



**Georgia Assessments for the
Certification of Educators®**

PREPARATION GUIDE

**Special Education
General Curriculum**





SPECIAL EDUCATION GENERAL CURRICULUM

TABLE OF CONTENTS

SECTION I

- Preparing for the Test 1-1
Understanding the Design and Content of the Test
Strategies for Success on the Day of the Test

SECTION 2

- Test I Sample Questions..... 2-1
Questions
Annotated Answer Key

SECTION 3

- Test I Sample Constructed-Response Assignments 3-1
Constructed-Response Assignment Directions
Constructed-Response Assignment One
Constructed-Response Assignment Two
Criteria for Scoring Your Response

SECTION 4

- Test II Sample Questions 4-1
Questions
Annotated Answer Key

SECTION 5

- Test II Sample Constructed-Response Assignments..... 5-1
Constructed-Response Assignment Directions
Constructed-Response Assignment One
Constructed-Response Assignment Two
Criteria for Scoring Your Response

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SECTION I

PREPARING FOR THE TEST

The purpose of the Georgia Assessments for the Certification of Educators® (GACE™) is to assess the knowledge and skills of prospective Georgia public school educators. The GACE program helps the Georgia Professional Standards Commission (PSC) meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum (Georgia Performance Standards).

This preparation guide provides information to help you prepare to take the GACE as follows:

- ▶ This section includes information about available resources and their use in understanding the design and content of the assessment, and strategies for success on the day of the test.
- ▶ The following sections contain sample test questions and additional test materials to assist you in your preparation.

UNDERSTANDING THE DESIGN AND CONTENT OF THE TEST

The content knowledge assessed by the GACE is described in the test design and framework for each assessment. You may view, print, or download the test design and framework for any GACE assessment by selecting "Test Designs and Frameworks" on the GACE Web site at www.gace.nesinc.com. This section describes how to use the test design and framework to understand both the design and content of each GACE assessment.

■ Test Design

Read the test design to familiarize yourself with the structure of the **assessment**. The test design outlines the **content areas covered on each test** within the assessment, the **approximate number of questions** for each content area, and the **types of questions** (selected response and constructed response) contained on each test.

Section I: Preparing for the Test

The following example illustrates the information provided by the test design.

Assessment → **Early Childhood Education**

Test I (Test Code 001)		Approximate Number of Selected-Response Questions	Constructed-Response Assignments
Subareas:	Objectives		
➤ Reading and English Language Arts	0001–0008	40	1
➤ Social Studies	0009–0012	20	1
TOTAL		60	2
Test II (Test Code 002)			
Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Mathematics	0013–0017	25	1
➤ Science	0018–0021	20	1
➤ Health, Physical Education, and the Arts	0022–0024	15	
TOTAL		60	2

