



Georgia Assessments for the Certification of Educators®



# **GACE® Study Companion**

**Special Education General Curriculum/  
Elementary Education Assessment**

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## About the Assessment

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 <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

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.

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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. 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

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*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
- 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

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- 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, angles, measurement of angles, and volume, and can relate volume to multiplication and division
- E. Knows how to reason with shapes and their attributes
- F. Knows how to graph points on the coordinate plane to solve real-world and mathematical problems
- G. 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
- 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

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- 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
- 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

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## 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
- 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

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- 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

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## 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

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

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## 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
- 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

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

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## 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

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

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*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

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## Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

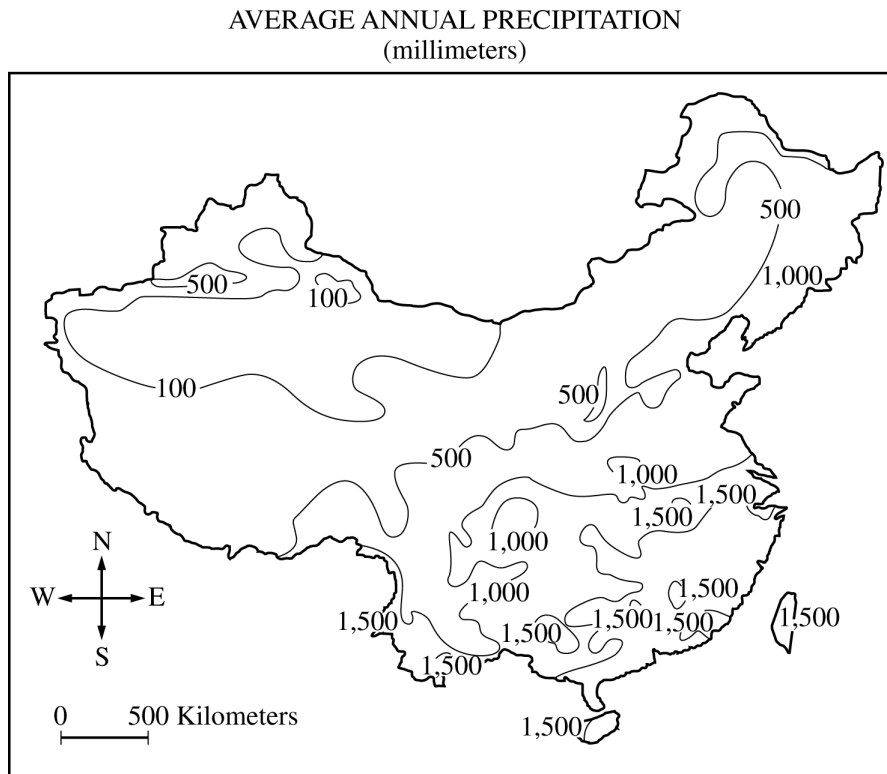
Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

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**Directions:** Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. A teacher is teaching a unit on the ways in which people from different cultures deal with their physical environment. The teacher wants students to understand that different parts of the environment can affect people differently. The map below shows which of the following to be true about precipitation in China?



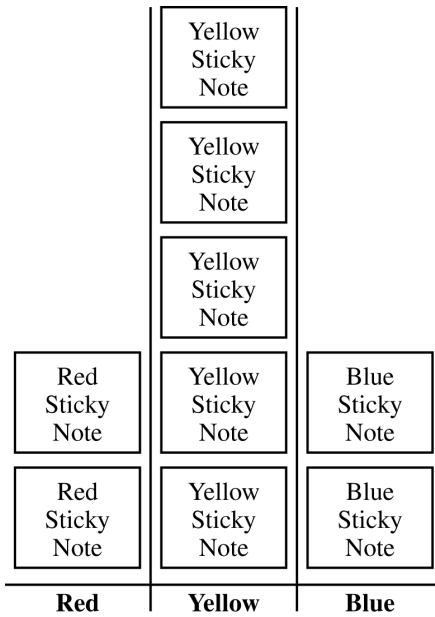
- A. The northern region receives more precipitation than the South does
- B. The Northeast is the driest region
- C. The Southeast receives the most precipitation
- D. The West receives more precipitation than the East does

Answer and Rationale

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

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2. A preschool teacher has each of the 10 students in the class choose a note from sticky notes of three colors — red, yellow, and blue. Students then work with the teacher to create a chart by sticking their note in the correct column.

