



## GACE® Birth Through Kindergarten Assessment

### *Test at a Glance*

**Updated August 2017**

See the GACE® Birth Through Kindergarten Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Birth Through Kindergarten
Grade Level	Birth–K
Test Code	Test I: 005 Test II: 006 Combined Test I and Test II: 505
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
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <b><i>Guide to Taking a GACE Computer-delivered Test</i></b> .
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

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## About this Assessment

The GACE Birth Through Kindergarten assessment is designed to measure the professional knowledge of prospective beginning classroom teachers in the state of Georgia.

The fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) contains revisions to the criteria for the diagnosis and classification 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 may contain references to terminology, criteria, and classifications from the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV 4-TR). This includes references to autism, Asperger syndrome, and PDD-NOS, which would now be recognized under the broader category of autism spectrum disorder.

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.

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.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

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## Test I Subareas

Subarea	Approx. Percentage of Test
I. Professionalism and Building Relationships	45%
II. Child Development and Learning	55%

## Test I Objectives

### Subarea I: Professionalism and Building Relationships

*Objective 1: Understands professional roles such as staying current, teaming, problem solving, advocating, and relating*

The beginning Birth through Kindergarten teacher:

- A. Demonstrates knowledge of the current trends and issues in early childhood education
- B. Understands the dynamics of team-building, problem solving, and conflict resolution
- C. Understands the importance of serving as an educational advocate for children and their families
- D. Understands the importance of being sensitive to and respectful of family values, beliefs, experiences, and educational goals
- E. Understands how to establish and build positive relationships with children
- F. Demonstrates knowledge of strategies to engage and support families and communities in children's development and learning
- G. Understands the importance of continuous, collaborative learning to demonstrate a reflective and critical perspective on teaching
- H. Knows and uses the ethical guidelines and other professional standards

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## **Subarea II: Child Development and Learning**

*Objective 1: Understands child development, designing rich learning environments, and when to refer for social services*

The beginning Birth through Kindergarten teacher:

- A. Understands factors that influence physical, social-emotional, language, cognitive, and aesthetic development of all children and understands how to incorporate content, concepts, and activities to foster them
- B. Understands how to design an enriched learning environment to stimulate exploration, experimentation, discovery, and learning
- C. Understands how to use appropriate health appraisal procedures and make referrals to appropriate community health and social services when needed
- D. Understands how to provide meaningful and challenging learning experiences for individuals with exceptionalities

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## Test II Subareas

Subarea	Approx. Percentage of Test
I. Teaching and Learning	52%
II. Meaningful Curriculum for Learning	48%

## Test II Objectives

### Subarea I: Teaching and Learning

*Objective 1: Understands how to promote language and skills development, design curriculum, and select and use assessments*

The beginning Birth through Kindergarten teacher:

- A. Understands how to design, implement, and evaluate environments to assure developmental and functional appropriateness
- B. Understands the importance of promoting the development of children's self-regulatory skills
- C. Understands how assessments are an integral part of an education program and knows how to select, adjust, and utilize assessments for the benefit of children
- D. Knows how to design and implement developmentally and individually appropriate interdisciplinary curriculum
- E. Understands how to support and facilitate development of language in order to teach reading, writing, speaking, viewing, listening, and thinking skills
- F. Knows how to help children successfully apply their developing skills to many different situations, materials, and ideas

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## **Subarea II: Meaningful Curriculum for Learning**

*Objective 1: Understands how to promote early learning in literacy, mathematics, science, social studies, the arts, and Physical Education*

The beginning Birth through Kindergarten teacher:

- A. Understands how to provide children varied opportunities to develop early literacy skills
- B. Understands how to provide children varied opportunities to learn concepts of mathematics
- C. Understands how to provide children varied opportunities to learn the principles of science
- D. Understands how to provide children varied opportunities to learn the foundations of social studies
- E. Understands how to provide children varied opportunities to develop creative expression and an appreciation of the arts
- F. Understands how to provide children varied opportunities to learn about health and physical education