



## 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.

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## 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.

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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