GACE® English to Speakers of Other Languages (ESOL) Assessment
Test at a Glance

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See the GACE® English to Speakers of Other Languages (ESOL) Assessment Study Companion for practice questions and preparation resources.

Assessment Name	English to Speakers of Other Languages (ESOL)
Grade Level	P–12
Test Code	Test I: 119 Test II: 120 Combined Test I and Test II: 619
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
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: 80 Test II: 80 Combined Test I and Test II: 160
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 *Guide to Taking a GACE Computer-delivered Test*.
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

About this Assessment

The GACE English to Speakers of Other Languages (ESOL) assessment is designed to measure the professional knowledge of prospective teachers of ESOL 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 test includes listening items; an ETS-approved headset 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. Language*	40%
II. Culture	30%
III. Professionalism	30%

*The language subarea contains 10 listening questions.

Test I Objectives

Subarea I: Language

Objective 1: Understands applied linguistics and the nature of language as a system

The beginning teacher of English to Speakers of Other Languages:

A. Knows that language is a system and understands the subsystems of phonetics/phonology, morphology, syntax, semantics/lexicon, and pragmatics/sociolinguistics

B. Facilitates English-language learners' ability to learn and use English for social and academic forms of communication

C. Understands the communicative nature of language and the importance of developing language skills at the word, sentence, and discourse levels

D. Knows how to apply theories and research on first and second language acquisition and development to inform classroom practices; e.g., the stages of L1/L2 acquisition, behaviorism versus constructivism, and research-based models of second language instruction

E. Possesses a knowledge base of recent research on bilingualism/multilingualism, World Englishes, dialect variation, and multiliteracy to inform teaching practice

Objective 2: Understands the nature of language acquisition and development for English-language learners

The beginning teacher of English to Speakers of Other Languages:

A. Understands how the L1 can influence L2 production; e.g., code switching, L1 interference, accent, motivation, transfer, sociocultural influences

B. Knows instructional approaches to support both spoken and written literacy development of English-language learners

C. Is familiar with a variety of activities for increasing English-language learners' ability to read English that are consistent with current approaches to literacy development

D. Understands the influence of first-language literacy on the development of English literacy

E. Knows recent theories about and is aware of recent research on the nature and role of culture in society, (e.g., identity, biculturalism, assimilation, acculturation) and their implications on English-language learners in the school setting

Subarea II: Culture

Objective 1: Understands the roles that home culture and classroom diversity play for English-language learners

The beginning teacher of English to Speakers of Other Languages:

A. Understands the role of home culture in language development, academic achievement, and individual learning and recognizes the importance of fostering an appreciation for cultural diversity in the classroom

B. Understands the deleterious nature of prejudice, stereotyping, and discrimination, specifically with respect to how those factors compromise the educational success of English-language learners

C. Knows that English-language learners' prior history with various teaching/learning styles can influence their educational experiences

D. Understands the role of subcultures and group identity within a multilingual/multicultural classroom setting

E. Demonstrates awareness of the interconnections between English-language learners and their families/communities, both inside and outside the educational system

Subarea III: Professionalism

Objective 1: Understands the importance of professional development and the role of the ESOL teacher

The beginning teacher of English to Speakers of Other Languages:

A. Is knowledgeable of relevant state and federal laws that affect the education of English-language learners; e.g., Title III, Equal Educational Opportunities Act

B. Knows ways in which ESOL teachers are affected by local, state, and national standards

C. Is familiar with professional organizations and publications relevant to the field of ESOL education; e.g., TESOL, WIDA®

D. Has basic knowledge of state-mandated policies and procedures for identifying and screening English-language learners

E. Recognizes the need to advocate for English-language learners within the school system and in the community

F. Understands the importance of collaboration with professional colleagues to inform classroom practices and to contribute to further development of the ESOL field

G. Knows how to serve as a resource for school staff to communicate the emotional and academic needs of English-language learners

Test II Subareas

Subarea	Approx. Percentage of Test
I. Planning, Implementing, and Managing Classroom Instruction and Assessment	100%

Test II Objectives

Subarea I: Planning, Implementing, and Managing Classroom Instruction and Assessment

Objective 1: Knows the instructional theories and methodologies for teaching English-language learners

The beginning teacher of English to Speakers of Other Languages:

A. Knows the distinct characteristics and theoretical foundations of instructional theory for language teaching

B. Knows the appropriate use of relevant methods and approaches facilitating English-language learning

C. Knows how to implement a variety of instructional delivery models approved by the state of Georgia (e.g., pull-out, push-in, cluster center, class period)

D. Understands that student performance may be affected by external factors (e.g., age, gender, limited formal schooling, educational interruptions, cultural conflicts, past experiences) and knows how to adapt instruction based on student needs

E. Knows how to design lessons and activities that help students become more effective, autonomous language learners by developing their cognitive and metacognitive strategies; e.g., using dictionaries, using context clues, self-editing

Objective 2: Knows how to use a variety of teaching techniques and instructional materials with English-language learners

The beginning teacher of English to Speakers of Other Languages:

A. Knows how to organize learning around content and language objectives

B. Knows techniques to help students activate prior knowledge and support appropriate transfer of language and literacy skills from L1 to L2

C. Knows how to design and implement instructional activities that provide students with authentic language use and meaningful interaction in English

D. Knows how to locate, select, modify, and/or create instructional materials to support individual student learning styles and needs

E. Knows how to select culturally responsive, age-appropriate, and linguistically accessible teaching materials and resources (e.g., audiovisual aids, realia, computer software) to support language and content-area instruction

Objective 3: Understands the connection between classroom management and student learning

The beginning teacher of English to speakers of other languages:

A. Understands how effective classroom management is essential to creating a structured and participatory learning environment for English-language learners

B. Knows how and when to use multiple types of correction and constructive feedback and their implications for student learning and motivation

C. Knows how to facilitate a language-, text-, and print-rich classroom environment at an appropriate level for English-language learners

D. Knows how to integrate a variety of strategies and techniques to promote students' productive language skills (speaking and writing) across content areas in accordance with students' levels of English-language proficiency

E. Knows how to integrate a variety of strategies and techniques to promote students' receptive language skills (listening and reading) across content areas in accordance with students' levels of English-language proficiency

Objective 4: Demonstrates an understanding of the use of assessments with English-language learners

The beginning teacher of English to Speakers of Other Languages:

A. Knows a variety of methods (e.g., formal/informal, formative/summative) to assess productive and receptive language skills

B. Knows how to differentiate classroom-based assessments according to students' English-language proficiency levels

C. Knows that English-language learners may require special education and/or gifted and talented services

D. Knows how to interpret the results of classroom assessments concerning English-language proficiency

E. Knows how to communicate the results of classroom assessments to English-language learners and their parents