# College Admission

# YSTCE-MS-Teachers-of-Early-Childhoo

## NYSTCE MS Teachers of Early Childhood Course (Birth – Grade 2) Certification Exam

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## Question: 1

A student is taking a reading test. The teacher has blocked out a number of words. Each blank is assigned a set of three possible words. The student must select the correct word from each set so that the text makes sense. The student is taking:

A. A cloze test
B. A maze test
C. A multiple-choice quiz
D. A vocabulary test

**Answer: B**

Explanation:
A maze test is a specific type of cloze test. In a cloze test, words are deleted, and the reader must supply the missing words using contextual clues and vocabulary that is familiar. A maze test is a multiple-choice application of a cloze test.

## Question: 2

Which of the following reflects MLA guidelines for citing internet sources with regard to page numbers in in-text citations in research papers?

A. A source from the internet should not be used if it does not include page numbers in any form.
B. If a printout from a website has page numbers, citations should include these numbers.
C. In-text citations of online sources in research papers should never include page numbers.
D. If the source is a PDF file, the page numbers from the file should be in citations.

**Answer: D**

Explanation:
When an online source is in the PDF file format or another file format that has stable pagination, MLA guidelines advise to include applicable page numbers in in-text citations because these numbers are valid and will not change. Therefore, choice D is correct. If an internet source has no pagination, as often happens, the MLA does not advise avoiding the citation, so choice A is incorrect. Rather, it advises simply making the citation without page numbers. Although a printout of an internet source will by necessity have page numbers (for the printed pages), these page numbers will be inconsistent from one printout to another, unlike PDFs. Therefore, the MLA advises not including these page numbers even if you see them, so choice B is incorrect. As already explained, there are cases where an online source will have stable pagination, and the MLA

recommends including page numbers in citations of these sources, so choice C is incorrect.

## Question: 3

Among assessments of reading comprehension, which of these compares student scores to the average scores of a sample of students representing the same population?

A. A norm-referenced state test
B. An informal reading inventory
C. A curriculum-based assessment
D. A criterion-referenced state test

**Answer: A**

Explanation:
Norm-referenced tests compare student scores to the average scores of a normative sample of similar students that represents the target population. Informal reading inventories (B) use graded word lists, reading passages from authentic texts, and comprehension questions to identify student reading levels, strengths, and instructional needs rather than comparing student scores to normative group scores. Curriculum-based assessments (C) test student knowledge of the specific material included in the school's curriculum rather than comparing scores. Criterion-referenced tests (D) compare student performance against pre-established criteria for mastery of specific skills, not other students' performance.

## Question: 4

Context clues are useful in:

A. Predicting future action
B. Understanding the meaning of words that are not familiar
C. Understanding character motivation
D. Reflecting on a texts theme

**Answer: B**

Explanation:
Context clues offer insight into the probable meaning of unfamiliar words.

## Question: 5

A teacher designs lessons for the upcoming week During the first part of the week, the teacher is going to divide the class into two sections. While one group is working independently on their projects, the other group will sit in a circle. The teacher has broken a story up into several sections, and each student will read a section aloud. The teacher will

note for her records how many errors a student makes. She will also administer a brief verbal "quiz" to which the students will respond in writing. The combination of verbal reading results and comprehension quiz results will give her a better understanding of each child's abilities and/or needs. What kind of assessment did this teacher use?

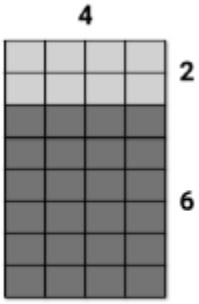
A. Cloze-style
B. Informal reading inventory
C. Student response form
D. Articulation assessment

**Answer: B**

Explanation:
The teacher used an informal reading inventory to gain insight into the students' abilities in a larger group setting. While some informal reading inventories, or IRIS, are administered between one teacher and one student, these inventories usually work best in a group setting. The benefit of this type of assessment is that it provides insight within the context of an entire class or large group in a short period of time. This assessment does not provide specific or generalized information about the students' progress, but rather allows the teacher to gauge her students' needs at any given point during instruction.

