



Georgia Assessments for the Certification of Educators®



GACE® Study Companion

Early Childhood Education Assessment

For the most up-to-date information, visit the ETS GACE website at gace.ets.org.

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Welcome to the *GACE Study Companion*

Get Ready to Show What You Know

You have gained the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking the Georgia Assessments for the Certification of Educators® (GACE®).

Using the *GACE Study Companion* is a smart way to prepare for the test so you can do your best on test day. The Study Companion can help you stay on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools including:

- An overview of the assessments
- Descriptions of different types of test questions
- Information about scores and how to understand them
- Test-taking tips and strategies
- Frequently asked questions
- Specific information about the assessment you are taking
- Practice questions and explanations of correct answers
- A study plan template
- Additional resources to help you study

So where should you start?

Begin by reviewing the Study Companion in its entirety, paying particular attention to the content specifications in About the Assessment beginning on page 26. The content specifications detail the knowledge and skills to be measured on the assessment. These specifications are aligned with the:

- Common Core Georgia Performance Standards (CCGPS) — these standards are available on the Georgia Department of Education website at www.doe.k12.ga.us under Curriculum and Instruction
- Content standards for Georgia’s state-approved educator preparation programs — see Educator Preparation Rules in the Rules section on the Georgia Professional Standards Commission (GaPSC) website at www.gapsc.com

To identify the areas you may need to study, go through the standards and note the specific areas that you need to review.

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Once you have reviewed the Study Companion and the standards, you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day. Be sure to also seek other resources to strengthen your content knowledge. See the Preparation Resources section of this Study Companion.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group setting. You may have more energy early in the day, but another test taker may concentrate better in the evening. Use the Study Companion to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

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Know What to Expect

These questions and answers will give you an overview of the GACE assessments.

Why do I need to take a GACE assessment?

GACE is the educator certification assessment program for the state of Georgia. The purpose of the GACE assessments is to help the Georgia Professional Standards Commission (GaPSC) ensure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia's public schools. Professionals serving in most public schools must hold a valid certificate, appropriate to their field of employment.

Which assessments should I take?

Before you register for an assessment, identify which assessment(s) you need to take. Note that some assessments contain more than one test, and that you will be required to pass all of the tests within an assessment to meet the certification requirements. Educator testing requirements for Georgia are available from the GaPSC website at www.gapsc.com under Educator Assessment.

How do I find out what is covered on the assessment I need to take?

Each Study Companion contains the content specifications for the assessment that detail the knowledge and skills to be covered. These specifications are aligned with the Common Core Georgia Performance Standards and the content standards for Georgia's state-approved educator preparation programs.

What are the Common Core Georgia Performance Standards (CCGPS)?

The CCGPS is a set of core standards for kindergarten through high school in English language arts, mathematics, and grades 6-12 literacy in science, history, social studies, and technical subjects that have been formally adopted by Georgia and 44 other states, including the District of Columbia (D.C.), and two territories, along with the Department of Defense Education Activity. The CCGPS provide a consistent framework to prepare students for success in college and the 21st century workplace.

What are the content standards for Georgia's state-approved educator preparation programs?

A set of content standards has been adopted by the GaPSC on which state-approved educator preparation program providers prepare their candidates. These standards are adapted from national content standards.

How are the GACE assessments administered?

All GACE assessments are administered via computer at specially equipped test centers throughout Georgia, in neighboring states, and internationally.

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Where and when are the GACE assessments offered?

Test dates and test center locations are available on the GACE website at www.gace.ets.org. When you register for a test, you can select the test center that is most convenient for you.

How do I get my scores?

Your scores are available through your ETS GACE testing account on the GACE website at www.gace.ets.org on the score reporting date listed in the Registration Bulletin. Your test results are released to you, the GaPSC, and your program provider, if you have one.

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Familiarize Yourself with Test Questions

The GACE assessments include several types of test questions, which can be broken into two categories: **objective items** (for which you select or produce an answer that is scored either correct or incorrect) and **constructed response** (for which you write or record a response of your own that is scored by trained raters based on scoring guidelines). You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-response Questions

The majority of the questions in the GACE assessments are selected-response questions. The single-question format presents a direct question or an incomplete statement. This type of question may begin with the phrase "Which of the following . . ." Take a look at this example:

Which of the following is a flavor made from beans?

- A. Strawberry
- B. Cherry
- C. Vanilla
- D. Mint

How would you answer this question?

All of the answer options are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

- 1) **Limit your answer to one of the options given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the options given ("Which of the following . . .").
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute "vanilla" for the phrase "Which of the following" and turn the question into this statement: "Vanilla is a flavor made from beans." This will help you be sure that your answer is correct. If you're still uncertain, try substituting the other options to see if they make sense.

You may want to use this technique as you answer selected-response questions on the practice tests.

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Try a more challenging example

The vanilla bean question is pretty straightforward, but you'll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

- A. Literal and inferential
- B. Concrete and abstract
- C. Linear and recursive
- D. Main and subordinate

You'll notice that this example also contains the phrase "which of the following." This phrase helps you determine that your answer will be a "relationship of ideas" from the options provided. You are supposed to find the option that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: "How are outlines usually organized?" Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is D.

QUICK TIP → Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. Remember to slow down, and use what you know.

Watch out for selected-response questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the option that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages

Some questions include introductory information such as a map, table, graph, or reading passage (often called a stimulus) that provides the information the question asks for. In the case of a map or graph, you might want to read the question first, and then look at the map or graph. In the case of a long reading passage, you might want to read the passage first, make notes about places you think are important, and then review your notes and answer the question.

You may also encounter several questions that relate to a single table, graph, or reading passage. There may also be a group of questions that has an initial stimulus that sets the scene and provides information, with a second stimulus at some later point in the questions that provides more information or a subsequent development.

The important thing is to be sure you answer the questions as they refer to the material presented. Be sure to read each question carefully.

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How to approach other objective question formats

New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture. Pay attention to the directions on each screen to be sure you understand how the information is being presented for each question or group of questions.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection selected-response questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

The interactive question types may ask you to respond by:

- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one option within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping answer options into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text, or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond. See the GACE Computer-delivered Testing Demonstration on the GACE website to learn how a GACE test works and see examples of some of the types of questions you may encounter.

QUICK TIP → Don't make the questions more difficult than they are. Don't read for “hidden meanings” or “tricks.” There are no “trick questions” on the GACE assessments. They are intended to be serious, straightforward tests of your knowledge.

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Understanding Constructed-response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth explanations on particular topics. Essay, problem-solving, and oral-response are types of constructed-response questions.

For example, an essay or oral-response question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- “Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models.”
- “We are constantly bombarded by advertisements — on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It’s time to put limits on advertising.”
- “Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with each other from computer terminals at home or at work.”

Keep these things in mind when you respond to a constructed-response question

- 1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. No matter how well you respond, you will not be awarded full credit if you do not answer the question completely.
- 3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5) **If your response is written, reread it.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

QUICK TIP → Scratch paper and pencils will be provided at the test center. You may find that it helps to take notes on this scratch paper about each of the details of the question so that you don’t miss any of them. Then you’ll be sure to have all of the information you need to answer the question.

For more detailed information on constructed-response scoring, see *Understanding Your GACE® Scores* in the Scores section of the GACE website at www.gace.ets.org.

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GACE Scores

Of course, passing the GACE assessments is important to you, so you need to understand what those scores mean and what the Georgia state requirements are.

What are the score requirements for Georgia?

Each GACE assessment was developed to measure minimal competency on what is taught in Georgia's P–12 classrooms. The passing score for all GACE assessments is 220.

How do I know if I passed?

All test results are reported as scaled scores. The scaled score is a combination of the number of scored questions you answer correctly on the selected-response section of the test and the scores you receive on any constructed-response assignments, converted to a scale from 100 to 300, with a score of 220 representing the passing score.

IMPORTANT NOTE: For assessments composed of more than one test, you must pass all tests for that assessment to meet the certification requirements.

What Your GACE Scores Mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit the Scores section of the GACE website to see a sample score report and to access *Understanding Your GACE® Scores*, a document that provides additional information on how to read your score report.

Put your scores in perspective

Your score report indicates:

- the date of the test administration
- your scaled score
- pass/not pass determination
- number of scored questions
- number of questions answered correctly
- number of scored questions in each subarea
- number of questions answered correctly in each subarea
- points possible for constructed-response questions (if your test includes a constructed-response section)
- points earned for constructed-response questions

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If an assessment consists of more than one test, the following data will be provided if you have ever taken any of the other tests:

- highest score to date on the test (status, scaled score, and date taken)
- passing status based on the highest scaled score for each of the tests

If you have previously taken the same assessment or other assessments, your score report will also list the highest score you earned on each assessment.

Score scale changes

ETS updates GACE assessments on a regular basis to ensure they accurately measure the knowledge and skills that are required for certification. Updated assessments cover the same content as the previous assessments. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued assessments are valid and reportable for 50 years.

Understanding Your GACE® Scores, found in the Scores section of the GACE website at www.gace.ets.org, will help you interpret your scores.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Determine Your Strategy for Success

Effective test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the assessment covers

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking in the About the Assessment section of each Study Companion, which outlines the content areas that the test measures and what percentage of the test covers each area. Visit the GACE website at www.gace.ets.org for information on other GACE assessments.

2) Assess how well you know the content

Research shows that test takers tend to overestimate their preparedness — this is why some test takers assume they did well and then are surprised to find out they did not pass.