Which of the following math skills does this activity best reinforce?



- A. One-to-one correspondence
- B. Double facts within 10
- C. Intuitive concepts of chance
- D. Data collection, organization, and display

Answer and Rationale

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

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3. Children are learning about the geologic formation of mountain ranges and the way in which the elevation and steepness of the mountains can reveal the range's relative age. Which of the following types of maps is most useful in determining whether one mountain range is older than another?
- A. A road map indicating the highest point of elevation within a mountain range
  - B. A topographic map featuring contour lines
  - C. An economic map using symbols to indicate natural resources within mountain ranges
  - D. A climate map showing temperature zones within mountain ranges

Answer and Rationale

4. A first-grade teacher is teaching about changes on the Earth's surface. Which of the following contributes to the changes on Earth's surface most consistently?
- A. Fire
  - B. Volcanic activity
  - C. Water
  - D. Wind

Answer and Rationale

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

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5. A preschool teacher is teaching students to forward roll. Which of the following is a problem most characteristic of preschoolers' forward rolling?
- A. Keeping the chin tucked
  - B. Keeping the knees and hips flexed
  - C. Losing the curl
  - D. Using the hands to cushion the head contact

Answer and Rationale

6. Before students are taught about the cause of the midnight sun phenomenon in polar regions, they should understand which of the following?
- A. Seasonal changes in the distance between Earth and the Sun
  - B. Seasonal changes in sunspot activity
  - C. The tilt of Earth's axis
  - D. Time zones

Answer and Rationale

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

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7. As a quick assessment of lesson vocabulary, a third-grade teacher writes the following definition on the board:

A set of expectations governing the behavior of a person holding a particular position in society.

The teacher then asks students to write on their whiteboard the vocabulary word related to the definition. Which of the following students correctly identified the vocabulary word?

- A. Bob, who wrote “values”
- B. Danielle, who wrote “role”
- C. Mike, who wrote “culture”
- D. Gretchen, who wrote “status”

**Answer and Rationale**

8. A second-grade teacher has taught students about hurricanes and tornadoes. The teacher now wants students to compare the two. Which of the following students has correctly compared hurricanes and tornadoes?
- A. Hazeletta, who says, “Both hurricanes and tornadoes form only over warm oceans.”
  - B. Frank, who says, “Both tornadoes and hurricanes have very high winds.”
  - C. Margaux, who says, “Hurricanes may cause great property damage, but tornadoes do not cause property damage.”
  - D. Hernando, who says: “Tornadoes may cause human fatalities, but hurricanes do not cause human fatalities.”

**Answer and Rationale**

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

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9. Which of the following activities is most effective in introducing kindergartners to the concept of how plants transport water?
- A. Demonstrating that a celery stalk can be peeled lengthwise but not crosswise
  - B. Placing celery stalks in water colored with a dye and observing the results
  - C. Collecting rainwater in a rain gauge and comparing the amount of rainfall to the plant's growth rate
  - D. Planting bean seeds in paper cups, placing them on the windowsill, and watering daily

Answer and Rationale

10. A first-grade teacher is teaching students how to use a standard ruler. The teacher explains that when an object is measured, one end of the object must be placed at the 0 mark on the ruler. A student asks, "Why shouldn't I measure by placing the object at the 1 mark of the ruler?" Which of the following is the most instructionally appropriate for the teacher to give?
- A. "We measure from the 0 mark on the ruler because that is how the ruler was made, and we need to follow standard conventions."
  - B. "We measure from the 0 mark on the ruler because we do not want to miss the first unit of measurement on the ruler."
  - C. "We measure from the 0 mark on the ruler so we use all of the space on the ruler."
  - D. "We measure from the 0 mark on the ruler because 0 is the first number we start from when we count."