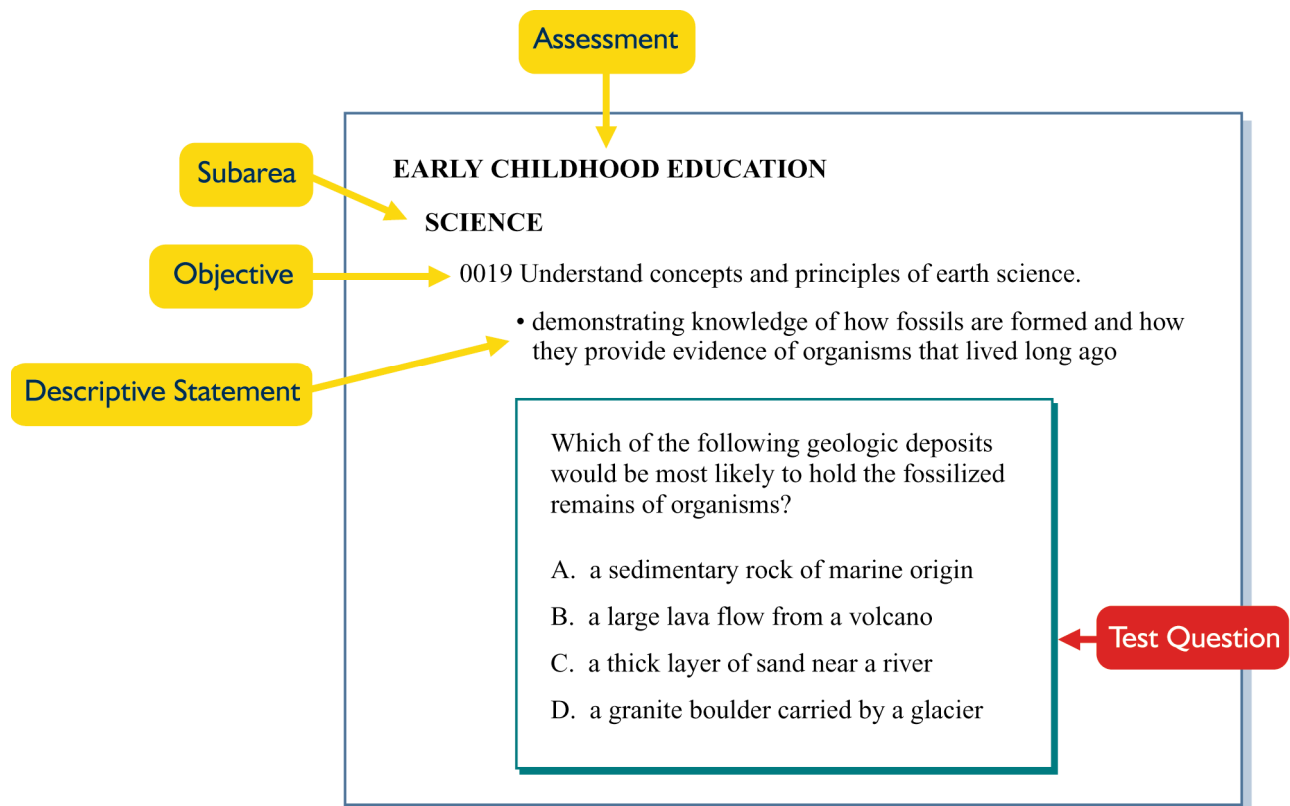
■ Test Framework

Read the test framework to understand the content covered by the assessment and to determine your preparedness to test. The test framework for each **assessment** is organized into subareas, objectives, and descriptive statements as follows:

- ▶ **Subareas** define the major content domains of the test. Subareas typically consist of several objectives. The number of objectives may vary, depending on the breadth of content contained in the subarea.
- ▶ **Objectives** define the knowledge and skills that Georgia educators and teacher educators have determined to be important for educators to possess. Each objective is expanded upon by descriptive statements.
- ▶ **Descriptive statements** provide examples of the range, type, and level of content that may appear on the test for questions measuring the objective.

Test questions are designed to measure specific test objectives. The number of objectives within a subarea generally determines the number of selected-response test questions that will address that subarea's content on the test. Subareas that consist of more objectives will receive more emphasis on the test than subareas that consist of fewer objectives.

The following example from the Early Childhood Education test framework illustrates the relationship of a selected-response test question to the subarea, objective, and descriptive statement in the framework to which it corresponds. This same direct relationship between selected-response test questions and their corresponding objectives applies to all GACE assessments.



STRATEGIES FOR SUCCESS ON THE DAY OF THE TEST

Review the following strategies to help you do your best when taking the GACE.

Follow directions

Listen to and follow all test directions. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet.

Pace your work

The test schedule is designed to allow sufficient time for you to complete your test booklet(s). You may wish to page through the test booklet when you are instructed to begin testing to help you gauge how to pace yourself. Remember to leave enough time to respond to any constructed-response assignments.

Read carefully

Do not try to save time by skimming directions or by reading the test questions quickly. You may miss important information and instructions.

Determine the "best answer"

Your response to each selected-response question should be the best answer of the alternatives provided. Read and evaluate all four answer choices before deciding which one is best.

Guess wisely

Your results on the selected-response section of the test will be based on the number of questions you answer correctly. You will not be penalized for guessing. If you are unsure about a question, use your knowledge of the content area to eliminate as many of the alternatives as you can. Then select among the remaining choices.

Mark your answers carefully

Your responses to the selected-response questions will be scored electronically. It is very important for you to mark your answers carefully and to erase any stray marks completely. If you skip a question, be sure that you skip the corresponding row of answer choices on the answer sheet.

Check your accuracy

Use any remaining time at the end of the test session to check the accuracy of your work. Make sure that you have filled in the appropriate bubbles on the answer sheet and that you have completely erased any stray marks.

Respond to the constructed-response assignment(s) fully and clearly

If the test you are taking contains a constructed-response assignment, be sure to read and respond to each part of the assignment. It is important for scorers to be able to understand your response. Also, make sure that you have recorded your response to the constructed-response assignment as instructed.



