



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.

QUESTIONS

1. Which of the following best describes the primary research-based rationale for involving beginning readers in activities that develop their oral language proficiency?
 - A. Oral language proficiency helps students form social relationships that provide the foundation for the development of a supportive classroom community of readers.
 - B. Oral language proficiency directly promotes motivation for independent reading by giving students confidence in their academic abilities.
 - C. Oral language proficiency provides students with a foundation of vocabulary knowledge and listening comprehension skills that facilitates their reading development.
 - D. Oral language proficiency allows students to develop background knowledge in a wide range of topics in multiple content areas.

2. A seventh-grade teacher plans to have students maintain reading response journals in which students will write a brief entry about each of the literary and informational texts that they read in class. Which of the following extensions to the journal activity is likely to be most effective in encouraging students to make text-to-self connections as they read?
- A. Students write questions in their journals about any aspects of a text that they did not understand and the teacher answers the queries.
 - B. Students write about their personal reactions to a text and exchange their journals with a partner who responds to their comments.
 - C. Students briefly summarize a text in their journals and describe how they think it relates to other texts that they have read on similar topics.
 - D. Students post copies of their journal entries on a bulletin board, read each other's entries, and discuss their comments in small groups.
3. A high school student is writing an expository essay about a controversial topic and has located a large amount of potential resources on the Internet and in print that relate to the topic. The student consults the teacher for help in deciding which resources to use. To promote the student's research skills most effectively, the teacher should advise the student to use which of the following strategies to facilitate text selection?
- A. Scan the resources to locate the publication date of each resource to identify those that were published most recently.
 - B. Scan the resources to identify those that include the most tables, charts, and other useful graphic evidence.
 - C. Skim the resources to identify those that take the same side of the argument that the student plans to take in the essay.
 - D. Skim the resources to identify those that present both sides of the argument most objectively.

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Use the information below to answer the two questions that follow.

High school students read the following passage as part of a U.S. history lesson.

Although he is best known as the third president of the United States and author of the Declaration of Independence, Thomas Jefferson was also an accomplished scientist and inventor. He was particularly interested in the science of agriculture, striving to advance the technology of farming. One of his most noteworthy inventions was an innovative moldboard for a plow (the part of a plow that turns over the soil) that was based on mathematical formulas involving right angles.

4. The presentation of the information in this passage suggests that it was most likely taken from which of the following types of informational texts?
- A. memoir
 - B. autobiography
 - C. biography
 - D. persuasive essay
5. The teacher wants to help students relate themes in this passage across content areas. Which of the following assignments is likely to be most appropriate and effective for this purpose?
- A. Students conduct research about another famous inventor and write a report describing the inventor's major accomplishments.
 - B. Students read more about Thomas Jefferson's invention techniques and work in small groups to design their own invention using the techniques.
 - C. Students conduct research about other aspects of Thomas Jefferson's life and develop the passage into an expository essay.
 - D. Students read the Declaration of Independence and write a paraphrase of it using modern language.

6. **Read the passage below; then answer the question that follows.**

The weekly farmers' market is a hive of activity. People of all shapes and sizes clad in their multicolored finery swarm around wobbly stands overflowing with mounds of produce and goods. They push and shove their way through the narrow walkways, hovering here, zooming there, seeking out the best bargains. The shouts of sellers boasting their wares blend with the chatter of buyers bartering as the blare of tinny music accompanies this industrious buzz.

This passage would be most appropriate for introducing students to which of the following types of figurative language?

- A. hyperbole
- B. personification
- C. metaphor
- D. simile

7. A sixth-grade teacher asks students to choose a familiar fairy tale and rewrite the story in the first person from the perspective of the story's antagonist. For example, students could rewrite the story of "Little Red Riding Hood" from the perspective of the wolf. Which of the following describes the primary benefit of this activity in promoting students' comprehension of literary texts?
- A. Taking an alternative perspective on a literary text promotes students' ability to analyze an author's point of view.
 - B. Rewriting a literary text promotes students' awareness of different types of literary genres.
 - C. Taking an alternative perspective on a literary text promotes students' ability to identify themes in literary texts.
 - D. Rewriting a literary text provides students with practice applying literary response skills.

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8. Before assigning students a new chapter in their science textbook, a teacher introduces new vocabulary from the chapter and has the students conduct a simple experiment that illustrates one of the chapter's key concepts. The teacher can most effectively build on these activities to promote the students' reading comprehension by:
- A. asking the students to scan the chapter's headings and graphics to locate instances of the vocabulary words and the key concept.
 - B. having the students complete an outline as they read the chapter that already lists the content covered during the prereading activities.
 - C. asking the students to write down the chapter's new vocabulary and key concepts in an entry in their learning log.
 - D. having the students make predictions about the content of the chapter based on the prereading activities and their prior knowledge.

