



GACE® Middle Grades Language Arts Assessment *Test at a Glance*

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See the GACE® Middle Grades Language Arts Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Middle Grades Language Arts
Grade Level	4–8
Test Code	011
Testing Time	2 hours
Test Duration	2.5 hours
Test Format	Computer delivered
Number of Selected-response Questions	90
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 <i>Guide to Taking a GACE Computer-delivered Test.</i>
Number of Constructed-response Questions	2

About this Assessment

The GACE Middle Grades Language Arts assessment is designed to measure the professional knowledge of prospective teachers of English Language Arts in middle schools 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 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 this assessment on the following pages.

Test Subareas

Subarea	Approx. Percentage of Test
I. Reading	37%
II. Writing, Speaking, and Listening	23%
III. Language Use and Vocabulary	15%
IV. Analysis (constructed-response only)	25%

Test Objectives

Subarea I: Reading

Objective 1: Understands how to critically read, comprehend, and interpret literature

The beginning Language Arts teacher:

- A. Knows the major works, authors, and contexts of United States (specifically Georgia authors) and world literature that are appropriate for adolescents
- B. Understands the defining characteristics of literary genres; e.g., poetry, literary nonfiction, drama
- C. Knows the defining characteristics of major subgenres; e.g., sonnet, historical fiction, functional text
- D. Understands how literal and inferential interpretations of a literary text can be supported with textual evidence
- E. Understands how a theme is developed within and across works from a wide variety of literary genres and other media
- F. Understands how literary elements (e.g., characterization, setting, plot development) contribute to the meaning of a text
- G. Understands how word choice (e.g., figurative language, connotative, or informal language) contribute to the meaning and tone of a text
- H. Understands how poetic devices and structure contribute to the meaning of a poem

Objective 2: Understands how to critically read, comprehend, and interpret informational text

The beginning Language Arts teacher:

- A. Understands how literal and inferential interpretations of an informational text can be supported with textual evidence
- B. Knows a variety of organizational patterns that can be used to develop a central idea in an informational text
- C. Understands how word choice (e.g., figurative, connotative, content-specific, or technical language) contributes to the meaning and tone of an informational text
- D. Understands methods that authors use to convey purpose and perspective in informational texts
- E. Understands methods that authors use in informational texts to appeal to a specific audience
- F. Understands how authors develop and support a written argument in an informational text
- G. Knows how to interpret media and non-print texts and how they influence an audience

Objective 3: Knows how commonly used research-based reading strategies support comprehension

The beginning Language Arts teacher:

- A. Knows commonly used research-based strategies for reading instruction; e.g., activating prior knowledge, modeling metacognitive practices, active reading
- B. Understands how reading strategies (e.g., making predictions, making connections, summarizing) support comprehension

Subarea II: Writing, Speaking, and Listening

Objective 1: Understands the fundamental characteristics of writing, including research practices

The beginning Language Arts teacher:

- A. Understands the distinct characteristics of various types of writing; e.g., argumentative, informative/explanatory, narrative
- B. Understands that effective writing is appropriate to the task, purpose, and audience
- C. Understands the characteristics of clear and coherent writing; e.g., supporting details, organization, conventions

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- D. Knows effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately

Objective 2: Understands the components of effective oral communication

The beginning Language Arts teacher:

- A. Understands the components of effective speech and presentation delivery
- B. Understands the components of effective oral communication in a variety of settings; e.g., one-on-one, in groups

Objective 3: Understands how to incorporate teaching approaches, assessment, and diversity into classroom instruction

The beginning Language Arts teacher:

- A. Understands commonly used research-based approaches to teaching components of writing
- B. Understands purposes and methods of assessing reading, writing, speaking, and listening
- C. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking and knows how to incorporate that awareness into classroom instruction

Subarea III: Language Use and Vocabulary

Objective 1: Understands language use, the conventions of standard English, and vocabulary acquisition

The beginning Language Arts teacher:

- A. Understands the conventions of standard English grammar, usage, syntax, and mechanics; e.g., sentence types, verb tenses, punctuation
- B. Understands the use of affixes, context, and syntax to determine word meaning
- C. Is familiar with variation in dialect and diction across regions, cultural groups, and time periods

Objective 2: Knows instructional approaches to support correct language usage and language and vocabulary development

The beginning Language Arts teacher:

- A. Understands the use of print and digital reference materials to support correct language usage
- B. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners

Subarea IV: Analysis

Objective 1: Understands how to critically read, comprehend, and interpret literature

The beginning Language Arts teacher:

- A. Understands how literary elements (e.g., characterization, setting, plot development) contribute to the meaning of a text
- B. Understands how word choice (e.g., figurative language, connotative, or informal language) contributes to the meaning and tone of a text

Objective 2: Understands how to incorporate teaching approaches, assessment, and diversity into classroom instruction

The beginning Language Arts teacher:

- A. Understands commonly used research-based approaches to teaching components of writing
- B. Knows that students bring various perspectives, cultures, and backgrounds to reading, writing, listening, and speaking and knows how to incorporate that awareness into classroom instruction
- C. Understands purposes and methods of assessing reading, writing, speaking, and listening