

# Guide to Taking a GACE® Computer-delivered Assessment



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## Introduction

The *Guide for Taking a GACE® Computer-delivered Assessment* covers the main features common to all of the tests and provides a preview of the actual screens used in the computerized tasks:

- logging in
- general directions
- navigation
- help
- types of questions

This guide shows the introductory screens you will see when you first login to the computer at the testing center. These screens cover general regulations and policies, including features that appear only on particular tests such as listening and speaking sections.

You will also be shown the tools for navigating through the test and Help screens that are available to you as you take the assessment and how to access them during the test. You will see what the actual test directions and questions screens look like on the computer. For sections of some tests (Listening Comprehension, Reading Comprehension, Oral Expression and Written Expression) and each task type, you will see directions and sample test question screens.

After reading this guide, you will have a good idea of what it will be like when you take an actual computer-delivered GACE test.

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## Logging In to the Test

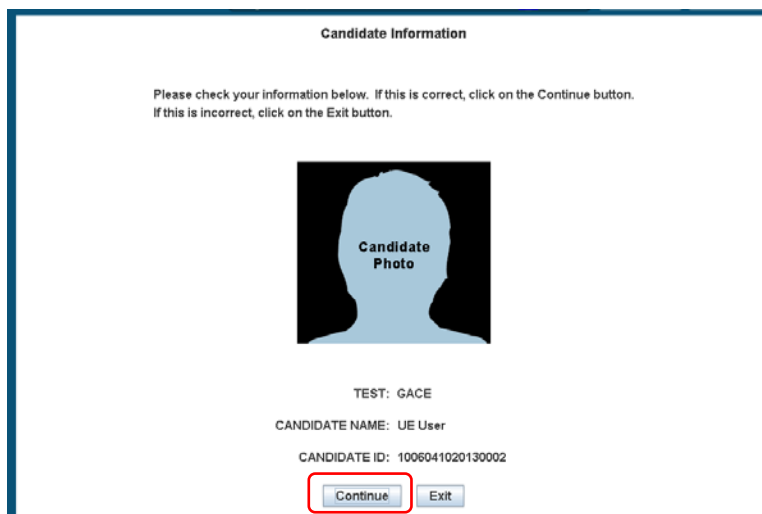
### *Confirming Your Information*

At the testing center, you will sit down at the computer that has been assigned to you. The first screen will show:

- your photograph
- title of the test you will be taking
- your name
- your candidate ID number

After confirming that the information on the screen is correct, you will click the **Continue** button to move ahead.


Figure 1: Candidate Information Screen



# General Directions

After you log in, you will see a series of General Direction screens. Following are samples of some of the screens you may encounter in a test. Note that tests may have different timing and break information specific to that particular test.

Figure 2: Sample General Directions Screens




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Click **Continue** to go on.



### Test Center Regulations

You should have nothing on your computer table except scratch paper, a No. 2 pencil, and your identification. Cell phones and personal items other than identification documents are not allowed in the testing room. Some types of watches (e.g., calculator watches, computing watches, digital watches, watches with alarms, and stop watches) are not allowed in the testing room; you may be asked to remove your watch and store it during the test administration. You may not eat, drink, or use tobacco during the test. The official time will be kept by the computer. The test administrator is authorized to dismiss you from the test and/or your scores may be canceled and your test fees forfeited for actions such as, but not limited to, those listed below. The Office of Testing Integrity will be notified of any action taken.

- Attempting to take the test for someone else, or having someone else take the test for you
- Failing to provide acceptable identification, including refusal to allow a photograph to be taken
- Obtaining improper access to the test, a part of the test, or information about the test
- Having a cell phone, smartphone, tablet, PDA, or any other electronic, listening, recording, scanning, or photographic device in the test center
- Using any aids in connection with the test, including, but not limited to, calculators (except when approved as a testing accommodation), books, pamphlets, notes, unauthorized scratch paper, rulers, pens, highlighter pens, stereos or radios with headphones, dictionaries, translators, compasses, protractors, and any handheld electronic, listening, recording, scanning, or photographic devices
- Creating a disturbance
- Bringing a weapon or firearm into the test center
- Attempting to give or receive assistance, or otherwise communicate, in any form, with another person about the test during the test, during breaks, or after the test
- Removing or attempting to remove test content from the test center
- Tampering with the computer
- Attempting to remove scratch paper or a piece of scratch paper from the testing room or using scratch paper before the test, during untimed sections, or during breaks
- Leaving the testing room without permission or leaving the test center during a break
- Taking excessive or extended unscheduled breaks during the test session
- Failing to follow any of the test administrator's directions or instructions

I understand that by clicking on the **Continue** button above, I affirm that I have read these test center regulations as well as the Rules of Test Participation in the GACE® Registration Bulletin and understand the consequences of failure to abide by them.

Click **Continue** to go on.



### If You Need the Administrator

If at any time during the testing session you think you have a problem with your computer or need the administrator for any reason, please raise your hand.

Click **Continue** to go on.

### General Test Information

#### Timing and Break

You have a total of four hours to take this combined test. The combined test is divided into two separately timed tests. You have two hours for Test I and two hours for Test II. You must be sure to monitor the time you spend on each test.

You may opt to take a scheduled 10-minute break between Test I and Test II. Timing will stop for this break. At any time during the test, you may also take one optional break. If you wish to take this break, please raise your hand. Because timing **will not stop** for this break, it is recommended that the optional break not exceed 10 minutes.

Note: The information given here and throughout the test regarding timing reflects the standard timing. If you have been approved for extended time, the adjusted timing will be reflected accurately on the clock that appears on the screen.

#### Test Information

You may use the scratch paper provided to work out your answers. **No credit will be given for any responses marked on the scratch paper.** All scratch paper must be turned in to the test administrator at the end of the testing session.

If you have a concern about the wording of a test question, note the question number on the scratch paper and continue the test. Report your concern to the test administrator after you complete the test.

Two screens with reference information will be available to you during the test. Click on the **Periodic Table** tab in the **Help** tool to see the periodic table of the elements. Click on the **Table of Information** tab in the **Help** tool to see physical science definitions and physical constants.

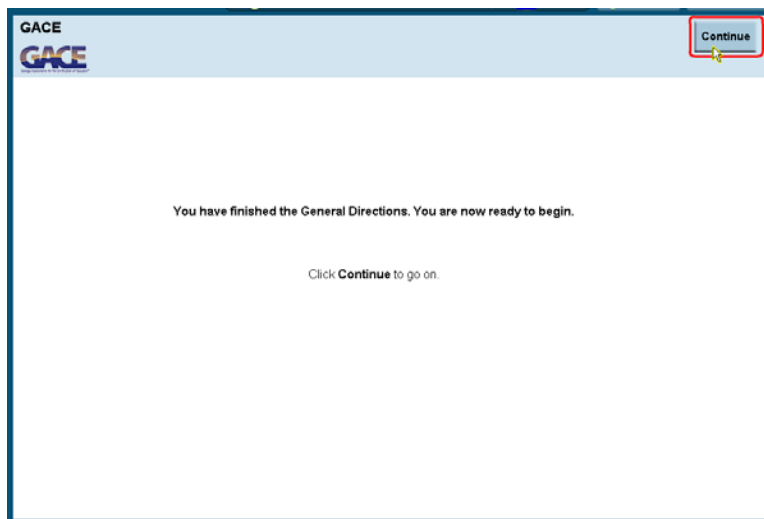
Click **Continue** to go on.

The time you take to read the General Directions is not considered part of the testing time; however, it is recommended that you take no more than about fifteen minutes doing this.

---

At the last General Directions screen, you will click **Continue** to begin the timed test.

Figure 3: Last General Directions Screen

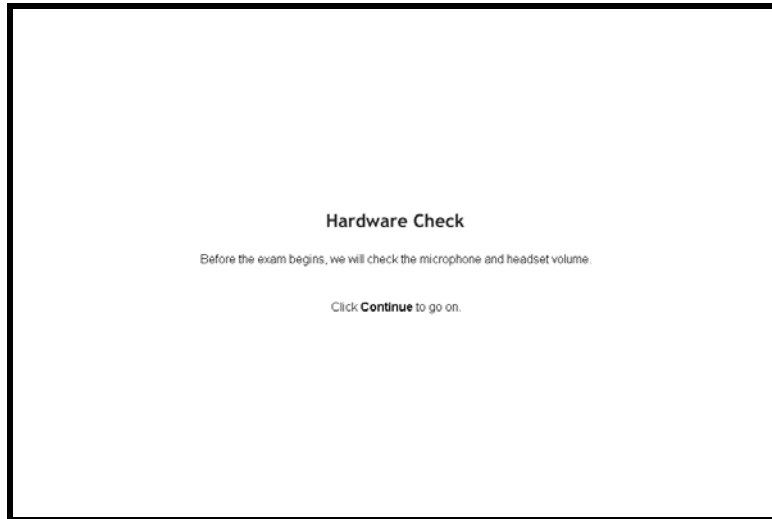


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## Tests with Listening or Speaking Components

Some assessments contain listening items or questions that require a spoken response. An ETS-approved headset and microphone will be supplied at the test center. You will need to check the headset and microphone volume before the test begins.

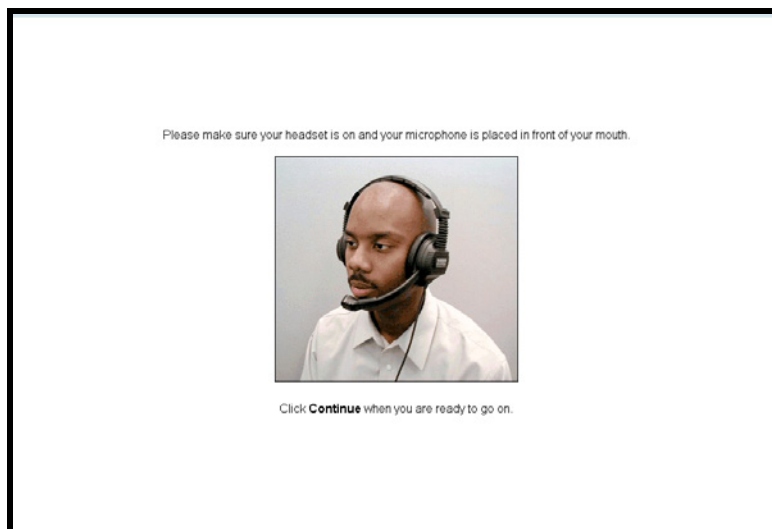
Figure 4: Hardware Check



## Headset

This screen shows how to wear the headset appropriately.

