



SECTION 2

TEST I SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

QUESTIONS

1. In terms of the developmental stages of reading, a typical five-year-old kindergarten child could reasonably be expected to perform which of the following skills?
 - A. distinguishing between long and short vowel sounds in written words
 - B. decoding unfamiliar one-syllable words
 - C. reading familiar texts containing high-frequency words
 - D. retelling a story while looking at a familiar book

2. A fourth-grade class is working on a word identification activity in which they create multiple words from a familiar one-syllable word by adding inflectional endings, prefixes, and suffixes and by forming compound words. This type of activity contributes to the development of which of the following skills?
 - A. miscue analysis
 - B. syllabication
 - C. structural analysis
 - D. phonemic blending

3. Which of the following reading strategies would be most effective for developing vocabulary through the use of context?
 - A. using semantic mapping to categorize the unfamiliar words in a reading passage
 - B. using a dictionary to look up unfamiliar words as they appear in a reading passage
 - C. using structural analysis to determine the meaning of unfamiliar words in a reading passage
 - D. using syntactic and semantic cues to determine the meaning of unfamiliar words in a reading passage

4. Which of the following is the best rationale for having a class discussion about life on a Kansas farm in the early twentieth century before students read *The Wizard of Oz*?
 - A. Using oral language skills encourages phonemic awareness.
 - B. Providing a context for the story aids reading comprehension.
 - C. Focusing on content area information promotes early literacy.
 - D. Retelling favorite stories fosters sensitivity to narrative structures.

5. Which of the following instructional activities would be most likely to develop students' literary response skills by encouraging them to make connections between a text and personal experiences?
- A. asking students to write essays in which they explore the author's use of figurative language in the text
 - B. having students work in groups to write summaries of the sequence of events in the text
 - C. asking students to write and perform skits that dramatize important events in the text
 - D. having students write dialogues between themselves and various characters in the text
6. An elementary class has begun work on research reports for the first time. The students have selected their research topics and have identified and gathered resources. Which of the following instructional activities would be most appropriate for the teacher to plan *next*?
- A. grouping students to evaluate each other's resources
 - B. having students read fictional texts related to their project
 - C. asking students to develop a thorough outline for writing their papers
 - D. guiding students on how to take notes while reading the source materials

7. **Read the passage below; then answer the question that follows.**

¹While running for the bus, my schoolbag fell off my shoulder and tripped me. ²All my books fell out, and everything got dirty. ³My friend helped me pick myself up and get settled in a seat. ⁴Since this kind of thing happens to me all the time, everybody calls me "Grace."

Which of the following revisions should be made to correct an error in the text?

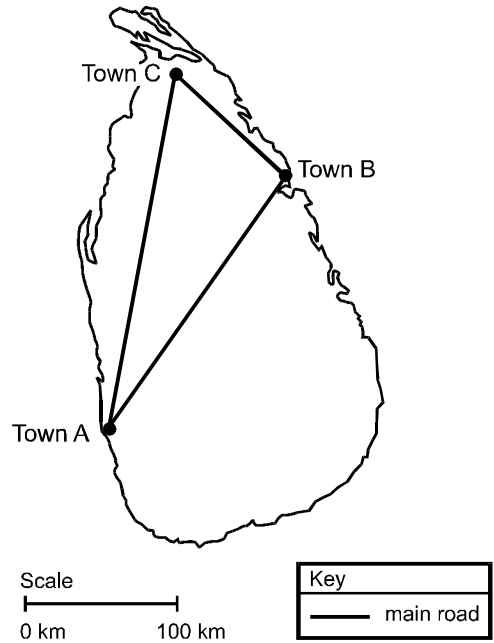
- A. Change Sentence 1 to "While running for the bus, I was tripped by my schoolbag as it fell off my shoulder."
- B. Change Sentence 2 to "All my books fell out. Everything got dirty."
- C. Change Sentence 3 to "My friend helped me pick myself up, getting settled in a seat."
- D. Change Sentence 4 to "Since this kind of thing happens all the time. Everybody calls me 'Grace.' "

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8. Which of the following dynamics is most important for successful interaction among members of a group?
- A. the members hold the same views
 - B. some members do not participate in the discussion
 - C. the members take turns speaking
 - D. a few members speak most of the time

9. The sinking of the British ocean liner *Lusitania* and many merchant sea vessels by submarines in the Atlantic Ocean between 1915 and 1917 led most directly to:
- A. the creation of the League of Nations.
 - B. the Treaty of Versailles.
 - C. the establishment of the North Atlantic Treaty Organization.
 - D. U.S. involvement in World War I.

