the appropriateness of an assessment instrument in a given situation
- applying skills for interpreting assessment results and using those results to plan and modify instruction and to make educational decisions
- recognizing legal and ethical issues, current educational concerns and controversies, and responsible practices in the assessment of diverse young children

BUILDING A MEANINGFUL CURRICULUM

0016 Understand how to facilitate physical development in young children (birth through five).

For example:

- recognizing the relationship between physical development and learning in other developmental areas
- demonstrating knowledge of indicators of physical development in young children of various ages
- recognizing the importance of and strategies for collaborating with families to promote young children's physical development
- demonstrating knowledge of age- and developmentally appropriate practices and resources for fostering young children's gross and fine motor skills, self-help skills, and health and safety habits
- identifying ways to promote young children's expression of creativity through movement and rhythm

0017 Understand how to facilitate emotional and social development in young children (birth through five).

For example:

- recognizing the relationship between learning and emotional and social development
- demonstrating knowledge of indicators of emotional and social development in young children of various ages
- recognizing the importance of and strategies for collaborating with families to promote young children's emotional and social development
- demonstrating knowledge of individual and group guidance and problem-solving techniques for developing positive and supportive relationships between adults and young children, for developing positive social skills and interactions among young children, and for promoting positive strategies of conflict resolution
- recognizing activities (e.g., dramatic play, art, music) and resources for facilitating young children's creative self-expression

0018 Understand how to facilitate language and literacy development in young children (birth through five).

For example:

- recognizing how early language and literacy form the basis for later learning
- demonstrating familiarity with research-based knowledge and practices related to promoting language and literacy development in young children
- recognizing the importance of and strategies for collaborating with families to promote young children's language and literacy development
- applying knowledge of methods for promoting young children's receptive and expressive (e.g., sounds, signs, words, gestures) language skills
- applying knowledge of practices and resources for promoting young children's positive attitudes toward literacy, phonological awareness, print awareness, emergent literacy, and early reading
- recognizing strategies for promoting the language and literacy development of young children with diverse language backgrounds
- applying knowledge of ways to create a language-rich environment that encourages all young children to learn to communicate effectively
- recognizing strategies for encouraging young children's creativity through language

0019 Understand how to facilitate cognitive development in young children (birth through five).

For example:

- recognizing how early cognitive development and learning experiences form the basis for later learning
- demonstrating knowledge of indicators of cognitive development in young children
- recognizing the importance of and strategies for collaborating with families to promote young children's cognitive development
- demonstrating knowledge of the influence of learning styles on cognitive development
- demonstrating knowledge of engaging, developmentally appropriate learning experiences and resources for developing mathematical reasoning and logical thinking (e.g., estimating, identifying patterns) and knowledge of basic mathematics concepts (e.g., numbers, measurement, operations, quantities)
- demonstrating knowledge of engaging, developmentally appropriate learning experiences and resources for developing scientific inquiry skills (e.g., exploring the environment, asking questions) and knowledge of basic science concepts (e.g., properties of objects, seasons)
- demonstrating knowledge of engaging, developmentally appropriate learning experiences and resources for developing the foundations for social studies and knowledge of basic social studies concepts (e.g., community roles, location)



0020 Understand how to facilitate creative development in young children (birth through five).

For example:

- recognizing the relationship between creative development (e.g., in visual art, music, movement, and drama) and learning in other developmental areas
- demonstrating knowledge of learning experiences for promoting arts concepts and skills and for encouraging young children's creativity and aesthetic appreciation
- demonstrating knowledge of engaging, developmentally appropriate learning experiences and resources for promoting artistic expression and creativity
- recognizing practices in the arts that are sensitive to young children's individual differences