The GACE assessments are demanding enough to require serious review of likely content, and the longer you've been away from the content the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

3) Collect study materials

Gathering and organizing your materials for review are critical steps in preparing for the GACE assessments. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered?
- Do you still have your books or your notes?
- Does your college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study Companions are available for all GACE assessments in the Test Prep section of the GACE website at www.gace.ets.org. Each Study Companion provides a combination of test preparation and practice, including sample questions and answers with explanations.

4) Plan and organize your time

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. See information on test dates on the GACE website at www.gace.ets.org.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule — and stick to it.

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5) Practice explaining the key concepts

Those GACE assessments with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored

Scoring information can be found in the Scores section of the GACE website at www.gace.ets.org.

7) Develop a study plan

A study plan provides a roadmap to prepare for the GACE assessments. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the blank study plan template in the back of this Study Companion to organize your efforts.

And most importantly — get started!

Would a Study Group Work for You?

Using this Study Companion as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to each other, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that various people can contribute various kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this Study Companion as part of a study group:

- **Plan the group's study program.** Parts of the study plan template can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Date planned to study this content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the content subareas and objectives in the About the Assessment section to select topics, and then select practice questions.

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- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.
 - **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, if you take a practice test, allow only the time that will be allotted for that test on your administration day. You can use the questions in this Study Companion for your practice test.
 - **Learn from the results of the practice test.** Check each other's answers. An answer key for the selected-response questions with explanations for the answers is included in this Study Companion. If your test includes constructed-response questions, look at the constructed-response sample questions, which contain sample responses to those types of questions and shows how they were scored. Then try to follow the same guidelines that the test raters use.
 - **Be as critical as you can.** You're not doing your study partner a favor by letting him or her get away with an answer that does not cover all parts of the question adequately.
 - **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner is doing an inadequate job of answering the question. Writing notes for your study partner may also help.
 - **Be supportive.** Include comments that point out what your study partner got right and that therefore earned them points.

Then plan one or more study sessions based on aspects of the questions on which group members did not perform well. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan you follow should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting these goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

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Develop Your Study Plan

Developing a study plan helps you prepare for the GACE assessments. A blank study plan worksheet is available in the back of this Study Companion. You can use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in About the Assessment beginning on page 26.
2. **Determine Strengths and Weaknesses:** Identify where you have thorough understanding and where you need additional study in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use to study for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Below is an example of a completed study plan that may help you get started with your own.

GACE Test Name: Reading
 GACE Test Code: 117
 I am taking the test on: October 25, 2014

Literal Comprehension

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for studying this content?	Where can I find the resources I need?	Date planned to study this content	Date completed
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading section	2	Middle school English text book	College library, middle school teacher	9/15/14	9/15/14
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	2	Middle school English text book	College library, middle school teacher	9/17/14	9/17/14
Organization	Identify how reading selection is organized in terms of cause/effect and compare/ contrast	3	Middle and high school English text book	College library, middle and high school teachers	9/20/14	9/21/14
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	9/25/14	9/26/14
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	9/25/14	9/27/14

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Critical and Inferential Comprehension

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for studying this content?	Where can I find the resources I need?	Date planned to study this content	Date completed
Evaluation	Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/14	10/1/14
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/14	10/1/14
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/14	10/1/14
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/14	10/1/14
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	3	High school text book, college course notes	College library, middle and high school teachers	10/8/14	10/8/14
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	2	High school text book, college course notes	College library, middle and high school teachers	10/8/14	10/8/14
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	1	High school text book, college course notes	College library, middle and high school teachers	10/17/14	10/18/14
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, middle and high school teachers	10/17/14	10/18/14
Generalization	Draw conclusions from materials presented in reading selection	3	High school text book, college course notes	College library, middle and high school teachers	10/23/14	10/23/14
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, middle and high school teachers	10/23/14	10/23/14

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Review Smart Tips for Success

Learn from the experts. Take advantage of these answers to questions you may have and practical tips to help you navigate the GACE assessment and make the best use of your time.

Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. You can use the "Mark" function to note a question you want to come back to later. There is no right or wrong way; use the approach that works best for you.

Are there trick questions on the test?

No. There are no hidden meanings or trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: The answers on selected-response tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper provided to you by the test administrator, make notes to yourself, or write anything at all. You may use your scratch paper in any way that is useful to you, but be sure to enter your final answers on the computer. Your scratch paper will be destroyed after you are finished with the assessment.

Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.
2. **Keep track of the time.** Keep an eye on the timer located in the upper right-hand corner of the computer screen, and be aware of how much time you have left to complete your test. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming stuck on one question, you might decide to move on and return to that question later.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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3. **Read all of the possible answers before selecting one.** Then, reread the question to be sure the answer you have selected really answers the question. Remember, a question that contains a phrase such as “Which of the following does NOT ...” is asking for the one answer that is NOT a correct statement or conclusion.
 4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
 5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on other similar-looking (but in fact very different!) tests. It doesn’t matter on the GACE assessments whether you score very high or barely pass. If you meet the minimum passing scores along with any other requirements for obtaining teaching certification, you will receive a license. In other words, what matters is meeting the minimum passing score.
 6. **Use your energy to take the test, not to get angry at it.** Getting angry at the test only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching and educational leadership, worked diligently to make the test a fair and valid measure of your knowledge and skills. The best thing to do is concentrate on answering the questions.

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Check on Testing Accommodations

What if I have a disability or health-related need?

If you have a disability or health-related need, you may wish to apply for testing accommodations. ETS is committed to serving test takers with disabilities or health-related needs by providing services and accommodations that are reasonable and appropriate given the purpose of the test. Testing accommodations are available for test takers with disabilities or health-related needs who meet ETS requirements. If you are requesting testing accommodations, **you must register by mail or fax through ETS Disability Services and have your accommodations approved before you register to test.**

The *2013–14 Bulletin Supplement for Test Takers with Disabilities or Health-related Needs* for GACE® assessments contains contact information, procedures for requesting testing accommodations, and registration forms. The Supplement should be used in conjunction with the information in the *GACE Registration Bulletin*. The Supplement and the Registration Bulletin can both be downloaded free of charge from the Testing Accommodations section of the GACE website at www.gace.ets.org.

Disability documentation policy statements and forms are available through the ETS website at www.ets.org/disabilities/documentation. You should also see Tips for Test Takers with Disabilities at www.ets.org/disabilities/tips.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Do Your Best on Test Day

You followed your study plan. You are ready for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal — passing the GACE assessment!

On the day of the test, you should:

- be well-rested
- wear comfortable clothes and dress in layers
- eat before you take the test to keep your energy level up
- bring valid and acceptable identification with you that contains your name, signature, and photograph
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

You can't control the testing situation, but you can control yourself. Stay calm. Test administrators are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will be given the necessary amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

What items am I restricted from bringing into the test center?

You may not bring personal items into the test center such as:

- cell phones, smartphones (e.g., Android™, BlackBerry®, iPhone®), tablets, PDAs, and other electronic, listening, recording, or photographic devices
- handbags, knapsacks, or briefcases
- food or snacks of any kind
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, and scratch paper (the test administrator will provide pencils and scratch paper)
- tobacco
- weapons of any kind

NOTE: All cell phones, smartphones, tablets, PDAs, and other electronic, listening, recording, or photographic devices are strictly prohibited at the test center. If you are found to be in

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

possession of any of these devices before, during, or after the test administration, your device may be inspected and/or confiscated, and you will be dismissed from the test. Your test scores will be canceled, and you will forfeit your test fees. For more information on what you can bring to the test center, visit the On Test Day section of the GACE website at www.gace.ets.org.

Are You Ready?

Review this list to determine if you're ready to take your assessment.

- Do you know the Georgia testing requirements for your teaching field?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each assessment you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the assessment will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions that you may encounter during your assessment?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in the Study Companion?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these items?
- If you are repeating a GACE assessment, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the GACE assessment, do your best, pass it — and begin your teaching career!

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the GACE assessments.

What is the purpose of the GACE assessments?

The purpose of the GACE assessments is to assure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE assessments are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum — the Common Core Georgia Performance Standards (CCGPS) — and the content standards for Georgia’s state-approved educator preparation programs. In other words, each GACE assessment was developed by Georgia educators to measure competency on what is taught in Georgia’s P-12 classrooms.

Who developed the GACE assessments?

Each GACE assessment was developed with diverse representation of Georgia educators from across the state, including the participation of committees of Georgia educators, educator preparation faculty, and other content and assessment specialists. This included individuals from school systems, local schools, institutions of higher education (public and private), and other stakeholders.

What do the GACE assessments measure?

Each GACE assessment consists of one or more tests designed to assess a candidate’s knowledge and skills as required by the guidelines for Georgia educator certification.

Do some GACE assessments have more than one test?

Yes. Some GACE assessments do consist of more than one test. You may take each individual test at separate administrations, or for assessments that offer a combined test format, you may take the combined version at one administration. You must pass all tests within an assessment to achieve certification.

What is certification?

Certification in any area — medicine, law, architecture, accounting, cosmetology, or education — is an assurance to the public that the person holding the certification possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher certification, a certification tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because certification makes such a serious claim about its holder, certification tests are usually quite demanding. In some fields, certification tests have more than one part and last for more than one day. Candidates for certification in all fields plan intensive study as part of their professional preparation. Some join study groups, while others study alone. Preparing to take a certification test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a certification exam takes planning, discipline, and sustained effort.

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

How are the assessments updated to ensure the content remains current?