Figure 5: Wearing the Headset

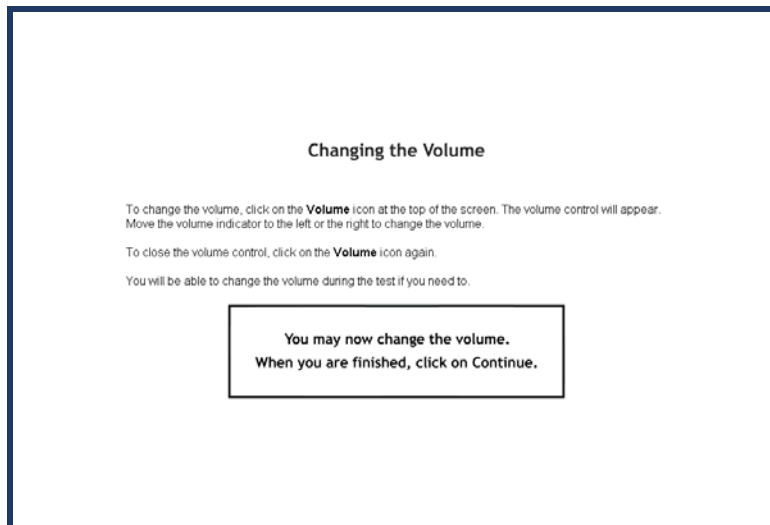


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## Changing the Volume

This screen tells you how to change the volume on the headset.

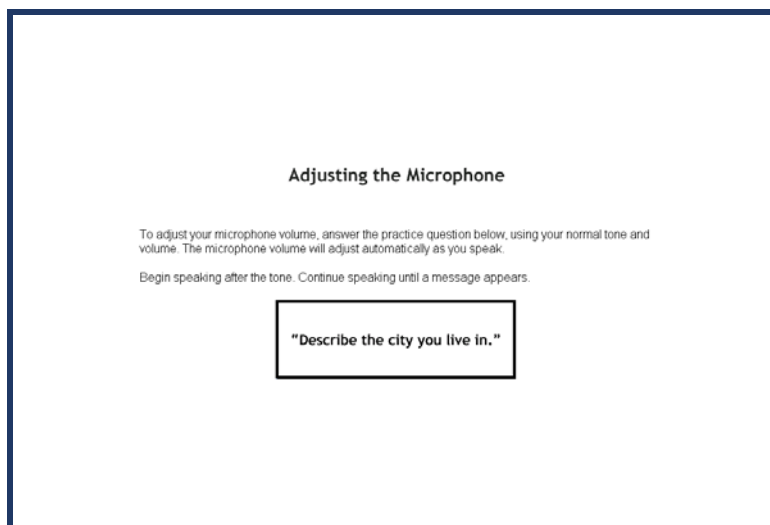
Figure 6: Changing the Volume



## Adjusting the Microphone

This screen tells you how to adjust the microphone volume.

Figure 7: Adjusting the Microphone



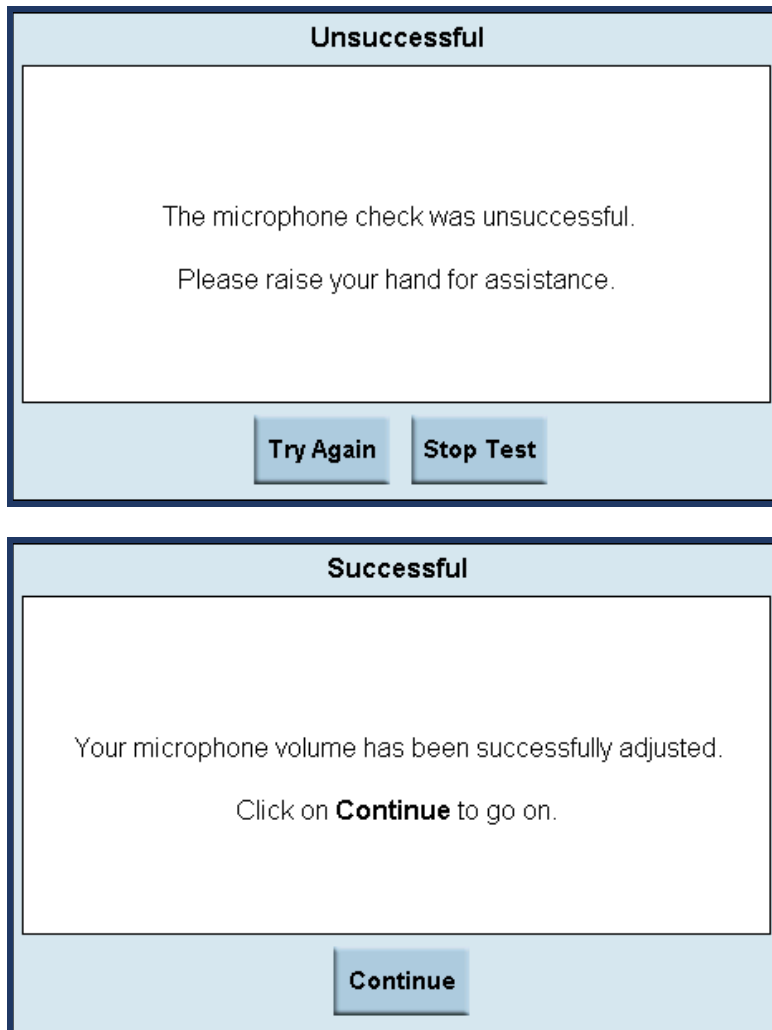
It is important for you to maintain a consistent distance from the microphone and speak directly into it. Keep your voice at a consistent level of loudness — not too soft, not too loud.

---

## Microphone Check

The computer will indicate whether or not the microphone volume has been successfully adjusted.

Figure 8: Checking Microphone Volume

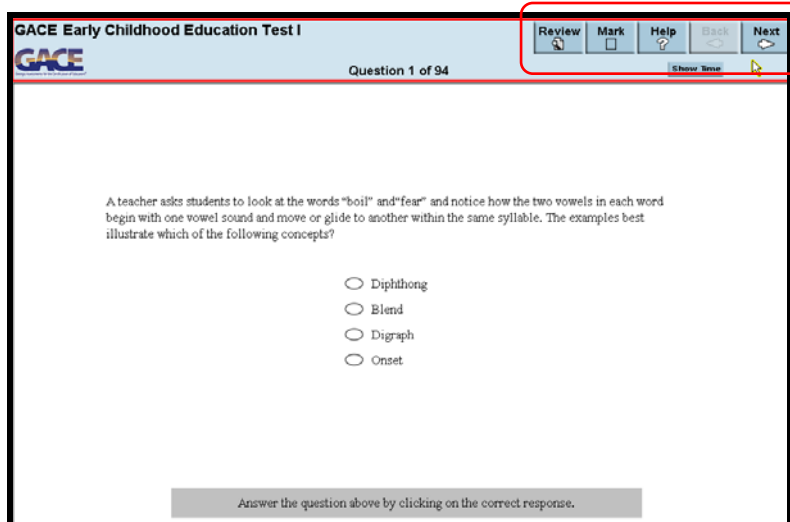


# Navigating the Test

## Test Buttons

During the test, buttons that allow you to navigate through the test and access information appear at the top of the screen.

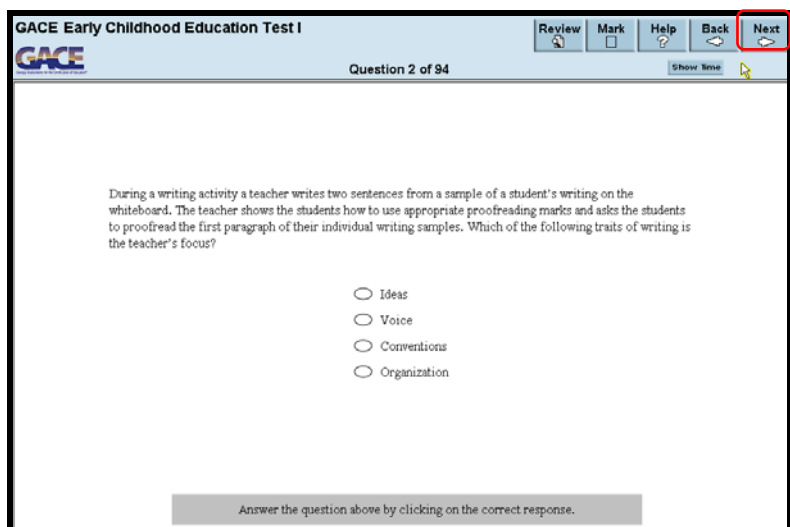
Figure 9: Test Buttons



## Next, Back, Mark

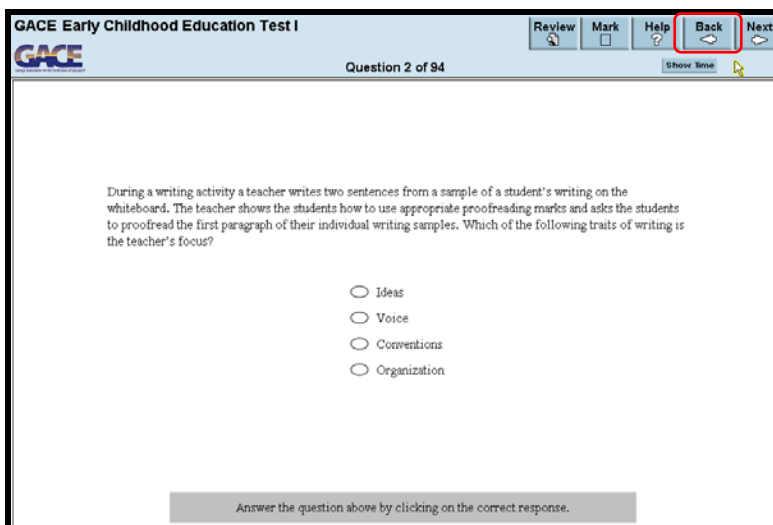
To move to the next question in a test section, click on **Next**.

