



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 significant developmental disabilities associated with Down syndrome typically demonstrate a relative strength in which of the following areas of learning or development?
 - A. visual-spatial skills
 - B. auditory processing
 - C. verbal tasks
 - D. physical health

2. Which of the following characteristics is most typical of students with moderate intellectual disabilities?
 - A. a pervasive lack of emotional responsiveness to either family members or strangers
 - B. difficulty expressing strong emotions toward others, whether positive or negative
 - C. trouble recognizing significant others, such as parents/guardians, siblings, or long-time teachers
 - D. difficulty establishing and maintaining age-appropriate interpersonal relationships with peers

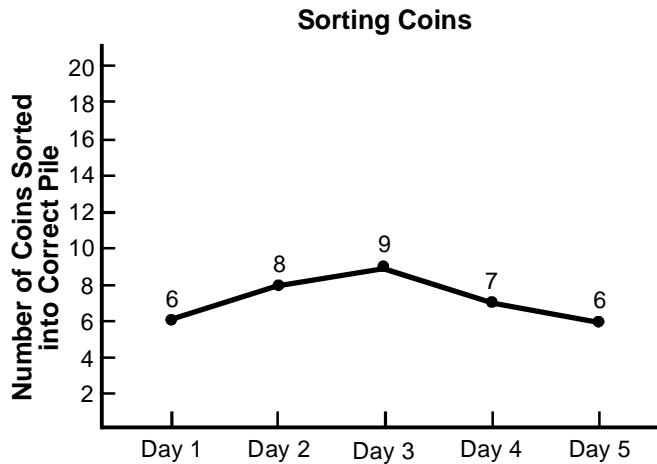
3. A student with significant developmental disabilities receives services in a second-grade general education classroom. After noticing that the student often falls asleep during morning work time, the teacher learns that drowsiness is a side effect of a medication the student takes regularly. Which of the following would be the teacher's best initial response to this information?
 - A. rearranging the class's daily schedule so that key instructional activities occur when the student is most alert
 - B. providing a place for the student to nap during morning work time and providing him or her with individualized instruction later in the day
 - C. arranging for the student to receive key instruction in the resource room at his or her optimal time for learning
 - D. asking the parents/guardians to investigate whether the student's medication schedule could be adjusted for greater alertness in the morning

4. Which of the following is a developmental characteristic of adolescence that is likely to have a significant impact on the social functioning of students with intellectual disabilities?
- A. increased willingness to accept one's physical and cognitive limitations
 - B. a growing tendency to compare oneself to one's peers
 - C. increased feelings of dependence on one's primary caregivers
 - D. an expanding capacity to engage in abstract thinking
5. An elementary student with significant developmental disabilities has begun engaging in a problematic behavior. The student's special education teacher plans to begin addressing the behavior by conducting a functional behavioral assessment. Which of the following steps should the special education teacher take *first* in the assessment process?
- A. interviewing teachers and family members about the student's behavior
 - B. analyzing when and where the targeted behavior typically occurs
 - C. forming a hypothesis about the potential causes of the student's behavior
 - D. defining the targeted behavior in concrete terms
6. An Individualized Education Program (IEP) committee is meeting for the first time after a formal evaluation has determined that a student is eligible for special education services. In such a meeting, a school psychologist's primary role would typically be to:
- A. suggest strategies and adaptations for addressing the student's needs.
 - B. delegate specific responsibilities among the various members of the committee.
 - C. interpret and explain the assessment results.
 - D. describe the resources that are available to the student through the local school system.
7. In the development of an Individualized Family Service Plan (IFSP) for an infant with disabilities, which of the following criteria should receive the highest priority in determining what services are to be provided?
- A. the preferences of the infant's parents/guardians
 - B. the resources immediately available
 - C. the professional judgment of special education teachers
 - D. the physical assessment of the infant

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

Maurice, a fifth-grade student with a moderate intellectual disability, has been learning how to sort coins into piles as part of his functional mathematics curriculum. His special education teacher has modeled how to do this task, and each day, Maurice is given 20 coins to sort into piles. His teacher has collected the data shown below regarding his progress.



Which of the following is the best interpretation of the assessment data shown above?

