GACE® English Assessment

Test at a Glance

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See the GACE® English Assessment Study Companion for practice questions and preparation resources.

Assessment Name	English
Grade Level	6–12
Test Code	Test I: 020 Test II: 021 Combined Test I and Test II: 520
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 65 Test II: 65 Combined Test I and Test II: 130
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the *Guide to Taking a GACE Computer-delivered Test*.
Number of Constructed-response Questions	Test I: 2 Test II: 2 Combined Test I and Test II: 4

About this Assessment

The GACE English assessment is designed to measure the professional knowledge of prospective teachers of secondary school English in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Reading for Literature	37.5%
II. Writing	37.5%
III. Analysis (constructed-response only)	25%

Test I Objectives

Subarea I: Reading for Literature

Objective 1: Knows the major works, authors, and contexts of U.S., British, world, and young adult literature

The beginning English teacher:

A. Knows major works and authors of United States, British, world, and young adult literature
B. Knows the historical, cultural, and literary contexts of major works and authors of United States, British, and world literature

Objective 2: Knows the defining characteristics of primary literary genres and of the major forms within those genres

The beginning English teacher:

A. Understands the defining characteristics of primary literary genres
B. Knows the defining characteristics of major forms within each primary literary genre; e.g., poetry, ballad, haiku

Objective 3: Understands how to interpret and analyze literary text

The beginning English teacher:

A. Understands how textual evidence supports interpretations of a literary text
B. Understands how authors develop themes in a variety of genres

Objective 4: Understands literary elements and figurative language in text

The beginning English teacher:

A. Understands how literary elements (e.g., characterization, setting, tone, dialect) contribute to the meaning of a text

B. Understands how figurative language contributes to the effect of a text

C. Understands how poetic devices and structure contribute to the effect of a poem

Objective 5: Is familiar with commonly used research-based reading strategies and literary theories

The beginning English teacher:

A. Understands how reading strategies (e.g., making predictions, making connections, summarizing) support comprehension

B. Knows commonly used research-based strategies for reading instruction; e.g., activating prior knowledge, modeling metacognitive practices, active reading, differentiation

C. Is familiar with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts

Subarea II: Writing

Objective 1: Understands the characteristics of various modes of writing and the importance of purpose and audience

The beginning English teacher:

A. Understands the distinct characteristics of various modes of writing (e.g., informative, argumentative)

B. Understands how awareness of task, purpose, and audience inform effective writing

Objective 2: Understands the characteristics of clear and coherent writing

The beginning English teacher:

A. Understands the characteristics of clear and coherent writing; e.g., supporting details, organization, conventions

Objective 3: Understands effective and ethical research practices in writing

The beginning English teacher:

A. Understands effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources appropriately

Objective 4: Knows commonly used research-based approaches to teaching writing and the use of digital media

The beginning English teacher:

A. Understands commonly used research-based approaches to teaching components of writing

B. Knows approaches for instructing students on the effective use of digital media to support and enhance written communication

Subarea III: Analysis

Objective 1: Can analyze the central idea and key literary elements of an excerpt from literature

The beginning English teacher:

A. Can analyze the central idea and key literary elements of a poetry or prose excerpt from American, British, or world literature of any period

Objective 2: Can analyze student work and identify and describe appropriate instructional activities

The beginning English teacher:

A. Can analyze a given piece of student work or a classroom situation to determine strengths, weaknesses, and/or challenges to be addressed

B. Can describe an instructional activity that addresses the identified strengths, weaknesses, and/or challenges

Test II Subareas

Subarea	Approx. Percentage of Test
I. Reading for Information	37.5%
II. Speaking and Listening	15%
III. Language	22.5%
IV. Analysis (constructed-response only)	25%

Test II Objectives

Subarea I: Reading for Information

Objective 1: Understands how to comprehend and analyze informational text

The beginning English teacher:

A. Understands how textual evidence supports interpretation of an informational text
B. Understands how a variety of organizational patterns and text structures can be used to develop a central idea in informational texts
C. Understands how word choice contributes to the effect of an informational text

Objective 2: Understands the different rhetorical strategies that authors use in informational text

The beginning English teacher:

A. Understands rhetorical strategies that authors use to convey purpose and perspective in informational texts
B. Understands methods that authors use to appeal to a specific audience

Objective 3: Knows how to evaluate arguments in informational text and how to interpret media and non-print text

The beginning English teacher:

A. Understands how authors develop and support a written argument
B. Knows how to interpret media and non-print texts and how they influence an audience

Subarea II: Speaking and Listening

Objective 1: Understands the components of delivering effective speeches and presentations

The beginning English teacher:

A. Understands components of effective speech and presentation delivery

Objective 2: Understands the components of effective oral communication in a variety of settings

The beginning English teacher:

A. Understands the components of effective oral communication in a variety of settings; e.g., one-on-one, in groups

Subarea III: Language

Objective 1: Understands the conventions of standard English grammar and language use

The beginning English teacher:

A. Understands the conventions of standard English grammar, usage, syntax, and mechanics
B. Understands the use of affixes, context, and syntax to determine word meaning
C. Is familiar with variations in dialect and diction across regions, cultural groups, and time periods

Objective 2: Knows how to use reference materials and research-based approaches to support and enhance language development

The beginning English teacher:

A. Understands the use of print and digital reference materials to support and enhance language usage
B. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners

Subarea IV: Analysis

Objective 1: Can analyze the central idea and important rhetorical features in an excerpt from an informational text

The beginning English teacher:

A. Can analyze the central idea and important rhetorical features used to construct an argument in an excerpt from an informational text

Objective 2: Can analyze student work and identify and describe appropriate instructional activities

The beginning English teacher:

A. Can analyze a given piece of student work or a classroom situation to determine strengths, weaknesses, and/or challenges to be addressed

B. Can describe an instructional activity that addresses the identified strengths, weaknesses, and/or challenges