10. Use the map below to answer the question that follows.



The map above shows an island with three towns. A driver on the island needs to travel from Town A to Town B to Town C and then back to Town A. Based on the information in the map, the approximate distance of the complete trip would be:

- A. 150 km.
- B. 375 km.
- C. 525 km.
- D. 750 km.

11. The executive branch of the U.S. government may challenge the legislature in which of the following ways?
- A. by vetoing bills that are passed by Congress
 - B. by creating new laws limiting congressional power
 - C. by removing leaders of congressional committees
 - D. by assessing the constitutionality of congressional decisions
12. Which of the following economic concepts explains why individuals and nations must make choices as to how they satisfy their needs and wants?
- A. surplus
 - B. demand
 - C. scarcity
 - D. competition

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	D	The typical five-year-old kindergarten child is preliterate but has developed important concepts about print, such as book-handling skills and an understanding of the function and directionality of print. Therefore, it is reasonable to expect a child at this age to be able to look at clues in a familiar book (e.g., pictures) in sequence and retell the story.	0001
2	C	Structural analysis is a word identification strategy in which a reader tries to determine the meaning of an unfamiliar word by analyzing its component parts, including its root and affix(es). An activity in which students build words from these components will help promote their knowledge of English morphology and their ability to apply structural analysis in their reading.	0002
3	D	A syntactic cue is information gathered from the reader's knowledge of the rules and patterns of language (e.g., parts of speech, word order). A reader can use syntactic cues to help determine the meaning of an unknown word by analyzing the way in which that word is used in the text. A semantic cue is information gathered from the overall meaning of a text that can help a reader determine the meaning of an unknown word. Both of these techniques are effective ways of developing vocabulary knowledge through context.	0003
4	B	Pre-reading discussions aid comprehension when they provide background information and context on which students can construct meaning as they read a story. The background knowledge gained through a discussion about Kansas farm life gives students a conceptual understanding of the initial setting of <i>The Wizard of Oz</i> and helps emphasize the contrast between Dorothy's everyday life and her experiences in Oz.	0004
5	D	An effective way to encourage students to make personal connections with a text is to have the students carry out an activity that enables them to place themselves into the setting of the story. Having students write dialogues between themselves and various characters in the text provides a learning situation in which students may immerse themselves in the style, characterization, language, and setting presented in the text.	0005

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For question	The correct response is	Reason	Test Objective
6	D	After collecting the appropriate research materials on which to base their reports, the students must be guided in how to use these resources properly. Given that this is the first time these students have done research reports, they will need direct instruction on how to identify relevant information in the resources and take useful notes. Only after they have a clear idea of the information available can the students begin to decide what details to include in their reports and how to organize them.	0006
7	A	Sentence 1 in the passage contains a misplaced modifier that confuses the meaning of the sentence. As it is written, the phrase, "While running for the bus" is referring the schoolbag. Clearly, the schoolbag is not running for the bus. Changing the organization of Sentence 1 as indicated will make it clear that the phrase is referring to the first-person narrator, "I."	0007
8	C	Successful group interactions are most likely to occur when all members of the group are actively engaged and feel that their thoughts are respected and acknowledged. Regardless of individual opinions, the opportunity to speak in turn tends to encourage productive, respectful interactions among group members.	0008
9	D	The United States attempted to remain neutral and avoid becoming involved in the war in Europe that had begun in 1914. However, the ongoing sinking of ships, including the passenger liner <i>Lusitania</i> , prompted the United States to enter the war in 1917.	0009
10	C	The scale located at the bottom of the map displays a line having a length that represents 100 km. Using this scale, the distance from Town A to Town B is approximately 200 km, the distance from Town B to Town C is approximately 100 km, and the distance from Town C to Town A is approximately 225 km. The sum of the distances for the entire trip is approximately 525 km.	0010
11	A	To maintain a system of checks and balances among the branches of government, a constitutional power expressly given to the executive branch of the U.S. government is the ability to veto (refuse to approve) bills written and passed by Congress.	0011
12	C	Scarcity occurs when needs and wants exceed the supply of goods or services. Since there are not enough resources to satisfy completely everyone's needs and wants, choices must be made among various alternatives about how to use and allocate the resources that are available.	0012