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. Students with mild intellectual disabilities would most likely experience the greatest difficulty with which of the following types of cognitive tasks?
 - A. remembering routine procedures in the classroom
 - B. abiding by the rules of a favorite sport or game
 - C. using a mnemonic device to follow the steps of a familiar process
 - D. applying skills learned in one context to a different context

2. Kunal is a sixth-grade student with Asperger's syndrome. When modifying instruction for Kunal, his teachers should be aware that students with Asperger's syndrome most often display which of the following characteristics?
 - A. becoming overly occupied with one particular topic
 - B. being reluctant to engage in activities that require extended attention
 - C. becoming frustrated due to difficulties understanding what is being presented
 - D. becoming anxious when asked to work on a project alone

3. A student diagnosed with depression has recently begun taking a prescribed anti-depressant medication. Which of the following behaviors as a result of side effects would a teacher most likely observe in this student?
 - A. The student frequently asks to get a drink of water.
 - B. The student avoids interactions with peers.
 - C. The student exhibits decreased motor coordination.
 - D. The student often becomes irritable with peers.

4. A fourth-grade student is referred for assessment because of a significant decline in academic performance. A special education teacher will be preparing a summary of the student's developmental history to include in this assessment. Which of the following approaches would likely yield the most helpful information?
- A. Ask the student's parents to use a standard checklist to record the dates their child attained various developmental milestones.
 - B. Conduct an interview with the student's parents about their child's developmental history, including both specific and open-ended questions.
 - C. Ask the student's parents to contact their child's pediatrician and request that the doctor submit the student's complete developmental history.
 - D. Describe various developmental delays to the student's parents and ask them if their child has shown any evidence of such delays.
5. A special education teacher is preparing to administer a classroom test to a fifth-grade student who has attention deficit hyperactivity disorder (ADHD). Which of the following procedures would be most important for the teacher to follow before administering this test?
- A. Review all of the instructions for each section of the test before the student begins working.
 - B. Ask the student if he or she has any last-minute questions about the material being tested.
 - C. Ensure that the student's environment is free of auditory and visual distractions.
 - D. Explain to the student the importance of keeping track of time to ensure completion of the test.

Section 2: Test I Sample Questions

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

A seventh-grade student who has demonstrated distractibility and lack of attention to tasks is assessed using an observational checklist in each class. Results are shown below.

Class	Percent of Time on Task for Various Activities		
	Large Group	Small Group	Individual
English	50%	70%	30%
Math	40%	*	30%
Social Studies	50%	80%	50%
Science	60%	60%	50%
Physical Education	70%	80%	*

*Activity of this type not used in this class

Which of the following conclusions about this student is best supported by the results shown above?

- A. The student is a potential distraction to other students in large groups.
- B. The student's learning is reinforced through physical activity.
- C. The student probably has a learning disability in math.
- D. The student focuses best when working in small groups.

7. Ms. Catchings is a special education teacher who works in an elementary school resource room. During the upcoming school year, she will be working with Bernie, a third grader, on his Individualized Education Program (IEP) goals related to reading comprehension. Ms. Catchings would like to involve Bernie's parents in helping achieve these goals. Which of the following strategies would likely be the most effective for Ms. Catchings to use in collaborating with Bernie's parents to improve his reading comprehension?
- A. Ask Bernie's parents to observe instruction in the resource room so that they can apply similar techniques when helping Bernie at home.
 - B. Administer weekly teacher-made tests to Bernie to monitor any changes in comprehension and ask his parents to review and sign each test.
 - C. Provide Bernie's parents with suggestions for game-like, reading-related activities and encourage them to read aloud to Bernie.
 - D. Send home weekly reports documenting Bernie's progress, areas being addressed, and areas of weakness.
8. Dawn is a fifth-grade student who has a learning disability related to written expression. As part of her Individualized Education Program (IEP), she will be provided with a laptop computer with word-processing and speech-recognition software to use at school and at home. Dawn's special education teacher would like to facilitate her use of the computer at home. Which of the following strategies would likely be most effective?
- A. requesting Dawn's teachers to limit the amount of written homework she has each night until she becomes familiar with the software
 - B. providing Dawn's parents with training on the software's features and capabilities
 - C. giving Dawn suggestions for non-school-related writing tasks such as personal letters that she can do using her computer
 - D. asking Dawn to chart the amount of time she uses the computer each night for homework assignments