Answer and Rationale

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

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11. A kindergarten teacher asks questions that encourage students to think numerically and make quantitative judgments. In the morning, the teacher might ask students to figure out how many students are missing or absent. During snack time, the teacher might ask students if there are enough snack cups for everyone in the classroom. During recess, the teacher might ask students to determine how many balls they take outside so they know how many balls to bring back inside. Which of the following mathematical concepts is the teacher reinforcing?
- A. Classifying
  - B. Counting
  - C. Patterning
  - D. Ordering

Answer and Rationale

12. A prekindergarten teacher is doing a lesson on categorizing classroom objects into sets. Which of the following mathematical concepts must children have some familiarity with before attempting this activity?
- A. Understanding patterns and relationships
  - B. Recognizing the position of whole numbers
  - C. Comparing two-dimensional and three-dimensional shapes
  - D. Matching values with their numerical representations

Answer and Rationale

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

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13. When a student incorrectly reads a word within a sentence, a second-grade teacher responds by asking the student to recall the beginning consonant sound of the word. Which of the following cuing systems is the teacher encouraging the student to use?
- A. Personal schema
  - B. Graphophonic
  - C. Semantic
  - D. Syntactic

Answer and Rationale

14. A first-grade teacher is planning a language arts activity that will allow students who are English-language learners to strengthen both reading comprehension skills and English-speaking skills. Which of the following activities is most appropriate in accomplishing this goal?
- A. Retelling a story using illustrations from the story
  - B. Taking turns reading different parts of a story aloud
  - C. Using vocabulary words from the story for handwriting practice
  - D. Drawing a picture and writing a caption for a favorite part of the story

Answer and Rationale

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



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15. After a visit to a rescue squad, a preschool teacher, Ms. Espinosa, works with 3-year-old students to write a letter to the rescue squad staff to thank them for the experience. The students contribute ideas, and the teacher writes the ideas on large chart paper. Which of the following is an early literacy skill that is most appropriate for Ms. Espinosa to focus on with the students?
- A. Paragraphing ideas
  - B. Spelling words correctly
  - C. Connecting spoken language to written language
  - D. Capitalizing proper nouns

Answer and Rationale

16. A kindergarten teacher sets up a literacy center where the students match pictures of objects that begin with the same sound. Which of the following skills is the teacher trying to develop in students through the center?
- A. Phonics
  - B. Vocabulary
  - C. Letter recognition
  - D. Phonemic awareness

Answer and Rationale

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

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17. A teacher provides support for small, flexible groups of beginning readers. As students read a text or book that is unfamiliar to them, the teacher teaches them how to use a variety of reading strategies. Which of the following reading approaches is described?
- A. Direct instruction
  - B. Literature circles
  - C. Guided reading
  - D. Read-aloud

Answer and Rationale

18. When reading aloud, a student neglects to pronounce word endings. Which of the following types of word sorts is most likely to help a student become fluent in this skill?
- A. Letter name alphabetic, such as identifying “an,” “un,” and “in” word families
  - B. Within word pattern, such as identifying short and long vowels in words
  - C. Derivational, such as identifying words that have a common root
  - D. Syllables and affixes, such as saying words formed by adding “-ing” or “-ed”

Answer and Rationale

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

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19. Corinna is a student with a mild intellectual disability who uses a wheelchair. With which of the following will she most need support when toileting?
- A. Moving into the restroom and positioning the wheelchair
  - B. Locking the wheelchair's brakes and undoing her seat belt
  - C. Moving to the edge of the wheelchair seat
  - D. Standing up, turning, and then sitting on the toilet

Answer and Rationale

20. Jan is a child with a visual impairment. Which of the following is the best way for Jan's parents to assess her recreation and leisure skills?
- A. By visiting a classroom
  - B. By talking with a school counselor
  - C. By using a checklist from the expanded core curriculum
  - D. By seeking an evaluation by a trained specialist in visual disabilities