## Question: 6

**Which expression is represented by the diagram below?**



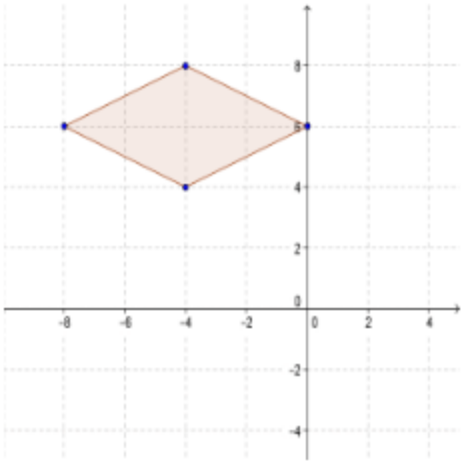

a. $4 \times (2 + 6)$
b. $4 \times (2 \times 6)$
c. $4 + (2 \times 6)$
d. $4 + (2 + 6)$

**Answer: A**

Explanation:
The rectangular array represents the product of the side lengths of 4 and (2 + 6).

## Question: 7

**Which of the following pairs of equations represents the lines of symmetry in the figure below?**



a. $x = -4, y = 6$
b. $x = 4, y = 6$
c. $y = -4, x = 6$
d. $y = 4, x = -6$

**Answer: A**

Explanation:

The vertical line of symmetry is represented by an equation of the form $x = a$. The horizontal line of symmetry is represented by an equation of the form $y = b$. One line of symmetry occurs at $x = -4$. The other line of symmetry occurs at $y = 6$.

## Question: 8

**Addison tosses a six-sided die twelve times and records the results in the table below.**

| Toss | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Results | 2 | 5 | 1 | 2 | 3 | 6 | 6 | 2 | 4 | 5 | 4 | 3 |

**Which of the following statements is true?**

a. The experimental probability of tossing a 6 is greater than the theoretical probability.
b. The experimental probability of tossing a 3 is greater than the theoretical probability.
c. The experimental probability of tossing a 1 is greater than the theoretical probability.
d. The experimental probability of tossing a 2 is greater than the theoretical probability.

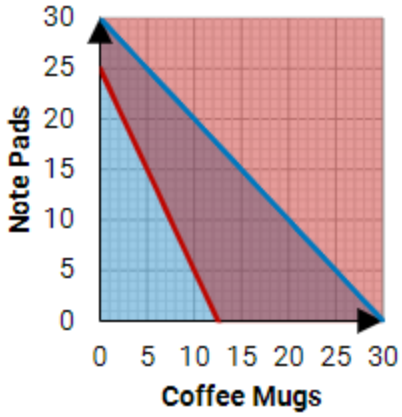
**Answer: D**

Explanation:

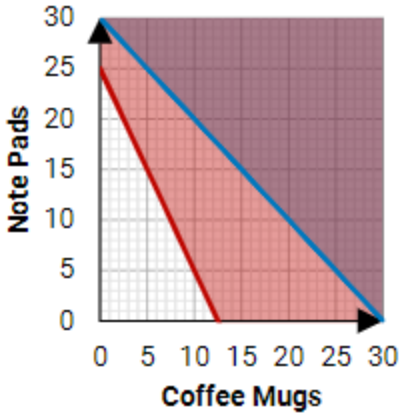
The theoretical probability of tossing any particular number is $\frac{1}{6}$. Since she tosses a two $\frac{3}{12}$, or $\frac{1}{4}$ times, the experimental probability of tossing a 2 is greater than the theoretical probability. The experimental probability should grow closer to the experimental probability as she tosses the die more times.

## Question: 9

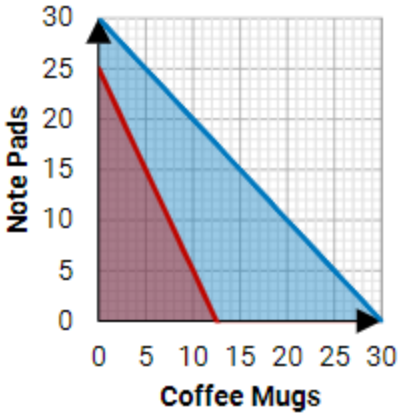
**Kayla has a $75 budget to purchase gifts for her colleagues. She wants to buy coffee mugs and note pads. She may purchase a maximum of 30 items. Each coffee mug costs $6 and each note pad costs $3. Which of the following graphs correctly shows the possible combinations of coffee mugs and note pads that she may buy?**