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	D	The ability to apply skills learned in one context to another context is referred to as <i>generalization</i> . Problems with generalization are typical of individuals with intellectual disabilities, for whom a task performed routinely at school or home may pose considerable difficulty in another setting. Students with mild intellectual disabilities typically require considerable preparation and practice in order to apply a skill successfully to a new situation.	0001
2	A	Asperger's syndrome belongs to a family of disorders known as Autism Spectrum Disorders (ASD). These disorders are characterized by severe and sustained impairments in social interaction and communication. Individuals with disorders in the autism spectrum commonly engage in stereotyped activities and repetitive movements, and many develop narrow, obsessive interests. Becoming overly occupied with a particular topic is one of the hallmarks of Asperger's syndrome.	0002
3	A	There are a number of antidepressant medications on the market, each with its own constellation of potential side effects. These side effects may range from the relatively mild (e.g., headaches, drowsiness) to the life threatening (e.g., dangerously high blood pressure, stroke). One side effect that is common to most of these medications is a dry mouth; thus, students taking antidepressant medication may frequently feel the need to get a drink of water.	0003
4	B	As the term suggests, a <i>developmental history</i> is conducted to gather information about all areas of a child's development from the child's earliest years. Because a child's parents have typically known him or her longer and more intimately than anyone else, they are generally best able to provide such information. When interviewing parents to gather a developmental history, special educators should include not only specific questions that target key points of interest, but also open-ended questions likely to elicit further information that may provide insights into the child's current needs.	0004
5	C	The defining characteristic of attention deficit hyperactivity disorder (ADHD) is the inability to give sustained attention to tasks or activities. Therefore, in order to ensure that a classroom test provides a true measure of a student's knowledge and skills, the teacher must create conditions that help the student focus on the test to the exclusion of other environmental "noise." Administering the test in a setting free of auditory and visual distractions has thus become a standard means of helping students with ADHD perform to the best of their ability.	0005

For question	The correct response is	Reason	Test Objective
6	D	Observational assessments are routinely used to identify individual students' strengths or needs in order to promote success in school. The chart shown is a compilation of data from observations of a seventh grader's responses to three different teaching approaches: large group, small group, and individual instruction. According to the chart, the student consistently paid attention for 60 percent to 80 percent of the time when taught in small-group settings, regardless of the subject area. These results are higher than those obtained through either large-group or individual instruction. In general, therefore, small-group instruction is likely to be more effective for this student than either large-group or individual instruction.	0006
7	C	Parent/guardian involvement can be a key factor in children's achievement of the learning goals in their Individualized Education Programs (IEPs). As a general rule, however, such involvement should take the form of activities that are enjoyable rather than burdensome, whether to the child or the parent(s)/guardian(s). Pleasurable activities such as playing games or reading aloud are far more likely to become regular features of the home routine than activities that seem like work and are thus likely to be discontinued over time.	0007
8	B	In order to apply a new technology at home, a student with a learning disability will almost certainly need guidance and support, especially at first. Training the student's parent(s)/guardian(s) in the new technology—in this case, computer software—will help ensure that the necessary support is available whenever the student experiences problems. In Dawn's case, after her parents have learned to use the software, they will be able to help her perform basic functions, explore the software's capabilities, and troubleshoot any problems that may arise, all of which will facilitate Dawn's use of the computer at home.	0008



SECTION 3

TEST I SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide is designed to assist you in responding to the constructed-response assignments on the test. Included in this section are:

- ▶ Constructed-response assignment directions
- ▶ Sample constructed-response assignments
- ▶ Assignment response sheets
- ▶ An example of a strong response to each sample assignment
- ▶ Scoring criteria that will be used in evaluating your response to each assignment

For each sample assignment, you may want to take the following steps to prepare for the test:

- Review the constructed-response assignment directions.
- Print the assignment and the assignment response sheet.
- Use scrap paper to make notes, write an outline, or otherwise prepare your response.
- Use the assignment response sheet to record your response. The assignment response sheet reflects the amount of space available on an actual test.
- After you complete the assignment, review the sample strong response, your response, and the scoring criteria.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

A sample of the directions for the constructed-response assignments is shown in the box below.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For each constructed-response assignment in this section, you are to prepare a written response of up to one page and record it in the area provided on the appropriate Assignment Response Sheet in your answer document.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use any blank space provided in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. *However, each of your final responses must be written on the appropriate Assignment Response Sheet in your answer document.*

Your responses will be evaluated based on the following criteria:

- **Purpose:** The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
- **Application of Content Knowledge and Skills:** The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
- **Supporting Evidence:** The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Evaluation of each response will be based on the criteria above, not on your writing ability. However, your response must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

The selected-response section of the answer document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

Please turn the page and begin the constructed-response assignment section of the test.