Figure 10: Next Button



To return to a previous question in a test section, click on **Back**.

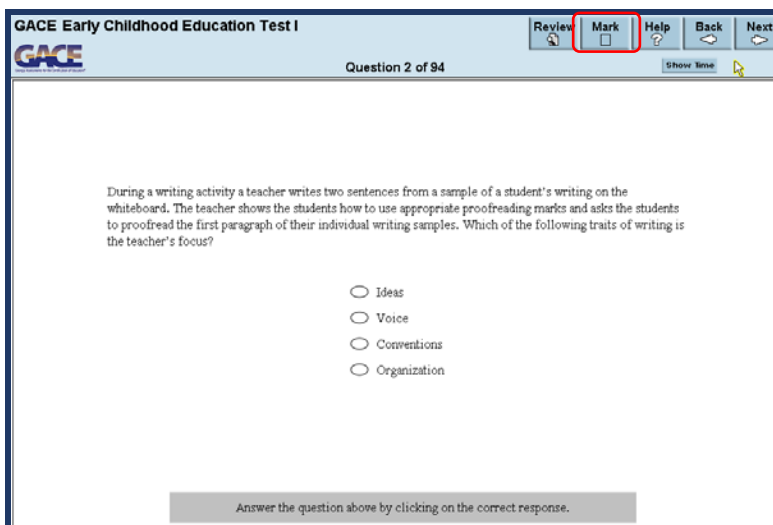
Figure 11: Back Button



Each single click of these buttons will move you forward or back one question. Be careful not to double-click or you may accidentally skip past a question.

In most test sections, you can mark a question to review later. If you want to mark a question, click on the **Mark** button. Click **Mark** again to un-mark it.

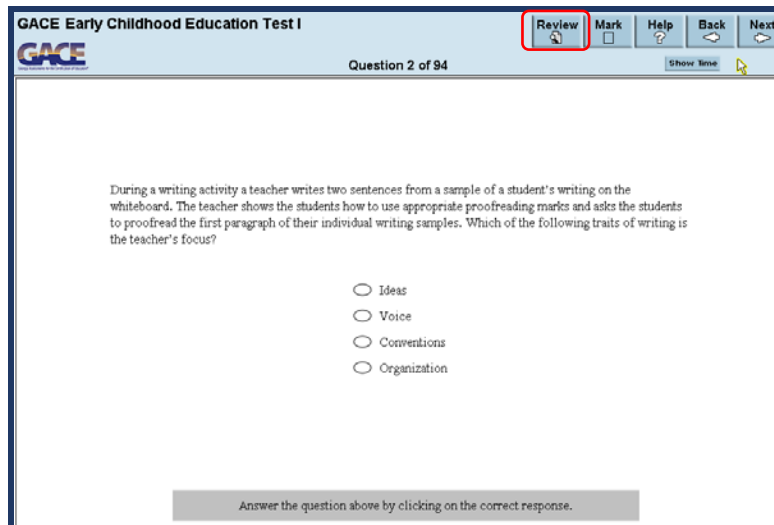
Figure 12: Mark Button



## Review

In sections of the test that allow review, you can click on **Review** to get to the Review screen.

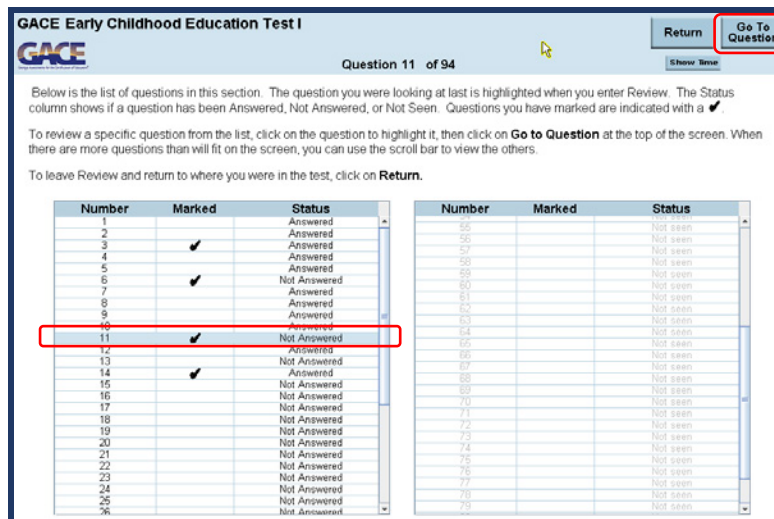
Figure 13: Review Button



The Review screen shows the status of each question: answered, not answered, or not yet seen. The Marked column shows the questions you marked for review. The question you were looking at last is highlighted. If there are more questions than will fit on the screen, you can use the scroll bar to view the others.

On the Review screen, click on any question to highlight it, and then click **Go To Question**.

Figure 14: Review Screen





To go back to where you were before you clicked the Review button, click **Return**.

Figure 15: Return Button

**GACE Early Childhood Education Test I**

**Return** **Go To Question**

Question 11 of 94

Below is the list of questions in this section. The question you were looking at last is highlighted when you enter Review. The Status column shows if a question has been Answered, Not Answered, or Not Seen. Questions you have marked are indicated with a ✓.

To review a specific question from the list, click on the question to highlight it, then click on **Go to Question** at the top of the screen. When there are more questions than will fit on the screen, you can use the scroll bar to view the others.

To leave Review and return to where you were in the test, click on **Return**.

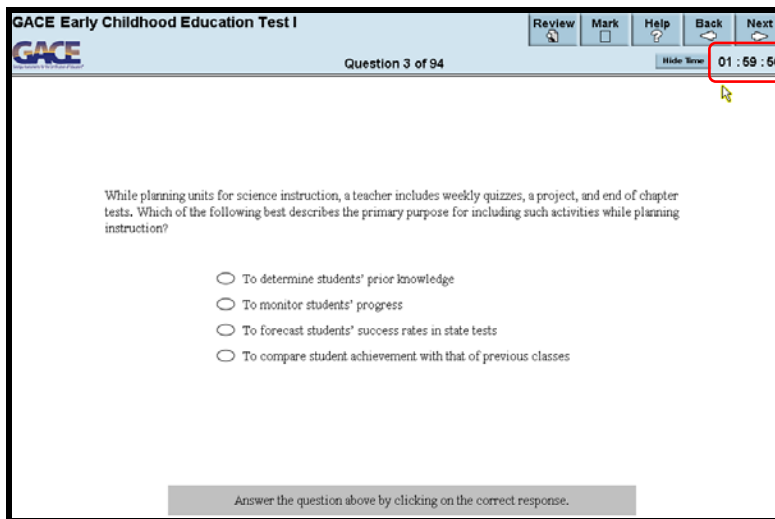
Number	Marked	Status
1		Answered
2		Answered
3	✓	Answered
4		Answered
5		Answered
6	✓	Not Answered
7		Answered
8		Answered
9		Answered
10		Answered
11	✓	Not Answered
12		Answered
13		Not Answered
14	✓	Answered
15		Not Answered
16		Not Answered
17		Not Answered
18		Not Answered
19		Not Answered
20		Not Answered
21		Not Answered
22		Not Answered
23		Not Answered
24		Not Answered
25		Not Answered
26		Not Answered

Number	Marked	Status
26		Not seen
26		Not seen
27		Not seen
28		Not seen
29		Not seen
30		Not seen
31		Not seen
32		Not seen
33		Not seen
34		Not seen
35		Not seen
36		Not seen
37		Not seen
38		Not seen
39		Not seen
40		Not seen
41		Not seen
42		Not seen
43		Not seen
44		Not seen
45		Not seen
46		Not seen
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64		Not seen
65		Not seen
66		Not seen
67		Not seen
68		Not seen
69		Not seen
70		Not seen
71		Not seen
72		Not seen
73		Not seen
74		Not seen
75		Not seen
76		Not seen
77		Not seen
78		Not seen
79		Not seen

## Timer

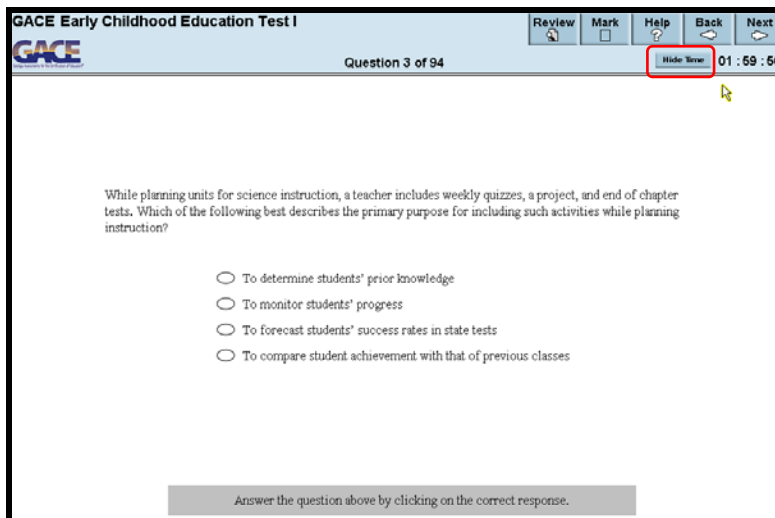
The time remaining in the test is displayed in the upper right below the navigation buttons.

