



GACE® Special Education General Curriculum/ Elementary Education Assessment

Test at a Glance

Updated July 2019

See the GACE® Special Education General Curriculum/Elementary Education Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Special Education General Curriculum/ Elementary Education
Grade Level	P–5
Test Code	Test I: 003 Test II: 004 Combined Test I and Test II: 503
Testing Time	Test I: 2 hours and 10 minutes Test II: 2 hours and 10 minutes Combined Test I and Test II: 4 hours and 20 minutes
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: 100 Test II: 100 Combined Test I and Test II: 200
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	Test I: 0 Test II: 0 Combined Test I and Test II: 0

About this Assessment

The GACE Special Education General Curriculum/Elementary Education assessment is designed to measure the professional knowledge of prospective teachers of Special Education General Curriculum/Elementary Education in the state of Georgia.

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.

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

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.

Test I Subareas

Subarea	Approx. Percentage of Test
I. English Language Arts	34%
II. Mathematics	27%
III. Science	22%
IV. Social Studies	17%

Test I Objectives

Subarea I: English Language Arts

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

The beginning Special Education General Curriculum/Elementary Education teacher:

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

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

The beginning Special Education General Curriculum/Elementary 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 role of phonological awareness, phonics, and word recognition skills in literacy development
- C. Understands the role of fluency in supporting comprehension

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

The beginning Special Education General Curriculum/Elementary Education teacher:

- A. Knows how to help students produce clear and coherent writing using the stages of the writing process to compose opinion pieces, informative, explanatory, persuasive, and narrative texts
- B. Uses 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 Special Education General Curriculum/Elementary Education teacher:

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

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

The beginning Special Education General Curriculum/Elementary 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 determine the meaning of unknown words

Subarea II: Mathematics

Objective 1: Understands and applies knowledge of numbers, operations, relations, representations, and problem solving

The beginning Special Education General Curriculum/Elementary Education teacher:

- A. Knows ways to help children make sense of numbers by comparing, ordering, and connecting numbers to quantities
- B. Knows ways to help students develop an understanding of equations, number operations, and the relationship between the operations and their properties

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- C. Knows how to represent and solve problems, involving addition and subtraction to help students gain foundations for multiplication and division
 - D. Knows how to write, interpret, analyze, and evaluate numerical expressions, patterns, and relationships
 - E. Knows ways to help students gain foundations for place-value, use place-value understanding, and properties of operations
 - F. Knows how to generalize and use place-value understanding for multi-digit numbers to perform multi-digit operations, including operations with decimals
 - G. Knows ways to help students develop an understanding of fractions as numbers
 - H. 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 2: Understands and applies knowledge of measurement, geometry, and data representation

The beginning Special Education General Curriculum/Elementary 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. Understands the concepts of area, angle, and angle measure
- E. Understands the concepts of angle, measurement of angles, and volume, and can relate volume to multiplication and division
- F. Knows how to reason with shapes and their attributes
- G. Knows how to graph points on the coordinate plane to solve real-world and mathematical problems
- H. Knows how to draw and identify lines and angles, and classify shapes by properties of their lines and angles

Subarea III: Science

Objective 1: Understands basic science concepts, characteristics of science, and the nature of the scientific process

The beginning Special Education General Curriculum/Elementary Education teacher:

- A. Knows the skills necessary for scientific investigation, developing a scientific inquiry mind, and communicating scientific ideas and activities clearly

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- B. Understands the idea 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
 - D. Understands time patterns such as day and night, patterns in climate and weather, and changes in the environment
 - E. Is familiar with the physical attributes of rocks and soil, and understands how fossils are formed
 - F. Is familiar with the surface features of the Earth caused by constructive and destructive processes
 - G. Knows how to describe objects in terms of their properties
 - H. Understands important physical science concepts
 - I. Knows the characteristics of living and non-living things
 - J. Understands the life cycle of different living things, and the habitats of organisms and their dependence on those habitats
 - K. Understand interactions between organisms and their environments
 - L. Understands inherited traits and learned behaviors and factors that affect the survival or extinction of organisms

Objective 2: Understands and applies knowledge of health and physical education, dance, music, visual arts, and theater arts

The beginning Special Education General Curriculum/Elementary 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
- F. Knows fundamental concepts, principles and skills, and terminology related to dance, music, theater arts, and visual arts
- G. Knows the basic techniques, tools, processes, and materials for producing work in the arts
- H. Knows how art can be used as a form of self-expression, communication, and social expression

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- I. Knows strategies to promote critical analysis and understanding of the arts
 - J. Knows the role and function of the arts in various cultures and throughout history

Subarea IV: Social Studies

Objective 1: Understands and applies knowledge of information processing, history, and geography concepts and skills

The beginning Special Education General Curriculum/Elementary Education teacher:

- A. Knows how to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions
- B. Knows the important people, events, and symbols of the United States and Georgia and can explain their meaning
- C. Understands the concept of chronology and can identify, explain, and analyze the significance/contribution of important historical figures and cultures in the history of Georgia
- D. Understands the political roots of democracy in the United States and the lives of Americans who expanded people's rights and freedoms in democracy
- E. Knows how Native American cultures developed in North America
- F. Is familiar with European exploration in North America and the factors that shaped British Colonial America
- G. Knows the causes, events, and results of the American Revolution and the challenges that faced the new nation
- H. Knows the importance of key people, events, and developments in the history of the United States between 1860–1945
- I. Understands the importance of key people, events, and developments in America between 1950–present
- J. Is familiar with the influence of American culture and geographic systems on physical and human systems
- K. 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 man-made, in the United States, Georgia, and the world

Objective 2: Understands and applies knowledge of government, civics, and economics concepts and processes.