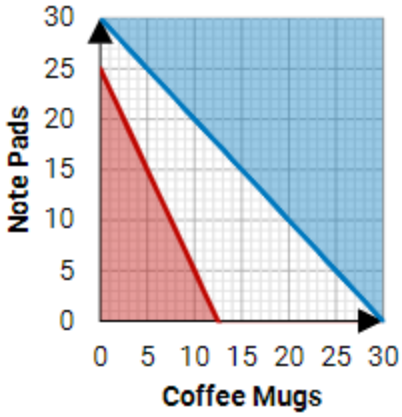

a.




b.




c.




d.

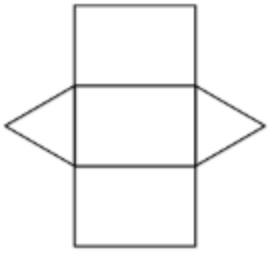
**Answer: C**

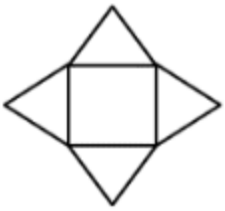
Explanation:

The situation may be modeled by the system of inequalities $\begin{cases} 6x + 3y \leq 75 \\ x + y \leq 30 \end{cases}$ where $x$ is the number of coffee mugs and $y$ is the number of note pads. Some algebraic manipulation gives us the inequalities in slope-intercept form: $\begin{cases} y \leq -2x + 25 \\ y \leq -x + 30 \end{cases}$. All four choices graph these lines correctly, but only choice C correctly shades just the region that is below both lines, indicating that both conditions are met.

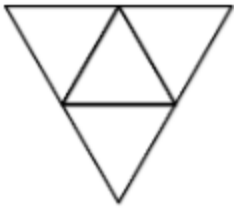
## Question: 10

**Which of the following represents the net of a triangular prism?**

a. 

b. 

c. 

d. 

**Answer: A**

Explanation:
The net of a triangular prism has three rectangular faces and two triangular faces, and the rectangular faces must all be able to connect to each other directly.

## Question: 11

**Andrew rolls a die. What is the probability he gets a 4 or an even number?**

a. $\frac{1}{4}$
b. $\frac{1}{2}$
c. $\frac{2}{3}$
d. $\frac{3}{4}$

**Answer: B**

Explanation:

Since they are not mutually exclusive events, $P(4 \text{ or } E) = P(4) + P(E) - P(4 \text{ and } E)$.
Substituting the probability of each event gives $P(4 \text{ or } E) = \frac{1}{6} + \frac{1}{2} - \frac{1}{6} = \frac{1}{2}$.

## Question: 12

**Kyra sets aside $\frac{1}{3}$ of her income to pay rent and utilities at her apartment. If the monthly cost of rent and utilities is $1,050, what is her monthly salary?**

a. $3,150
b. $3,225
c. $3,750
d. $4,050

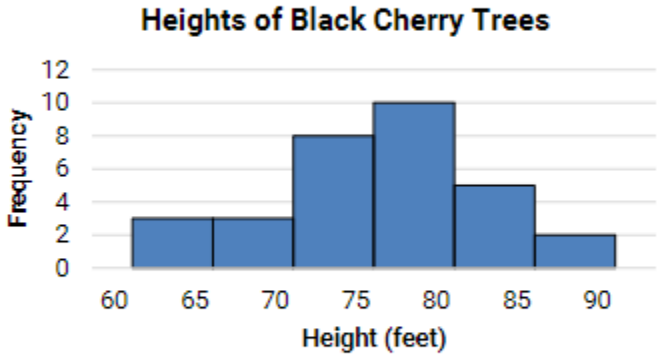
**Answer: A**

Explanation:

Kyra's monthly salary may be modeled as $\frac{1}{3}x = 1{,}050$. Multiplying both sides of the equation by 3 gives $x = 3{,}150$.

