



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 new teacher has been assigned to a school whose students come from a wide range of economic circumstances. Students from some neighborhoods typically have access to few educational and cultural resources, while students from other neighborhoods have access to an abundance of such resources. The teacher should be aware that students from these different circumstances are likely to differ from one another most in their:
 - A. preferred approaches to learning.
 - B. background knowledge and experiences.
 - C. general aptitude for learning.
 - D. level of motivation and task commitment.

2. Which of the following is the most important *first* step for a teacher to take in promoting students' ability to learn a skill through observation?
 - A. Identify for students the most challenging aspects of the demonstrated skill.
 - B. Describe verbally for students the sequence of steps that will occur in the demonstrated skill.
 - C. Ensure that students' attention is focused on the critical features of the demonstrated skill.
 - D. Provide students with examples of real-world applications of the demonstrated skill.

3. A new teacher has been assigned to a class with a large number of English Language Learners. In working with students from linguistically diverse backgrounds, the teacher can best promote learning for all students in the class by:
 - A. having students with similar levels of English proficiency work together in small-group activities.
 - B. using questioning techniques that allow students to respond with brief correct or incorrect answers.
 - C. adopting a consistent format for introducing important lesson concepts to students.
 - D. providing students with frequent opportunities to talk, write, and read about instructional content.

4. Which of the following factors should be a teacher's primary consideration when planning the physical arrangement of the classroom?
- A. the range and distribution of student achievement levels
 - B. the nature of the content and skills to be taught
 - C. the types of learning activities the teacher plans to use
 - D. the level of social interaction the teacher wishes to promote
5. Which of the following strategies is likely to be most effective for promoting positive interdependence among students in a small-group activity?
- A. requiring group members to share materials to complete the task
 - B. having group members evaluate one another's participation and contributions to the task
 - C. specifying that group members will turn in a single product
 - D. creating complex tasks that require group members to rely on one another for information
6. A history teacher often presents content to students in a narrative format, featuring vivid descriptions of inspiring historical figures struggling to accomplish great feats or right societal wrongs. Which of the following statements describes the most likely outcome of using this strategy?
- A. Students are able make their own connections across disciplines, deepening their understanding of broad concepts.
 - B. Students are led to use their imaginations, fostering their ability to apply creative-thinking skills in their learning.
 - C. Content becomes more interesting and accessible to students, increasing their engagement with the subject matter.
 - D. Content becomes more relevant to students' own lives, increasing their ability to recall factual information.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	B	To plan effective instruction, teachers need to know about their students, including the kinds of prior knowledge and experiences the students are bringing to the classroom. In any one school or classroom, different students may have had different amounts of access in their homes and neighborhoods to a range of educational and cultural resources, such as books, computers, libraries, museums, and trips. A student's access, or lack of access, to such resources comprises part of the student's overall experiential base and helps determine the background knowledge the student brings to the learning process.	0001
2	C	Observational learning involves learning by observing and imitating others who model or demonstrate a skill. In demonstrating a new skill for students, such as how to hold a pencil or how to use a graphic organizer when reading a text, the teacher first needs to get the students' attention and guide them to focus on key elements of the skill being taught. After students observe the teacher modeling a targeted skill with their attention focused on its key elements, they can be expected to be ready to try the behavior on their own.	0002
3	D	Teachers can use various strategies to ensure positive, productive learning experiences for the English Language Learners in their classes. Providing students with frequent opportunities to talk, write, and read about instructional content gives all students, including English Language Learners, multiple opportunities to process new information and ideas while enhancing the students' oral language and literacy skills in English.	0003
4	C	When planning any aspect of the instructional environment, teachers should keep in mind that the primary goal of schooling is to promote student learning. Thus, in making decisions about the physical arrangement of the classroom, the teacher should begin by determining what type of arrangement will best facilitate implementation of the kinds of learning activities that will be used. For example, a teacher who emphasizes cooperative learning activities may decide to arrange student desks in small groups, which would help in managing time, materials, and transitions and promoting an organized and productive learning environment. Alternatively, a teacher who emphasizes presentations and demonstrations may find it most appropriate and productive to arrange the classroom with all desks facing the teacher and the board.	0004

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For question	The correct response is	Reason	Test Objective
5	D	<p>One important goal of small-group activities is to promote students' ability to apply collaborative skills that are useful in many contexts. The extent to which students have opportunities to use various collaborative skills during a small-group activity depends largely on how the teacher has designed and organized the activity. By creating complex learning tasks that give each group member a unique role and require group members to rely on one another for information and ideas, teachers can promote positive interdependence among students as they do what is necessary to complete the task successfully.</p>	0005
6	C	<p>Teachers can use various types of instructional strategies to enhance student engagement and promote learning. In the example given, the teacher "brings history to life" by focusing on narratives or stories about the lives and actions of inspiring individuals and their efforts to change their world. In this context, the use of stories can be expected to make complex content more concrete for students and thus more accessible and easier to grasp. Such stories are also likely to be inherently interesting to students, which promotes their engagement and their ability to relate to the content.</p>	0006