



## SECTION 4

### TEST II 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.

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## QUESTIONS

1. Families can best support the development of children with cognitive impairments by:
  - A. restricting the children's contact with peers outside the family to protect them from being teased.
  - B. allowing the children to stop activities at the first sign of frustration.
  - C. recognizing the children's current abilities while maintaining high expectations for future activities.
  - D. communicating the children's needs to others on their behalf.
  
2. A child has been prescribed a stimulant medication to treat attention deficit hyperactivity disorder (ADHD). Which of the following physical effects is the child most likely to experience as a result of beginning the medication?
  - A. loss of appetite
  - B. joint pain
  - C. muscular stiffness
  - D. increased need for sleep
  
3. In relation to their ability to process information effectively, students with mild mental retardation are likely to experience the greatest difficulty in which of the following learning situations?
  - A. when a teacher provides them with verbal cues or prompts to help clarify information as it is presented
  - B. when they are using previously learned rehearsal strategies to help facilitate the recall of information
  - C. when a teacher gives them learning activities that differ from those given to their nondisabled peers
  - D. when they encounter previously learned information presented in a new format or unfamiliar context
  
4. A particular measurement tool is being considered for use in the process of determining whether a child should be referred for special education services. With respect to the *validity* of the test being considered, one important consideration is:
  - A. the appropriateness of using the test results for the intended purpose.
  - B. the relative affordability and convenience of the test.
  - C. the extent to which the results of the test are reproducible.
  - D. the ability of the test to place the child in the proper percentile.

5. Kim is a fifth-grade student who has been recently diagnosed with auditory processing disorder (APD). The special education teacher at Kim's school is planning an assessment to test Kim's visual-motor perceptual maturity. Which of the following conditions would be especially important to ensure the accuracy of this assessment?
- A. Conduct the assessment silently through the use of written instructions.
  - B. Conduct the assessment in an environment with minimal background noise.
  - C. Conduct the assessment using simultaneous visual and spoken directions.
  - D. Conduct the assessment with the directions electronically amplified.
6. Which of the following is ultimately the most important goal for a special education teacher when interpreting the assessment results of a student with disabilities?
- A. identifying the root causes and mechanisms of the student's specific disabilities
  - B. creating a holistic picture of the student's strengths, needs, and overall potential
  - C. developing instructional strategies that will best serve the student's particular learning needs
  - D. determining which support services, accommodations, and interventions must be provided to the student
7. About midway through the school year, the special education and general education teachers of a second-grade student agree that his progress is such that he is unlikely to achieve the annual goals specified in his Individualized Education Program (IEP). Which of the following steps should the student's teachers take *next*?
- A. An IEP meeting should be scheduled to determine if the IEP should be revised.
  - B. The teachers should decrease the amount of time the student spends in the general education classroom.
  - C. The student should be reevaluated to determine if his current placement is appropriate.
  - D. Instruction should be adjusted to assist the student in reaching annual goals in line with current progress.

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8. Use the information below to answer the question that follows.

Jessie is a fourth-grade student with a learning disability. Jessie's teacher makes sure that Jessie plays an active role in his Individualized Education Program (IEP) meetings. The teacher helps Jessie set up refreshments and create name tags for all of the attendees. The teacher also helps Jessie prepare a list of questions and concerns to bring to the meeting. At the meeting, the teacher has Jessie sit at the head of the table.

Which of the following goals is best served by the teacher's actions as described above?

- A. Run the meeting as positively and productively as possible.
- B. Ensure that Jessie understands all aspects of the process.
- C. Avoid any awkwardness among those attending the meeting.
- D. Help Jessie develop self-esteem and self-advocacy skills.

9. A special education teacher has a class of students who come from a broad range of cultural and linguistic backgrounds. The teacher plans a variety of activities in which students are encouraged to show or tell their classmates about their cultural traditions and teach one another words or phrases from their home languages. The teacher also groups students together in different ways so that they all have a chance to work with one another during the school year. These strategies implemented by the teacher are most likely to have which of the following effects on the students?

- A. increasing their motivation to conform to standards and expectations
- B. promoting their acceptance and appreciation for diversity
- C. enhancing their self-monitoring of on-task behavior and learning
- D. encouraging their flexibility in preferred learning styles and environments

10. Which of the following steps must be taken before a behavior management plan is developed and implemented for a student with a disability?
- A. At least one instance of disruptive behavior by the student must be documented by a teacher.
  - B. A functional behavioral assessment of the student must be conducted.
  - C. The student's parents/guardians must initiate the request for a plan.
  - D. The student's existing Individualized Education Program (IEP) must be invalidated.
11. In a fourth-grade classroom that includes students who have learning disabilities, the teacher begins a science lesson by attaching a string to the top of the door and extending it across the room. The teacher then inflates a large balloon with a straw taped to it and threads the free end of the string through the straw. The teacher raises the string above her head and lets the balloon go; as the balloon deflates, it zips across the classroom on the string. Which of the following is a primary benefit of beginning a lesson in this way?
- A. It creates a significant distraction so that students are less likely to be affected by minor distractions during the lesson.
  - B. It alters the physical environment of the classroom to prompt students to use their tactile sensory channels to process lesson material.
  - C. It features familiar everyday objects to help students activate their prior knowledge about the content of the lesson.
  - D. It captures students' attention so that they are more likely to continue to pay attention and retain lesson material.

