

Ohio Assessments for Educators (OAE) Early Childhood Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

This is a sample study guide. To access the full version with hundreds of questions,

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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. Don't worry about getting everything right, 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, and take breaks to retain information better.

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.

7. Use Other Tools

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!

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Questions

- 1. What is a primary role of the National Association for the Education of Young Children (NAEYC)?**
 - A. Mediating contract negotiations**
 - B. Coordinating regulatory oversight of programs**
 - C. Providing professional development opportunities**
 - D. Overseeing the disbursement of grant money**
- 2. What fitness area is likely enhanced by incorporating folk dancing into a cultural learning unit?**
 - A. Muscular strength**
 - B. Flexibility**
 - C. Cardiovascular endurance**
 - D. Bone density**
- 3. From an ethical standpoint, how should a teacher respond to a parent asking about another child in the class?**
 - A. Make a general statement that the staff is aware of the situation**
 - B. Suggest the concerned parents speak with the family directly**
 - C. Disavow knowledge and assure appropriate responses**
 - D. State that confidentiality prohibits discussing other children**
- 4. What is the most significant risk to children posed by environmental exposure to lead?**
 - A. Neurological impairment**
 - B. Respiratory disease**
 - C. Skeletal abnormalities**
 - D. High blood pressure**
- 5. A student miswrites the numbers from words as shown (Fifty-six --> 506, Twenty-five --> 205). What activity would best help the student improve?**
 - A. Practicing basic math facts**
 - B. Reviewing the concept of "0" as a placeholder when writing numerals**
 - C. Using unit cubes to represent numbers in base 5**
 - D. Arranging groups of base 10 blocks and writing the numerals represented**

- 6. What does a daily journal kept by a teacher most reflect awareness of?**
- A. Engaging in ongoing reflection about professional practice**
 - B. Documenting classroom events to protect oneself from liability**
 - C. Developing detailed plans for instruction and learning activities**
 - D. Making careful observations of children for assessment purposes**
- 7. What is the best use of a developmental screening checklist with preschool children?**
- A. To profile children's individual learning styles**
 - B. To determine eligibility for special education**
 - C. To identify children needing in-depth assessment**
 - D. To modify strategies for children with delays**
- 8. What type of feedback is most valuable in promoting a child's language development?**
- A. Feedback that corrects child's grammatical mistakes immediately**
 - B. Constructive feedback that builds upon the child's contributions**
 - C. Feedback focusing solely on vocabulary expansion**
 - D. Positive affirmation without suggestions for improvement**
- 9. Which method is most effective for monitoring second-grade students' progress in mathematics?**
- A. Administering a norm-referenced assessment**
 - B. Conducting frequent curriculum-based assessments**
 - C. Administering a dynamic skills assessment**
 - D. Conducting a portfolio assessment at year-end**
- 10. During which age span do young children typically first begin to demonstrate goal-directed actions?**
- A. 0-2 years**
 - B. 2-4 years**
 - C. 4-6 years**
 - D. 6-8 years**

Answers

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

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Explanations

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1. What is a primary role of the National Association for the Education of Young Children (NAEYC)?

- A. Mediating contract negotiations**
- B. Coordinating regulatory oversight of programs**
- C. Providing professional development opportunities**
- D. Overseeing the disbursement of grant money**

The National Association for the Education of Young Children (NAEYC) plays a crucial role in enhancing the quality of early childhood education through a variety of initiatives and support mechanisms, with a primary focus on providing professional development opportunities for educators. This aligns with the organization's mission to promote high-quality educational practices for children from birth through age eight. Through workshops, conferences, and various training resources, NAEYC helps educators stay current with the latest research and best practices in the field. This focus on professional development ensures that early childhood educators are well-equipped with the knowledge and skills necessary to foster effective learning environments and support the developmental needs of young children. The other options, while important in different contexts, do not encapsulate the core mission of NAEYC. Mediating contract negotiations and coordinating regulatory oversight are functions typically associated with governmental or labor organizations rather than an educational association. Similarly, overseeing the disbursement of grant money is usually the purview of funding bodies or governmental agencies rather than an organization focused on professional development and educational advocacy.

2. What fitness area is likely enhanced by incorporating folk dancing into a cultural learning unit?

- A. Muscular strength**
- B. Flexibility**
- C. Cardiovascular endurance**
- D. Bone density**

Incorporating folk dancing into a cultural learning unit primarily enhances cardiovascular endurance. Folk dancing typically involves continuous movement, which raises the heart rate and promotes better blood circulation. As children participate in these dances, they engage in repeated physical activity, which helps to strengthen the heart and improve overall stamina. While other fitness areas can also be influenced by dance, such as flexibility from the various movements and poses involved, and bone density through weight-bearing activities, the most significant benefit resulting from the sustained effort of folk dancing is its impact on cardiovascular endurance. This is particularly important as it builds a foundation for a healthy lifestyle and encourages active participation in physical exercise.