Figure 16: Timer



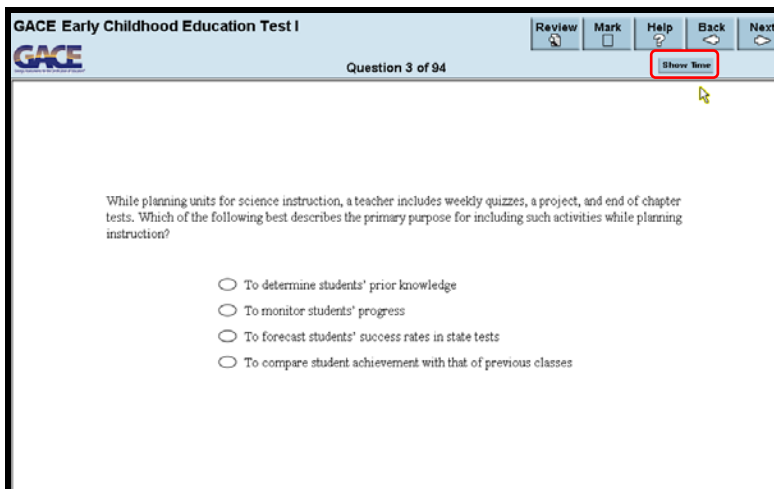
You can hide the timer by clicking **Hide Time**.

Figure 17: Hide Time



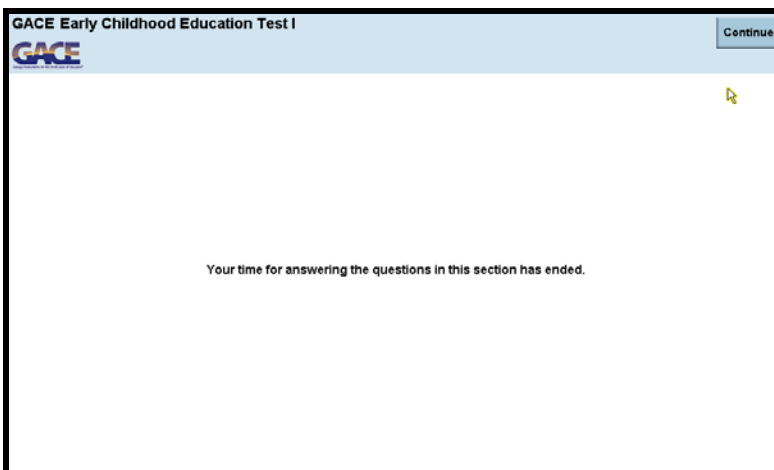
To display it again, click **Show Time**. When there are 5 minutes left, the display will blink for a few seconds and remain visible for the remainder of the test section.

Figure 18: Show Time



When time is up, you will see a message telling you that time for the section has ended. At this point, you can no longer go back and review this section.

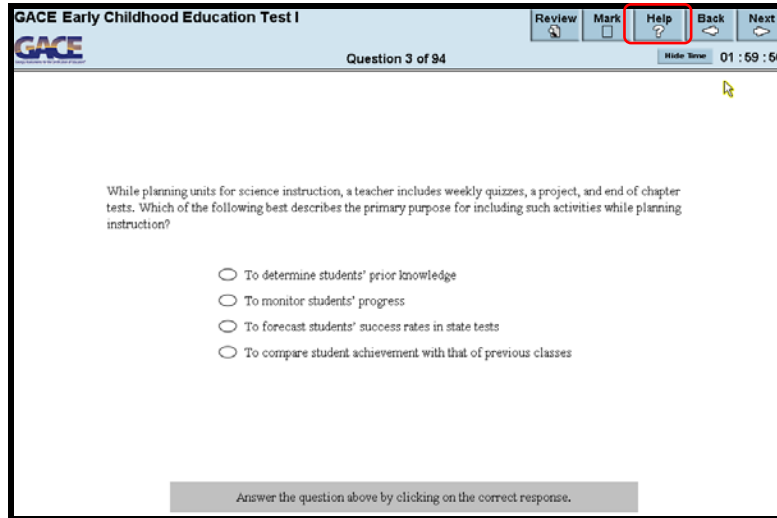
Figure 19: Time for Section Ended



## Help Screens

The **Help** button takes you to the Help screens. Here you can find information on testing tools, how to scroll, general directions, section directions, and other resources that are available, depending on which test you're taking. Note: The test clock does not stop when you are using the Help function.

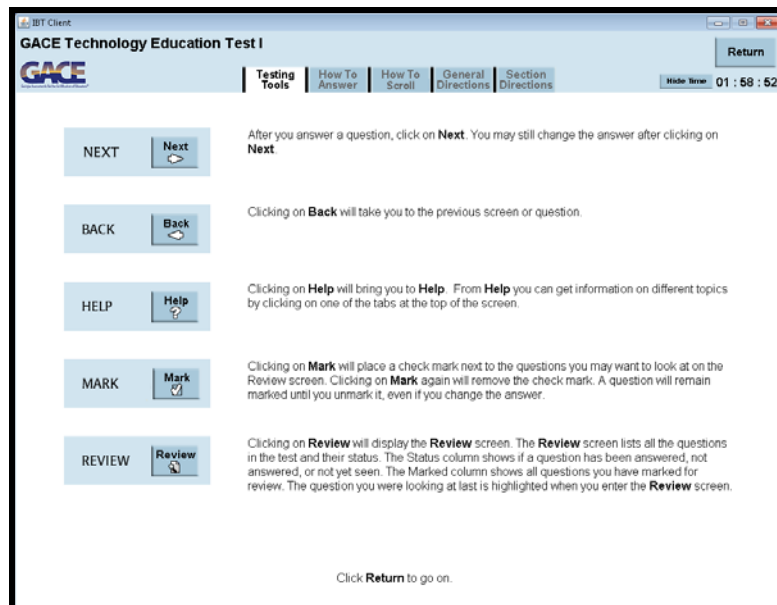
Figure 20: Help Button



## Testing Tools

Testing tools explain how the navigation functions work.

Figure 21: Testing Tools



## How to Answer

How to Answer gives instructions on how to answer a specific type of question such as a single question, graphic selection, drop and drag, etc.

Figure 22: How to Answer

The screenshot shows the 'GACE Technology Education Test I' interface. At the top, there are navigation tabs: 'Testing Tools', 'How To Answer', 'How To Scroll', 'General Directions', and 'Section Directions'. A 'Return' button is in the top right corner. The 'How To Answer' tab is selected. Below the tabs, there is a section titled 'CHOOSING ONE ANSWER'. The text reads: 'For this type of question, you will select a single answer choice. How to Answer: • Click on one answer choice. You may click on the oval or anywhere on the answer choice. How to Change an Answer: • Click on a different answer choice.' Below this text is a sample question: 'What is the capital of the United States of America?' with four radio button options: 'New York City', 'Washington, D.C.', 'Seattle', and 'Miami'. The 'Washington, D.C.' option is selected. At the bottom left, it says 'Click Return to go on.'

The screenshot shows the 'GACE Technology Education Test I' interface. At the top, there are navigation tabs: 'Testing Tools', 'How To Answer', 'How To Scroll', 'General Directions', and 'Section Directions'. A 'Return' button is in the top right corner. The 'How To Answer' tab is selected. Below the tabs, there is a section titled 'SELECT AN AREA'. The text reads: 'For this type of question, you will select one or more locations on a picture or a figure. The selected area will then appear shaded or highlighted, or a box will appear around it. To change your answer, click on the area again.' Below this text are two sample questions. The first is a circle divided into four quadrants by a vertical and a horizontal line, with the top-right quadrant shaded. The second is a diagram of a human eye with labels A, B, C, D, and E pointing to different parts. The area labeled 'B' is shaded. At the bottom left, it says 'Click Return to go on.'

IBT Client

**GACE Technology Education Test I**

Testing Tools | **How To Answer** | How To Scroll | General Directions | Section Directions | **Return**

Hide View 01 : 52 : 26

**SELECT AND MOVE TEXT / OBJECTS**

For this type of question you will drag an answer choice to the space where it belongs.

How to Answer:

- Click on an answer choice to drag it to the space where it belongs.

Below is a list of activities. Put the activities in the order that they would take place during a typical day.

Click on a phrase. Then drag it to the place where it belongs. The first one is done for you.

1	Wake up
2	Go to work
3	
4	

**Answer Choices:**  
Go home from work  
Eat dinner

- Release the mouse button when the answer choice is inside the box.

How to Change Your Answer Choices:

- To remove an answer choice, click on it or drag it back to the answer choices.
- Drag your new answer choice to the place where it belongs.

Click **Return** to go on.

## How to Scroll

Some questions require you to scroll down to view the entire stimulus and the question that follows it. To view instructions on how to scroll select **Help**. When you are finished reading the instructions, select **Return** to go back to your question.