Answer and Rationale

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

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21. Which of the following is the best way to introduce a patterns unit to students in a kindergarten classroom that includes several children with special needs?
- A. Having the students put number cards in order
  - B. Asking the students to join in a simple clapping game
  - C. Having the students arrange colored tiles in order by size
  - D. Asking the students to identify the next shape in a row of shapes

Answer and Rationale

22. Which of the following is the best example of a behavioral objective for a first-grade social studies curriculum unit?
- A. Students will create and explain a family time line that describes family events over time
  - B. Students will understand why families decide to move to new locations
  - C. Students will recognize that a Venn diagram can be used to compare and contrast
  - D. Students will learn to use a small camera to document celebrations in their family

Answer and Rationale

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

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23. What is the teacher’s primary role when conflicts arise during unstructured playtime in a prekindergarten setting?
- A. To help children develop appropriate ways to resolve conflict
  - B. To teach children the essential features of good manners and etiquette
  - C. To reconsider the need for free play in the prekindergarten schedule
  - D. To intervene and discipline children as soon as conflict occurs during an activity

Answer and Rationale

24. Which of the following best explains why a kindergarten student with cerebral palsy has trouble using a handheld writing tool for legible writing?
- A. Inability to focus on small details
  - B. Use of a dated handwriting approach
  - C. Underdeveloped fine-motor skills
  - D. Lack of experience drawing with the tool

Answer and Rationale

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

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25. A teacher plans to introduce a new mathematics concept in a first-grade general education classroom that includes two students with developmental delays. Which of the following is most likely to provide the teacher with appropriate data to differentiate instruction for the students?
- A. Analyzing each student’s performance on previously taught concepts to identify possible strengths and weaknesses
  - B. Having students use a teacher-made checklist during a cooperative group activity
  - C. Keeping anecdotal notes of each student’s attention span during the demonstration of the concept
  - D. Discussing the acquisition of basic mathematical concepts with grade-level teachers

Answer and Rationale

26. Which of the following statements is the best way to explain to parents what norm-referenced test results show?
- A. “The results show your child’s mastery of specific concepts or skills in a subject area.”
  - B. “The results show your child’s individual performance and effort during the entire learning process.”
  - C. “The results show how your child compares with children of the same age and grade in school districts throughout the state.”
  - D. “The results show that your child has selected his or her best work for evaluation.”

Answer and Rationale

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

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27. Which of the following is legally required to initiate a formal evaluation for a student suspected of having a specific learning disability?
- A. Signed parental permission
  - B. Oral agreement by the parents
  - C. Teacher referral
  - D. Physician referral

Answer and Rationale

28. Leila is a 9-year-old fourth-grader who currently receives special education services under the category of other health impaired. She often acts impulsively and frequently leaves her seat to roam around the classroom.

Which of the following best describes a shaping technique a teacher should use to help Leila control her impulse to wander around the classroom?

- A. Allowing Leila to move freely around the classroom for one minute every half hour
- B. Reinforcing Leila's behavior every time she successfully approximates the goal of remaining seated for a targeted amount of time
- C. Reminding Leila that she will lose a classroom privilege whenever she leaves her seat to walk around
- D. Removing tokens from Leila's class bank account each time she gets out of her seat without permission

Answer and Rationale

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

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29. Which of the following assessments is an example of an informal assessment?

- A. A portfolio
- B. An intelligence quotient test
- C. An adaptive behavior scale
- D. A standard achievement test

Answer and Rationale

30. A student who has difficulty remembering simple directions that are provided by the teacher throughout a lesson is likely to have which of the following types of problems?

- A. Auditory figure-ground problems
- B. Auditory memory problems
- C. Auditory discrimination problems
- D. Auditory attention problems

Answer and Rationale

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



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31. Joshua enjoys riding the tricycle but refuses to participate in art activities for more than one minute at a time. The teacher makes his access to the tricycle dependent on longer involvement during art time. The teacher's action is an example of using
- A. contingency contracting.
  - B. task variation.
  - C. the Premack principle.
  - D. a shaping strategy.

Answer and Rationale

32. A student shows a special interest in balloons. The teacher then uses balloons in various activities throughout the day to target skills by having the student request balloons, follow directions in painting balloons, use words relating to balloons, and play games with balloons. The teacher's approach best exemplifies
- A. activity-based intervention.
  - B. task analysis.
  - C. incidental teaching.
  - D. environmental engineering.