CONSTRUCTED-RESPONSE ASSIGNMENT ONE

■ Sample Constructed-Response Assignment One

Use the information below to complete the assignment that follows.

You are a special education teacher in an elementary school. A student with a receptive language disorder has been placed in a second-grade classroom, and the student's general education teacher has asked you for general information regarding receptive language disorders.

- Identify two characteristics commonly associated with students with receptive language disorders; and
- describe how each of the characteristics you have identified is likely to affect the students' educational experience.

■ Strong Response to Sample Constructed-Response Assignment One

Students with receptive language disorders often have difficulty understanding spoken language. Such students also frequently have difficulty learning and retaining new vocabulary. Both of these characteristics will have a negative effect upon students' educational experience.

Because students have difficulty understanding spoken language, they are often unable to follow spoken classroom rules, directions, and procedures accurately. Such students may appear to be not listening during classroom instruction and discussions. They often seem disinterested in the world around them and in classroom activities. Also, they may have difficulty following social conversations, which will cause them difficulty in developing friendships. In general, having a receptive language disorder can keep students from fully participating in school activities due to their difficulties in making sense of spoken language.

Having difficulty learning and retaining new vocabulary can result in students having problems in many aspects of school. For example, they will have difficulty learning new words and concepts in all academic classes. Likewise, they will also experience difficulty learning to read and comprehending what they read. Students with receptive language disorders tend to read below grade level, and they fall further and further behind as vocabulary and concepts become more advanced. Such students may also have difficulty expressing their needs and ideas to others due to their lack of vocabulary.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

You are a special education teacher who is a member of a committee developing an annual Individualized Education Program (IEP) for Rosa, a 13-year-old student who has cerebral palsy. Rosa experiences muscle tightness and has difficulties associated with the voluntary movement of her arms and legs. Committee members include you, Rosa, her parents, one of her general education teachers, an occupational therapist, a local education agency representative, and a physical therapist. The committee is discussing assistive technology devices to include in Rosa's IEP.

- Identify one important factor for the committee to consider in planning assistive technology devices to include in Rosa's IEP; and
- explain why this factor is important for the committee to consider.

Section 3: Test I Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

One important factor for the committee to consider when discussing assistive technology devices to include in Rosa's Individualized Education Program (IEP) is the impact Rosa's disability has on her present level of performance. Present level of performance includes such factors as her cognitive, communication, social, and physical skills. In particular, the committee needs to consider how Rosa's disability affects her progress in the general curriculum.

Present level of performance is an important factor for the committee to consider because Rosa needs to be able to access the general curriculum in the least restrictive environment possible. Many students with cerebral palsy are able to perform at a similar academic level as their nondisabled peers given appropriate supports and accommodations such as assistive technologies. By understanding the impact of Rosa's disability on her present performance level, the committee can select appropriate assistive technology devices to help Rosa access and progress in the general curriculum as well as to be more independent in various settings—school, home, and community.

CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

PURPOSE	The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
APPLICATION OF CONTENT KNOWLEDGE AND SKILLS	The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
SUPPORTING EVIDENCE	The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Each response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the above criteria.

Score	Description
3	<p>The "3" response reflects thorough understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response fully achieves the purpose of the assignment. • The response demonstrates an accurate and effective application of relevant content knowledge and skills. • The response provides appropriate, specific supporting evidence of relevant content knowledge and skills.
2	<p>The "2" response reflects general understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response largely achieves the purpose of the assignment. • The response demonstrates a generally accurate, generally effective application of relevant content knowledge and skills. • The response provides some appropriate and general supporting evidence of relevant content knowledge and skills.
1	<p>The "1" response reflects limited or no understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response partially achieves or fails to achieve the purpose of the assignment. • The response demonstrates limited, inaccurate, and/or ineffective application of relevant content knowledge and skills. • The response provides limited or no appropriate, specific supporting evidence of relevant content knowledge and skills.

Please note: A response that is unrelated to the assigned topic, illegible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.