GACE assessments are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State certification areas and the results of any relevant job analysis are also considered. If these reviews indicate that the test content needs to be updated, a state advisory committee is convened to develop revised test content specifications. New test questions are then produced following the standard test development methodology.

How long will it take to receive my scores?

Unofficial scores for tests that contain only selected-response questions can be viewed at the conclusion of the test. Official scores for these tests are reported approximately two to three weeks after the test date.

Score reporting dates for tests that include a constructed-response section can be found in the Scores section of the GACE website at www.gace.ets.org and in the Registration Bulletin.

Can I access my scores online?

Viewing your scores is easy — simply log in to your ETS GACE testing account on the GACE website at www.gace.ets.org and click on your score report.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

About the Assessment

Assessment Name	Early Childhood Education
Grade Level	P–5
Test Code	Test I: 001 Test II: 002 Combined Test I and Test II: 501
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Number of Selected-response Questions	Test I: 75 Test II: 75 Combined Test I and Test II: 150
Number of Constructed-response Questions	Test I: 2 Test II: 0 Combined Test I and Test II: 2
Test Format	Computer delivered

The GACE Early Childhood Education assessment is designed to measure the professional knowledge of prospective teachers of Early Childhood Education in the state of Georgia.

The fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) was published in May 2013 with revisions to the criteria for the diagnosis and classifications of mental disorders. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, test materials for this assessment will continue to reference the terminology, criteria, and classifications referred to in the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV-TR) until further notice.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

Each test in this assessment is organized into content subareas. Each subarea is further defined by a set of objectives and their knowledge statements.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

The following is a breakdown of the subareas and objectives for the tests in this assessment.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Reading and Language Arts	50%
II. Social Studies	25%
III. Analysis (constructed-response only)	25%

Test I Objectives

Subarea I: Reading and Language Arts

Objective 1: Understands and applies knowledge of reading for literature and reading for information

The beginning Early Childhood Education teacher:

- A. Knows ways to promote students' comprehension of informational text and literature and to integrate knowledge and ideas
- B. Knows how to help students identify and evaluate common types of texts
- C. Knows ways to help students interpret words and phrases as they are used in a text, and analyze and describe how a series of words, phrases, or stanzas provides the overall structure of a text

Objective 2: Understands and applies knowledge of foundational skills to literacy development, fluency, and comprehension

The beginning Early Childhood Education teacher:

- A. Understands key ideas relevant to the foundations of literacy and reading development and the stages of early orthographic development
- B. Understands the roles of phonological awareness, phonics, and word-recognition skills in literacy development
- C. Understands the role of fluency in supporting comprehension

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Objective 3: Understands and applies knowledge of the writing process and uses of tools and resource materials

The beginning Early Childhood Education teacher:

- A. Knows how to help students produce clear and coherent writing using the stages of the writing process to compose opinion, informative, explanatory, persuasive, and narrative texts
- B. Knows how to promote students' use of resource materials and digital tools to produce and publish writing in collaboration with peers

Objective 4: Understands and applies knowledge of speaking, listening, and presenting

The beginning Early Childhood Education teacher:

- A. Knows strategies to foster students' participation in collaborative conversations with diverse partners about grade-appropriate topics and is able to confirm students' understanding of written text
- B. Knows ways to help students develop skills necessary for speaking, listening, and presenting and that are appropriate to task, purpose, and audience

Objective 5: Understands and applies knowledge of English-language grammar and vocabulary development

The beginning Early Childhood Education teacher:

- A. Knows the conventions of standard English grammar, punctuation, and spelling when writing, reading, speaking, or listening
- B. Understands the basic components of vocabulary and knows a variety of strategies to help students determine the meaning of unknown words

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Subarea II: Social Studies

Objective 1: Understands and applies knowledge of information processing skills

The beginning Early Childhood Education teacher:

- A. Knows how to help students locate, analyze, and synthesize information related to social studies topics and apply that information to solve problems and make decisions

Objective 2: Shows historical understandings and applies history processes

The beginning Early Childhood Education teacher:

- A. Knows the important people, events, and symbols of the United States and Georgia and can explain their meaning
- B. Understands the concept of chronology and can identify, explain, and analyze the significance/contribution of important figures and cultures in the history of Georgia
- C. Understands the political roots of democracy in the United States and the lives of Americans who expanded people's rights and freedoms
- D. Knows how Native American cultures developed in North America
- E. Is familiar with European exploration in North America and the factors that shaped British colonial America
- F. Knows the causes, events, and results of the American Revolution and the challenges that faced the new nation
- G. Knows the importance of key people, events, and developments in the history of the United States between 1860 and 1945
- H. Understands the importance of key people, events, and developments in the United States between 1950 and the present

Objective 3: Understands and applies knowledge of geography concepts and processes

The beginning Early Childhood Education teacher:

- A. Is familiar with the influence of United States culture and geographic systems on physical and human systems
- B. Knows how to use maps and globes to foster students' understanding of spatial patterns of economic activities and to locate significant topographical features, including physical and manufactured features, in the United States, Georgia, and the world

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Objective 4: Understands and applies knowledge of government, civics, economics, and their processes

The beginning Early Childhood Education teacher:

- A. Understands the concept of government and good citizenship and can use stories, important documents, and knowledge of historical figures to illustrate important government and civic concepts
- B. Knows how a citizen's rights are protected under the United States Constitution
- C. Knows the basic principles that provide the foundation of a republican form of government and the importance of the central democratic beliefs and principles shared by Americans, both personal and civic
- D. Is familiar with basic economic concepts and their effect on historic events
- E. Knows the four types of productive resources and can explain the role of money as a resource
- F. Knows the functions and roles of the four major sectors of the United States economy and the interactions between businesses and consumers
- G. Knows the costs and benefits of personal spending and savings choices

Subarea III: Analysis

Objective 1: Understands how to incorporate appropriate teaching approaches into classroom instruction for English language arts

The beginning Early Childhood Education teacher:

- A. Knows how to apply and use developmentally appropriate pedagogical practices for planning curriculum, designing instruction, and evaluating student progress in reading and language arts

Objective 2: Understands how to incorporate appropriate teaching approaches into classroom instruction for social studies

The beginning Early Childhood Education teacher:

- A. Knows how to apply and use developmentally appropriate pedagogical practices for planning curriculum, designing instruction, and evaluating student progress in social studies

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Test II Subareas

Subarea	Approx. Percentage of Test
I. Mathematics	53%
II. Science	30%
III. Health Education, Physical Education, and the Arts	17%

Test II Objectives

Subarea I: Mathematics

Objective 1: Understands and applies knowledge of counting and cardinality

The beginning Early Childhood Education teacher:

- A. Knows ways to help students make sense of numbers by comparing, ordering, and connecting numbers to quantities

Objective 2: Understands and applies knowledge of operations and algebraic thinking

The beginning Early Childhood Education teacher:

- A. Knows ways to help students develop an understanding of equations, number operations, and the relationship between the operations and their properties
- B. Knows how to represent and solve problems involving addition and subtraction to help students gain foundations for multiplication and division
- C. Knows how to write, interpret, analyze, and evaluate numerical expressions, patterns, and relationships

Objective 3: Understands and applies knowledge of numbers and operations in base 10

The beginning Early Childhood Education teacher:

- A. Knows ways to help students gain foundations for place value, use place value, and understand the properties of operations
- B. Knows how to generalize and use place-value understanding of multi-digit numbers to perform multi-digit operations, including operations with decimals

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Objective 4: Understands and applies knowledge of numbers and fractions

The beginning Early Childhood Education teacher:

- A. Knows ways to help students develop an understanding of fractions as numbers
- B. Knows ways to help students apply previous understanding of multiplication to multiply or divide a fraction or whole number by a fraction and to solve real-world problems involving fractions

Objective 5: Understands and applies knowledge of measurement concepts and data

The beginning Early Childhood Education teacher:

- A. Knows ways to help students identify, classify, describe, and compare the measurable attributes of objects
- B. Knows how to represent and interpret data
- C. Knows how to relate addition and subtraction to length and solve problems involving measurements
- D. Knows how to promote students' understanding of the concepts of perimeter and area
- E. Knows how to promote students' understanding of the concepts of angle, measurement of angles, and volume, and can relate volume to multiplication and division

Objective 6: Understands and applies knowledge of geometry

The beginning Early Childhood Education teacher:

- A. Knows how to reason with shapes and their attributes
- B. Knows how to graph points on the coordinate plane to solve real-world and mathematical problems
- C. Knows how to draw and identify lines and angles and can classify shapes by properties of their lines and angles

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Subarea II: Science

Objective 1: Understands characteristics of science

The beginning Early Childhood Education teacher:

- A. Knows the skills necessary for scientific investigation, developing a scientific inquiry mind set, and communicating scientific ideas and activities clearly
- B. Understands the ideas of system, model, change, and scale in exploring scientific and technological matters
- C. Understands the important features of the process of scientific inquiry and the nature of science, technology, and the environment

Objective 2: Understands and applies knowledge of Earth science

The beginning Early Childhood Education teacher:

- A. Understands time patterns such as day and night, patterns in climate and weather, and changes in the environment
- B. Is familiar with the physical attributes of rocks and soil and understands how fossils are formed
- C. Is familiar with the surface features of Earth caused by constructive and destructive processes

Objective 3: Understands and applies knowledge of physical science

The beginning Early Childhood Education teacher:

- A. Knows how to describe objects in terms of their properties
- B. Understands important physical science concepts

Objective 4: Understands and applies knowledge of life science

The beginning Early Childhood Education teacher:

