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**Early Childhood  
Education  
and Care-Advanced**

Code: 4117 / Version: 01  
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## General Assessment Information

### Blueprint Contents

General Assessment Information	Sample Written Items
Written Assessment Information	Performance Assessment Information
Specific Competencies Covered in the Test	Sample Performance Job

**Test Type:** The Early Childhood Education and Care-Advanced industry-based credential is included in NOCTI’s Job Ready assessment battery. Job Ready assessments measure technical skills at the occupational level and include items which gauge factual and theoretical knowledge. Job Ready assessments typically offer both a written and performance component and can be used at the secondary and post-secondary levels. Job Ready assessments can be delivered in an online or paper/pencil format.

**Revision Team:** The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Georgia, Indiana, Michigan, New York, and Pennsylvania.



19.0708-  
Child Care and Support  
Services Management



Career Cluster 5 -  
Education and Training



25-2011.00- Preschool Teachers,  
Except Special Education



**NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE**  
University of the State of New York - Regents Research Fund

In the lower division  
baccalaureate/associate degree category,  
3 semester hours in Early Childhood  
Education, Human Services, Education,  
Child Development, or Early Childhood  
Education Administration



The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!

## Written Assessment

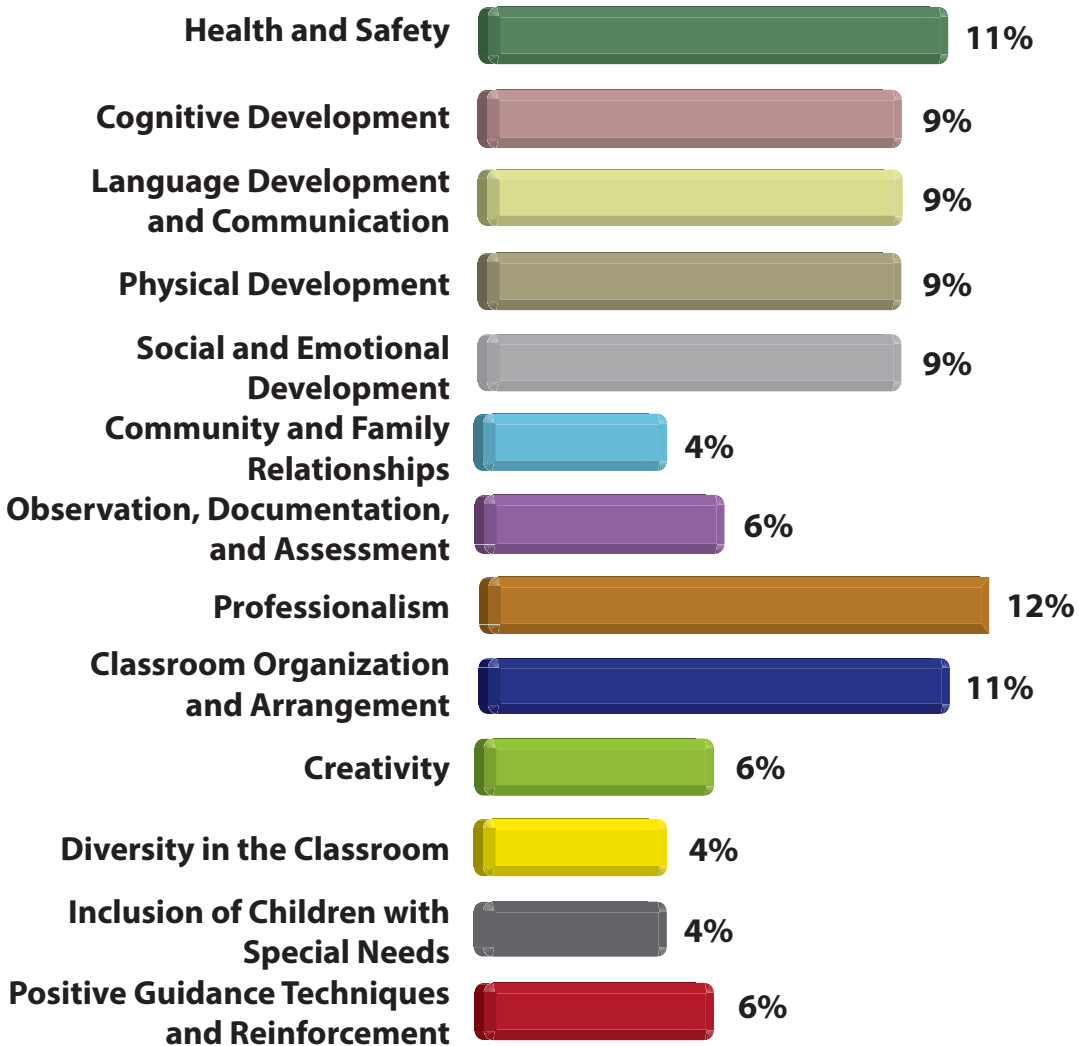
NOCTI written assessments consist of questions to measure an individual’s factual theoretical knowledge.

