



## 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.

## QUESTIONS

1. Which of the following best characterizes the change children experience when they transition from Piaget's sensorimotor stage of development to the preoperational stage?
  - A. a shift from understanding specific concepts to understanding more general ones
  - B. a shift from empirical to logical thought
  - C. a movement from a reactive form of cognitive processing to a more active one
  - D. a movement from an absolute to a relative perspective

2. Use the learning goal below to answer the question that follows.

- able to use language to describe similarities and differences between objects

A preschool teacher decides that the two-year-old children in the program are too young to be expected to achieve the learning goal shown above. Which of the following would be the best substitute goal for this age group?

- A. able to use language to describe the similarities and differences between two people
- B. able to use a balance to compare the weights of different objects
- C. able to use language to describe the process that is used for sorting objects
- D. able to sort objects based on their similarities and differences

3. Trisha is a four year old with a physical impairment that makes holding crayons and pencils difficult, but she is able to operate a computer mouse quite well. Trisha's parents tell her preschool teacher about the drawing program that Trisha loves to use at home, so the teacher arranges to have the same program installed on the classroom computer. The first time Trisha uses the program during art time, several other children are curious and leave their seats to see what Trisha is doing. Which of the following would be the most appropriate teacher response to the children's behavior?
- A. Remind the children that they have their own art materials to work with and ask them to return to their seats.
  - B. Reposition the computer so the children will be less distracted by what Trisha is doing.
  - C. Ask Trisha if she would like to show her classmates how the program works and help them try it.
  - D. Assure the children that they will each have a chance to try the computer program at a later time.
4. Many early childhood experts believe that intense individualized intervention is necessary for children who have persistent behavior problems that do not respond to typical guidance practices. This belief is based on evidence that suggests that:
- A. chronic behavior problems are more often related to specific communication disorders than to social and emotional disorders.
  - B. family-focused or collaborative school/family interventions are far less effective than medical interventions.
  - C. group-guidance strategies are ineffective, even with children who only go through the early stages of challenging behaviors.
  - D. challenging behaviors, especially aggressive ones, escalate throughout childhood unless systemic ongoing interventions are implemented.

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

Preschool children play a variation of the musical chairs game. In this version, each chair has a card on it that is imprinted with a letter. The letters are restricted to only those letters that are the first letters of the children's names. Music is played while the children walk around the chairs. When the music stops, each child picks up the closest card. The children then take turns showing their cards to the group and saying the name of the letter. The group helps any child who is not sure how to say the letter. All children are given positive feedback even if they do not know the name of the letter.

A group of four-year-old children play the game described above several times. The teacher takes notes over time and finds that more than one-third of the children do not know how to say the first letters of their own names. Which of the following actions would be the best way for the teacher to use this information?

- A. Invite small groups of children to use alphabet materials throughout each day.
- B. Find a different game that is easier for the children to play without making errors.
- C. Have all of the children practice writing their names with crayons on paper.
- D. Send a note to families with an assessment of each child's alphabet knowledge.

6. Which of the following physical activities would be most effective for promoting development of body awareness in four year olds?
- A. hopping on two feet in a big circle around the room
  - B. balancing beanbags on their heads or shoulders while moving in various ways
  - C. rolling a ball back and forth to a partner at different speeds
  - D. comparing how high they can reach on a wall when standing flat-footed and on tiptoe
7. Justine, a three-year-old child, struggles to maintain self-control when she is at preschool. She has difficulty following the rules and routines of the various activities and areas. The preschool teacher has an upcoming meeting with Justine's family. When asking for the family's support on this issue, which of the following would be the best suggestion for the teacher to make?
- A. Remind Justine about the rules when she is in different places outside of preschool such as at libraries and stores.
  - B. Write a list of rules for Justine to follow at home and post the list in a prominent place such as on the refrigerator door.
  - C. Send home daily reports of Justine's behavior in preschool so that her family can give her consequences for it at home.
  - D. Limit the amount of time Justine spends in unstructured play at home so that she can learn to be more disciplined.

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8. A preschool teacher is sharing a book about birds with Robbie, a three year old. The teacher has given the book to the child to hold and turn the pages. Each time the page is turned the teacher asks Robbie open-ended questions to encourage him to comment on what he notices on the pages. This activity is most likely to be effective for helping Robbie learn to:
- A. connect text to illustrations.
  - B. use oral language to communicate.
  - C. relate stories to real life.
  - D. practice book-handling skills.
9. Which of the following would be the best way to promote four-year-old children's understanding of the different roles of people working in the community?
- A. Provide costumes for children to use to dress up as different types of community workers.
  - B. Create a map of the town showing all of the buildings where people work.
  - C. Assign each child to interview one adult and then report back to the class.
  - D. Invite community workers to come into the class and share information about their jobs.
10. While singing a simple children's song, a caregiver makes eye contact with an infant and gently moves the infant's arms and then legs to the beat of the music. Regular practice of this activity would typically promote the development of the infant's:
- A. awareness of rhythm in music.
  - B. ability to express emotions through movement.
  - C. ability to assign meaning to words.
  - D. awareness of the conventions of interpersonal interactions.

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	C	During the sensorimotor stage, children use sucking, grasping, and gross-body activities to learn by reacting to their environment. While transitioning to the preoperational stage, children experience accelerated language development. They can internalize events through thought and act more consciously in their environment.	0011
2	D	Two year olds experiencing typical development have receptive language skills that are more developed than their expressive language skills. Sorting objects is the precursor to talking about sorting objects. The children may perform the action, but they cannot describe it.	0012
3	C	Asking Trisha if she would like to share the computer program with her classmates is a way for the teacher to both empower Trisha as an expert and give the class an opportunity to learn something new.	0013
4	D	Persistent behavior problems demonstrated by a child in preschool are a predictor of delinquency in adolescence. If the noncompliant behaviors have not been altered by age nine, they represent a chronic condition that needs to be addressed with long-term interventions.	0014
5	A	Small-group activities with alphabet materials will help those who have not acquired the alphabetic principle. By including everyone, the teacher ensures children are not singled out based on their knowledge of this principle.	0015
6	B	Balancing objects while moving engages the entire body and requires the coordination of the senses and major muscle groups. This activity is developmentally appropriate for building children's body awareness.	0016
7	A	Ongoing family support is crucial for modifying a child's behavior at school. If Justine receives consistent reinforcement of rules from her family, she is more likely to improve her behaviors across all settings.	0017
8	B	The open-ended questions the teacher asks require responses of more than a single word. Using this type of question engages Robbie in a discussion of a book and promotes his oral language development.	0018
9	D	Asking community workers to talk about their work is a developmentally appropriate way for four-year-old children to add new information to their current understandings about the community.	0019
10	A	Regular practice moving an infant's arms and legs to musical beats will habituate the child's muscular response to rhythm and that, in turn, will help develop the child's cognitive awareness of rhythm.	0020