- A. Knows the characteristics of living and nonliving things
- B. Understands the life cycle of different living things, the habitats of organisms, and their dependence on their habitats
- C. Understand interactions between organisms and their environments
- D. Understands inherited traits, learned behaviors, and other factors that affect the survival of organisms

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Subarea III: Health Education, Physical Education, and the Arts

Objective 1: Understands and applies knowledge of health and physical education concepts and influences

The beginning Early Childhood Education teacher:

- A. Knows concepts related to health promotion and disease prevention and ways to enhance health
- B. Understands the influence of family, peers, culture, media, technology, and other factors on health behaviors
- C. Knows how to advocate for personal, family, and community health
- D. Understands motor skills and movement patterns needed to perform a variety of activities
- E. Knows how to promote a health-enhancing level of physical fitness, responsible personal and social behavior, and respect for self and others in physical activity settings

Objective 2: Understands and applies knowledge of the arts (dance, music, visual arts, and theater arts)

The beginning Early Childhood Education teacher:

- A. Knows fundamental concepts, principles, skills, and terminology related to dance, music, theater arts, and visual arts
- B. Knows the basic techniques, tools, processes, and materials for producing work in the arts
- C. Knows how art can be used as a form of self-expression, communication, and social expression
- D. Knows strategies to promote critical analysis and understanding of the arts
- E. Knows the role and function of the arts in various cultures and throughout history

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Approaches to Answering Selected-response Questions

The purpose of this section is to describe selected-response question formats that you will typically see on the GACE assessments and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment. This content has been carefully selected to align with the knowledge required to begin a career as a teacher in the state of Georgia.

The questions on this assessment are designed to assess your knowledge of the content described in the subareas and objectives in each test. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, to compare it with other knowledge you have, or to make a judgment about it.

When you are ready to respond, you must choose one of the answer options listed. You may also encounter some questions that use alternate response types; e.g., questions that require you to select multiple options, enter a numeric answer into a text box, or drag-and-drop options. Be sure to read the directions carefully to ensure that you know what is required for each test question. Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Formats

You may see the following types of questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, a graphic, a table, or a combination of these features. The answer options appear below the question.

The following question is an example of the single-question format.

Example

Which of the following is the most important consideration for students and teachers with regard to students' use of the Internet as a research tool?

- A. The name of a website does not always give a clear indication of the contents of the site.
- B. The rapid expansion of the Internet makes it difficult to obtain the very latest information on a given topic.
- C. Different search engines use different formulas for matching websites to search strings.
- D. Much of the information on the Internet has not been reviewed and verified by experts in relevant fields.

Suggested Approach

Read the question carefully and critically. Think about what the question is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice, and mark your answer.

The question in the example above addresses students' use of the Internet as a research tool. Since there are few controls over what information may be posted on the Internet and by whom, information obtained through this medium cannot be assumed to be accurate. Therefore, students who are using the Internet as a research tool must be made aware of the importance of consulting sources that have been reviewed by experts to verify the accuracy of any information obtained. Therefore, **option D is the single best answer.**

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

With regard to the other responses, it is true that the name of a website may not accurately represent the information it presents (option A), and it is also true that search engines use different formulas for matching websites to search strings (option C). While these issues may affect the ease of locating information, they are not relevant to the more critical issue of accuracy. With regard to option B, the question of whether students have located the very latest information, which may or may not be substantiated, is less important than whether they have consulted a variety of up-to-date, accurate resources in a variety of media.

Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material may be a reading passage, a sample of student work, a description of a student and/or program, a graphic, a table, or any other information needed to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample questions in this Study Companion and then use the strategy with which you are most comfortable when you take the actual test.

Regardless of which strategy you choose, you should read the stimulus carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Example

First read the stimulus (a description of a class activity planned by a teacher).

Use the information below to answer the questions that follow.

A science teacher and a computer teacher work with the same group of eighth graders. The teachers will be addressing some related content with these students, so they agree to create an interdisciplinary unit with coordinated instruction between the two classes.

Now you are prepared to address the first of the two questions associated with this stimulus.

1. The teachers begin planning the interdisciplinary unit by deciding on student learning goals that both teachers will emphasize in their classrooms. Before beginning the unit, the teachers should answer which of the following questions to ensure the unit is as effective and well coordinated as possible?
 - A. How should the topic coverage be sequenced and paced during the unit?
 - B. How much time should be devoted to individual, small-group, and whole-class instruction during the unit?
 - C. What methods should be communicated with parents about learning expectations?
 - D. What presentation methods and teaching styles should be used during the unit?

Suggested Approach

Read the question carefully and critically. Think about the question that is being asked. Eliminate any obviously wrong answers, select the correct answer choice, and mark your answer.

This question tests understanding of effective collaborative practices. The teachers have agreed on their learning goals for students. Now they need to agree on the sequence and pace of instruction (option A) so that students will be able to build on previously presented content as new content is taught. Students will be much more likely to understand the topic of any given lesson if they are able to fit the new information into a framework of existing knowledge. Therefore, **option A is the single best answer.**

None of the other responses addresses ways to coordinate instruction effectively. Once the teachers have agreed on student learning goals and on the sequence and pace of topic coverage, students will be able to benefit from instruction whether or not the teachers coordinate their grouping practices (option B) or employ similar presentation methods and teaching styles (option D). With regard to option C, communicating learning expectations with parents is irrelevant to how well the two teachers are coordinated.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Now you are ready to answer the second question.

2. The teachers wish to ensure that their unit will proceed smoothly. They can most likely achieve this goal by using which of the following strategies?
 - A. Create a plan before the unit begins specifying the learning activities that will occur in each teacher's classroom each day
 - B. Make arrangements to meet on a regular basis to discuss how the unit is progressing and to address any issues that may arise
 - C. Identify before the unit begins any teacher tasks that will need to be performed during the unit and assign each task to a teacher
 - D. Make arrangements to collaboratively create all lesson plans that will be used in both classrooms throughout the unit

Suggested Approach

Again, carefully consider the information presented in the stimulus, and then read the second question, which focuses on the principles of effective collaboration in an interdisciplinary teaching situation. Ongoing communication is essential so that the teachers can share information about and identify ways to address such issues as unanticipated directions students' interests have taken, concepts students are having trouble with, and so forth. Establishing a regular meeting schedule to discuss progress and make necessary adjustments (option B) is an effective means of ensuring that such communication will occur. Therefore, **option B is the single best answer.**

None of the other strategies listed would facilitate the ongoing exchange of information necessary to address issues that arise as the unit proceeds. Because teachers are unlikely to accurately predict the specific issues that will arise during a unit, brainstorming teacher responses prior to beginning the unit (option A) would most likely be an inefficient use of planning time. Jointly creating all lesson plans in advance (option D) would not allow the flexibility necessary to adapt activities and lessons to changing circumstances and would also require a large and unnecessary investment of the teachers' time. While identifying and assigning specific teacher roles ahead of time (option C) might increase efficiency, it would not enhance the teachers' ability to address student learning issues effectively as they arise.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Practice Questions

This section presents some sample questions for you to review as part of your preparation for the assessment. You will probably find it helpful to simulate actual testing conditions. A correct answer and a rationale for each sample test question can be found in the section following the sample questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

The sample questions are included to illustrate some of the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. In a first-grade class, the teacher reads a story aloud while the students echo the words the teacher has read. Which of the following approaches to reading is the teacher using?
 - A. Reader’s workshop
 - B. Shared reading
 - C. Round robin
 - D. Guided reading

Answer and Rationale

2. Which of the following passage quotations best demonstrates an example of internal conflict?
 - A. “All the way home, Emilio felt angry with himself. Why couldn’t he have spoken up at the meeting? Why was he always so shy?”
 - B. “Juanita and Marco disagreed about where they should take what they had found.”
 - C. “In the high winds, the crew was barely able to keep the sails from dipping sideways. Each time the wind accelerated, the crew almost lost the boat.”
 - D. “Celine struggled to walk through the cold, blowing wind.”

Answer and Rationale

3. Which of the following strategies is most beneficial for students during the revising stage of the writing process?
 - A. Using a graphic organizer
 - B. Brainstorming ideas as a class
 - C. Holding peer conferences
 - D. Typing their work on a computer

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

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4. Which of the following is the primary purpose of having a student retell a story?
- A. Measuring the student's level of comprehension
 - B. Measuring the student's vocabulary development
 - C. Determining the student's fluency rate
 - D. Determining the student's oral reading progress

Answer and Rationale

5. Which of the following concepts involves understanding that spoken words consist of a sequence of individual sounds?
- A. Morphology
 - B. Phonemic awareness
 - C. Graphophonic analysis
 - D. Syntax

Answer and Rationale

6. A student is actively engaged in reading a book and is making judgments and decisions beyond what is stated in the text. Which of the following methods of comprehension is the student using?
- A. Inferential
 - B. Literal
 - C. Vocabulary
 - D. Internal

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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7. Some teachers require their students to give oral book reports. Which of the following is a primary benefit of oral book reports?
- A. They provide students with an opportunity to practice making formal presentations in front of a group
 - B. They show that students have read the books and understand the plots
 - C. They require students to analyze every book they read
 - D. They encourage students to share their reading experiences with others

Answer and Rationale

8. Which of the following contributes most to students' vocabulary development?
- A. Independent reading
 - B. Explicit phonics instruction
 - C. Writing word definitions
 - D. Direct instruction of vocabulary words

Answer and Rationale

9. Each day during calendar time, Ms. Nelson sings songs with her kindergarten students. Using a chart containing the words to the songs, Ms. Nelson taps a pointer on each word as the students sing. Ms. Nelson is demonstrating which of the following?
- A. Concepts of print
 - B. Decoding
 - C. Thinking aloud
 - D. The alphabetic principle

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

10. Which of the following words is the best example to use when demonstrating structural analysis for vocabulary development?

