



## 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. As part of a middle school's crisis-prevention program, the school psychologist plans to identify students who may be at risk of developing internalizing disorders that may interfere with their learning. Which of the following approaches would be most effective in accomplishing this goal?
  - A. interviewing parents about their children's behavior
  - B. observing student behavior outside the classroom
  - C. tracking individual student achievement
  - D. training teachers in intervention screening procedures
  
2. A school district is conducting a yearlong reading intervention for all fourth-grade students. The most effective way to evaluate this program would be by comparing:
  - A. students' norm-referenced achievement test scores with those from another district.
  - B. students' report card grades with those from the previous year.
  - C. students' scores on pre- and post-administrations of a standardized achievement test.
  - D. students' scores on teacher-made quizzes with those of students in other grades.

3. A ninth-grade student has recently been placed in a residential facility for foster children. Since placement, the student has stopped completing homework assignments. Which of the following is the most effective way for the school psychologist to communicate with the staff of the facility about the student's difficulties?
- A. visiting the facility to collaborate with the staff in identifying the cause of the student's problem
  - B. reminding the staff that the school can report the student's difficulties to the Division of Family and Children Services (DFCS)
  - C. sending a letter to the staff explaining the consequences of noncompliance with the school's homework policy
  - D. insisting the staff attend a Student Support Team (SST) meeting to explain the student's situation
4. A sixth-grade student has been referred for school psychological services. The student's parents tell the principal and the school psychologist that they have strong personal objections to their child being served through this program and that they decline services. According to the Professional Conduct Manual of the National Association of School Psychologists (NASP), the school psychologist should address the parents' objections by:
- A. explaining to them why their child should be treated in a school setting.
  - B. reiterating the concerns raised by school staff about their child.
  - C. suggesting they may be in denial about their child's difficulties.
  - D. attempting to guide them to alternative community resources.

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5. A school principal requests the school psychologist's advice for dealing with a third-grade teacher whose behavior is undermining efforts to implement a new mathematics curriculum. The teacher often shares personal information inappropriately and uses personal difficulties to excuse her lapses in the classroom. The teacher's colleagues have complained to the principal that her behavior is adversely affecting the third-grade students. To foster a positive learning environment, which of the following suggestions would be best for the school psychologist to make to the principal?
- A. Help the teacher obtain support to address issues in her private life.
  - B. Hire a consultant who can give the staff guidance as they work to implement the new curriculum.
  - C. Create a peer-mentoring program in which teachers collaborate to implement the new curriculum.
  - D. Meet privately with the teacher to discuss her colleagues' complaints.
6. A group of kindergarten teachers has asked the school psychologist for ideas on using classroom computers with students who are experiencing difficulty with reading. In this situation, the school psychologist should suggest that the teachers have their students practice:
- A. visual skills by watching animated stories on DVD software.
  - B. letter formation skills by using drawing software.
  - C. narrative writing skills by dictating stories to voice-recognition software.
  - D. phonemic awareness skills by using research-based instructional software.

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	D	The indicators of internalizing behaviors (e.g., eating disorders, depression, anxiety) are most easily discerned through informal, extended observation. Classroom teachers have regular contact with students and, if properly trained, can assist in identifying the signs of distress in their students and reporting them to the school's counseling staff.	0007
2	C	Using a standardized assessment tool before and after an intervention produces two sets of relevant, reliable, objective data regarding students districtwide. The results of the two data can be useful for determining whether the intervention has been effective.	0008
3	A	By making a site visit, the school psychologist can observe how aspects of the student's current placement are affecting his academic choices. The psychologist can then meet with the staff to discuss how the student is coping and collaborate with them in determining the cause for his refusal to complete his assignments.	0009
4	D	The Professional Guidelines of the National Association of School Psychologists (NASP) requires school psychologists to respect the wishes of the parents/guardians who object to school psychological services. In this situation, the school psychologist would be expected to work with the parents to help them find alternative programs in the community.	0010
5	C	A peer-mentoring program would help all of the third-grade teachers take ownership in the implementation of the new curriculum. Peer mentoring would also reduce the isolation of the teacher whose behaviors may be problematic, creating opportunities for her to receive support from her colleagues.	0011
6	D	Research-based instructional software programs allow students to work at their own pace and receive immediate feedback about their performance. Many programs offer students additional practice with a particular skill that is difficult for them, and phonemic awareness could be addressed with this type of software.	0012