Figure 23: How to Scroll

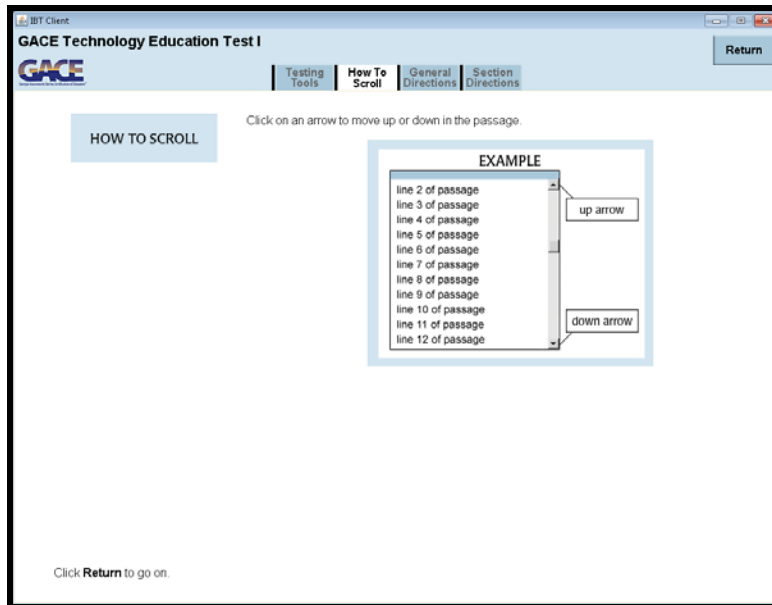
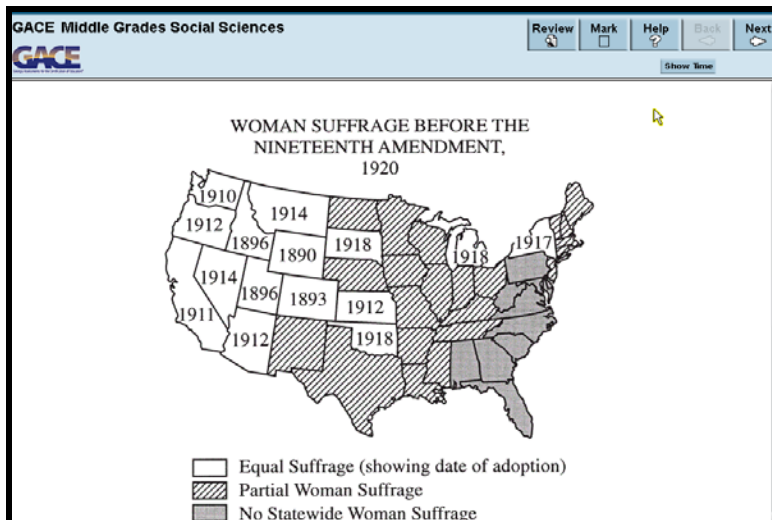
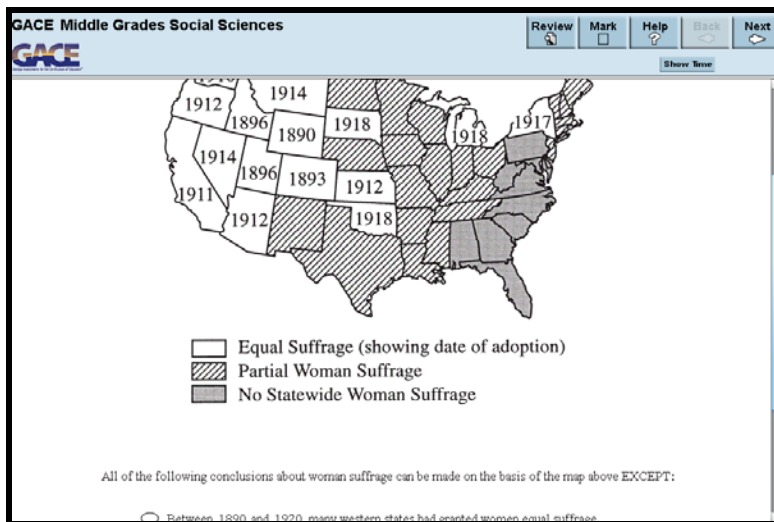


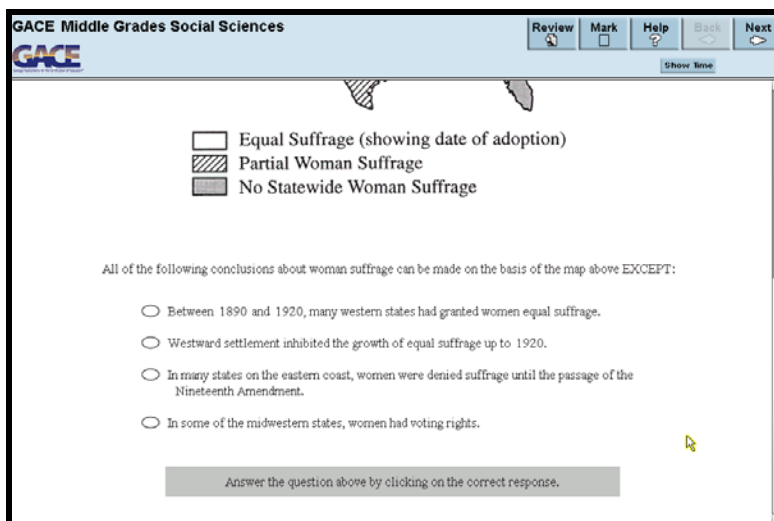
Figure 24: Scrolling to View Stimulus





Make sure you scroll down to the bottom, to be sure that you see ALL of the answer choices.

Figure 25: Scrolling to View Question



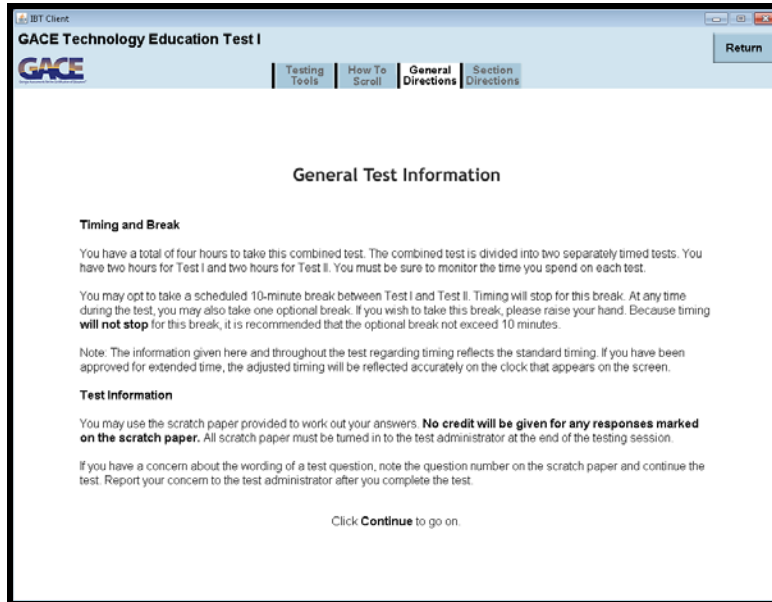


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## General Test Information

The General Test Information screen gives you information such as the timing of the test, breaks, use scratch paper.

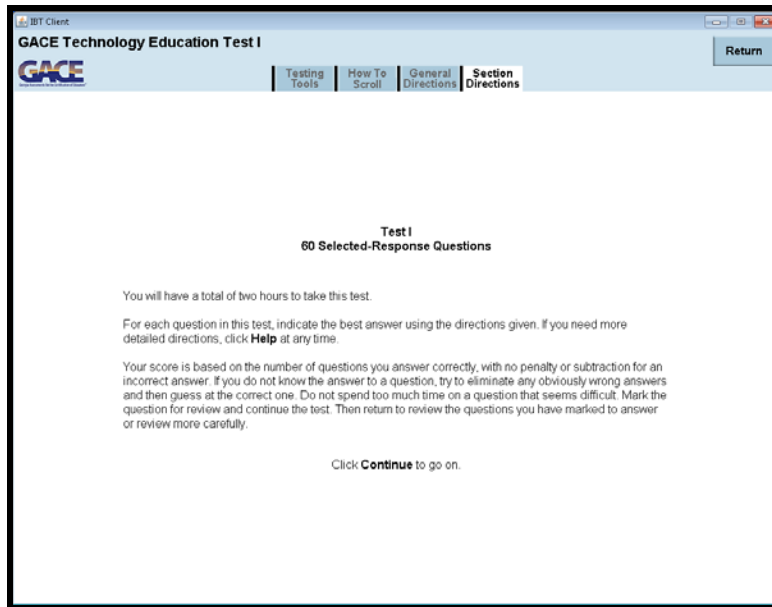
Figure 26: General Test Information



Most combined tests have a scheduled break in between tests. All other tests have the option of an unscheduled break. Note that timing for the test does not stop during an unscheduled break. It is recommended that you take no more than 15 minutes for an unscheduled break.

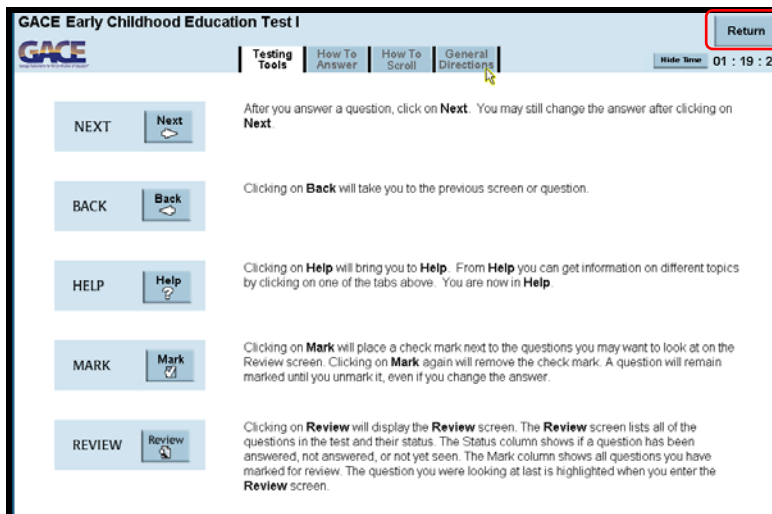
## Section Directions

Figure 27: Section Directions



The **Return** button takes you back to where you were before you clicked **Help**.

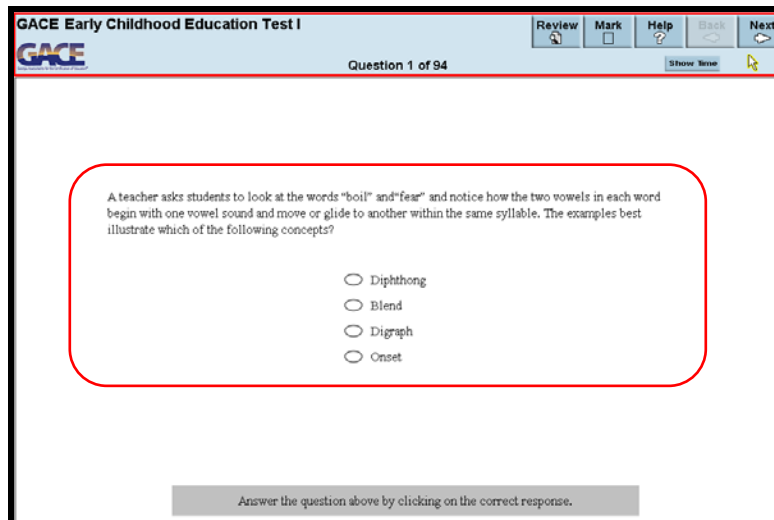
Figure 28: Return Button



## Answering Questions

Questions, answer choices, and related material occupy the main part of the screen.