Answer and Rationale

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

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33. A student who has moved from another state has an Individualized Education Program (IEP) in place, but the student's other official records have not arrived. Which of the following actions by the multidisciplinary team would be most appropriate?
- A. Convening and making an interim placement based on the records and information at hand
  - B. Placing the student in a general education class and planning to convene formally when full records are received
  - C. Placing the student in a special education class and planning to convene formally when full records are received
  - D. Performing a complete assessment

Answer and Rationale

34. Fariq is a fourth-grade student with specific learning disabilities in mathematics calculation and problem solving. Which of the following is a method of curriculum-based assessment in mathematics that is appropriate for a teacher to use for Fariq?
- A. Using Response to Intervention (RTI) to compare Fariq's progress to that of his peer groups
  - B. Using objectives from Fariq's IEP to evaluate his progress and adapt instruction
  - C. Using standardized assessments to track Fariq's progress in the school district's curriculum
  - D. Using an IQ test to determine whether Fariq is making adequate yearly progress

Answer and Rationale

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

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## Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	C	<p><b>Option C is correct.</b> The map shows that the greatest amount of precipitation (1,500 millimeters annually, on average) is in southeast China, compared with other areas that receive far less precipitation (less than 500 millimeters annually, on average).</p> <p><a href="#">Back to Question</a></p>
2	D	<p><b>Option D is correct.</b> The activity best reinforces data collection, organization, and display. The students are collecting data by selecting from three colors of sticky notes. With the teacher's help, the students are organizing the data on the chart. Once all of the students have placed their colored sticky note on the chart, the chart displays the data.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
3	B	<p><b>Option B is correct.</b> A topographic map containing contour lines indicates the elevation and steepness of an area of land, information necessary to determine the age of a mountain range. A road map (option A) may provide the elevation of an individual peak in a range, but that information is not adequate to show the elevation of the highest peak in a range. Option C, dealing with natural resources, does not contain any of the two necessary indicators, nor does option D, which contains climate variables.</p> <p><a href="#">Back to Question</a></p>
4	C	<p><b>Option C is correct.</b> While the other choices do influence and change the appearance of Earth’s surface, water is constantly acting on terrestrial features in the form of precipitation, glaciers, streams, rivers, and oceans. Therefore, water contributes to the weathering of the land surface in most parts of the globe.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
5	C	<p><b>Option C is correct.</b> Losing the curl is characteristic of early stages of performing the forward roll. Options A, B, and D are all characteristic of intermediate or advanced levels of performing the forward roll.</p> <p><a href="#">Back to Question</a></p>
6	C	<p><b>Option C is correct.</b> The midnight sun phenomenon can occur in Earth's polar regions because Earth's axis is tilted as it orbits the Sun. Therefore, at solstice, when the polar region is tilted toward the Sun, the Sun does not set.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
7	B	<p><b>Option B is correct</b> because roles are culturally defined rules for proper behavior associated with every status. Option A is not correct because values are a culture’s general orientation toward life. Option C is not correct because culture refers to all that humans learn to do, use, produce, know, and believe as they grow to maturity and live out their lives in the social groups to which they belong. Option D is not correct because status refers to culturally and socially defined positions occupied by individuals.</p> <p><a href="#">Back to Question</a></p>
8	B	<p><b>Option B is correct.</b> Both hurricanes and tornadoes have very high winds. Option A is not correct because while hurricanes require warm ocean surface waters to develop, tornadoes are associated with thunderstorms and form over land. Option C is not correct because both hurricanes and tornadoes may cause property damage. Option D is not correct because both hurricanes and tornadoes may cause human fatalities.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
9	B	<p><b>Option B is correct.</b> It concretely illustrates the pathway of water transportation up the celery stalk. Option A does not relate to the way a plant transports water. Options C and D may serve to show that plants drink but not how plants transport water.</p> <p><a href="#">Back to Question</a></p>
10	B	<p><b>Option B is correct.</b> It is most instructionally appropriate for the teacher to explain to the student that the distance between the 0 mark on the ruler and the 1 mark on the ruler indicates a unit of measurement. Options A and D are not correct because they do not answer the student’s question about the content being taught. Option C is not the correct answer because measurement is not about the usage or space on the ruler, but rather about capturing the standard units.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
11	B	<p><b>Option B is correct.</b> The teacher is reinforcing the mathematical concept of counting. In the morning, the students need to count how many students are absent based on the number of empty seats. During snack time, the students need to count the number of snack cups. During recess, the students need to count the number of balls they take outside. Option A is incorrect because students classify objects by a general attribute, such as shape, size, color, or type of material. Option C is incorrect because students can find patterns in the flag or create patterns with colored beads. Option D is incorrect because students learn to order based on “more than” or “less than” after they learn to classify.</p> <p><a href="#">Back to Question</a></p>
12	A	<p><b>Option A is correct.</b> The recognition of patterns and relationships is necessary for categorization. A child may be able to sequence numbers (option B) or match values with numerical representations (option D) without relating the attributes of objects to one another, as is necessary in categorizing. Although some of the objects presented may be categorized by their dimension (option C), merely distinguishing between two-dimensional and three-dimensional objects is not adequate for distinguishing the other attributes that make up a category or form a basis of comparison.</p> <p><a href="#">Back to Question</a></p>

