



TEST DESIGN AND FRAMEWORK

TEST DESIGN

Basic Skills

The **Basic Skills** assessment consists of **three tests**. Tests I and II contain selected-response questions only. Test III contains a section with selected-response questions and a section with a constructed-response assignment. For Test III, each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section (for Test III only) are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

■ Test I (Test Code 200)

Subareas:	Objectives	Approximate Number of Selected-Response Questions
➤ Reading	0001–0006	42
	TOTAL	42

■ Test II (Test Code 201)

Subareas:	Objectives	Approximate Number of Selected-Response Questions
➤ Mathematics	0007–0010	48
	TOTAL	48

■ Test III (Test Code 202)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Writing	0011–0015	42	1
	TOTAL	42	1

Percentage of Test Score **60%** **40%**

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TEST FRAMEWORK

Basic Skills

READING

0001 Understand the main idea and supporting details in written material.

For example:

- identifying the explicit main idea of a paragraph or passage
- identifying the implicit main idea of a paragraph or passage
- identifying the statement or statements that best express the main idea of a paragraph or passage
- recognizing ideas that support, illustrate, or elaborate on the main idea of a paragraph or passage

0002 Identify a writer's purpose and point of view.

For example:

- recognizing a writer's expressed or implied audience for writing
- recognizing a writer's expressed or implied purpose for writing
- evaluating the appropriateness of written material for a specific purpose or audience
- recognizing the likely effect on an audience of a writer's language choices
- using the content, word choice, and phrasing of a passage to determine a writer's purpose or point of view
- recognizing how intended audience and purpose affect an author's choice of style and content

0003 Analyze the relationship among ideas in written material.

For example:

- identifying sequence of events or steps
- identifying types of relationships (e.g., cause and effect, analogies, classification)
- analyzing relationships between or among similar ideas or ideas in opposition
- predicting outcomes
- drawing conclusions inductively and deductively from information stated or implied in a passage

0004 Use critical reasoning skills to evaluate written material.

For example:

- evaluating the stated or implied assumptions upon which the validity of a writer's argument depends
- judging the relevance or importance of facts, examples, or graphic data to a writer's argument
- evaluating the logic of a writer's argument and the validity of analogies
- distinguishing between fact and opinion
- assessing the credibility or objectivity of a writer or source of written material

0005 Use reading strategies to comprehend written materials.

For example:

- organizing and summarizing information
- following written instructions or directions
- interpreting information presented in charts, graphs, or tables

0006 Determine the meaning of words and phrases.

For example:

- determining the meaning of words and phrases in context
- determining the meaning of figurative expressions in context

MATHEMATICS

0007 Understand number properties and number operations.

For example:

- identifying mathematically equivalent ways of representing numbers
- performing operations on integers, fractions, decimals, and percents
- applying number properties (e.g., distributive, order of operations) to simplify numerical expressions

0008 Understand measurement concepts and principles of geometry.

For example:

- applying knowledge of measurement concepts (e.g., time, space, money)
- selecting and converting units within and between standard and metric measurement systems
- applying knowledge of the language of geometry (e.g., points, lines, angles, distance) in various situations
- analyzing fundamental properties of basic geometric shapes
- determining the length, perimeter, area, and volume of geometric shapes or figures

0009 Understand statistical concepts and data analysis and interpretation.

For example:

- interpreting information presented in tables
- interpreting information presented in line graphs, scatter plots, pictographs, bar graphs, histograms, and pie graphs
- determining the theoretical probability of simple events
- demonstrating knowledge of measures of central tendency (e.g., mean, median) and variability (e.g., range, deviation from the mean)
- demonstrating knowledge of the use of statistical concepts in real-world situations

0010 Understand problem-solving principles and techniques.

For example:

- identifying missing terms in numerical and graphical patterns
- solving problems and drawing conclusions using deductive reasoning
- solving word problems involving integers, fractions, decimals, and percents
- applying number properties and geometric principles to solve a variety of problems
- following a set of instructions to perform a given computation
- evaluating an algebraic expression by substituting numbers for variables
- solving algebraic equations and inequalities
- estimating results and determining reasonableness

WRITING

0011 Recognize unity, focus, and development in writing.

For example:

- recognizing unnecessary shifts in point of view or distracting details that impair the development of the main idea in a piece of writing
- recognizing revisions that improve the unity and focus of a piece of writing
- recognizing thesis statements, topic sentences, and supporting elements

0012 Recognize effective organization in writing.

For example:

- recognizing methods of paragraph organization
- recognizing the use of transitional words or phrases
- reorganizing sentences to improve cohesion and the effective sequence of ideas

0013 Recognize effective sentences.

For example:

- recognizing redundancy
- identifying structures (e.g., sentences, fragments, run-on sentences)
- identifying standard subject-verb agreement
- identifying double negatives, parallel structure, and standard placement of modifiers



0014 Recognize Standard American English usage.

For example:

- recognizing the standard use of verb forms and cases
- recognizing the standard use of pronouns/antecedents and plural and possessive forms of nouns
- recognizing the standard use and formations of adverbs and adjectives
- recognizing standard punctuation and capitalization

0015 Demonstrate the ability to prepare a developed composition on a given topic using language and style appropriate to a given audience, purpose, and occasion.

For example:

- composing a coherent, focused, and sustained composition on a given topic using language and style appropriate to a specified audience, purpose, and occasion
- stating and maintaining a clear thesis statement using organizational strategies to enhance meaning and clarity
- providing reasoned support and/or specific examples to maintain the thesis statement
- using effective sentence structure, word choice, and mechanics (e.g., grammar, syntax)
- using spelling, capitalization, and punctuation according to the conventions of Standard American English