Figure 29: Main Part of Screen

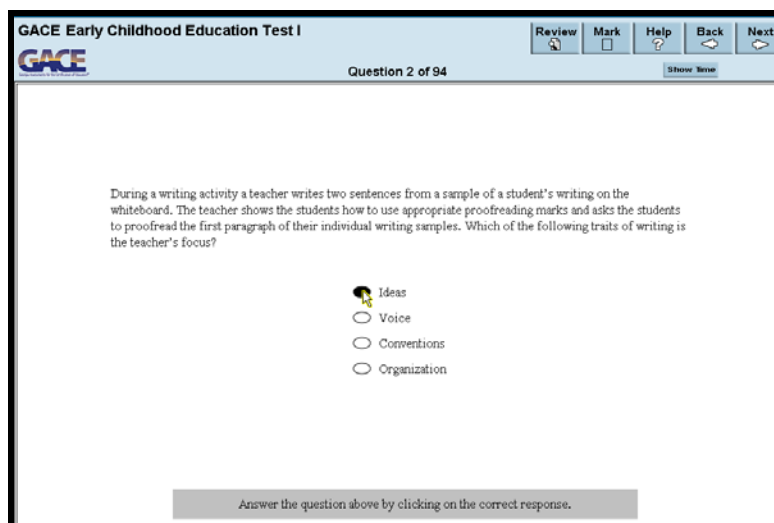


GACE computer-delivered tests may consist entirely of selected-response questions, or they may include both selected-response and constructed-response questions. Test specifications are included in the *Test at a Glance* and the Study Companion for your assessment. Both of these can be downloaded free of charge in the "Test Preparation Resources" section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

## Selected-response Questions

To answer a selected-response question, click on a response.

Figure 30: Selected-response Question

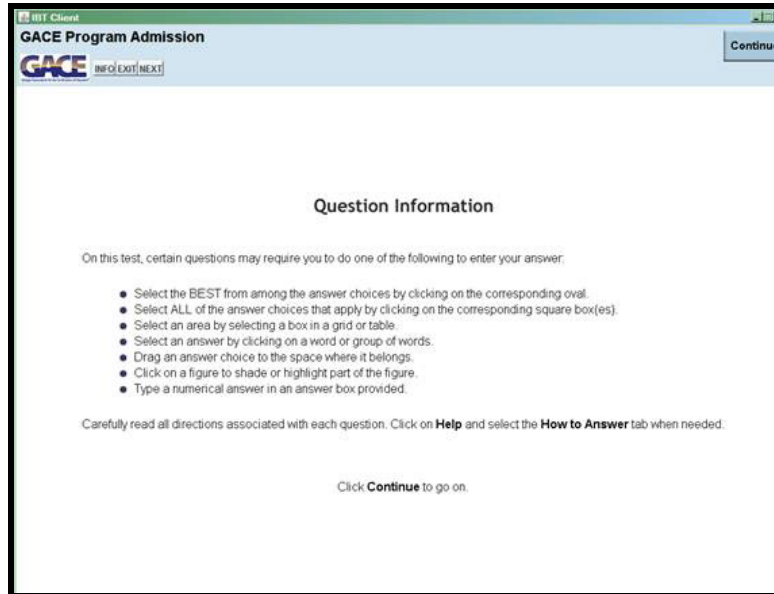


To deselect it, click on it again. To change your answer, click on a different choice.

## Question Types

Following are examples of some of the types of questions that are common to most computer-delivered GACE tests. Before you begin answering questions, you will be presented with a screen explaining what you are required to do to enter your answers.

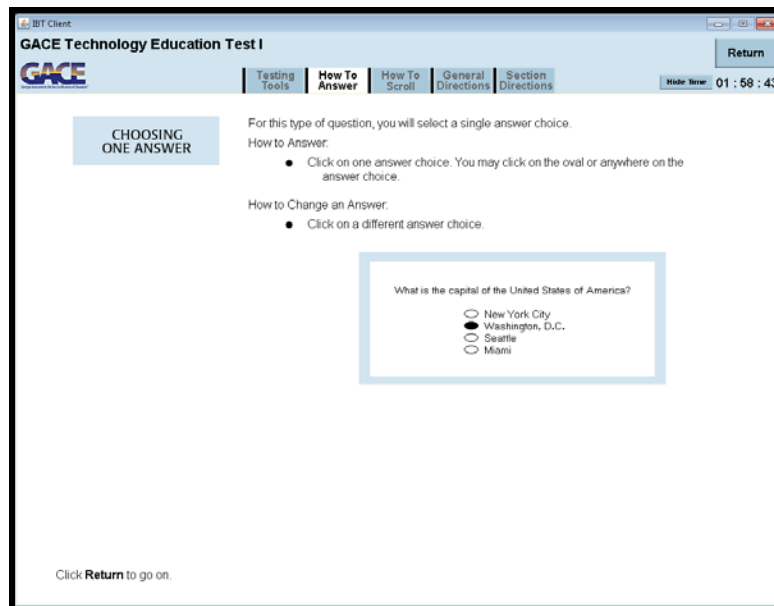
Figure 31: Question Information



## Single Question

The single question presents a direct question or an incomplete statement.

Figure 32: Single Question



## Clustered Questions

Sometimes two or more questions are based on the same stimulus material. In these cases, the stimulus will be on the left side of the screen and the questions will appear on the right.

Figure 33: Two or More Questions Based on Same Stimulus

**GACE English Test**  
GACE

Question 1 of 92

The people all saw her come because it was sundown. The sun was gone, but he had left his footprints in the sky. It was the time for sitting on porches beside the road. It was the time to hear things and talk. These sitters had been tongueless, earless, eyeless conveniences all day long. Mules and other brutes had occupied their skins. But now, the sun and the bossman were gone, so the skins felt powerful and human. They became lords of sounds and lesser things. They passed nations through their mouths. They sat in judgment.

The description of the sun in the second sentence contains which of the following literary devices?

- Foreshadowing
- Irony
- Flashback
- Personification

Answer the question above by clicking on the correct response.

**GACE English Test**  
GACE

Question 2 of 92

The people all saw her come because it was sundown. The sun was gone, but he had left his footprints in the sky. It was the time for sitting on porches beside the road. It was the time to hear things and talk. These sitters had been tongueless, earless, eyeless conveniences all day long. Mules and other brutes had occupied their skins. But now, the sun and the bossman were gone, so the skins felt powerful and human. They became lords of sounds and lesser things. They passed nations through their mouths. They sat in judgment.

Which of the following is the best way of describing the last three sentences of the passage ("They became . . . in judgment")?

- They emphasize the weariness the sitters feel after a long day's work.
- They are used to paint a picture of the way in which the sitters wish they spent their evenings.
- They are a vivid way of describing the ease and authority the sitters feel during the evening.
- They highlight the contrast between the feelings of the sitters and the feelings of the bossman.

Answer the question above by clicking on the correct response.

## Constructed Response

Some GACE tests include constructed-response questions. Constructed-response questions are questions that require you to provide a written or, in some cases, a spoken response. For questions requiring a written response, the question being asked will appear on the top or left portion of the screen and the area for you to type in a response appears on the lower half or right portion of the screen.

Figure 34: Constructed-response Question

The screenshot shows a computer interface for the GACE Early Childhood Education Test I. At the top, there is a header with the GACE logo and the text "GACE Early Childhood Education Test I". To the right of the header are navigation buttons: "Review", "Mark", "Help", "Back", and "Next". Below the header is a "Show Item" button. The main content area contains the following text:

Directions: Read the scenario below and then respond to the two tasks in the space provided.

A third-grade class is exploring the theme of friendship in language arts. One of the stories the class will be reading is *Angelina and Alice* by Katherine Holabird. The book is about two friends who help each other learn gymnastic tricks to perform at the town fair. The friends learn that by working together and helping each other, they not only improve their performance but also become closer friends.

a) Describe ONE instructional technique or strategy that you would use during the reading of the story to enhance the students' comprehension of the theme.

b) Explain what you would do to determine that the strategy was successful in helping the students understand the theme.

Below the text is a large text entry box with a vertical scrollbar on the right side. Above the text entry box are four small buttons: "Cut", "Paste", "Undo", and "Redo".

## Technically Enhanced Questions

### Numeric Entry

When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.

Figure 35: Numeric Entry

The screenshot shows a computer interface for the GACE Mathematics test. At the top, there is a header with the GACE logo and the text "GACE Mathematics". To the right of the header are navigation buttons: "Review", "Mark", "Help", "Back", and "Next". Below the header is a "Show Item" button. The main content area contains the following text:

In the  $xy$ -plane, what is the slope of a line perpendicular to the line  $y = -2x - 5$ ?

Give your answer as a fraction.

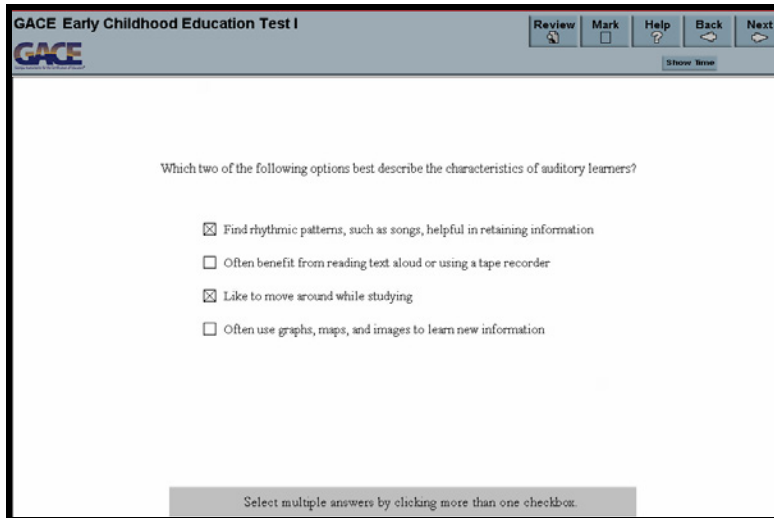
Slope =  $\frac{\boxed{1}}{\boxed{2}}$

At the bottom of the interface is a grey bar with the text: "Click on each box and type in a number. Backspace to erase."