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



Question Number	Correct Answer	Rationale
13	B	<p><b>Option B is correct.</b> Graphophonic cuing systems refer to sounds, symbols, and print conventions such as letters and beginnings and endings of words. Semantic cuing systems (option C) refer to meaning such as prior knowledge or story sense. Syntactic cuing systems (option D) refer to text structure such as grammatical patterns and language structures. Personal schema (option A) focuses on the experiences and knowledge that students bring to the text.</p> <p><a href="#">Back to Question</a></p>
14	A	<p><b>Option A is correct.</b> Having English-language learners retell the story using illustrations from the story strengthens both reading comprehension skills and English-speaking skills. The other choices do not describe activities that strengthen both reading comprehension skills and English-speaking skills in English-language learners.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
15	C	<p><b>Option C is correct.</b> It is most appropriate for the preschool teacher to focus on connecting spoken language to written language (e.g., by writing ideas on large chart paper). Options A, B, and D are not appropriate for 3-year-olds and are learned after students understand the expression of speech in print.</p> <p><a href="#">Back to Question</a></p>
16	D	<p><b>Option D is correct.</b> Phonemic awareness is the ability to hear, identify, and manipulate individual sounds or phonemes in spoken words. Phonics skills (option A) involve understanding how letters combine to make sounds and words. Students are ready for phonics after they have phonemic awareness. Vocabulary skills (option B) involve building students' receptive and expressive vocabularies. Letter recognition skills (option C) involve students recognizing letters regardless of the color or size of the letter or the form in which it is presented.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
17	C	<p><b>Option C is correct.</b> Guided reading is described. It is one component of a four-block reading program that consists of self-selected reading, guided reading, writing, and working with words. Direct instruction (option A) is a highly organized, teacher-directed approach in which the teacher uses articulated lessons: cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly. Literature circles (option B) is a student-centered reading activity in which each member of the group is assigned a role as the group discusses what has been read. Read-aloud (option D) involves having the teacher read the story and the students listen to it.</p> <p><a href="#">Back to Question</a></p>
18	D	<p><b>Option D is correct.</b> The student is working on word endings, and word sorts including syllables and affixes, such as “-ing” or “-ed,” would help the student become more aware of the final parts of words. Option A is incorrect because word families rhyme and have different endings, which would not support the student’s need to practice common word endings. Option B is incorrect because the student does not require practice with medial sounds in words. Option C is incorrect because it focuses on words that have a common root but different beginning and ending sounds.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
19	D	<p><b>Option D is correct.</b> These tasks require the most skill from the student, so she is most likely to require the assistance of a teacher or other adult. Options A, B, and C are skills that require minimal support; thus, they are most likely to be handled independently by the student.</p> <p><a href="#">Back to Question</a></p>
20	C	<p><b>Option C is correct.</b> Recreation and leisure skills are part of the expanded core curriculum (ECC) for children who have a visual impairment, and Jan’s parents can use a developmental checklist to ensure that Jan is learning these skills. Option A is incorrect because a classroom visit might provide information about Jan’s academic and social skills but would be unlikely to focus on recreation and leisure skills. Option B is incorrect because the counselor might provide information on improving recreation and leisure skills but would not be able to describe Jan’s current recreation and leisure skills. Option D is incorrect because a trained specialist is not likely to provide any information beyond what the parents could get by using a checklist from the expanded core curriculum.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