**Administration Time:** 3 hours

**Number of Questions:** 206

**Number of Sessions:** This assessment may be administered in one, two, or three sessions.

### Areas Covered



## Specific Standards and Competencies Included in this Assessment

### Health and Safety

- Identify safety hazards in and around the childcare setting
- Instruct children in personal safety awareness (e.g., stranger danger, fire safety)
- Identify characteristics of common childhood illnesses
- Describe universal (standard) precautions and infection control
- Explain rest and relaxation techniques
- Plan, prepare, and explain the importance of nutritionally balanced meals and snacks
- Identify indicators and reporting procedures involving child abuse and neglect

### Cognitive Development

- Explain cognitive development stages and how they correlate to social, emotional, and physical development
- Provide examples of cognitive development
- Describe equipment and activities that promote cognitive development
- Identify learning opportunities and conditions that develop creative and critical thinking
- Recognize the factors that impact brain development
- Identify important theories and research involving cognitive development

### Language Development and Communication

- Describe the stages of language development
- Describe strategies to encourage expressive and receptive language
- Identify materials that encourage and support literacy skills
- Demonstrate effective literacy strategies
- Describe various methods of story presentation
- Describe factors affecting language development



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## Specific Standards and Competencies (continued)

### Physical Development

- Explain the stages of fine and gross motor development
- Recognize the factors that impact physical development
- Describe strategies and conditions that encourage physical development
- Select age-appropriate indoor and outdoor play equipment and activities for physical development
- Describe the effects of play on children's physical development
- Explain how physical development correlates to social, emotional, and cognitive development

### Social and Emotional Development

- Discuss teaching techniques that encourage the development of a positive self-concept
- Describe the stages of social and emotional development of children
- Recognize the factors that impact social and emotional development
- Discuss caregiving techniques that develop appropriate social skills
- Identify positive techniques for conflict resolution and mediation
- List strategies to promote self-help skills and autonomy

### Community and Family Relationships

- Describe the importance of cooperative relationships with families
- Identify and plan methods of family and community involvement
- Describe the components of effective school and home communication



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## Specific Standards and Competencies (continued)

### **Observation, Documentation, and Assessment**

- Identify observation purposes, techniques, and tools
- Observe and record children's developmental learning
- Interpret, communicate, and apply observation results
- Identify various age-appropriate assessment methods

### **Professionalism**

- Identify career-related skills and employment opportunities
- Identify resources for professional development
- Recognize the need for self-assessment for continued professional growth
- Explain the role of a child advocate
- Identify the importance and legal mandates of confidentiality
- Exhibit appropriate characteristics in an educational team setting
- Identify research and current issues in the field of child development
- Apply the NAEYC Code of Ethical Conduct to professional practices

### **Classroom Organization and Arrangement**

- Arrange an age-appropriate classroom environment
- Prepare and maintain materials and equipment storage
- Identify characteristics of a balanced daily schedule
- Implement developmentally appropriate activities
- Describe a variety of transition-time activities
- Demonstrate awareness of licensing laws and regulations
- Identify recordkeeping and clerical functions in a childcare setting