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. Mr. Pham is a special education teacher who works with young children. The children often sustain cuts and scrapes during outdoor recess. Which of the following is a standard safety practice Mr. Pham should follow to minimize the risk of infection associated with such mishaps?
 - A. washing his hands after treating a child with a cut or scrape
 - B. sending any child with a cut or scrape to the school nurse immediately
 - C. putting on sterile gloves before ministering to a child with a cut or scrape
 - D. ensuring that the children develop a habit of washing their hands several times a day
2. Denise is a third grader with an emotional/behavioral disorder (E/BD). Her guidance counselor and special education teacher recently wrote a behavioral intervention plan to address her aggressive behavior toward peers on the playground. Which of the following actions should the special education teacher take to help ensure the success of this plan?
 - A. Make sure that all teachers who work with Denise implement the plan.
 - B. Obtain the school principal's approval for the plan.
 - C. Have Denise read and sign a copy of the plan.
 - D. Hold a meeting with Denise's class to explain how the plan works.
3. Antoine is an eighth-grade student with a learning disability that affects his visual processing. Which of the following strategies would likely be most effective for Antoine's teachers to use in modifying multiple-choice tests for him?
 - A. highlighting key words in the questions
 - B. providing a scribe to record his answers
 - C. eliminating multisyllabic words
 - D. limiting the number of answer choices to two

4. A special education teacher is working to implement a transition plan for Heather, a high school student who will be making the transition from school to the workplace. One goal of the transition plan is to promote the development of Heather's self-advocacy skills. Which of the following instructional activities would likely be most effective in addressing this goal?
- A. completing a skills and interest inventory
 - B. participating in a simulated job search and job interview
 - C. making a table of skills needed for various vocations
 - D. researching a variety of vocational and educational options

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

Leon is a high school student with a mild intellectual disability. Before a scheduled Individualized Education Program (IEP) committee meeting to discuss transition planning, the special education teacher asks Leon, with the help of his parents, to fill out the questionnaire shown below.

1. What are my strengths?
2. What are my weaknesses?
3. What are my hopes for my life after high school?
4. Where would I like to live and work?
5. What kinds of supports do I think I will need?

The special education teacher could use the above questionnaire most effectively to:

- A. help Leon and his parents become aware of various service options.
- B. prepare an agenda for Leon's IEP meeting.
- C. involve Leon and his parents in developing appropriate goals.
- D. document Leon's progress in attaining life skills.

Section 4: Test II Sample Questions

6. A special education teacher will be teaching in a second-grade inclusion classroom. Two paraeducators have also been assigned to this classroom. Which of the following steps should the special education teacher take in clarifying the roles of the paraeducators?
- A. Have the paraeducators review the Individualized Education Programs (IEPs) of students in the class with disabilities.
 - B. Divide the class into two groups and assign one group to each of the paraeducators.
 - C. Have the paraeducators observe in the classroom for the first few days until they feel comfortable with classroom procedures.
 - D. Ask the paraeducators about their experiences, skills, and interests before assigning them specific duties.
7. According to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, all students with disabilities should be offered:
- A. instruction based on the general education curriculum.
 - B. remedial instructional programs in the general education setting.
 - C. alternate assessments in place of standardized statewide assessments.
 - D. access to the latest assistive and instructional technologies.
8. Ms. Frank is a special education teacher who has been working to modify a student's inappropriate behavior. Since the student has not responded to positive reinforcement, Ms. Frank is considering whether to try an aversive method. According to the Council for Exceptional Children (CEC) Code of Ethics, Ms. Frank should adhere to which of the following standards?
- A. Think of an aversive technique as simply one possible technique among many.
 - B. Use an aversive technique only after repeated trials of other methods.
 - C. Obtain approval from the school principal before using any aversive technique.
 - D. Do not use aversive techniques under any circumstances.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	C	In the case of injuries that break the skin, teachers must take particular care to guard themselves and their students against infection by bacteria or other disease-causing agents. Wearing sterile gloves when treating cuts or scrapes helps protect the child from infection by ensuring that any microbes on the teacher's hands do not enter the child's bloodstream, while at the same time protecting the teacher from contact with any potentially infectious blood-borne pathogens.	0009
2	A	Consistency of response is a key factor in the effectiveness of a behavior intervention plan for students with emotional/behavioral disorders (E/BD). If such a plan is implemented only sporadically, or by only a few of the teachers who work with a child, the intervention is unlikely to be successful. Thus, in Denise's case, if the specified positive reinforcers for appropriate behavior and/or negative reinforcers for aggressive behavior are not consistently applied, she will be unlikely to respond by developing more prosocial behaviors. In order to be optimally effective, the plan must be implemented in a consistent manner by everyone working with Denise.	0010
3	A	Students with visual processing deficits associated with learning disabilities often have trouble recognizing key pieces of information in written text. In a testing situation, this problem may interfere with a student's ability to demonstrate what he or she actually knows. That is, the student may fail to answer a question correctly, not from a lack of content knowledge, but from confusion over what is being asked. A modified test form in which the key words are highlighted may be all that is necessary to allow Antoine to perform to the best of his ability on multiple-choice tests.	0011
4	B	Before they leave high school, students with special needs must be prepared to advocate effectively for themselves. One of the best ways for special education teachers to foster self-advocacy is to provide opportunities for students to receive coaching as they practice these skills. Creating simulations of real-world situations that require self-advocacy is a useful means of doing this. A simulated job search and interview, for example, would require students to present themselves persuasively to a potential employer while enabling the teacher to identify areas in need of improvement. Such simulations help lay the groundwork for practicing the skills in community settings and, ultimately, for applying them in the "real world."	0012