The beginning Special Education General Curriculum/Elementary 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

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- B. Knows how a citizen's rights are protected under the United States Constitution
 - C. Knows the importance of basic principles that provide the foundation of a republic form of government and the importance of central democratic beliefs and principles, shared by Americans, both personal and civic
 - D. Is familiar with basic economic concepts and their effect on historical 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 in the U.S. economy and the interactions between businesses and consumers
 - G. Knows the costs and benefits of personal spending and saving choices

Test II Subareas

Subarea	Approx. Percentage of Test
I. Development and Characteristics of Learners	20%
II. Planning the Learning Environment and Social Interactions	24%
III. Instruction	24%
IV. Evaluation and Assessment	16%
V. Foundations and Professional Responsibilities	16%

Test II Objectives

Subarea I: Development and Characteristics of Learners

Objective 1: Understands human development and behavior, including disabilities and their impact on children and families

The beginning Special Education General Curriculum/Elementary Education teacher:

- A. Understands human development and behavior; i.e., cognitive, communicative, social-emotional, motor, and adaptive development
- B. Understands and differentiates among theoretical approaches (behavioral, cognitive, constructivist, and ecological) to student learning and motivation
- C. Identifies the basic characteristics and defining factors for each of the major disability categories under which students P–5 may be eligible for services under the Individuals with Disabilities Education Act (IDEA)
- D. Knows common disabilities, including the etiology, characteristics, and classification, and their impact for development and learning
- E. Understands the impact of disabilities on individuals, families, and society across the life span
- F. Understands how language, cultural, and gender differences impact the identification process
- G. Recognizes how family systems and the role of families support development of an individual with a disability
- H. Demonstrates what influences may impact the development and achievement of an individual with a disability

Subarea II: Planning the Learning Environment and Social interactions

Objective 1: Understands and applies knowledge of curriculum development and planning

The beginning Special Education General Curriculum/Elementary Education teacher:

- A. Understands the functions or purposes of effective lesson plans
- B. Knows the elements of lesson plans
- C. Develops learning objectives that are measurable and appropriate
- D. Understands how to provide access to the curriculum
- E. Knows how to organize the learning environment

Objective 2: Understands and applies knowledge of how to create and manage a safe and supportive learning environment

The beginning Special Education General Curriculum/Elementary Education teacher:

- A. Knows how to implement behavior management strategies for promoting developmentally appropriate behaviors across settings
- B. Understands theory and practice of effective classroom management
- C. Knows how to design and maintain a safe and supportive environment that promotes student achievement
- D. Knows basic health, nutrition, and safety management procedures for students in grades P–5

Subarea III: Instruction

Objective 1: Understands and applies knowledge of effective and appropriate instructional strategies and techniques

The beginning Special Education General Curriculum/Elementary Education teacher:

- A. Understands instructional strategies and techniques
- B. Recognizes grouping formats to promote individual learning success
- C. Implements strategies to facilitate the maintenance and generalization of concepts learned, considering students' ages and abilities across learning environments
- D. Collaborates with family members to select and implement interventions and services for individual students

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- E. Knows how to select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments
 - F. Knows how to use technology to support instruction
 - G. Demonstrates knowledge of transitions and transition planning

Subarea IV: Evaluation and Assessment

Objective 1: Understands assessment terminology and types and uses of various assessments

The beginning Special Education General Curriculum/Elementary Education teacher:

- A. Recognizes alignment of assessments with curriculum, content standards, and local, state, and federal regulations
- B. Knows the definitions and uses of various assessments
- C. Knows how to select, adapt, and modify assessments to accommodate the needs of students and their families
- D. Interprets assessment results
- E. Understands and uses the results of assessments

Subarea V: Foundations and Professional Responsibilities

Objective 1: Understands and applies knowledge of educational rights for students with disabilities

The beginning Special Education General Curriculum/Elementary Education teacher:

- A. Knows federal terminology and definitions
- B. Understands federal requirements for the screening, pre-referral, referral, and identification of students with disabilities under IDEA
- C. Knows legal requirements that distinguish among identification of students who may be at-risk or have a developmental delay and/or disability
- D. Knows federal safeguards of the rights of stakeholders; e.g., parents, local education agency (LEA), students, teachers, related service providers
- E. Knows the components of an Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP)
- F. Knows major legislation that impacts the field of early childhood special education

Objective 2: Understands professional roles and responsibilities of teachers and service providers

The beginning Special Education General Curriculum/Elementary Education teacher:

- A. Understands the roles and responsibilities of the special education teacher
- B. Understands the roles and responsibilities of other professionals who deliver related services
- C. Understands collaborative approaches between and among family, caregivers, professionals, and agencies to support student's development and learning
- D. Knows approaches to communicating with stakeholders the progress of students, using language and terms the stakeholders will likely understand
- E. Identifies potential bias that may impact teaching and interactions with students and their families