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12. Which of the following best states an underlying premise of family systems theory?
- A. Stable and smoothly functioning families typically have one individual who serves as the focal point.
  - B. Families should be based on democratic principles that respect everyone's point of view.
  - C. Large loosely knit families tend to function more smoothly and be more stable than small tightly knit families.
  - D. An individual's behavior is best understood in the context of his or her family.
13. A general education teacher of a student with a moderate intellectual disability is a member of the student's Individualized Education Program (IEP) committee. In the IEP committee setting, this teacher would typically be responsible for:
- A. offering information about the student's learning style.
  - B. setting goals for the delivery and duration of ancillary services.
  - C. determining the least restrictive environment for the student.
  - D. conducting formal assessments of the student's academic potential.
14. The Individuals with Disabilities Education Improvement Act (IDEA) and the educational practices that it fosters are based on the belief that people with disabilities should be:
- A. cared for with the educational resources and personnel that each school district has available.
  - B. provided with opportunities for learning that match their predicted achievement levels.
  - C. accorded the same rights and privileges that other citizens have in publicly funded educational settings.
  - D. given the needed resources for learning in whatever setting their parents/guardians deem appropriate.
15. A new special education teacher wants to keep up on recent research, legislation, and judicial decisions in the field. Which of the following resources would provide the teacher with the most comprehensive information?
- A. a local special education advocate with knowledge of state regulations
  - B. journals published by professional organizations
  - C. the special education teacher with the most experience in the district
  - D. Web sites maintained by the U.S. Department of Education

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	C	Families of children with cognitive impairments need to provide their children with developmentally appropriate learning experiences that minimize the child's frustration. At the same time, it is important for families to provide their children with challenging opportunities that will help them to achieve their full potential.	0016
2	A	Stomach upset is a common side effect of medications that are prescribed for attention deficit hyperactivity disorder (ADHD) and can lead to a loss of appetite in children taking them.	0017
3	D	Children with mild retardation are likely to experience difficulty adapting to new situations and they are more likely to experience difficulty utilizing familiar information in unfamiliar contextual situations.	0018
4	A	In testing, validity refers to the appropriateness of the conclusions that may be drawn from the results of an assessment. It is important to know that the assessment measures what it is intended to measure.	0019
5	B	Children with auditory processing disorder (APD) commonly have difficulty processing or interpreting verbal information in a noisy environment. Evaluation in an environment with minimal background noise will help Kim understand the instructions, which, in turn, will lead to a more accurate assessment.	0020
6	C	The goal of the special education teacher is to meet the learning needs of individual students with disabilities. Assessment results provide information regarding a student's strengths and needs. The special education teacher can use the assessment information to develop the most appropriate individualized instruction for the student.	0021
7	A	An Individualized Education Program (IEP) is a legally binding document that describes the educational program designed to meet the student's unique needs. The IEP team must discuss any change to the student's instruction. If changes to the instructional program are indicated, the IEP must be revised before any changes are implemented.	0022
8	D	The teacher's strategies are designed to foster Jessie's self-esteem by having him take an active role in preparing for his IEP meetings. The teacher gives Jessie an opportunity to meet with those who make decisions about his learning and helps him to communicate his ideas from a list of questions and concerns.	0023

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<b>For question</b>	<b>The correct response is</b>	<b>Reason</b>	<b>Test Objective</b>
9	B	The activities encouraging students to share information about their cultures will help the students to recognize that everyone has something unique to offer. By providing multiple opportunities for students to work with each other, the teacher creates an environment that fosters understanding and acceptance of differences.	0024
10	B	A functional behavior assessment is designed to determine the purpose an identified behavior serves for the student, the factors that trigger the behavior, and the broader contextual factors that influence when the student is more likely to exhibit the behavior. On the basis of the functional behavior assessment, the teacher can develop and implement a behavior management plan.	0025
11	D	This type of introductory activity will engage students' minds in a fun and exciting way. It will also stimulate their desire to learn about the scientific principles associated with the demonstration.	0026
12	D	According to family systems theory, the family includes interconnected members who influence each other in predictable ways. The theory focuses on characteristics of the family as a whole rather than on the individual in isolation.	0027
13	A	The IEP team consists of a number of professionals, each with their own areas of expertise. The general education teacher can provide a unique perspective on the student's academic performance and learning style across all elements of the curriculum.	0028
14	C	The Individuals with Disabilities Improvement Act (IDEA) requires that every public school system in the country provide to children with disabilities a free and appropriate education that meets their unique needs regardless of their level of disability.	0029
15	D	The U.S. Department of Education Web site is a comprehensive resource for current information related to educational research and federal education policy.	0030