Section 4: Test II Sample Questions

For question	The correct response is	Reason	Test Objective
5	C	In order to develop the best possible transition plan for a student, the Individualized Education Program (IEP) committee must be guided by the student's own life goals and aspirations. The questionnaire shown is designed to prompt Leon, with the help of his parents, to reflect on his skills, values, needs, and life goals in order to begin formulating plans for a future that will be personally satisfying and fulfilling.	0013
6	D	The presence of paraeducators in the classroom can make a significant contribution toward meeting the needs of individual students. In order to make the best possible use of such assistance, it would be especially important for the classroom teacher(s) to be familiar with each paraeducator's experiences, skills, and interests. Having this information will enable the teacher to assign clear, specific roles that are as close a match as possible with the paraeducators' knowledge and skills.	0014
7	A	The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 is the latest in a series of reauthorizations of the landmark Education for All Handicapped Children Act of 1975 (Public Law 94-142) that guaranteed students with disabilities access to a free appropriate public education. The 1997 reauthorization of this legislation assured access to the general education curriculum for students with disabilities; the 2004 reauthorization (IDEA 2004) continues to assure such access.	0015
8	B	Knowledge of a wide range of strategies for managing student behavior is an essential component of the special educator's job. Reinforcement of desired behaviors should always be the technique of choice. However, in extreme situations, it may be appropriate to use an aversive technique, one that serves to create in a student's mind a negative association with a specific behavior. The Council for Exceptional Children's (CEC) Standards for Professional Practice stipulate that special education professionals "[r]efrain from aversive techniques unless repeated trials of other methods have failed." The standards further specify that the use of such techniques requires consultation beforehand with parents and appropriate agency officials.	0016



SECTION 5

TEST II SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide is designed to assist you in responding to the constructed-response assignments on the test. Included in this section are:

- ▶ Constructed-response assignment directions
- ▶ Sample constructed-response assignments
- ▶ Assignment response sheets
- ▶ An example of a strong response to each sample assignment
- ▶ Scoring criteria that will be used in evaluating your response to each assignment

For each sample assignment, you may want to take the following steps to prepare for the test:

- Review the constructed-response assignment directions.
- Print the assignment and the assignment response sheet.
- Use scrap paper to make notes, write an outline, or otherwise prepare your response.
- Use the assignment response sheet to record your response. The assignment response sheet reflects the amount of space available on an actual test.
- After you complete the assignment, review the sample strong response, your response, and the scoring criteria.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

A sample of the directions for the constructed-response assignments is shown in the box below.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For each constructed-response assignment in this section, you are to prepare a written response of up to one page and record it in the area provided on the appropriate Assignment Response Sheet in your answer document.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use any blank space provided in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. *However, each of your final responses must be written on the appropriate Assignment Response Sheet in your answer document.*

Your responses will be evaluated based on the following criteria:

- **Purpose:** The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
- **Application of Content Knowledge and Skills:** The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
- **Supporting Evidence:** The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Evaluation of each response will be based on the criteria above, not on your writing ability. However, your response must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

The selected-response section of the answer document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

Please turn the page and begin the constructed-response assignment section of the test.

CONSTRUCTED-RESPONSE ASSIGNMENT ONE

■ Sample Constructed-Response Assignment One

Use the information below to complete the assignment that follows.

