



GACE® Spanish Assessment

Test at a Glance

Updated June 2017

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

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| Assessment Name | Spanish |
| Grade Level | P–12 |
| Test Code | Test I: 141 Test II: 142 Combined Test I and Test II: 641 |
| Testing Time | Test I: 1 hour and 35 minutes Test II: 1 hour Combined Test I and Test II: 2 hours and 35 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: 38 Test II: 36 Combined Test I and Test II: 74 |
| 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: 2 Test II: 2 Combined Test I and Test II: 4 |

About this Assessment

The GACE Spanish assessment is designed to measure the professional knowledge of prospective teachers of Spanish 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. This assessment contains items that require a spoken response; an ETS-approved headset with a microphone will be provided at the test center.

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.

Test I Subareas

| Subarea | Approx. Percentage of Test |
|--|----------------------------|
| I. Reading | 40% |
| II. Writing* | 40% |
| III. Linguistics, Comparisons, and Cultures/Cross-Disciplinary | 20% |

* This section contains two constructed-response questions.

Test I Objectives

Subarea I: Reading

Objective 1: Understands the receptive skills and cultural linguistic knowledge needed to interpret reading materials

The beginning Spanish Language teacher:

- A. Comprehends main ideas and supporting details of authentic printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information in the interpretive mode
- B. Moves beyond literal comprehension by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent

Subarea II: Writing

Objective 1: Displays the productive skills needed to communicate effectively via presentational and interpersonal writing

The beginning Spanish Language teacher:

- A. Communicates in the interpersonal mode in written exchanges on daily topics in the appropriate register
- B. Negotiates meaning in order to sustain an interaction, such as in interpersonal correspondence
- C. Communicates in Spanish with native speakers unaccustomed to dealing with nonnative speakers with sufficient linguistic accuracy, clarity, and precision to convey the intended message
- D. Communicates in the presentational mode by writing routine social correspondence as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time

Subarea III: Linguistics, Comparisons, and Cultures/Cross-Disciplinary

Objective 1: Understands the linguistic features of Spanish and how to compare Spanish to English

The beginning Spanish Language teacher:

- A. Understands the rules of the sound system of the Spanish language, such as recognizing phonemes and allophones
- B. Recognizes and employs linguistic devices used in connected discourse, such as conjunctions and adverbs
- C. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
- D. Applies the rules that govern the formation of words and sentences in Spanish
- E. Demonstrates knowledge of the rules with examples in Spanish, such as the verbal system, pronouns, agreement, word order, and interrogatives, both in terms of regularities and irregularities
- F. Identifies and employs the pragmatic and sociolinguistic conventions and register, such as formal and informal forms of address
- G. Identifies similarities and differences between Spanish and English
- H. Contrasts syntactical patterns of simple sentences and questions with those of English

Objective 2: Understands the connections between the perspectives and the practices and products of Spanish culture

The beginning Spanish Language teacher:

- A. Conveys an awareness of perspectives, such as attitudes, ideas, and values
- B. Understands practices, patterns of behavior, and social interactions, such as greetings, turn taking, and rites of passage
- C. Recognizes products, such as tools, foods, laws, and music
- D. Uses literary and cultural texts — such as songs, poems, rhymes and chants, children’s books, narrative texts, and novels — to interpret and reflect on the perspectives of the Spanish culture
- E. Integrates knowledge from other disciplines into the interpretation of audio and/or visual stimuli in the Spanish language and identifies distinctive viewpoints accessible only through the Spanish language

Test II Subareas

| Subarea | Approx. Percentage of Test |
|--|----------------------------|
| I. Listening | 40% |
| II. Speaking* | 40% |
| III. Linguistics, Comparisons, and Cultures/Cross-Disciplinary | 20% |

* This section contains two constructed-response questions.

Test II Objectives

Subarea I: Listening

Objective 1: Understands the receptive skills and cultural linguistic knowledge needed to interpret information aurally

The beginning Spanish Language teacher:

- A. Understands natural conversational speech on a variety of topics
- B. Comprehends main ideas and supporting details of authentic audio and/or video stimuli such as interviews, short lectures, news items, short stories, social notices, and reports on familiar topics that deal with factual information in the interpretive mode
- C. Moves beyond literal comprehension by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's/speaker's intent, and offering a personal interpretation of the message in the interpretive mode

Subarea II: Speaking

Objective 1: Displays the productive skills needed to communicate effectively via presentational and interpersonal speaking

The beginning Spanish Language teacher:

- A. Responds appropriately to natural conversational speech on a variety of topics
- B. Communicates actively in the interpersonal mode by participating in formal and informal conversations on topics such as home, school, leisure activities, and current events
- C. Negotiates meaning in order to sustain an interaction
- D. Communicates orally in the presentational mode by delivering presentations about familiar literary or cultural topics and incorporating additional linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

Subarea III: Linguistics, Comparisons, and Cultures/Cross-Disciplinary

Objective 1: Understands the linguistic features of Spanish and how to compare Spanish to English

The beginning Spanish Language teacher:

- A. Understands the rules of the sound system of Spanish, such as recognizing phonemes and allophones
- B. Recognizes and employs linguistic devices used in connected discourse, such as conjunctions and adverbs
- C. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
- D. Applies the rules that govern the formation of words and sentences in Spanish
- E. Demonstrates knowledge of the rules with examples in Spanish, such as the verbal system, pronouns, agreement, word order, and interrogatives, both in terms of regularities and irregularities
- F. Identifies and employs the pragmatic and sociolinguistic conventions and register, such as formal and informal forms of address
- G. Identifies similarities and differences between Spanish and English
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- D. Uses literary and cultural texts — such as songs, poems, rhymes and chants, children’s books, narrative texts, and novels — to interpret and reflect on the perspectives of Spanish culture
- E. Integrates knowledge from other disciplines into the interpretation of audio and/or visual stimuli in the Spanish language and identifies distinctive viewpoints accessible only through the Spanish language