## Multiple Selection

Some questions require you to click check boxes instead of an oval when more than one choice within a set of answers can be selected. To deselect a choice, click it again. Be sure to read the instructions carefully to see if you are required to choose a specific number of answers.

Figure 36: Multiple Selection



GACE Early Childhood Education Test I

Review Mark Help Back Next

Show Answer

Which two of the following options best describe the characteristics of auditory learners?

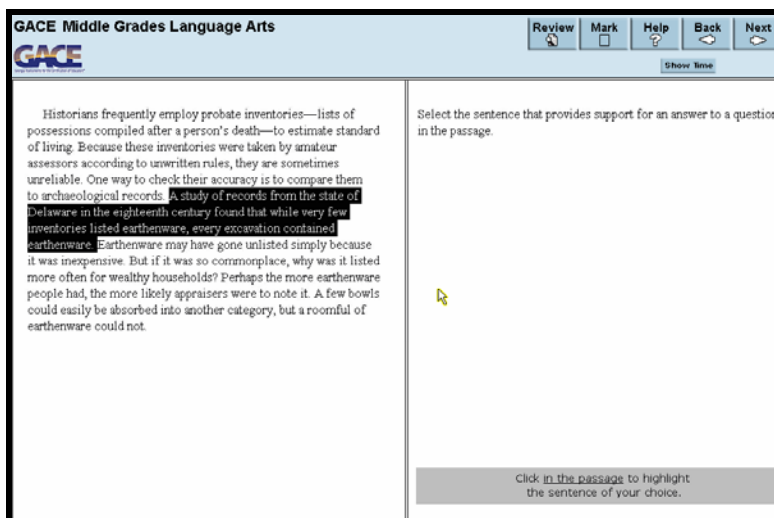
- Find rhythmic patterns, such as songs, helpful in retaining information
- Often benefit from reading text aloud or using a tape recorder
- Like to move around while studying
- Often use graphs, maps, and images to learn new information

Select multiple answers by clicking more than one checkbox.

## Sentence Selection

In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passages.

Figure 37: Sentence Selection



GACE Middle Grades Language Arts

Review Mark Help Back Next

Show Answer

Historians frequently employ probate inventories—lists of possessions compiled after a person's death—to estimate standard of living. Because these inventories were taken by amateur assessors according to unwritten rules, they are sometimes unreliable. One way to check their accuracy is to compare them to archaeological records. A study of records from the state of Delaware in the eighteenth century found that while very few inventories listed earthenware, every excavation contained earthenware. Earthenware may have gone unlisted simply because it was inexpensive. But if it was so commonplace, why was it listed more often for wealthy households? Perhaps the more earthenware people had, the more likely appraisers were to note it. A few bowls could easily be absorbed into another category, but a roomful of earthenware could not.

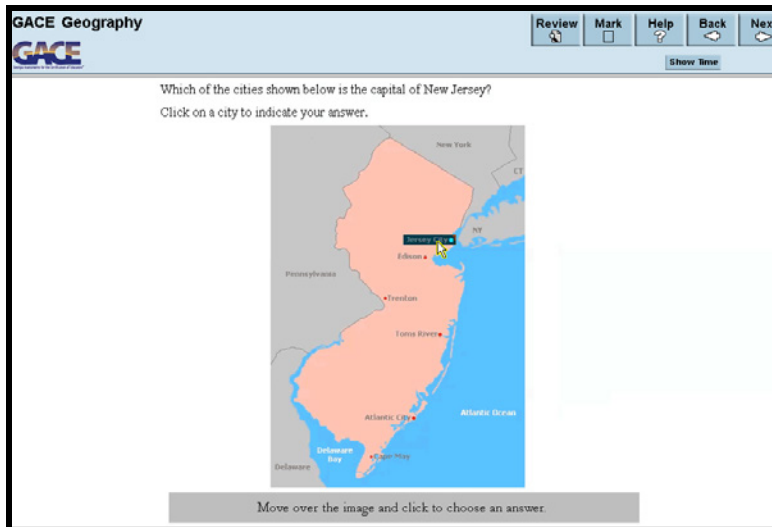
Select the sentence that provides support for an answer to a question in the passage.

Click in the passage to highlight the sentence of your choice.

## Graphic Selection

In some questions, you will choose your answer by clicking on a location or locations on a graphic such as a map or chart, as opposed to choosing from a list.

Figure 38: Graphic Selection



## Grid

In some questions, you will choose your answer by clicking on your choice or choices within a table or grid.

Figure 39: Grid

Company	Year 1	Year 2	Year 3	Year 4
X	20	17	24	30
Y	20	12	25	25
Z	20	28	30	16

For a four year period, three companies were given annual ratings for their customer service on a scale of 1 to 30, as shown in the table above.

For each of the following statements, indicate whether it is true or false, based on the information given.

Statement	True	False
The company with the highest rating shown is Y.		✓
The company with the greatest increase in ratings from year 2 to year 3 is X.		✓
The company with the highest average over the four year period is Z.	✓	

Click on your choices.



## Drag and Drop

You may be asked to choose answers from a list and drag and drop them into the appropriate locations in a table, paragraph of text, or graphic.

To “drag” an answer, move the mouse pointer over it, press the mouse button down, and while still holding it down, move the mouse to “drag” the answer to one of the empty boxes. Then, release the mouse to “drop” it into the box. If you change your mind, you can drag an answer to a different box, or back to its starting position.

Figure 40: Drag and Drop

The screenshot shows the GACE Technology Education Test I interface. At the top, there are navigation tabs: Testing Tools, How To Answer, How To Scroll, General Directions, and Section Directions. A "Return" button is in the top right corner. The main content area has a heading "SELECT AND MOVE TEXT / OBJECTS" and a sub-heading "For this type of question you will drag an answer choice to the space where it belongs." Below this, there are instructions on how to answer: "Click on an answer choice to drag it to the space where it belongs." A central box contains the question: "Below is a list of activities. Put the activities in the order that they would take place during a typical day." Below the question is a list of activities: "1 Wake up", "2 Go to work", "3", and "4". Below the list is a section titled "Answer Choices:" with "Go home from work" and "Eat dinner". A mouse cursor is shown over the "Go to work" activity. Below the question box, there are more instructions: "Release the mouse button when the answer choice is inside the box." and "How to Change Your Answer Choices: To remove an answer choice, click on it or drag it back to the answer choices. Drag your new answer choice to the place where it belongs." At the bottom left, it says "Click Return to go on."

The screenshot shows the GACE Middle Grades Social Sciences interface. At the top, there are navigation buttons: Review, Mark, Help, Back, and Next. A "Show Time" button is also present. The main content area has a heading "Place the name of each President next to an accomplishment for which he is known." Below this, there are two columns of text: "Abraham Lincoln", "George Washington", "Thomas Jefferson", and "Ulysses S. Grant". Below the names is a table with two columns: "Accomplishment" and "President". The "Accomplishment" column lists: "Abolished slavery in the United States", "Served as General during the Civil War", "Named first President of the United States", and "Oversaw purchase of the Louisiana Territory". The "President" column has four empty boxes. A mouse cursor is shown over the first box, which contains "Ulysses S. Grant". Below the table, there is a grey box with the instruction "Click on a choice and drag it to a box."

## Drop-down

This type of question will ask you to select the appropriate answer or answers by selecting the options from a drop-down menu. To see the options, click on a triangle next to a blank.

Figure 41: Drop-down

GACE Mathematics

Review Mark Help Back Next

Show Time

From the countries of Australia, Canada, New Zealand, and the United Kingdom, 200 students were surveyed. One of the questions asked students to report which hand they considered to be their most dominant. Results are shown in the table below.

		Handed			Total
		Ambidextrous	Left-handed	Right-handed	
Country	Australia	3	11	68	82
	Canada	4	6	46	56
	New Zealand	2	5	26	33
	United Kingdom	0	4	25	29
	Total	9	26	165	200

Complete the sentences using choices from the drop-down menus.

The country with the greatest percent of right-handed students in its sample was  with approximately .

Of all of the left-handed students in the sample,  was the  closest to 20% of them.

Select your choice from each drop-down menu

Then click on your choice.

Figure 42: Clicking on Choice

DEMO: Drop Down

GACE Mathematics

Review Mark Help Back Next

Show Time

From the countries of Australia, Canada, New Zealand, and the United Kingdom, 200 students were surveyed. One of the questions asked students to report which hand they considered to be their most dominant. Results are shown in the table below.

		Handed			Total
		Ambidextrous	Left-handed	Right-handed	
Country	Australia	3	11	68	82
	Canada	4	6	46	56
	New Zealand	2	5	26	33
	United Kingdom	0	4	25	29
	Total	9	26	165	200

Complete the sentences using choices from the drop-down menus.

The country with the greatest percent of right-handed students in its sample was  with approximately .

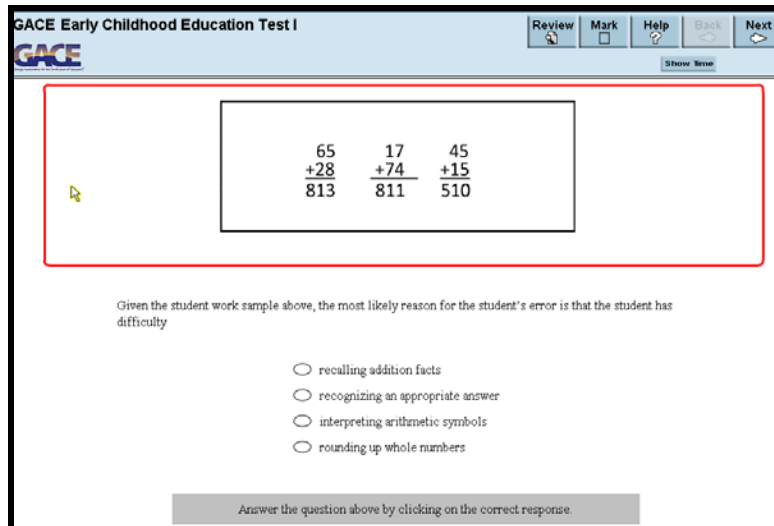
Of all of the left-handed students in the sample,  was the country that contained closest to 20% of them.