You are a special education teacher who collaborates with K–5 teachers in an elementary school. Before the school year begins, you meet with the kindergarten teacher who will be teaching Tyler, a student who has an expressive language disorder. A speech-language pathologist will be providing Tyler with therapy three times a week. Tyler's kindergarten teacher has asked you for advice regarding strategies for helping Tyler develop effective communication skills.

- Identify one strategy for Tyler's kindergarten teacher to use that is likely to help develop his communication skills; and
- explain why this strategy is likely to be effective.

■ Strong Response to Sample Constructed-Response Assignment One

One strategy for Tyler's kindergarten teacher to use that will help develop his expressive communication skills is to collaborate and coordinate with the speech-language pathologist (SLP) to reinforce in the kindergarten classroom the same skills that the SLP is working on with him during his weekly speech therapy sessions. The SLP can provide Tyler's teacher with specific strategies and even some of the same materials used in his speech therapy sessions. The kindergarten teacher should use the same techniques/strategies and work on the same goals/skills as the SLP, whenever possible. For example, Tyler's teacher could incorporate some of his targeted expressive language goals (e.g., responding to wh- questions, initiating conversations, labeling objects and actions) into a learning center that the entire class is involved in. Sample communication activities could include explaining a picture/object to a friend and telling a story into a tape recorder.

Reinforcing what Tyler is working on with the SLP will help expand his expressive language skills. Such reinforcement also allows for carry-over from the speech room into his classroom, which is a real-life context. In other words, Tyler will be able to use the skills that he is learning with the SLP in his classroom with his teacher and classmates.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

Mr. Parks is a special education teacher in a high school. He teaches Ajani, a student with a traumatic brain injury (TBI), who has recently returned to school six months after the bicycle accident that caused his injury. Ajani's current Individualized Education Program (IEP) provides him with a shortened school day, speech-language therapy twice a week, and reading instruction from Mr. Parks three times a week. Ajani is currently taking classes in earth science, mathematics, and instrumental music. His teachers have told Mr. Parks that Ajani is consistently late to their classes because he gets lost; he does not come prepared with homework, books, and other necessary materials; and he frequently becomes confused during lessons. Mr. Parks plans to use a collaborative approach.

- Describe two important actions for Mr. Parks to take in collaborating with Ajani's IEP committee to address this situation; and
- explain why each of these two actions would be effective in addressing this situation.

Section 5: Test II Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

One action Mr. Parks could take in collaborating with Ajani's Individualized Education Program (IEP) committee would be to suggest amending Ajani's IEP to provide him with additional accommodations. Another action Mr. Parks could take would be to arrange to meet with Ajani's science, math, and music teachers, and speech-language pathologist (SLP) on a weekly basis as a team.

Students with traumatic brain injury (TBI) often need to have their IEPs amended frequently as their disability improves or as new issues arise. In this case, Ajani would likely benefit from some further supports and accommodations. For example, he could meet with someone at the start of the school day to help organize his materials for classes and again at the end of the day to help organize what he needs to take home; he could be provided with an extra set of textbooks to keep at home; and he could be assigned an aide, paraprofessional, or classmate to accompany him from one class to the next.

By meeting with Ajani's other teachers and SLP regularly, Mr. Parks can monitor the effectiveness of the added accommodations on an ongoing basis. He can also suggest additional instructional strategies and classroom modifications to Ajani's teachers as the need arises. A regular meeting would also encourage collaborative problem solving among team members.

CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

PURPOSE	The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
APPLICATION OF CONTENT KNOWLEDGE AND SKILLS	The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
SUPPORTING EVIDENCE	The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Each response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the above criteria.

Score	Description
3	<p>The "3" response reflects thorough understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response fully achieves the purpose of the assignment. • The response demonstrates an accurate and effective application of relevant content knowledge and skills. • The response provides appropriate, specific supporting evidence of relevant content knowledge and skills.
2	<p>The "2" response reflects general understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response largely achieves the purpose of the assignment. • The response demonstrates a generally accurate, generally effective application of relevant content knowledge and skills. • The response provides some appropriate and general supporting evidence of relevant content knowledge and skills.
1	<p>The "1" response reflects limited or no understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response partially achieves or fails to achieve the purpose of the assignment. • The response demonstrates limited, inaccurate, and/or ineffective application of relevant content knowledge and skills. • The response provides limited or no appropriate, specific supporting evidence of relevant content knowledge and skills.

Please note: A response that is unrelated to the assigned topic, illegible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.