



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. In planning interventions to promote concept development in students in an early childhood program, a school psychologist should be aware that children at this age learn best when they:
 - A. have ample opportunity to engage in active exploration using concrete materials.
 - B. are helped to recognize and articulate their own learning needs and goals.
 - C. have ample opportunity to identify links among related ideas.
 - D. are helped to understand reasons why the learning is important.

2. Which of the following intervention scenarios best demonstrates the principle of general transfer?
 - A. A student applies skills she learned as a peer mediator to help students referred for mediation.
 - B. A student applies skills she learned in a social skills group to resolve a fight with her sister.
 - C. A student applies skills she learned in a study skills group to track her homework assignments effectively.
 - D. A student applies skills she learned through positive behavior support to limit off-task behavior in class.

3. Several families relocate to a school district in rural Georgia after a natural disaster destroyed their homes in a mid-western city. In their new community, the students experience unfamiliar activities, values, and levels of cultural diversity. To help the students make the transition to this new environment, which of the following would be the most effective step for the school psychologist to take *first*?
 - A. interviewing each new student and screening him or her for symptoms of posttraumatic stress disorder
 - B. organizing an event in which the new families share their expectations and experiences with the community
 - C. providing group counseling to the new students and diversity training to the school staff
 - D. training teachers to understand the adjustment issues students face and to recognize signs of distress

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4. For which of the following purposes is it most appropriate and effective to perform a functional behavioral assessment (FBA) on a student?
- A. to determine the biological cause of a specific behavior
 - B. to develop a behavior intervention plan
 - C. to diagnose a disruptive behavior disorder
 - D. to help the student evaluate his or her behavior choices
5. A school psychologist would most likely select a curriculum-based assessment to measure a student's academic performance:
- A. across broad content areas.
 - B. relative to national benchmarks.
 - C. over time in specific skills.
 - D. relative to his aptitude.
6. When an Individualized Education Program (IEP) committee develops the annual goals for a student's IEP, it is most important for the committee to consider which of the following questions?
- A. Will the school have the means to help the student achieve this goal?
 - B. Does this goal address a significant element of the state standards?
 - C. Is there enough time in the school year to address this goal?
 - D. Can the student's progress toward achieving this goal be guaranteed?

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	Preschool children learn by using their daily experiences to build specific knowledge. The insights they gain from manipulating concrete objects will form the foundation for their ability to develop conceptions and generalizations about groups and classes of objects.	0001
2	B	General transfer is the process by which individuals take knowledge or skills learned in one context and apply them in a different situation. As an example, if learning to bake foods helps a person learn math more easily because both use a variety of measurements, general transfer is taking place.	0002
3	D	Teachers' sustained engagement with students in the classroom predisposes them to witness students' decompensating behaviors. By training teachers to recognize and report such behaviors, the school psychologist can focus early and effective interventions on those students who need them.	0003
4	B	A functional behavioral assessment (FBA) is used to identify the conditions that prompt certain problematic behaviors and the reinforcers those behaviors provide for the student. This information constitutes the basis on which appropriate interventions would be based.	0004
5	C	Curriculum-based assessment uses tools derived from existing course content. The goal is to measure a student's continuous performance in acquiring particular skills.	0005
6	B	The state learning standards must be the basis of the educational goals for <i>every</i> student. When establishing annual goals for an Individualized Education Program (IEP), each one must be intended to support the student's achievement of the state standards.	0006