- 3. From an ethical standpoint, how should a teacher respond to a parent asking about another child in the class?**
- A. Make a general statement that the staff is aware of the situation**
 - B. Suggest the concerned parents speak with the family directly**
 - C. Disavow knowledge and assure appropriate responses**
 - D. State that confidentiality prohibits discussing other children**

The most ethical response to a parent's inquiry about another child in the class is to state that confidentiality prohibits discussing other children. This answer upholds the principles of confidentiality and privacy that are crucial in an educational environment. Teachers are entrusted with sensitive information about their students, and discussing another child's circumstances could violate that trust and confidentiality agreement. Maintaining confidentiality demonstrates respect for the child's privacy and acknowledges the boundaries that exist between students. It also protects the teacher from potential conflicts that might arise from sharing personal information about students, which could impact relationships among families. This approach also sets a professional standard for dealing with sensitive topics, assuring all parents that the school's commitment to privacy is paramount. Respecting these ethical standards fosters a safe and trusting environment for all students and their families.

- 4. What is the most significant risk to children posed by environmental exposure to lead?**
- A. Neurological impairment**
 - B. Respiratory disease**
 - C. Skeletal abnormalities**
 - D. High blood pressure**

The most significant risk to children posed by environmental exposure to lead is neurological impairment. Lead is a neurotoxin that can have devastating effects on the developing brain, especially in young children whose brains are still growing and maturing. Exposure to lead has been scientifically linked to a range of cognitive deficits, including decreased IQ, attention problems, reduced academic achievement, and difficulties in processing information. Neurological impairment from lead exposure can lead to long-term effects that manifest as behavioral issues and learning disabilities, which can significantly impact a child's educational and social development. Moreover, the younger the child is at the time of exposure, the more severe the potential impacts, as lead can interfere with critical developmental processes. While other health issues associated with lead exposure, such as high blood pressure, respiratory disease, and skeletal abnormalities, exist, they are generally not as immediately detrimental to a child's development as the neurological effects. Therefore, when considering the overall risks to children's health and development, neurological impairment stands out as the most critical concern.

5. A student miswrites the numbers from words as shown (Fifty-six --> 506, Twenty-five --> 205). What activity would best help the student improve?

- A. Practicing basic math facts**
- B. Reviewing the concept of "0" as a placeholder when writing numerals**
- C. Using unit cubes to represent numbers in base 5**
- D. Arranging groups of base 10 blocks and writing the numerals represented**

Using base 10 blocks provides a hands-on approach that allows the student to visualize the numerical value of tens and ones. When a student miswrites numbers from words, it often indicates a misunderstanding of place value and the importance of digit positioning in the formation of numbers. By arranging groups of base 10 blocks, the student can more clearly see how numbers are constructed—each block representing a specific value (for example, one block for a unit, ten blocks combined for a ten, etc.). This physical manipulation also reinforces the concept that the digit's position affects its value; for instance, the difference between 56 (5 in the tens place and 6 in the ones place) and 506 (5 in the hundreds place, 0 in the tens place, and 6 in the ones place). Through this activity, the student gains a better understanding of how to write numbers correctly from their word forms, connecting mathematical concepts to tangible physical representations. The other options focus on different skills or concepts—such as practicing basic facts or understanding the numeral "0" as a placeholder—yet do not directly address the core issue of miswriting numbers from words, making the use of base 10 blocks the most effective choice for remediation in this case.

6. What does a daily journal kept by a teacher most reflect awareness of?

- A. Engaging in ongoing reflection about professional practice**
- B. Documenting classroom events to protect oneself from liability**
- C. Developing detailed plans for instruction and learning activities**
- D. Making careful observations of children for assessment purposes**

A daily journal kept by a teacher serves as a valuable tool for engaging in ongoing reflection about professional practice. This continuous reflective process allows educators to critically evaluate their teaching strategies, interactions with students, and overall classroom dynamics. By consistently documenting their thoughts, experiences, and insights, teachers can identify areas for personal and professional growth. Furthermore, reflection through journaling can lead to the development of more tailored and effective educational practices, ultimately enhancing student outcomes. It encourages teachers to think deeply about what works well and what does not, allowing them to make informed adjustments to their teaching methods over time. This reflective practice is essential for continuous improvement in an early childhood education setting.

