

NES EARLY CHILDHOOD EDUCATION PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. In planning a conference with the family of a young child enrolled in an early childhood program, what is most important to include?**
 - A. The child's growth chart
 - B. The teacher's assessment
 - C. The family to describe their own observations of and goals for their child
 - D. School policies on attendance
- 2. A literacy activity includes questions about sounds and word relationships. This activity best promotes which reading-related skill?**
 - A. Phonemic Awareness
 - B. Syntactic Parsing
 - C. Morphological Knowledge
 - D. Sight Word Recognition
- 3. What is the recommended response when observing code-switching by an English language learner in class?**
 - A. Ignore the switching and encourage communication with others
 - B. Correcting every non-English word
 - C. Punishing the student for mixing languages
 - D. Placing the student into a separate language group
- 4. What is the most significant health risk to young children from environmental lead exposure?**
 - A. Neurological impairment
 - B. Respiratory problems
 - C. Skin irritation
 - D. Digestive issues
- 5. Which arts-related activity best contributes to understanding the mathematical concept of pattern?**
 - A. Practicing rhythmic dance movements
 - B. Painting a repeating geometric pattern
 - C. Copying a pattern from a card
 - D. Building a block tower

- 6. Which behavior reflects an infant's development of an understanding of object permanence?**
- A. Searching for a toy under a blanket
 - B. Looking for a toy that was moved and is still visible
 - C. Crying when a toy is hidden
 - D. Reaching for a toy that is visible
- 7. A teacher keeps a large calendar and uses weather icons; which math-based activity would be most appropriate to integrate into the science activity?**
- A. Creating weather picture graph and updating it daily
 - B. Calculating yearly rainfall totals
 - C. Reading a thermometer with Celsius only
 - D. Graphing times of day using digital clocks
- 8. Which materials should a first-grade teacher include in the writing center to best encourage the students to write for various audiences?**
- A. Different sizes and types of paper, envelopes, and cards
 - B. Pencils and erasers only
 - C. Chalk and dry-erase boards
 - D. Computers and printers
- 9. A kindergarten teacher is arranging the classroom for the first day. In the area for whole-class meetings, the teacher lays out a carpet square for each child. The best rationale for this practice is that it:**
- A. Provides an environmental cue that helps students understand what they are expected to do
 - B. Increases seating capacity
 - C. Improves acoustics
 - D. Allows teacher to control movement
- 10. Which statement best reflects a key principle of family-centered practice?**
- A. Families are central to the child's development
 - B. Only teachers guide learning
 - C. School policies govern everything
 - D. Students manage their own learning

Answers

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1. C
2. A
3. A
4. A
5. A
6. A
7. A
8. A
9. A
10. A

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Explanations

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1. In planning a conference with the family of a young child enrolled in an early childhood program, what is most important to include?

- A. The child's growth chart
- B. The teacher's assessment
- C. The family to describe their own observations of and goals for their child**
- D. School policies on attendance

The main idea here is partnering with families and centering their voice in planning their child's development. When families describe their own observations and share goals for their child, the plan reflects what matters most to them and fits into daily life at home as well as in the program. This family-to-program collaboration helps set meaningful, achievable goals, creates shared ownership, and builds trust. It also gives teachers a richer picture—families notice strengths, routines, and needs that might not appear in a classroom assessment alone—so planning can be tailored to support the child in both settings. Growth charts, while useful for tracking progress, don't capture the family's perspective or priorities. A teacher's assessment is important, but it benefits from being combined with the family's observations and goals to form a whole view. School policies on attendance are important for logistics, not for shaping a developmentally focused conference or plan.

2. A literacy activity includes questions about sounds and word relationships. This activity best promotes which reading-related skill?

- A. Phonemic Awareness**
- B. Syntactic Parsing
- C. Morphological Knowledge
- D. Sight Word Recognition

Understanding sounds and their relationships in spoken language is what phonemic awareness is all about. When a literacy activity focuses on sounds and how they connect to words, it trains the ability to hear, identify, and manipulate individual phonemes—like segmenting a word into its separate sounds or blending those sounds back together to form a word. This skill is essential for decoding, since recognizing how sounds map to letters helps children sound out unfamiliar words and spell them. It's distinct from grammar-focused skills (syntactic parsing), which deal with sentence structure; from understanding word parts (Morphological knowledge), which involves prefixes, suffixes, and roots; and from recognizing whole words by sight (sight word recognition), which doesn't rely on decoding sounds.

3. What is the recommended response when observing code-switching by an English language learner in class?

- A. Ignore the switching and encourage communication with others**
- B. Correcting every non-English word
- C. Punishing the student for mixing languages
- D. Placing the student into a separate language group

Code-switching shows the student is using all their language resources to understand and participate. The best way to respond is to keep communication flowing and support the student in expressing ideas, rather than interrupting or correcting every non-English word. Acknowledge what they said, and gently model English or invite peers to respond in English. This helps the learner feel understood and confident, while gradually increasing English use in meaningful contexts. Correcting every non-English word can disrupt understanding and shut down participation, punishing language mixing is harmful, and separating the student into a different language group isolates them and limits access to the class.