- A. Help
- B. Abnormal
- C. Maintain
- D. Detail

Answer and Rationale

11. Ms. Richards has the students do the following:

- Determine a writing audience
- Identify a purpose
- Provide a list of writing topics

Based on the list of activities, which stage of writing is Ms. Richards' class most likely working on?

- A. Publishing
- B. Editing
- C. Drafting
- D. Prewriting

Answer and Rationale

12. A teacher records students' responses to a story on chart paper. The students watch as the teacher records their words. The teacher follows the activity with a mini lesson on concepts of print. The teacher is using which of the following to link oral and written language?

- A. The writing process
- B. Phonics
- C. The language experience approach
- D. Readers' theater

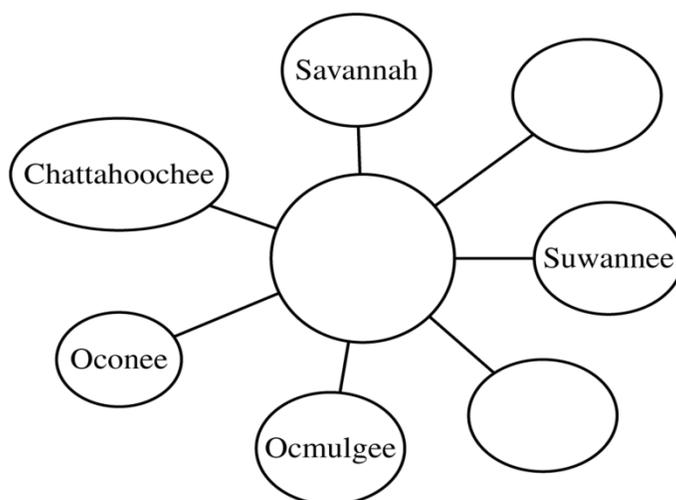
Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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13. A social studies class has learned about the system of checks and balances within the three branches of the United States government. The teacher asks students to find examples in the Constitution of how the executive branch can limit the power of the legislative branch. Based on Bloom’s taxonomy of educational objectives, which of the following is the highest level of thinking required for the assignment?
- A. Analysis
 - B. Synthesis
 - C. Application
 - D. Knowledge

Answer and Rationale

Use the information below to answer the question that follows.



14. A teacher asks students to brainstorm a topic of research on the physical features of Georgia. The graphic organizer above indicates that the students are most likely researching
- A. mountain ranges.
 - B. coastal islands.
 - C. major rivers.
 - D. state parks.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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15. The National Curriculum Standards for Social Studies outlines 10 themes. The second theme addresses time, continuity, and change. Which of the following questions for an upper elementary class falls within this theme?
- A. What are the locations of two major oil fields in the United States?
 - B. In what kinds of places has oil been located?
 - C. Why is drilling for oil so costly?
 - D. Why did the demand for oil increase with the mass production of the automobile?

Answer and Rationale

16. A social studies teacher is planning a unit on the United States Constitution. A discussion on which of the following is most appropriate for the introductory lesson?
- A. The Articles of Confederation
 - B. The Bill of Rights
 - C. The legislative branch
 - D. The executive branch

Answer and Rationale

17. A fifth-grade teacher shares a graph with the class that shows how the price of home heating oil rises during winter months. The teacher is most likely using the activity to demonstrate which of the following economic principles?
- A. Recession
 - B. Costs and benefits
 - C. Supply and demand
 - D. Price controls

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

18. A third-grade teacher is planning a lesson on the impact of human actions on the physical environment. Which of the following is the best example to use for showing the most direct impact of human activities on the environment?

- A. El Niño
- B. A drought
- C. An earthquake
- D. An oil spill

Answer and Rationale

19. Which of the following points on the number line is the greatest distance from the point $\frac{1}{2}$?

- A. $-\frac{3}{2}$
- B. 0
- C. 1
- D. $\frac{3}{2}$

Answer and Rationale

20. The volume of a cube is the amount of space the cube takes up. The formula for the volume of a cube is based on which of the following measurable attributes?

- A. Intensity
- B. Length
- C. Capacity
- D. Mass

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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21. One of the goals for a particular mathematics curriculum is that students in all grades will use computational strategies fluently and estimate appropriately. Which of the following learning objectives best reflects the goal?
- A. Students will use calculators for all mathematical tasks
 - B. Students will be drilled daily on basic number facts
 - C. Students will know the connections between the basic arithmetic operations
 - D. Students will evaluate the reasonableness of their answers

Answer and Rationale

22. A teacher gives students a series of cutout shapes and asks them to determine which of the shapes have right angles, which have acute angles, and which have obtuse angles. Which of the following is the most likely purpose for the activity?
- A. Demonstrating real-life applications in math
 - B. Explaining the concept of angle congruence
 - C. Using manipulatives to teach place value
 - D. Reinforcing geometric definitions

Answer and Rationale

23. During a combined math and art class, students create tessellations, which make use of basic geometric shapes (squares, hexagons, and equilateral triangles) to create repeating patterns. The students cover a piece of paper completely with the patterns they create. Which of the following is the mathematical concept that is most closely reflected in the activity?
- A. Perimeter
 - B. Infinity
 - C. Conservation
 - D. Number sense

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

24. Which of the following requires the most advanced understanding of relationships between arithmetic operations?

A. $27 + 36 = 30 + 33 = 63$

B. $\frac{7}{8} + \frac{9}{10}$ is about 2.

C. $\frac{1}{2}$ divided by $\frac{2}{3} = \frac{1}{2} \times \frac{3}{2} = \frac{3}{4}$

D. $105 - 69 = 36$

Answer and Rationale

25. A mathematics teacher determines that the median score for an end-of-chapter test is 87 percent. Which of the following is the most accurate interpretation of the result?

A. The most common score on the test is 87 percent.

B. The arithmetic average of the test is 87 percent.

C. Half the students scored below 87 percent and the other half scored above 87 percent.

D. The highest score obtained by any student was 87 percent.

Answer and Rationale

26. Which of the properties of integers is illustrated by the following equations?

$$+ 25 - 25 = 0$$

$$-10 + 10 = 0$$

A. The associative property of addition

B. The commutative property of addition

C. The additive identity property

D. The additive inverse property

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

27. The examples below represent a student's work.

$$\frac{4}{16} - \frac{1}{8} = \frac{3}{8}$$

$$\frac{5}{9} - \frac{1}{2} = \frac{4}{7}$$

$$\frac{7}{16} - \frac{1}{5} = \frac{6}{11}$$

If the error pattern indicated in the examples continues, the student's answer to the problem

$\frac{9}{11} - \frac{1}{7}$ is most likely to be

- A. $\frac{10}{4}$
- B. $\frac{8}{7}$
- C. $\frac{8}{4}$
- D. $\frac{9}{8}$

Answer and Rationale

28. A teacher puts 20 pennies in a shoebox. A student shakes the box, takes the lid off, and sorts the coins into two groups: heads and tails. The students count the number of heads and the number of tails and record the numbers in a table. The activity is repeated 20 times. Which of the following does the activity help the students explore?

- A. The intuitive meaning of chance
- B. Addition and subtraction as inverse operations
- C. Separating and joining as a way to represent addition
- D. One-to-one correspondence

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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29. Which of the following skills will students most likely use when grouping different types of minerals and rocks?
- A. Predicting
 - B. Inferring
 - C. Classifying
 - D. Analyzing

Answer and Rationale

30. **The following is an excerpt from a whole scope and sequence for a second-grade science unit.**

“The teacher will open various sealed containers one at a time. Each container will hold one of the following: chocolate, bananas, perfume, soup, oranges, soap, vinegar, and strawberries. The teacher will ask students to raise their hands as soon as they are able to smell the substance. The class will discuss why students closest to the open container usually notice the odor first.”

The description of the activity would best fit into which of the following modules in a science textbook?

- A. Physical and chemical changes
- B. Properties of matter
- C. Transfer of energy
- D. Mixing and separating solutions

Answer and Rationale

31. Which of the following is the most effective way to reduce greenhouse gases?
- A. Increasing the height of smokestacks
 - B. Reducing the use of fossil fuels
 - C. Adding lime to lakes that are highly acidic
 - D. Developing drought-resistant crops

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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32. Which of the following pieces of playground equipment is best for a second-grade teacher to use to demonstrate a lever?
- A. A slide
 - B. A swing
 - C. A seesaw
 - D. A sandbox

Answer and Rationale

33. Which of the following is the best example of the taking action step in the problem-solving process?
- A. Students interview an expert on pollution and discuss the different sources of alternate forms of energy
 - B. Students brainstorm different ways to protect the ozone layer and reduce carbon monoxide levels in the atmosphere
 - C. Students make posters encouraging people in the community to recycle paper and plastic products
 - D. Students develop a chart enumerating the advantages and disadvantages of different energy sources

Answer and Rationale

34. For which of the following locomotor skills does each foot have two tasks to complete before the weight is transferred to the other foot?
- A. Galloping
 - B. Running
 - C. Walking
 - D. Skipping

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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35. Before learning about meter in music, elementary students should be able to demonstrate their understanding of
- A. weak and strong beats.
 - B. syncopation.
 - C. subdivision of beats.
 - D. tempo markings.

