



## 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.

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## QUESTIONS

1. Jamal is a ten-year-old student with a moderate hearing loss. He wears behind-the-ear hearing aids and communicates using speech and speechreading. During the upcoming school year, Jamal will be attending Ms. Wiley's general education class for most of the school day with support from a teacher of the deaf in a resource room one hour each day. Before the school year begins, Ms. Wiley asks the teacher of the deaf for advice regarding how to design an effective classroom environment to support Jamal. Which of the following suggestions from the teacher of the deaf would likely be most effective and appropriate?
  - A. "Avoid hanging bulletin boards and other materials on the walls that would absorb sound."
  - B. "Use an overhead projector that allows you to face Jamal during classroom presentations."
  - C. "Provide an outline for Jamal to follow and to fill in during whole-class presentations."
  - D. "Seat Jamal near a window so that he has ample natural lighting in the classroom."

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

Mr. McMahon is a teacher of the deaf in a middle school. He asks his students to create a portfolio of work to document their progress in meeting their Individualized Education Program (IEP) goals related to language arts. Mr. McMahon then has the students fill out and attach a brief summary to each work product included in their portfolios. A sample of the summary page is shown below.

<b>Portfolio Piece</b>
<ul style="list-style-type: none"><li>• Why I chose to include this piece in my portfolio</li><li>• How I planned before I began working on this piece</li><li>• What I learned while working on this piece</li><li>• How I checked my progress while working on this piece</li><li>• What I would do differently next time</li></ul>

Having students fill out the sheet above is an effective strategy for helping students develop:

- A. self-esteem.
- B. metacognitive-thinking skills.
- C. internal motivation.
- D. self-advocacy skills.

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3. A teacher of the deaf is planning an initial home visit to the parents of a four-year-old child who has a severe hearing loss. The teacher's goals for this visit include emphasizing the importance of having the child wear hearing aids at all times, having the parents speak directly to the child, and encouraging the parents to learn and use sign language. Based on these goals, the teacher is most likely reinforcing which of the following philosophies of communication?
- A. oral/aural communication
  - B. American Sign Language (ASL)
  - C. Seeing Essential English
  - D. Total Communication
4. Monica is a seventh-grade student who has a severe bilateral hearing loss and wears behind-the-ear hearing aids. She meets with Mr. Jefferson, the teacher of the deaf, for three hours each week. During one of their sessions, Monica expresses frustration about a low grade she received on a social studies assignment. She did not complete all of the parts of the assignment because she did not hear the teacher's full set of directions. Mr. Jefferson would like to use this situation to promote Monica's assertiveness. Which of the following recommendations would likely be most effective for Mr. Jefferson to make to Monica?
- A. "Write down any concerns or questions you have throughout the week, then schedule a meeting with your social studies teacher at the end of the week to review your concerns."
  - B. "Audiotape all of your social studies lessons so that you can review the information at a later time."
  - C. "Meet with your social studies teacher to develop a signal that you can use with your teacher to indicate when you are having difficulty hearing in the classroom."
  - D. "Ask a classmate who sits next to you in social studies to repeat the directions for assignments to you."

5. The teacher of the deaf at a high school encourages all of her students to attend their annual Individualized Education Program (IEP) committee meetings. Which of the following is the best rationale for this practice?
- A. Students' concerns about and wishes for the next academic year can be discussed and addressed.
  - B. Students gain experience in working with adults.
  - C. Students can resolve conflicts with their parents/guardians regarding their schooling.
  - D. Students develop a deeper understanding of their legal rights.
6. At an elementary school, the teacher of the deaf is concerned that her deaf students participate in few, if any, recreational activities after school. She would like her students to have the opportunity to interact socially with other students who are deaf or hard of hearing and those who can hear. Which of the following steps should the teacher take *first* to address this goal?
- A. Provide information to the students' parents/guardians about after-school activities.
  - B. Arrange for transportation for the students who will participate in after-school activities.
  - C. Determine whether any interpreters would be available to help with after-school activities.
  - D. Investigate possible after-school activities available at the school and in the community.
7. In a situation in which parents/guardians disagree with a school district's evaluation results of their child, the parents/guardians have the legal right to:
- A. remove their child from school until the evaluation dispute is resolved.
  - B. choose an alternative assessment tool for the school to use in evaluating their child.
  - C. obtain an independent evaluation of their child at public expense.
  - D. request that a neighboring school district conduct a reevaluation of their child.
8. A teacher of the deaf wishes to stay current regarding issues related to Deaf culture and the Deaf community. Which of the following resources would likely be most helpful?
- A. National Association of the Deaf (NAD)
  - B. Registry of Interpreters for the Deaf (RID)
  - C. Council for Exceptional Children (CEC)
  - D. State Department of Education

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	B	A student who uses speech and speechreading as a primary form of communication must be able to see clearly the face of his or her teacher during instruction. By using an overhead projector that allows her to face Jamal during classroom presentations, Ms. Wiley will enable Jamal to use his primary form of communication.	0009
2	B	Mr. McMahon asks the students to examine various aspects of their portfolio pieces (e.g., <i>Why I chose to include this piece</i> , <i>What I learned while working on this piece</i> ). By answering these questions, students will learn more about their own thinking, reasoning, and problem-solving skills, which are all components of metacognition.	0010
3	D	Total Communication is a philosophy of communication that advocates the use of a combination of amplification, audition, speech, speechreading, and sign language. In this scenario, the teacher's goals for the home visit are in accordance with this philosophy.	0011
4	C	In this situation, Monica experiences difficulty because she does not hear all of her social studies teacher's instructions. By having Monica meet with her social studies teacher about this issue, Mr. Jefferson is helping her learn how to address and solve problems on her own and to advocate for herself. Developing a signal to indicate when she cannot hear her teacher will help Monica and her social studies teacher address the issue as it is happening in a discreet manner.	0012
5	A	Students who are deaf or hard of hearing need to develop self-advocacy skills during their school careers to help ensure that they are prepared to live independently as adults. By actively participating in their Individualized Education Program (IEP) committee meetings, high school students will have an opportunity to use self-advocacy skills in expressing their needs and preferences. The IEP committees can then use this information to develop IEPs that are responsive to students' needs and concerns.	0013
6	D	Before the teacher of the deaf can present students' parents with information about after-school activities, she must become familiar with the activities that are available.	0014
7	C	In accordance with the Individuals with Disabilities Education Improvement Act (IDEA) and Georgia's state rules for exceptional students, the parents/guardians of a child who has been evaluated by the local school system (LSS) or a state-operated program (SOP) have the right to an independent educational evaluation at public expense if they disagree with an evaluation obtained by the LSS/SOP.	0015

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<b>For question</b>	<b>The correct response is</b>	<b>Reason</b>	<b>Test Objective</b>
8	A	Of the choices given, the National Association of the Deaf (NAD) provides the most comprehensive information regarding individuals who are deaf or hard of hearing and the issues that are pertinent to them.	0016