- A. The data indicate that this task is too difficult for Maurice, so he should be asked to do a different type of task.
- B. Maurice is not making sufficient progress, so a different instructional strategy is needed.
- C. Additional data are needed to determine the effectiveness of this instructional strategy for Maurice, so the strategy should be continued.
- D. Maurice is doing well, so the number of coins that he is asked to sort should be increased.

9. An Individualized Education Program (IEP) committee is assessing the assistive technology needs of a middle school student with fetal alcohol syndrome. In addition to assessing the student's specific strengths and needs, the committee should also take into consideration:
- A. the technological expertise of the personnel working with the student.
 - B. the types of tasks the student needs to complete.
 - C. the types of supplementary services that the student is receiving.
 - D. the schedule of classes that the student will be taking.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	While people with Down syndrome are as disparate as any other group of individuals, they face some common challenges, including health problems and intellectual impairment. Similarly, as a group, they demonstrate some characteristic strengths. For example, individuals with Down syndrome tend to be visual learners whose visual-spatial abilities often reveal themselves in a relatively stronger performance in signed communication and reading than in spoken language.	0001
2	D	Students with moderate intellectual disabilities often have trouble developing the requisite skills for establishing ongoing interpersonal relationships. One factor that contributes to the problem is that students with moderate intellectual disabilities often fail to pick up on others' social signals (e.g., body language, tone of voice) and thus may not be sensitive to peers' moods or feelings. In addition, students with intellectual disabilities typically lag behind their peers developmentally; for example, they may enjoy games or television shows more often enjoyed by younger children than by their age-mates.	0002
3	D	Students with significant developmental disabilities often require medication for associated physiological or health problems. One common side effect of such medications is drowsiness. If a student's medication causes him or her to fall asleep routinely during important lesson times, the student may miss a considerable amount of instruction. In such a situation, the teacher's first step should be to confer with the student's parents/guardians, who could in turn speak with their child's pediatrician about a possible adjustment to the child's medication schedule.	0003
4	B	Especially in early adolescence, students want to be like their classmates. For students with intellectual disabilities, adolescence can be a demoralizing time in which they are continually comparing themselves with their age-mates and judging themselves to be falling short. In addition, lack of understanding by classmates can reinforce their feelings of inadequacy. Teachers need to be particularly sensitive to students' feelings at this difficult stage of life and to employ a variety of strategies to foster not only self-confidence in the student, but acceptance and appreciation of the student by his or her peers.	0004

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For question	The correct response is	Reason	Test Objective
5	D	A functional behavior assessment (FBA) is a type of observational assessment that is conducted to identify the circumstances that immediately precede and follow a student's problematic behavior(s). The data collected during such observations serve as the basis for determining both the intended purpose of the student's behavior and the stimuli that prompt it. Defining the problematic behavior as concretely as possible will allow the educator to narrow the focus of his or her observations to ensure that the FBA provides information that will facilitate effective intervention.	0005
6	C	A formal evaluation to determine a student's eligibility for special education services is a comprehensive process during which a variety of assessments (e.g., achievement tests, intelligence tests, behavior rating scales, developmental assessments) are administered to the student. The subsequent meeting of the student's Individualized Education Program (IEP) committee must, by law, include a professional who has been trained to interpret the assessment results and explain their instructional implications. As the team member whose professional training includes the administration and interpretation of assessment results, the school psychologist would be the person to whom this role would typically fall.	0006
7	A	While an Individualized Education Program (IEP), which may be developed as early as age three, is focused specifically on a child's educational needs, an Individualized Family Service Plan (IFSP) focuses primarily on the needs of infants/toddlers within the context of the family. Therefore, while an IEP is legally required to specify services that directly address the child's assessed educational needs, an IFSP must give precedence to the parents'/guardians' priorities in regard to the services provided.	0007
8	C	According to the data shown on the chart, Maurice's level of performance first improved, then returned to its earlier level. However, the intervention has been in effect for only five days. The most appropriate response would therefore be to continue the intervention until sufficient data have been gathered to determine whether the instructional strategy is an effective one for Maurice.	0008

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For question	The correct response is	Reason	Test Objective
9	B	Assistive technology must, above all, address a student's assessed needs as determined by his or her Individualized Education Program (IEP) committee. The committee must therefore consider not only the student's individual characteristics, but also the types of activities and environments in which he or she will be participating. To serve its purpose, any assistive technology must help the student perform the actual tasks or develop the actual skills necessary to function in his or her daily environment.	0009