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

As part of a geometry unit, a fifth-grade teacher guides students in completing the following analysis of key terms.

	Three Sides	Four Sides	All Sides Equal	Two Sides Equal	All Angles Equal	Two Angles Equal	Parallel Sides
Equilateral Triangle	X		X	X	X	X	
Isosceles Triangle	X			X		X	
Scalene Triangle	X						
Square		X	X	X	X	X	X
Rectangle		X		X	X	X	X
Rhombus		X	X	X		X	X
Parallelogram		X		X		X	X
Trapezoid		X		X		X	X

This instructional approach is most likely to promote students' vocabulary development by:

- A. fostering students' ability to classify words according to various semantic categories.
- B. providing students with practice applying etymology to understand words with similar meanings.
- C. prompting students to use synonyms and antonyms to understand new words.
- D. helping students to apply the meanings of content-area words in new contexts.

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10. Middle school students are likely to find which of the following strategies most useful in facilitating their comprehension of both informational and literary texts across the curriculum?
- A. completing a Venn diagram to represent the relationships among the key elements of a text
 - B. creating an outline of the main ideas and supporting details of a text
 - C. completing a KWL chart based on background knowledge about the topic of a text
 - D. creating a semantic map of key words and concepts in a text

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	C	Oral language proficiency contributes directly to reading proficiency at all stages of reading development, but it plays a particularly important role in early reading development. As beginning readers start to develop a sight-word vocabulary and decoding skills, they must also begin to develop reading comprehension skills. In order to connect print to meaning, beginning readers connect words they encounter in print to words in their oral vocabulary. They also begin to apply comprehension skills they have developed through oral language (e.g., by listening to storytelling and read-alouds, participating in conversations) to their reading.	0011
2	B	Evaluative comprehension includes reacting to a text's content, characters, and use of language and to an author's perspective or point of view. Encouraging students to write about their personal reactions to a text promotes their ability to make text-to-self connections as they read and enhances their evaluative comprehension skills. Knowing that they will be exchanging their reading response journals with a peer partner provides the students with both purpose and audience for their written responses, while peer feedback often promotes further student reflection.	0012
3	D	The purpose of an expository essay is to explain a factual subject or a personal insight into a subject. An effective expository essay presents credible evidence in support of its thesis. To determine which resources contain the most credible or objective evidence, the student should use skimming, which involves a superficial, rapid reading of a text to get a general overall impression of the material.	0013
4	C	A biography is a true story about a person's life. Key features of a biography include that it focuses on interesting or important aspects of a person's life, the facts presented in it can be verified, and it is written by another person. This passage focuses on facts from Thomas Jefferson's life that can be verified easily using a variety of sources. It is written in the third person, and therefore was not written by Jefferson himself.	0014
5	B	The activity described promotes students' ability to relate a theme from one content area to other content areas. The students read about Thomas Jefferson's inventions in the history lesson, then conduct research on the mathematics principles and techniques that Jefferson used in his inventions. Finally, students try to apply the mathematics and physics knowledge they acquired in their research in designing their own inventions.	0017

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For question	The correct response is	Reason	Test Objective
6	C	A metaphor is a figure of speech that contains an implied comparison, in which a word or phrase generally used to describe one thing is used to describe another. The topic sentence of this passage introduces the metaphor of the market as a beehive, while the supporting sentences extend the metaphor. People in the market "swarm," "hover," "zoom," and "buzz"—words generally associated with the activities of bees around a beehive.	0015
7	A	Most stories focus on events from the protagonist's perspective. Having students rethink and then rewrite a familiar story from the perspective of the antagonist develops their awareness of point of view and their understanding of how an author's point of view can affect basic story elements, such as the descriptions of characters and conflicts.	0016
8	D	Effective pre-reading activities help build background knowledge about a text, establish a purpose for reading, and create motivation for reading. The teacher's first two pre-reading activities, pre-teaching vocabulary and having students conduct an experiment, help build students' background knowledge about the text. Engaging students in making predictions about the text provides students with both a purpose and motivation for reading the text.	0018
9	A	The graphic organizer shown supports the students' vocabulary development by facilitating their identification of the key features of each shape and their ability to make comparisons among the shapes based on these features. This categorization of the terms by feature helps reinforce students' understanding of each term and promotes their retention of new vocabulary.	0019
10	D	Semantic maps are used to identify and organize the key words and concepts in a text, which contribute to students' comprehension of the text. Completed maps also provide students with a concrete, visual representation of new terms and ideas and their interrelationships, which promotes retention of new vocabulary and concepts from the text. Semantic maps can be used with any genre of text, both informational and literary, and in any subject area.	0020