Answer and Rationale

36. The emergence of theater in Ancient Greece developed from which of the following cultural experiences?
- A. Social tensions
 - B. Religious ceremonies
 - C. Political concerns
 - D. Economic necessity

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	B	<p>Option B is correct. The question requires an understanding of key ideas relevant to the foundations of literacy and reading development. In shared reading, an interactive reading experience, children join in the reading of a “big book” or other enlarged text as guided by a teacher or other adult.</p> <p>Back to Question</p>
2	A	<p>Option A is correct. The question requires an understanding of how words or phrases provide overall structure for a text. Internal conflict is a struggle between opposing forces in the mind of a single character.</p> <p>Back to Question</p>
3	C	<p>Option C is correct. The question requires an understanding of how to help students produce clear and coherent writing. During the revising stage, the writer consults with peers or the teacher to improve the writing piece.</p> <p>Back to Question</p>
4	A	<p>Option A is correct. The question requires an understanding of ways to promote students’ comprehension of a text. Asking a student to retell a story is an informal way to assess reading comprehension.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
5	B	<p>Option B is correct. The question requires an understanding of the role of phonemic awareness in literacy development. Phonemic awareness is the understanding that spoken words consist of a sequence of individual sounds.</p> <p>Back to Question</p>
6	A	<p>Option A is correct. The question requires an understanding of ways to promote students' comprehension of texts. Inferential questions require students to use their background knowledge and the clues within the story to answer questions beyond what is explicitly stated in the text.</p> <p>Back to Question</p>
7	D	<p>Option D is correct. The question requires an understanding of strategies to foster students' participation in collaborative conversations. Oral book reports provide students with opportunities to share their reading experiences with others.</p> <p>Back to Question</p>
8	A	<p>Option A is correct. The question requires an understanding of effective ways for promoting vocabulary development. Research consistently shows that the best way to increase vocabulary is through reading. Learning vocabulary by reading is faster than learning through word study because it allows students to see words in context and provides students with a wider repertoire of words.</p> <p>Back to Question</p>
9	A	<p>Option A is correct. The question requires an understanding of key ideas relevant to the foundations of literacy and reading development. Concept of print is defined as an awareness of print in the everyday environment with an emerging understanding of how printed language works. In the scenario, the teacher points at the words that match each word she sings.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
10	B	<p>Option B is correct. The question requires an understanding of the basic components of vocabulary and strategies to determine the meaning of unknown words. Structural analysis involves using prefixes, suffixes, and root words to determine the meaning of an unfamiliar word. The word “abnormal” is the only word that has both a prefix and a root word, so it would be most useful in teaching structural analysis.</p> <p>Back to Question</p>
11	D	<p>Option D is correct. The question requires an understanding of how to help students produce clear and coherent writing. The prewriting stage is the first stage of the writing process and includes elements such as planning, research, outlining, diagramming, and storyboarding.</p> <p>Back to Question</p>
12	C	<p>Option C is correct. The question requires an understanding of key ideas relevant to reading development. The language experience approach to reading instruction is based on activities and stories developed from the personal experiences of the learner. The stories about personal experiences are written down by a teacher and are read with the student until the student can associate the written form of the word with the spoken form.</p> <p>Back to Question</p>
13	A	<p>Option A is correct. The question requires an understanding of helping students to locate, analyze, and synthesize information. The assignment involves analyzing evidence and, possibly, recognizing assumptions, which are tasks classified at the analysis level of Bloom’s taxonomy.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
14	C	<p>Option C is correct. The question requires an understanding of the geographic systems in Georgia. The names provided in the graphic organizer represent major rivers in Georgia.</p> <p>Back to Question</p>
15	D	<p>Option D is correct. The question requires an understanding of the concepts of chronology and change. Learning how to read and to reconstruct the past allows students to develop a historical perspective and to answer the following questions: Who am I? What happened in the past? How has the world changed, and how might it change in the future? Why did particular events take place? How have past events shaped the world?</p> <p>Back to Question</p>
16	A	<p>Option A is correct. The question requires an understanding of the concept of government and important documents in the history of the United States. The Articles of Confederation were adopted by the 13 colonies as the first constitution and went into effect in 1781. The present Constitution was adopted in 1789 when the Articles of Confederation proved inadequate to resolve the issues that faced the United States in its earliest years.</p> <p>Back to Question</p>
17	C	<p>Option C is correct. The question requires an understanding of basic economic concepts. During winter, the demand for home heating oil is higher than at other periods of the year. In winter, the supply or availability of oil may not necessarily increase, so the price of heating oil may increase as a result.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
18	D	<p>Option D is correct. The question requires an understanding of the impact of conditions and events on the environment. An oil spill is the only event listed that can be directly attributed to human actions. The other events are not typically associated with or caused by human actions.</p> <p>Back to Question</p>
19	A	<p>Option A is correct. The question requires an understanding of comparing and ordering numbers. The point $\frac{1}{2}$ is one unit from $\frac{3}{2}$, one-half unit from 1, one-half unit from 0, and two units from $-\frac{3}{2}$. Therefore, $\frac{1}{2}$ is farthest from $-\frac{3}{2}$. This can be confirmed by plotting each of the points on a number line.</p> <p>Back to Question</p>
20	B	<p>Option B is correct. The question requires an understanding of the concept of measurement. To find the volume of a cube, one must know the length (as well as the width and the height). Length is the most basic measurement because it is used to find perimeter, area, and volume.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
21	D	<p>Option D is correct. The question requires an understanding of how to help students develop an understanding of number operations. In the question, the goal is to use computational strategies accurately and to estimate appropriately. Options A, B, and C focus on only one aspect of the goal (using computational strategies). D is the only choice that covers both parts of the curricular goal. Students must understand the computational strategies involved in mathematics solutions before they are able to estimate or to evaluate the reasonableness of their answers.</p> <p>Back to Question</p>
22	D	<p>Option D is correct. The question requires an understanding of shapes and their attributes. The activity requires students to understand the difference between acute, obtuse, and right angles, and to use the knowledge to classify the cutout shapes.</p> <p>Back to Question</p>
23	B	<p>Option B is correct. The question requires an understanding of reasoning with shapes and their attributes. When students create simple tessellations, they completely cover the paper (the plane) with simple figures. In doing so, they also understand that they could potentially keep going beyond the paper, thereby gaining an intuitive idea of the concept of infinity.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
24	C	<p>Option C is correct. The question requires an understanding of order of operations. Students acquire mathematical skills in a developmental hierarchy. For example, they are introduced to addition and subtraction before multiplication. From learning multiplication, they understand that division is the inverse of multiplication.</p> <p>Back to Question</p>
25	C	<p>Option C is correct. The question requires an understanding of how to interpret data. The median represents the middle score.</p> <p>Back to Question</p>
26	D	<p>Option D is correct. Option D is correct. The question requires an understanding of the properties of operations. Every whole number or integer has an opposite or inverse. When a number and its opposite are added, the result is 0. This property of all integers is called the additive inverse property.</p> <p>Back to Question</p>
27	C	<p>Option C is correct. The question requires an understanding of fractions as numbers. Patterns of error in students' work often reveal common points of confusion or misconceptions. In the examples given, the student does not understand that the fractions must be converted to equivalent fractions before subtraction can take place. Instead, this student is subtracting the numerators and the denominators to arrive at the answer. Applying the same approach to the problem $\frac{9}{11} - \frac{1}{7}$, the student would subtract 1 from 9 and 7 from 11, resulting in an answer of $\frac{8}{4}$.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
28	C	<p>Option C is correct. The question requires an understanding of the properties of operations. By repeatedly performing this activity with 20 pennies, a student can directly observe and record the many ways to make 20. This activity can help students learn the addition facts related to 20.</p> <p>Back to Question</p>
29	C	<p>Option C is correct. The question requires an understanding of the skills necessary for scientific investigation. The activity describes classification, which requires students to arrange or organize items according to class or category.</p> <p>Back to Question</p>
30	B	<p>Option B is correct. The question requires an understanding of the properties of objects. The experiment described in the question exposes students to the odors of various familiar substances. The students observe the connection between the substance and the time it takes for them to detect the odor based on whether the substance is a solid, liquid, or gas. The description of the activity would best fit in a science textbook under the heading “Physical Science: Properties of Matter.”</p> <p>Back to Question</p>
31	B	<p>Option B is correct. The question requires an understanding of changes in the environment. The greenhouse effect describes when gases in the atmosphere trap heat energy from the Sun and warm the atmosphere near Earth’s surface. One of the gases responsible for trapping heat energy is carbon dioxide. Carbon dioxide is released when fossil fuels are burned.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
32	C	<p>Option C is correct. The question requires an understanding of important physical science concepts. A lever is a stiff bar that rests on a support called a fulcrum and operates to lift or move loads. A seesaw consists of an arm (the stiff bar) and a pivot point (the fulcrum), and it operates to lift the child who sits on it. A seesaw is an example of a lever.</p> <p>Back to Question</p>
33	C	<p>Option C is correct. The question requires an understanding of the features of the process of scientific inquiry. Taking action involves having a solution to a problem and developing an action plan so that others accept the solution. Options A, B, and D are examples of gathering and analyzing information. Option C is an example of implementing an action plan to present a solution to a problem (pollution).</p> <p>Back to Question</p>
34	D	<p>Option D is correct. The question requires an understanding of motor skills and movement patterns. In skipping, each foot must step and hop before the other foot takes over.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
35	A	<p>Option A is correct. The question requires an understanding of fundamental concepts, principles, skills, and terminology related to music. Meter, the grouping of beats into repeated sets of two, three, or more beats, depends on the differentiation between weak and strong beats; therefore, students must understand such differentiation before learning about meter.</p> <p>Back to Question</p>
36	B	<p>Option B is correct. The question requires an understanding of the role and function of the arts in various cultures and throughout history. Modern drama can be traced back to Greece in the 6th Century B.C.E. It evolved from a religious ceremony known as the dithyramb, where 50 men dressed as satyrs would chant a choral song to the god Dionysus.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Constructed-response Questions

The purpose of this section is to describe the constructed-response questions that appear on the GACE Early Childhood Education assessment and to explain the criteria used to score each constructed-response question. The test includes two constructed-response questions: a question on English language arts and a social studies question. Unlike the selected-response questions, the constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth written responses.

