



# GACE® Reading Assessment Test II (118) Curriculum Crosswalk

## Required Coursework Numbers

<b>Subarea I. Assessment and Evaluation (50%)</b>															
<i>Objective 1: Understands how to gather and use student data to promote reading development</i>															
A. Demonstrates an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes															
B. Describes strengths and limitations of assessment tools and their appropriate uses															
C. Recognizes the basic technical adequacy of assessments; e.g., reliability, content, and construct validity															
D. Selects or develops assessment tools to monitor student progress and to analyze instructional effectiveness															
E. Selects and develops classroom assessments using consistent, fair, and equitable assessment procedures															
F. Interprets and uses assessment data to analyze individual, group, and classroom performance and progress															
G. Collaborates with other teachers and support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths															
H. Uses assessment data to evaluate students' responses to instruction, to adjust instruction, and to develop relevant next steps for teaching															

## Required Coursework Numbers

<b>Subarea II. Diversity and Literate Environment (50%)</b>																
<i>Objective 1: Demonstrates an understanding of how to meet the needs of diverse learners</i>																
A. Demonstrates an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable																
B. Demonstrates an understanding of the ways in which different forms of diversity influence reading and writing development																
C. Uses a literacy curriculum and engages in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity																
D. Assesses the various forms of diversity that exist in the school and in the surrounding community																
E. Provides differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity																
F. Provides instructional formats that engage students as agents of their own learning																
G. Demonstrates an understanding of various perspectives of literacy and how different policies and different perspectives affect literacy																
H. Demonstrates a respectful attitude toward all learners and understands the roles of choice, motivation, and scaffolded support in creating positive social environments																

### Required Coursework Numbers

I. Creates supportive environments where English-language learners are encouraged and given many opportunities to use English															
J. Uses various practices to differentiate instruction; e.g., flexible grouping, cooperative learning, literature circles, partner work, and research/investigation groups															