



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. A ten-year-old student with a receptive language disorder would likely differ most from a nondisabled peer when attempting to complete which of the following tasks?
 - A. creating a story map
 - B. following a sequence of directions
 - C. writing a paragraph
 - D. understanding a magazine article

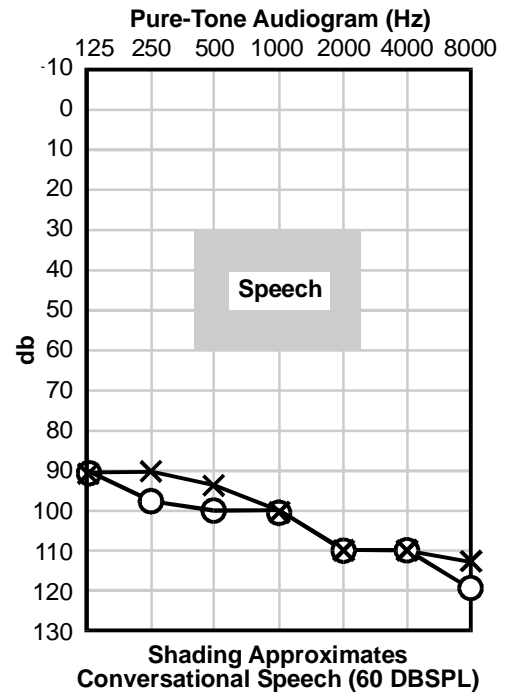
2. A student with a conductive hearing loss would most typically experience which of the following symptoms?
 - A. constant ringing in his or her ears
 - B. intermittent difficulty with his or her equilibrium
 - C. fluctuations in his or her ability to hear
 - D. consistent and significant difficulty with speech discrimination

3. The state of Georgia has developed and is implementing a statewide initiative to encourage hearing screenings of newborns before they are released from the hospital. Which of the following provides the best rationale for this practice?
 - A. The hearing screening helps the physician determine whether the newborn's hearing loss is genetic.
 - B. Early identification of a hearing loss permits the newborn to receive surgery for cochlear implants at an early age.
 - C. The hearing screening allows the physician to determine whether the newborn incurred damage to his or her hearing due to birth trauma.
 - D. Early identification of a hearing loss can lead to early intervention services to minimize developmental delays in the newborn.

4. According to research, which of the following factors contributes most in supporting the cognitive development of students with congenital deafness?
 - A. having ready access to the latest educational technologies
 - B. acquiring a language from infancy
 - C. practicing new skills in a variety of environments
 - D. being educated in an inclusion setting

5. Darryl is a fourth-grade student with a profound hearing loss. He attends Mr. Carlton's general education class and receives instruction in language arts from Ms. Saed, a teacher of the deaf, for one hour each school day. Darryl also uses American Sign Language (ASL) and has an educational interpreter. Mr. Carlton asks Ms. Saed for assistance in modifying for Darryl the upcoming statewide achievement tests that will be given to the fourth-grade class. Which of the following steps should Ms. Saed take *first* in this situation?
- A. Arrange for an interpreter to be present during testing.
 - B. Review the test administration manual for suggested modifications for students who are deaf or hard of hearing.
 - C. Arrange for Darryl to take the tests in the resource room.
 - D. Review Darryl's Individualized Education Program (IEP) for testing modifications.

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



The audiogram above indicates the presence of which of the following degrees of hearing loss?

- A. moderate loss
- B. moderate to severe loss
- C. severe loss
- D. profound loss

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7. Mr. Watson, a teacher of the deaf, is administering a formal receptive language assessment to Nadia, a new sixth-grade student. Before giving Nadia the directions for the assessment, Mr. Watson engages her in a brief conversation about school and her interests. Which of the following is the primary benefit of this conversation?
- A. It helps Mr. Watson build rapport with Nadia to increase the likelihood that she will respond to questions during the assessment.
 - B. It allows Mr. Watson to make an informal assessment of Nadia's articulation errors.
 - C. It provides Mr. Watson with a spontaneous language sample to use as a baseline for Nadia's formal evaluation.
 - D. It enables Mr. Watson to adjust the difficulty level of the formal assessment.
8. Which of the following elements of an Individualized Education Program (IEP) is unique to students who are deaf or hard of hearing?
- A. recommendations for extended school year services
 - B. opportunities for communication with peers in the student's language and communication mode
 - C. modifications for participation in extracurricular activities or other nonacademic activities
 - D. recommendations of appropriate reading and writing media

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	B	A student who is diagnosed with a receptive language disorder will have difficulty with one or more aspects of understanding language. Following a sequence of directions, whether in oral or written form, requires the ability to understand language. Thus, a ten-year-old student with a receptive language disorder would likely differ most from a nondisabled peer in the ability to follow a sequence of directions.	0001
2	C	A conductive hearing loss involves the outer and/or middle ear and results from problems in transmitting sounds to the inner ear. Many of the conditions (e.g., ear infections, colds, allergies, excessive earwax) that commonly cause conductive hearing loss come and go. Thus a student may experience a conductive hearing loss for a period of time, then the student's hearing may return to normal once the condition has been corrected through medical treatment.	0002
3	D	Georgia's statewide initiative to encourage hearing screenings of newborns is based in part on substantial research indicating that the most crucial time period for a child's language development is within the first year of life. Early detection of a hearing loss is likely to lead to early intervention for the newborn, which will then benefit the newborn's overall development.	0003
4	B	Developmental theorists have found that strong relationships exist between children's development of cognitive and language skills at various stages throughout childhood. For example, Vygotsky theorizes that children use language to accomplish various cognitive tasks such as forming concepts, solving problems, and planning ahead. For a student with congenital deafness, having acquired a language from infancy, whether signed or spoken, would be crucial to supporting that student's ongoing cognitive development.	0004
5	D	Testing modifications for a student who is deaf or hard of hearing must be specified in the student's Individualized Education Program (IEP). During statewide achievement tests, the local school district must provide Darryl with the testing modifications that are specified in his IEP.	0005
6	D	There are five broad categories that are typically used to define the severity of an individual's hearing loss: normal range, mild loss, moderate loss, severe loss, and profound loss. In this example, the audiogram indicates a hearing loss of 90dB or greater. Such a loss is commonly described as a profound hearing loss.	0006

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For question	The correct response is	Reason	Test Objective
7	A	It is best practice for a person administering an individualized formal language assessment to develop positive rapport with the student to be assessed. Taking this step will increase the likelihood that the student's responses will reflect his or her language functioning and reduce the likelihood that behavioral factors (e.g., shyness) will affect the student's overall performance on the assessment. Nadia is a new student, so it is likely that she has not met Mr. Watson before. Engaging Nadia in a conversation about school and her interests will help Mr. Watson establish rapport with her before beginning the assessment.	0007
8	B	The Individualized Education Program (IEP) for a student who is deaf or hard of hearing must include a consideration of special factors. The student's IEP committee must consider the student's preferred mode of communication, opportunities for communication with peers in the student's language and communication mode, and whether the student requires assistive technology devices and services.	0008