Preparing for the Constructed-response Questions

When preparing for the constructed-response questions, read the sample questions and scoring guide carefully. You may wish to draft a response to each sample question by reading the question and planning, writing, and revising your essay. You should use a total of about 10-15 minutes for each constructed-response question. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus, or textbooks while writing your practice responses.

Once you have written your practice responses, reread the scoring guide, and then read the sample responses provided for each score level. Rationales that explain how the responses characterize the score point description are provided for each of the responses. After you have read through these materials, review your own responses in light of the score point descriptions. You may also wish to review your responses and the score scale with staff in your preparation program.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

General Scoring Guideline/Rubric

Readers will assign scores based on the following scoring guideline/rubric.

Score	Description
3	<p>The response is successful in the following ways:</p> <ul style="list-style-type: none">• Response demonstrates a strong, thorough understanding of the content, pedagogy, and student development relevant to the question• Answers all parts of the question clearly and specifically• Shows strong knowledge of content as well as content-specific pedagogy• Provides strong explanations that are well supported by examples or details
2	<p>The response demonstrates some understanding of the topic, but it is limited in one or more of the following ways:</p> <ul style="list-style-type: none">• Response demonstrates a basic, adequate understanding of the content, pedagogy, and student development relevant to the question• Answers all parts of the question adequately• Shows adequate knowledge of content as well as content-specific pedagogy• Provides adequate explanations that are somewhat supported by examples or details
1	<p>The response is seriously flawed in one or more of the following ways:</p> <ul style="list-style-type: none">• Response demonstrates a weak, limited understanding of the content, pedagogy, and student development relevant to the question• Answers the question in a limited way• Demonstrates one or more of the following weaknesses:• Failure to answer most parts of the question• Limited knowledge of content and pedagogy• Weak explanations inadequately supported by examples or details.
0	<p>Response is inappropriate and does not answer the question in one or more of the following ways:</p> <ul style="list-style-type: none">• Response demonstrates minimal or no understanding of the content, pedagogy, and student development relevant to the question• Fails to respond appropriately to any part of the question• Shows virtually no knowledge of content or content-specific pedagogy• Provides incoherent explanations, no explanations, or no supporting examples

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Constructed-response Questions: English Language Arts and Social Studies

The two constructed-response questions present specific teaching situations and is set in the context of a subject area (or integrated subject area). For example, you might be asked to evaluate an authentic student work sample and outline the steps necessary to achieve an instructional goal related to the sample.

One question will focus on English language arts and the other on social studies. One of the questions may require you to show an understanding of interdisciplinary instruction.

Each constructed-response question will be scored independently by two trained and calibrated raters who have demonstrated they can effectively apply the general scoring guideline/rubric and question-specific guidelines/rubrics for the test. The two questions together will contribute 25 percent of the total test score for the subarea.

General Directions

Plan to use approximately 10–15 minutes to complete each question.

Read each constructed-response question carefully before you begin to write your response to ensure that you address all components. Think about how you will organize what you plan to write.

The final version of your response should conform to the conventions of standard written English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

Sample English Language Arts Question

A third-grade class is exploring the theme of friendship in language arts. One of the stories the class will be reading is *Angelina and Alice* by Katherine Holabird. The book is about two friends who help each other learn gymnastic tricks to perform at the town fair. The friends learn that by working together and helping each other, they not only improve their performance, but also become closer friends.

- I. Describe ONE instructional technique or strategy that you would use during the reading of the story to enhance the students' comprehension of the theme.
- II. Explain what you would do to determine that the strategy was successful in helping the students understand the theme.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Sample Responses and Rationales for English Language Arts Question

Sample Response Earning a Score of 3

a) I would have the students read the story independently and list events in the story related to the theme of friendship. Then I would assign them to groups of four. Each group will combine their events into one list. A presenter will be chosen by the group to share their list with the class. During the presentations, I will organize the events on the board, and then we will discuss how the events relate to the theme of friendship. I will make sure each student in the class has a chance to say something related to the theme or to add to the organizer I have on the board. The independent reading activity is appropriate because it is not totally teacher directed; the small-group work provides an opportunity for students to share their ideas and work together, and the whole-group work provides an opportunity to think critically about the events in the story that tell us about friendship. Students will use their oral language, visual, and listening skills, as the list is compiled and analyzed.

b) I would know the strategy was successful by having each student write a short story that tells us more about the friendship between Angelina and Alice. This extends the story, connects reading and writing, and provides a chance to practice the steps of process writing.

Rationale for the Score of 3

The response was scored a 3 because it shows strong and convincing understanding of principles of reading instruction that is developmentally appropriate for third-graders. It contains a description of an instructional strategy and an explanation of how the strategy might enhance students' comprehension of the theme. A group of students in third grade can be reading at many different levels. By reading independently, the students can pace themselves and are more apt to speak within their small group about what they have read. The activity also describes the teacher assessing comprehension individually and in small- and whole-group settings. The follow-up writing activity is an ideal way to find out that the students understand how to depict the theme of friendship in their own writing.

Sample Response Earning a Score of 2

a) As I read the story aloud, modeling how to read with expression, I would stop periodically and ask the class questions about what is happening in the story. I would also have them predict what is going to happen at the end of the story.

b) We would discuss their predictions and whether they were right or wrong. We would also review the sequence of events so I could see if they understood what happened in the story from the beginning to the middle and to the end. This would help me check for understanding.

Rationale for the Score of 2

The response was scored a 2 because it describes the instructional strategy of modeling fluent reading — checking for understanding, asking questions, predicting, and discussing. The instructional strategy is appropriate; however, the explanation of how the teacher would check for understanding is not strong or detailed. In addition, there is very little explicit tie-in to the theme of friendship.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Sample Response Earning a Score of 1

a) I would begin by reading part of the story to the class myself, modeling fluent reading. Then I would choose someone else to read a page or two. The taking turns would continue until the reading of the story was complete and everyone had a chance to read.

b) I can tell if a student understands what she is reading if the reading is smooth and fluent.

Rationale for the Score of 1

The response was scored a 1 because the activity reflects a limited understanding of principles of reading instruction for third-grade students. Modeling fluent reading is a good overall strategy, but round-robin reading is not. Students do not have to pay attention once they have had a turn reading, and there is no way to check for understanding of the story or theme when someone else is reading. The assessment suggested in part (b) is insufficient and subjective. It gives no explanation why understanding of the theme can be assessed that way.

Sample Response Earning a Score of 0

a) The instructional strategy I would use is to put the students into pairs to read the story. After reading the story, each group would make up a friendship game.

b) The students could pretend to be Alice and Angelina and decide which group's game they would like to play. If they have fun playing the game, I will know they are learning about getting along and being friends.

Rationale for the Score of 0

The response was scored a 0 because it shows minimal understanding of reading-instruction strategies. Pairing students is a grouping strategy to prepare for instruction, but no instruction is discussed in the response. There is also no mention of how to assess student comprehension of friendship as a theme in a story.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Sample Social Studies Question

The questions below are based on the following information.

Scenario:

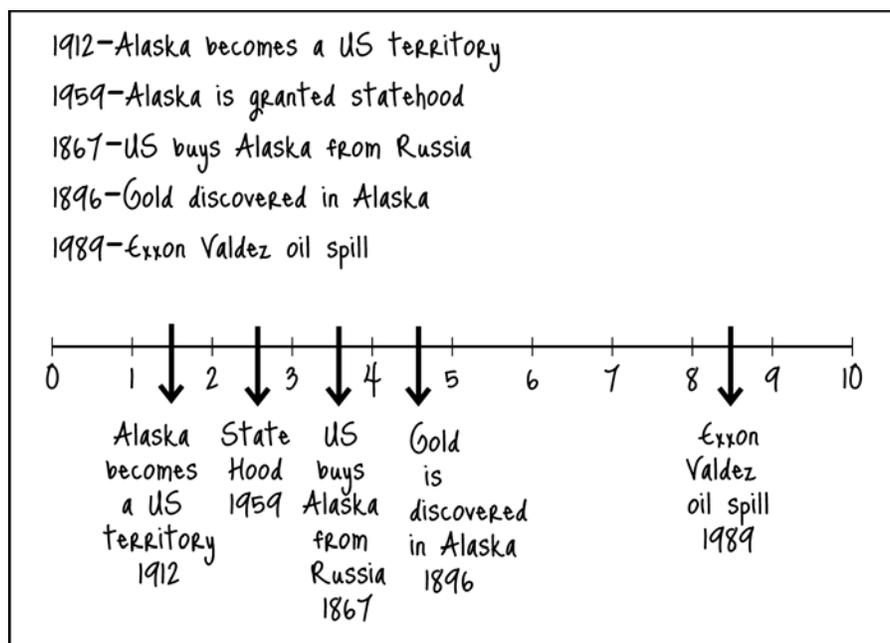
A second-grade teacher gives students the following assignment.