4. What is the most significant health risk to young children from environmental lead exposure?

- A. Neurological impairment**
- B. Respiratory problems
- C. Skin irritation
- D. Digestive issues

Environmental lead exposure in young children most significantly threatens brain development. Lead can interfere with how the brain grows and communicates between neurons, which can result in lasting cognitive problems, learning delays, and behavioral issues. Because children are still developing and absorb lead more readily, even small amounts can cause lasting effects that may persist into later life. This makes neurological impairment the central concern when considering risks from lead exposure in early childhood. Other potential effects like respiratory irritation, skin problems, or digestive discomfort can occur in some exposure scenarios, but they do not have the same long-term impact on development that neurodevelopmental harm does.

5. Which arts-related activity best contributes to understanding the mathematical concept of pattern?

- A. Practicing rhythmic dance movements**
- B. Painting a repeating geometric pattern
- C. Copying a pattern from a card
- D. Building a block tower

Pattern in math is about recognizing regular repetitions and predicting what comes next. Practicing rhythmic dance movements gives children a hands-on feel for pattern in time and movement. They follow a sequence of steps and beats, notice the repeating parts, and anticipate the next motion. This embodied experience helps them see how patterns are formed and extended, which translates to recognizing numerical or geometric patterns later on. Visual patterns are valuable too, but the dance activity specifically strengthens the ability to generate and predict repeating sequences, a core skill in understanding patterns.

6. Which behavior reflects an infant's development of an understanding of object permanence?

- A. Searching for a toy under a blanket**
- B. Looking for a toy that was moved and is still visible
- C. Crying when a toy is hidden
- D. Reaching for a toy that is visible

Object permanence is the understanding that an object continues to exist even when it can't be seen. When an infant searches for a toy that's been covered by a blanket, they're showing that they expect the toy to still exist and can locate it despite its absence from view. This demonstrates a mental representation of the object's location and an intentional effort to retrieve it. In contrast, looking for a toy that has merely been moved but remains visible relies on tracking what's in sight, and crying when a toy is hidden reflects frustration rather than understanding of hidden objects. Reaching for a visible toy shows interest and motor ability but doesn't reveal knowledge about unseen objects.

7. A teacher keeps a large calendar and uses weather icons; which math-based activity would be most appropriate to integrate into the science activity?

A. Creating weather picture graph and updating it daily

B. Calculating yearly rainfall totals

C. Reading a thermometer with Celsius only

D. Graphing times of day using digital clocks

Using daily weather observations to build a picture graph brings math into science through concrete data collection and representation. The calendar with weather icons gives kids a tangible way to record what happens each day, and updating the graph daily helps them count, compare, and notice patterns over time. This supports early math skills while reinforcing scientific thinking about weather. The other options either involve longer-term data that's less suitable for young learners, focus on measurement without graphing, or introduce a time-based task not tied to weather data.

8. Which materials should a first-grade teacher include in the writing center to best encourage the students to write for various audiences?

A. Different sizes and types of paper, envelopes, and cards

B. Pencils and erasers only

C. Chalk and dry-erase boards

D. Computers and printers

When young writers practice, they need to consider who will read what they write and why. Having a variety of paper sizes, envelopes, and cards in the writing center gives students concrete, real-world formats to use. They can draft a note to a family member, write a thank-you card to a friend, or create a simple invitation for a class event. This setup invites them to think about audience and purpose—what the reader needs to know, how to greet them, and how the message should feel. It also supports independence and pride in producing a finished piece that can be shared. Other options fall short in this regard. Pencils and erasers alone don't provide different formats or audiences to write for. Chalk and dry-erase boards are great for quick practice and scaffolding ideas, but they don't offer finishable, real-world products for specific readers. Computers and printers can be useful, but they can introduce extra steps and access issues for first graders, and may shift focus toward typing over developing handwriting and audience-aware writing at this stage.

9. A kindergarten teacher is arranging the classroom for the first day. In the area for whole-class meetings, the teacher lays out a carpet square for each child. The best rationale for this practice is that it:

- A. Provides an environmental cue that helps students understand what they are expected to do
- B. Increases seating capacity
- C. Improves acoustics
- D. Allows teacher to control movement

Providing a carpet square for each child creates a clear physical cue that signals where to sit and when to participate in the whole-class meeting. In a kindergarten setting, young learners rely on visual and spatial cues to understand routines. A personal square helps children know their own space, where to face, and when the gathering begins, which makes transitions smoother. This setup builds predictable expectations for behavior and participation, making it easier for the teacher to guide the group and for students to stay focused. While it can affect seating organization and reduce interruptions, the main idea is using the environmental cue to communicate what is expected.

10. Which statement best reflects a key principle of family-centered practice?

- A. Families are central to the child's development
- B. Only teachers guide learning
- C. School policies govern everything
- D. Students manage their own learning

Family-centered practice centers on partnering with families and recognizing that families bring essential knowledge about their child's strengths, needs, routines, and culture. In practice, this means ongoing communication, joint goal setting, and designing supports that fit the family context so learning happens across home and school. Saying that families are central to the child's development expresses that partnership and prioritization, making it the best reflection of this principle. Other statements place learning solely in the hands of teachers, rely only on school policies, or expect students to manage learning without family and adult support, which doesn't align with a collaborative approach that values families as integral to development.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://nearlychildhooded.examzify.com>

We wish you the very best on your exam journey. You've got this!

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