## Question: 13

**The 6th grade teachers at Washington Elementary School are doing a collaborative unit on cherry trees. Miss Wilson's math classes are making histograms summarizing the heights of black cherry trees located at a local fruit orchard. How many of the trees at this local orchard are 73 feet tall?**




a. 8
b. That information cannot be obtained from this graph
c. 9
d. 17

**Answer: B**

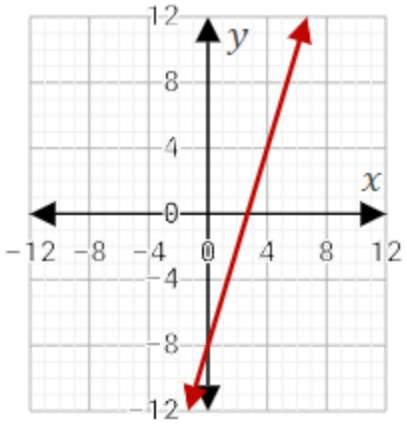
Explanation:
The histogram only shows that there are eight trees between 70 and 75 feet tall. It does not show the individual heights of the trees. That information cannot be obtained from this graph.

## Question: 14

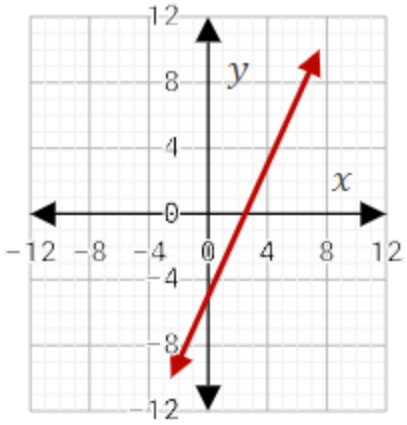
**The variables $x$ and $y$ have a linear relationship. The table below shows a few sample values. Which of the following graphs correctly represents the linear equation relating $x$ and $y$?**

| $x$ | $y$ |
|---|---|
| −2 | −11 |
| −1 | −8 |
| 0 | −5 |
| 1 | −2 |
| 2 | 1 |

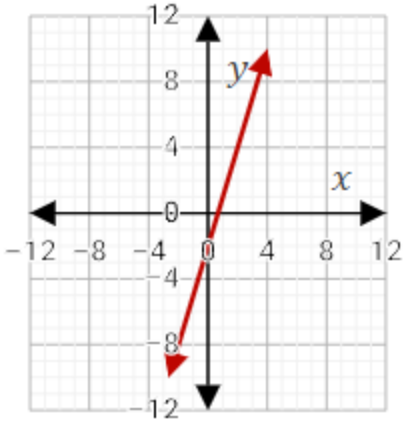
a.



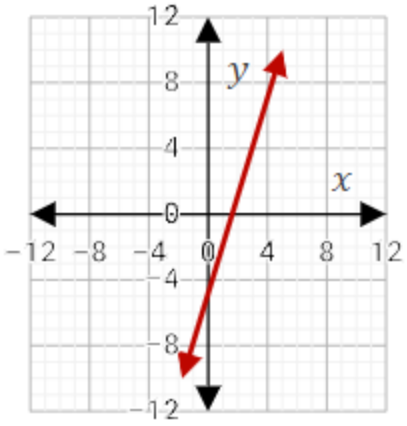

b.




c.




d.




**Answer: D**

Explanation:

We can use the table to find the linear equation in slope-intercept form, $y = mx + b$, where $m$ is the slope and $b$ is the $y$-intercept. The table shows the $y$-intercept (the $y$ value at $x = 0$) to be −5. The slope is the ratio of the change in $y$-values to the corresponding change in $x$-values. As the $x$-value increases by 1, the $y$-value increases by 3. Thus, the slope is $\frac{3}{1}$, or 3. So the equation is $y = 3x - 5$.

Only the graphs in choices B and D have a $y$-intercept at −5. Of these two graphs, only choice D has a $y$-value increase of 3 for each $x$-value increase of 1, indicating a slope of 3.

## Question: 15

**Which of the following goals is appropriate in the category of algebraic reasoning for first-grade students?**

a. Students represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.
b. Students represent real-world relationships using number pairs in a table and verbal descriptions.
c. Students represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
d. Students recite numbers up to at least 100 by ones and tens beginning with any given number.

**Answer: C**

Explanation:
Addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences is the appropriate level for first-grade students. Numbers up to 1,000 and number pairs are appropriate for third-grade students. Counting by ones and tens is appropriate for kindergarten.

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