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## Specific Standards and Competencies (continued)

### **Creativity**

- Identify strategies for facilitating creative experiences
- Display or present creative products
- Identify appropriate materials and equipment that encourage creative development
- Explain sensory activities and supporting materials

### **Diversity in the Classroom**

- Identify components of a diverse, multicultural curriculum
- Display awareness of diversities in family structures
- Describe ways to incorporate children's home language and traditions

### **Inclusion of Children with Special Needs**

- Identify characteristics of various types of exceptionalities
- Identify concerns and basic rights of children with special needs
- Differentiate the learning environment and curriculum to accommodate special needs

### **Positive Guidance Techniques and Reinforcement**

- Demonstrate positive adult-child communication
- Describe positive classroom management
- Identify child guidance techniques



## Sample Questions

**Which activity is best before rest or quiet time?**

- A. playing outside
- B. playing musical chairs
- C. listening to a short story
- D. eating cookies

**The most rapid brain development occurs**

- A. during the first three years of life
- B. when the child starts school
- C. when the child learns to read
- D. during the prenatal period

**Finger plays are usually**

- A. poems or music the child acts out with hand movements
- B. manipulative games played by children
- C. presentations with puppets and vocal chorus
- D. demonstrations of large motor activities

**Physical development is positively impacted by**

- A. popular TV and video games
- B. caffeinated drinks
- C. active play and exercise
- D. superhero role models

**Children can express their feelings by**

- A. listening to music
- B. participating in dramatic play
- C. having a story read to them
- D. playing a board game

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### Sample Questions (continued)

**When parents come to visit the childcare program, they should**

- A. take their child home early
- B. observe in silence
- C. be encouraged to participate
- D. bring treats for the children

**Reporting child abuse is a way to be a**

- A. child's adversary
- B. parent's ally
- C. child's advocate
- D. parent's advocate

**When providing creative musical activities for children**

- A. show the children how to move and play the instruments
- B. offer them only as a large group activity
- C. offer them as a once-a-week activity
- D. encourage conventional use of the instruments

**Multicultural curriculum should be**

- A. used only during specific ethnic holidays
- B. integrated into props, projects, and materials
- C. offered on the first Friday of the month
- D. integrated only when there is diversity in the room

**Drawing a child's attention toward a more appropriate behavior describes what type of guidance technique?**

- A. time-out
- B. redirection
- C. taking turns
- D. cooperative play

## Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

**Administration Time:** 3 hours

**Number of Jobs:** 3

### Areas Covered:

#### 30% Curriculum Planning

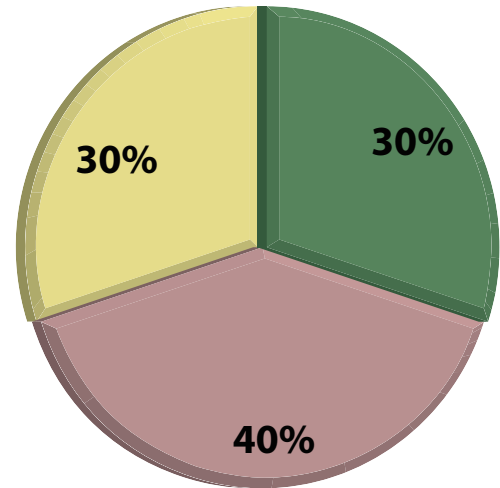
Participant will complete curriculum web form and small group Lesson Plan.

#### 40% Small Group Teaching

Participant will develop an appropriate Lesson Plan, introduce the lesson with a professional appearance and demeanor, implement the Lesson Plan, and demonstrate positive interaction with a group of three to five children (ages 3 to 5).

#### 30% Room Arrangement

Participant will arrange the room, indicate traffic patterns, and draw neat lines showing boundaries.



## Sample Job

### Small Group Teaching

**Maximum Time:** 25 minutes

**Participant Activity:** Using a provided copy of the Small Group Lesson Plan, the participant will direct and supervise the activity with a group of preschool children.