1. Put the important events in the history of Alaska in order by year.

- 1867 - United States buys Alaska from Russia.
- 1959 - Alaska is granted statehood.
- 1896 - Gold is discovered in Alaska.
- 1912 - Alaska becomes a United States territory.
- 1989 - Exxon Valdez oil spill takes place.

2. Draw a time line with a scale.

3. Put the events on your time line.



Tasks:

- I. Evaluate the student's work, listing strengths and errors.
- II. Explain how you would help the student correct one of the errors.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Sample Responses and Rationales for Social Studies Question

Sample Response Earning a Score of 3

(a) Student strengths: Timelines are based on number lines and the number line is correctly scaled. Spaces between tick marks are about the same size. Events are placed on the timeline and are easy to read.

Student errors: Order of dates is not correct. Tick mark labels should be years. Arrows are in the wrong places and always in the middle.

(b) The assignment states that the student is to put the events in order by date. As we can see at the top of the student paper, the dates are not in order. The correct order should be:

1867–U.S. buys Alaska from Russia.

1896–Gold is discovered in Alaska.

1912–Alaska becomes a U.S. territory.

1959–Alaska is granted statehood.

1989–Exxon Valdez oil spill takes place.

The student obviously ordered the events by the last two digits of the years and did not notice that the events occurred in different centuries. To improve the student’s understanding about ordering numbers in the thousands, I would work with the student on some exercises with numbers in the thousands and put them in order together. After we practiced this skill, I would have the student write each date on a separate note card. We would play a game and put them in order from left to right. The student could visually see the numbers going from least to greatest. Then I would have the student write the dates in order on a worksheet with the corresponding event. The student then needs to correct the scale on the timeline and put the years correctly on the timeline. (A real challenge for the student and teacher!)

Rationale for the Score of 3

The response scored a 3 because it demonstrates a strong, thorough understanding of the content, pedagogy, and student development relevant to the question. The response lists what the student did well and several of the errors the graph contains. It correctly identifies the error in ordering the numbers and provides an example of how to reteach the concept and check for student understanding, first with note cards and then with a worksheet of events. The response is detailed and age appropriate. It indicates that putting the dates correctly on the time line is the next step and is likely to be a challenge for the student.

Sample Response Earning a Score of 2

The student does not always look at the entire date. When sequencing the events the student appears to look at the last two numbers of the dates most often. Ex. 1912, 1959, 1867, 1896. The last two numbers of the year go up in order: 12, 59, 67, 96. I would have the student look at the dates of the events. I would then remind the student that it is important to look at the whole number to determine the sequence of the dates. Then I would have the student sequence the dates on a separate sheet of paper. Then I would show them how to place the numbers on a timeline. The timeline needs some work. It needs good labels and more spaces. The systematic procedure will help to identify and then eliminate any remaining confusion on the part of the student.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Rationale for the Score of 2

The response scored a 2 because it demonstrates a basic, adequate understanding of the content, pedagogy, and student development relevant to the question. It does not mention any student strengths, but it does mention the problems in the student work. The sequencing of the events is correctly identified as an error, as is the time line itself. The reteaching of the concept is appropriate, but details concerning the reteaching are lacking. Just reminding a student how the numbers should look is not likely to guarantee full or adequate comprehension on the part of the student.

Sample Response Earning a Score of 1

An error is that the dates are not in the correct order. The strategy I would use to improve the student's understanding is to show him how to put the dates in the correct order and then how to put them correctly on a timeline.

Rationale for the Score of 1

The response scored a 1 because it demonstrates a weak, limited understanding of the content, pedagogy, and student development relevant to the question. No strengths are identified. Only one error is correctly identified, but showing the student what to do is not the best way to ensure that the student understands what to do when making a time line. No details about the strategy are provided.

Sample Response Earning a Score of 0

The student should have shown how he/she calculated 100 years. The student could label the graph by tens putting a key on the side of the graph to show the number that represents the total number to give them 100.

Rationale for the Score of 0

The response scored a 0 because it demonstrates minimal or no understanding of the content, pedagogy, and student development relevant to the question. The response lists no strengths and mentions none of the errors. In fact, the use of the number line as the basis for a time line is fine, and there is a key below the line. However, the labels on the time line need to relate to the dates given, not to multiples of 10. The response misses the greater problem: the student does not understand how to label the time line or put dates on it. The response offers no suggestions for improving student understanding.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

Journals

Art Education, National Art Education Association

The Elementary School Journal, University of Chicago Press

Exceptional Children, Council for Exceptional Children

Instructor, Scholastic, Inc.

Journal for Research in Mathematics Education, National Council of Teachers of Mathematics

Journal of Health, Physical Education, Recreation and Dance, American Alliance for Health, Physical Education, Recreation, and Dance

Language Arts, National Council of Teachers of English

Music Educators Journal, Music Educators' National Conference, Center for Educational Associations

The Reading Teacher, International Reading Association

Science and Children, National Science Teachers Association

Social Education, National Council for the Social Studies

Teaching Children Mathematics, National Council of Teachers of Mathematics

Teaching PreK–8, EarlyYears, Inc.

Learning and Leading with Technology, International Society for Technology in Education

The Social Studies, Heldref Publications

Young Children, National Association for the Education of Young Children

Other Resources

Anderson, V., and Roit, M. (1997). *Reading as a Gateway to Language Proficiency for Language-Minority Students in the Elementary Grades*. In R. M. Gersten and R. T. Jimenes (Eds.), *Promoting Learning for Culturally and Linguistically Diverse Students: Classroom Applications from Contemporary Research* (pp. 42–54). Belmont, Calif.: Wadsworth Publishing Company.

August, D., and Hakuta, K. (Eds.). (1997). *Improving Schooling for Language Minority Children: A Research Agenda*. Washington, District of Columbia: National Academy Press.

Bass, J. L., Contant, T. L., and Carin, A. A. (2008). *Activities for Teaching Science as Inquiry*, Seventh Edition. Columbus, Ohio: Pearson Prentice Hall.

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- Bredenkamp, S., and Copple, C. (1997). *Developmentally Appropriate Practice in Early Childhood Programs*, Revised Edition. Washington, District of Columbia: National Association for the Education of Young Children.
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- Burnaford, G. E., Aprill, A., and Weiss, C. (Eds.). (2001). *Renaissance in the Classroom: Arts Integration and Meaningful Learning*. Philadelphia, Pa.: Lawrence Erlbaum Associates.
- Buxton, C. A., and Provenzo Jr., E. F. (2007). *Teaching Science in Elementary and Middle School: A Cognitive and Cultural Approach*. Thousand Oaks, Calif.: SAGE.
- Clark, D., and Uhry, J. (2005). *Dyslexia: Theory and Practice of Instruction*. Baltimore, Md.: York Press, Inc.
- Committee on the Prevention of Reading Difficulties in Young Children. (1999). *Starting Out Right: A Guide to Promoting Children’s Reading Success*. National Academy Press.
- Cunningham, P. M. (2008). *Phonics They Use: Words for Reading and Writing*, Fifth Edition. Boston, Mass.: Pearson Allyn and Bacon.
- Diller, D. (2007). *Making the Most of Small Groups: Differentiation for All*. Portland, Maine: Stenhouse Publishers.
- Gestwicki, C. (2006). *Developmentally Appropriate Practice: Curriculum and Development in Early Education*, Third Edition. Clifton Park, N.Y.: Thomson Delmar Learning.
- Harris, T. L., and Hodges, R. E. (Eds.). (1995). *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, Del.: International Reading Association.
- Harris, V. J. (Ed.). (1997). *Using Multiethnic Literature in the K–8 Classroom*. Norwood, Mass.: Christopher Gordon.
- Ivers, K. S. (2003). *A Teacher’s Guide to Using Technology in the Classroom*. Portsmouth, N.H.: Libraries Unlimited.
- Jensen, E. P. (2008). *Brain-Based Learning: The New Paradigm of Teaching*, Second Edition. Thousand Oaks, Calif.: Corwin Press.
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- Raessler, K. R., and Kimpton, J. (2004). *Aspiring to Excel: Leadership Initiatives for Music Educators*. Chicago, Ill.: GIA Publications.
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- Schonmann, S. (2006). *Theatre as a Medium for Children and Young People: Images and Observations*. Dordrecht, The Netherlands: Springer.
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- Van deWalle, J. A., (2006). *Elementary and Middle School Mathematics: Teaching Developmentally*, Sixth Edition. Glenview, Ill.: Pearson Longman.
- Zemelman, S., Harvey, D., and Hyde, A. (2005). *Best Practice: Today’s Standards for Teaching and Learning in America’s Schools*, Third Edition. Portsmouth, N.H.: Heinemann.

Online Resources

- Center for Educator Development in Fine Arts — www.cedfa.org
- Center on Instruction, RMC Research Corporation — www.centeroninstruction.org
- Education Resources Information Center (ERIC) — www.eric.ed.gov
- Georgia Department of Education — www.doe.k12.ga.us
- GovSpot, StartSpot Mediaworks, Inc. — www.govspot.com
- Kids.gov, U.S. General Services Administration — www.kids.gov
- USGS Education, U.S. Department of the Interior — <http://education.usgs.gov/common/primary.htm>

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