7. What is the best use of a developmental screening checklist with preschool children?

- A. To profile children's individual learning styles**
- B. To determine eligibility for special education**
- C. To identify children needing in-depth assessment**
- D. To modify strategies for children with delays**

The best use of a developmental screening checklist with preschool children is to identify those who may need further in-depth assessment. Developmental screening checklists are designed to quickly assess a child's skills and abilities in various developmental domains such as physical, cognitive, language, social, and emotional. By using these checklists, educators and caregivers can pinpoint potential areas of concern that may warrant a more comprehensive evaluation. This early identification is crucial because it allows for timely intervention. If a child scores below expected levels in certain areas, it indicates the need for further investigation to determine the underlying issues and tailor support accordingly. This proactive approach helps ensure that children receive the resources they need to thrive before they enter more structured educational settings. The other options may seem relevant but do not encapsulate the primary objective of a developmental screening checklist as effectively. Profiling individual learning styles, determining eligibility for special education, and modifying strategies for children with delays are important processes but typically occur after a developmental concern has been identified through screening and in-depth assessments.

8. What type of feedback is most valuable in promoting a child's language development?

- A. Feedback that corrects child's grammatical mistakes immediately**
- B. Constructive feedback that builds upon the child's contributions**
- C. Feedback focusing solely on vocabulary expansion**
- D. Positive affirmation without suggestions for improvement**

The most valuable type of feedback in promoting a child's language development is constructive feedback that builds upon the child's contributions. This approach encourages children to express themselves while also validating their efforts. By expanding on what a child has said, an adult can model more complex language structures and vocabulary. This not only reinforces the child's self-esteem but also provides them with new language inputs, helping to enhance their understanding and use of language in a supportive manner. This method draws on the child's current level of understanding and participation, making it relevant and engaging for them. It invites further dialogue and exploration, fostering a richer language learning experience. The feedback encourages children to think critically about their language use and promotes continued interaction, which is essential for language development. In contrast, immediate correction of grammatical mistakes may discourage children from speaking freely, while focusing solely on vocabulary or providing only positive affirmations without constructive suggestions may not offer the necessary guidance for deeper language growth.

9. Which method is most effective for monitoring second-grade students' progress in mathematics?

- A. Administering a norm-referenced assessment**
- B. Conducting frequent curriculum-based assessments**
- C. Administering a dynamic skills assessment**
- D. Conducting a portfolio assessment at year-end**

Conducting frequent curriculum-based assessments is highly effective for monitoring the progress of second-grade students in mathematics because these assessments are specifically designed to measure student understanding and mastery of the curriculum being taught. By regularly assessing students, educators can obtain timely data that reflects their learning and development in real-time, allowing for adjustments in instruction to better meet their needs. This method provides a continuous feedback loop, enabling teachers to identify areas where students may be struggling or excelling. Consequently, targeted interventions can be implemented before significant gaps in knowledge or skill develop. Frequent assessments also engage students in their learning process, making them aware of their progress and encouraging self-reflection. Aside from curriculum-based assessments, other methods may not provide the same level of ongoing insight. For instance, norm-referenced assessments compare students' performance against a broader population, which may not be as useful for tracking individual progress in relation to specific learning goals. Dynamic skills assessments and portfolio assessments can also offer valuable information, but they typically occur less frequently and may not address immediate instructional needs as effectively as regular curriculum assessments do.

10. During which age span do young children typically first begin to demonstrate goal-directed actions?

- A. 0-2 years**
- B. 2-4 years**
- C. 4-6 years**
- D. 6-8 years**

Goal-directed actions are actions that are planned and intentional, aimed at achieving a specific outcome. This behavior typically begins to emerge during the age span of 0-2 years. In this developmental stage, children start to engage in simple forms of goal-directed behavior, such as reaching for objects, crawling toward toys, or looking for caregivers, indicating an emerging understanding of their actions in relation to their goals. As children interact with their environment during this time, they begin to show increased coordination between their intentions and actions. For example, an infant may try to grasp a toy that is out of reach, demonstrating an understanding of the goal and the means to achieve it. These early actions lay the foundation for more complex goal-directed behavior that develops in subsequent years. In contrast, the ages of 2-4 years, 4-6 years, and 6-8 years show further advancements in goal-directed behavior, where children begin to set more complex goals, plan steps to reach those goals, and exhibit persistence in problem-solving activities. However, the initial onset of goal-directed actions can be distinctly observed in the 0-2 year range, marking a significant milestone in early childhood 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://oae-earlychildhood.examzify.com>

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