



## GACE® Literacy Specialist Assessment

### *Test at a Glance*

See the GACE® Literacy Specialist Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Literacy Specialist
Grade Level	K–12
Test Code	560
Testing Time	2 hours 30 minutes
Test Duration	3 hours
Test Format	Computer delivered
Number of Selected-response Questions	95
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	2

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## About this Assessment

The Literacy Specialist assessment is designed to measure the professional knowledge of prospective Literacy Specialists in the state of Georgia.

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

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 specialist 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 this assessment on the following pages.

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## Test Subareas

Subarea	Approx. Percentage of Test
I. Curriculum and Instruction	37%
II. Assessment	23%
III. Professional Leadership and Specialized Roles	15%
IV. Application	25%

## Test Objectives

### Subarea I: Curriculum and Instruction

#### *Objective 1: Foundations and Curriculum Design*

The beginning Literacy Specialist:

- A. Is familiar with factors that affect literacy development (e.g., medical, environmental, cultural, linguistic, social, and emotional)
- B. Understands the developmental continuum of oral language, phonological awareness (including phonemic awareness), concepts of print, alphabetic principle, decoding skills, printed-word recognition, spelling, reading fluency, vocabulary, reading comprehension, and written expression
- C. Knows characteristics of diverse literacy profiles (e.g., students with dyslexia, gifted and talented, English learners)
- D. Is familiar with design, implementation, and evaluation of the literacy curriculum materials and the role of standards for all students

#### *Objective 2: Instructional Design*

The beginning Literacy Specialist:

- A. Is familiar with ways to support classroom teachers and education support personnel to implement research-based instructional approaches for all students
- B. Is familiar with aspects of cognition and behavior in literacy development, including attention, automaticity, verbal memory, processing speed, and graphomotor control and their effects on literacy development
- C. Is familiar with methods to create a literacy-rich environment (engaging classroom library, word wall, authentic children's work, digital technology, reading nooks) that meet the specific needs, interests, and abilities of diverse learners
- D. Knows strategies that foster students' engagement, increase desire to read, and promote growth as readers
- E. Knows strategies to support the language needs of English learners

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- F. Understands how to individualize instructional materials and approaches to meet the needs of students who need additional support with literacy skills

*Objective 3: Implementation*

The beginning Literacy Specialist:

- A. Is familiar with instructional approaches that support the development of reading strategies required for different types and forms of texts (i.e., digital and print, disciplinary literacy)
- B. Understands research-supported instructional approaches and interventions for concepts of print
- C. Understands research-supported instructional approaches and interventions for phonological (including phonemic) awareness
- D. Understands research-supported instructional approaches and interventions for alphabetic principle, phonics, high-frequency words, decoding, and encoding
- E. Understands research-supported instructional approaches and interventions for morphological analysis (e.g., affixes, roots, and base words)
- F. Understands research-supported instructional approaches and interventions for vocabulary
- G. Understands research-supported instructional approaches and interventions for fluency
- H. Understands research-supported instructional approaches and interventions for listening and reading comprehension (e.g., text dependent questioning, close reading)
- I. Understands research-supported instructional approaches and interventions for use of writing mechanics and written expression

**Subarea II: Assessment**

*Objective 1: Types and Purposes of Assessment*

The beginning Literacy Specialist:

- A. Understands the function and purpose of formal and informal assessments, including screening measures, to determine the literacy needs of the student (i.e., diagnostic, progress monitoring, and measuring outcomes)
- B. Knows basic technical vocabulary associated with assessments (e.g., criterion-referenced, norm-referenced, reliability, validity, fairness, and equity)
- C. Understands how to select, administer, and interpret appropriate assessments for students, especially for those who need additional literacy support

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*Objective 2: Interprets Data for Instruction*

The beginning Literacy Specialist:

- A. Understands how to analyze individual reader's performance using multiple data sources and plan instruction and intervention
- B. Understands how to analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction
- C. Knows ways to support teachers in analyzing and using individual, classroom, grade-level, and school wide assessment data to make instructional and grouping decisions
- D. Understands how to analyze and present assessment data according to the needs of students, parents, and school members
- E. Knows how to promote student reflection and self-efficacy through goal setting

**Subarea III: Professional Leadership and Specialized Roles**

*Objective 1: Diverse Learners*

The beginning Literacy Specialist:

- A. Is familiar with the relationship between first- and second-language acquisition and literacy development and ways to support educators in meeting the unique needs of English learners
- B. Knows how to refine educator practice in providing differentiated instruction for all students
- C. Knows ways to promote family and community engagement to support literacy development

*Objective 2: Professional Development and Leadership*

The beginning Literacy Specialist:

- A. Understands how to model and support teachers in using data to inform practices to meet the diverse literacy needs of students
- B. Is familiar with effective collaboration and conflict resolution strategies that facilitate communication and literacy improvement
- C. Knows methods to collaborate in planning and facilitating professional learning for individuals and groups of teachers using data to enhance the quality of literacy instruction. This may include working individually with teachers (e.g. modeling, co-planning, co-teaching, and observing) or with groups (e.g. teacher workshops, group meetings, and online learning)
- D. Is familiar with how to provide evidence that supports effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members

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- E. Knows methods to collaborate with leadership teams in order to support multi-tiered systems of support and advocate for students who are at risk for not reading and writing at grade level

#### **Subarea IV: Application (Constructed Response)**

##### *Objective 1: Professional Leadership*

The beginning Literacy Specialist:

- A. Will apply knowledge of professional learning and leadership to prepare an organized written response to a topic related to the development of student literacy

##### *Objective 2: Analysis of Individual Student Case Study*

The beginning Literacy Specialist:

- A. Will apply knowledge of reading assessment and instruction to prepare an organized written response to a case study of an elementary student