21	B	<p><b>Option B is correct.</b> It describes an activity that is accessible to all the students and can be differentiated for students who have special needs. Options A, C, and D are incorrect because they are activities that require prior knowledge, and not all students may have learned those concepts.</p> <p><a href="#">Back to Question</a></p>
22	A	<p><b>Option A is correct.</b> It describes what the student is to do in clear and observable terms. Options B, C, and D are incorrect because they do not describe the behaviors in observable terms.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
23	A	<p><b>Option A is correct.</b> Early childhood is a time to learn respectful communication and social skills through play and structured activities. Option B is incorrect because good manners and etiquette vary by culture and are best taught in informal home situations. Option C is incorrect because prekindergarten students need free play, which should not be restricted because of common conflicts. Option D is incorrect because teacher intervention is not always needed when conflicts arise; children should be encouraged to solve basic conflicts and supported in doing so.</p> <p><a href="#">Back to Question</a></p>
24	C	<p><b>Option C is correct.</b> A child with cerebral palsy is often characterized by developmental delays in muscle control and coordination, such as fine-motor skills. Options A and D are incorrect because all kindergarten students are developing these skills, not just children with cerebral palsy. Option B is incorrect because the use of dated handwriting approach would not account for trouble using a handheld writing implement.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
25	A	<p><b>Option A is correct.</b> Analyzing students' performance will inform the teacher of each student's instructional needs and better allow for differentiated instruction for each student. Option B is incorrect because a checklist filled out within a cooperative group setting may not clearly indicate each student's needs, as responses may be influenced by others in the group. Option C is incorrect because teacher monitoring of students' attention spans during a demonstration could indicate interest in the concept, but not much else to aid in differentiating instruction. Option D is incorrect because discussions with colleagues about the typical development of mathematical concepts among first graders will not help the teacher differentiate instruction for the specific first-grade students in the class.</p> <p><a href="#">Back to Question</a></p>
26	C	<p><b>Option C is correct.</b> Norm-referenced tests compare one student's performance with the performance of others of the same age or grade. Option A is incorrect because it describes a criterion-referenced test. Option B is incorrect because it describes a portfolio assessment. Option D is incorrect because it describes a student's self-selection of a piece to be used for assessment, perhaps from a portfolio of work collected over time.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
27	A	<p><b>Option A is correct.</b> Written consent by a parent or guardian is required to refer a student for screening to determine whether special education services are appropriate. Option B is incorrect because the consent must be written, not oral. Option C is incorrect because although school personnel can initiate a referral, written consent must be given by a parent or guardian to follow through with the screening. Option D is incorrect because a physician’s input can be valuable; however, it does not initiate the referral process or provide consent for screening.</p> <p><a href="#">Back to Question</a></p>
28	B	<p><b>Option B is correct.</b> Because shaping involves choosing close approximations and reinforcing successive approximations to the target each time and reinforcing successive approximations to the target each time the desired behavior occurs. Option A is incorrect because allowing movement breaks is not a shaping technique, but rather an example of inadvertently reinforcing non-desired behaviors. Option C is incorrect as using a reprimand is an example of punishment, not shaping. Option D is incorrect because taking away classroom privileges is an example of using a response cost strategy instead of shaping.</p> <p><a href="#">Back to Question</a></p>

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



Question Number	Correct Answer	Rationale
29	A	<p><b>Option A is correct.</b> Informal assessments are based not on data but on content and performance, and portfolios are a collection of work completed by a student over a specific period of time. Options B, C, and D are incorrect because intelligence tests, behavior scales, and standardized achievement tests are examples of formal assessments.</p> <p><a href="#">Back to Question</a></p>
30	B	<p><b>Option B is correct.</b> A student who has auditory memory difficulties has problems remembering information such as directions for tasks to be done immediately and for delayed tasks. Option A is not correct because a student with auditory figure-ground memory difficulties is not able to pay attention if there is a noisy unstructured classroom environment. Option C is not correct because a student with auditory discrimination difficulties has problems discriminating between words that have the same sounds. Option D is incorrect because a student with auditory attention difficulties is not able to stay focused long enough to complete classroom assignments and activities.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
31	C	<p><b>Option C is correct.</b> The Premack principle is applied by making a desired activity available to a student contingent on completing an undesired (or less desired) activity. Option A is incorrect because there is no contract outlining goals and rewards that is established between the student and the teacher. Option B is incorrect because there is no variation of tasks for the student included in the scenario. Option D is incorrect because there are no reinforcements being given for each successive step toward the desired behavior.</p> <p><a href="#">Back to Question</a></p>
32	A	<p><b>Option A is correct.</b> Activity-based intervention has been defined by Diane Bricker as intervention that is student directed (e.g., based on the student’s interest in balloons), embeds training across various activities, uses logically occurring antecedents and consequences (e.g., balloons usually are naturally rewarding for many children), and focuses on functional skill development. The activity described meets the definition. Option B is incorrect because task analysis involves specific instructional goals and objectives that are preplanned by the teacher as well as specific planned activities and assessments to help students achieve goals and objectives. Option C is incorrect because while incidental teaching involves incorporating the student’s interests into instruction, it is focused on student-directed learning within a natural environment. Option D is incorrect because environmental engineering is unrelated to the scenario, since it is not an instructional approach but rather a specific field of study for engineers.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
33	A	<p><b>Option A is correct.</b> Federal regulations indicate that it is appropriate to convene and make an interim placement for a student while awaiting additional information. Options B and C are incorrect because placing the student in a general class or a special education class arbitrarily without a team meeting is inappropriate, since either of those settings may not be the proper placement for the student. Option D is incorrect because conducting a complete assessment of the student is usually duplicative, time-consuming, and unnecessary. At times, a district may need to create a new IEP based on differing state requirements; however, in this case, the services specified in the previous IEP must be implemented until the new IEP is created.</p> <p><a href="#">Back to Question</a></p>
34	B	<p><b>Option B is correct.</b> Because by focusing on Fariq’s work in class and on the objectives spelled out in his IEP, the teachers are assessing Fariq in the context of the current curriculum. If Fariq is not making adequate yearly progress in achieving his IEP objectives, his teachers can use curriculum-based assessments as the basis for modifying or adapting instruction. Option A is incorrect because RTI is not used to compare students with one another. Option C is incorrect because standardized assessments are not specifically designed for individual students and are not likely to be sufficient when assessing Fariq. Option D is incorrect because an IQ test is not used to determine adequate yearly progress.</p> <p><a href="#">Back to Question</a></p>

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

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## Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

### Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare) for this free download.

## Resources

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## Online Resources

- Assistive Technology: Strategies, Tools, Accommodations and Resources — [www.atstar.org](http://www.atstar.org)
- Council for Exceptional Children. Ethical Principles and Practice Standards — [www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc\\_lang=en](http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc_lang=en)
- Georgia Department of Education — [www.doe.k12.ga.us](http://www.doe.k12.ga.us)
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- McLaren, E. M. and Nelson, M. C. (2009). *Using Functional Behavior Assessment to Develop Behavior Interventions for Students in Head Start* — [www.eric.ed.gov](http://www.eric.ed.gov)
- National Dissemination Center for Children with Disabilities. *Transition Planning: A Team Effort* — <http://nichcy.org/wp-content/uploads/docs/ts10.pdf>
- Partners Resource Network — [www.partnerstx.org](http://www.partnerstx.org)

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