Select your choice from each drop-down menu

## Stimulus Materials

Questions with stimulus materials begin with information such as a reading passage, graphic, table or a combination of these.

Figure 43: Stimulus



GACE Early Childhood Education Test I

Review Mark Help Back Next

Show time

$$\begin{array}{r} 65 \\ +28 \\ \hline 813 \end{array} \quad \begin{array}{r} 17 \\ +74 \\ \hline 811 \end{array} \quad \begin{array}{r} 45 \\ +15 \\ \hline 510 \end{array}$$

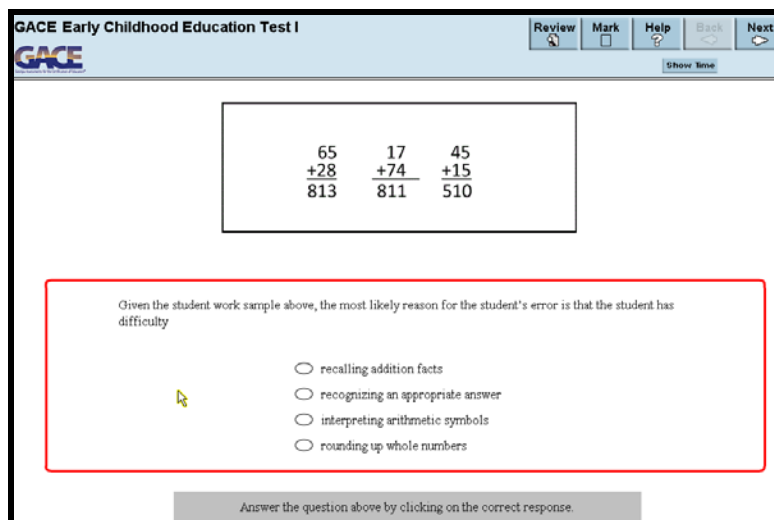
Given the student work sample above, the most likely reason for the student's error is that the student has difficulty

- recalling addition facts
- recognizing an appropriate answer
- interpreting arithmetic symbols
- rounding up whole numbers

Answer the question above by clicking on the correct response.

This is followed by a question based on that material.

Figure 44: Question Based on Stimulus



GACE Early Childhood Education Test I

Review Mark Help Back Next

Show time

$$\begin{array}{r} 65 \\ +28 \\ \hline 813 \end{array} \quad \begin{array}{r} 17 \\ +74 \\ \hline 811 \end{array} \quad \begin{array}{r} 45 \\ +15 \\ \hline 510 \end{array}$$

Given the student work sample above, the most likely reason for the student's error is that the student has difficulty

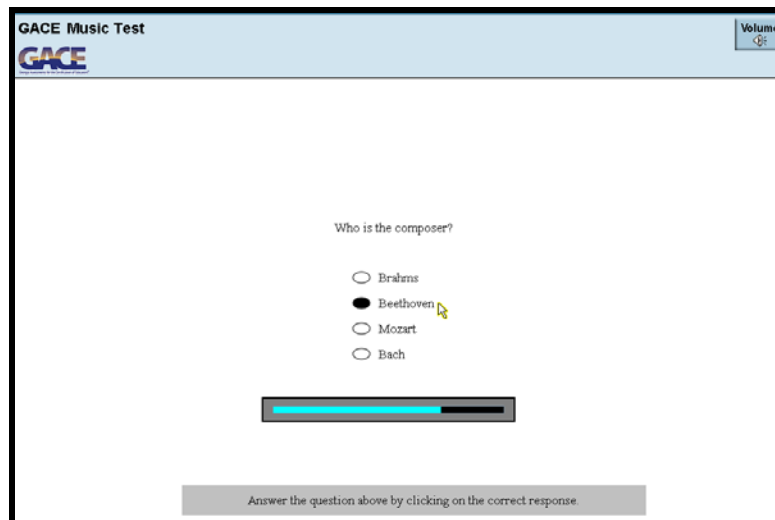
- recalling addition facts
- recognizing an appropriate answer
- interpreting arithmetic symbols
- rounding up whole numbers

Answer the question above by clicking on the correct response.

---

Questions with an aural stimulus require you to answer a question after hearing a recording, such as a short music sample.

Figure 45: Question Based on Aural Stimulus

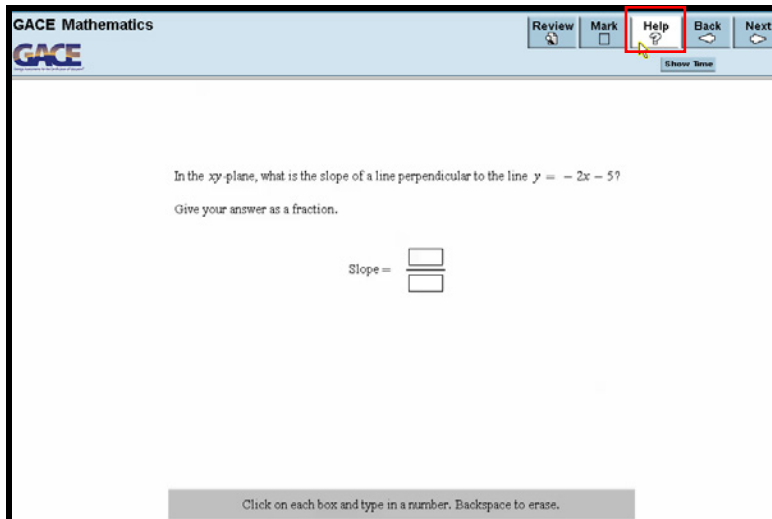


Most recordings will play once while some may play two or more times. You can choose or change your answer at any time while the music is playing or during the brief pause after each playing. You will not be able to replay the music for a question, so be sure to answer each one during the time provided and before you advance to the next question.

# Reference Sheets

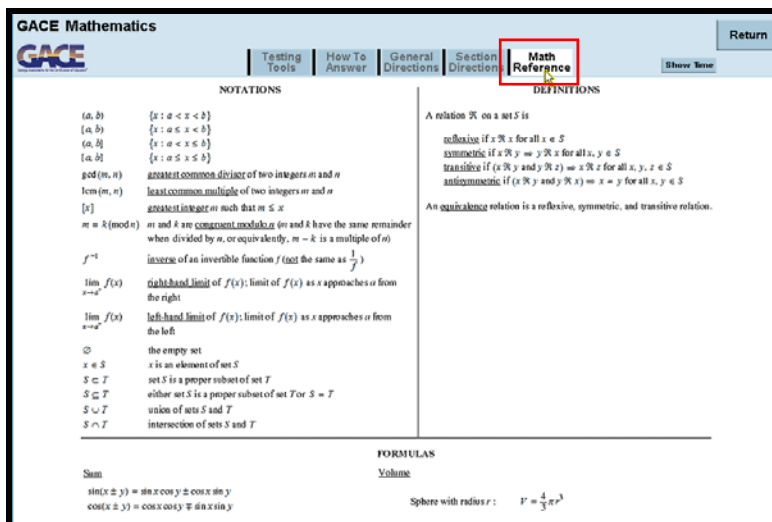
Some tests provide reference material that you can view to help you answer questions. You access the information by first clicking the **Help** button.

Figure 46: Help Button



Then you can click the tab for the reference sheet you wish to consult.

Figure 47: Reference Sheet



The **Return** button takes you back to the question you were viewing.

Figure 48: Return Button

**GACE Mathematics**

Testing Tools | How To Answer | General Directions | Section Directions | **Math Reference** | Show Time

**Return**

**NOTATIONS**

$(a, b)$   $\{x : a < x < b\}$   
 $[a, b)$   $\{x : a \leq x < b\}$   
 $(a, b]$   $\{x : a < x \leq b\}$   
 $[a, b]$   $\{x : a \leq x \leq b\}$   
 $\gcd(m, n)$  **greatest common divisor** of two integers  $m$  and  $n$   
 $\text{lcm}(m, n)$  **least common multiple** of two integers  $m$  and  $n$   
 $\lfloor x \rfloor$  **greatest integer**  $m$  such that  $m \leq x$   
 $m = k \pmod{n}$   $m$  and  $k$  are **congruent modulo**  $n$  and  $k$  have the same remainder when divided by  $n$ , or equivalently,  $m - k$  is a multiple of  $n$   
 $f^{-1}$  **inverse** of an invertible function  $f$  (not the same as  $\frac{1}{f}$ )  
 $\lim_{x \rightarrow a^+} f(x)$  **right-hand limit** of  $f(x)$ ; limit of  $f(x)$  as  $x$  approaches  $a$  from the right  
 $\lim_{x \rightarrow a^-} f(x)$  **left-hand limit** of  $f(x)$ ; limit of  $f(x)$  as  $x$  approaches  $a$  from the left  
 $\emptyset$  the empty set  
 $x \in S$   $x$  is an element of set  $S$   
 $S \subset T$  set  $S$  is a proper subset of set  $T$   
 $S \subseteq T$  either set  $S$  is a proper subset of set  $T$  or  $S = T$   
 $S \cup T$  union of sets  $S$  and  $T$   
 $S \cap T$  intersection of sets  $S$  and  $T$

**DEFINITIONS**

A relation  $\mathcal{R}$  on a set  $S$  is  
 reflexive if  $x \mathcal{R} x$  for all  $x \in S$   
 symmetric if  $x \mathcal{R} y \Rightarrow y \mathcal{R} x$  for all  $x, y \in S$   
 transitive if  $(x \mathcal{R} y \text{ and } y \mathcal{R} z) \Rightarrow x \mathcal{R} z$  for all  $x, y, z \in S$   
 antisymmetric if  $(x \mathcal{R} y \text{ and } y \mathcal{R} x) \Rightarrow x = y$  for all  $x, y \in S$   
 An equivalence relation is a reflexive, symmetric, and transitive relation.

**FORMULAS**

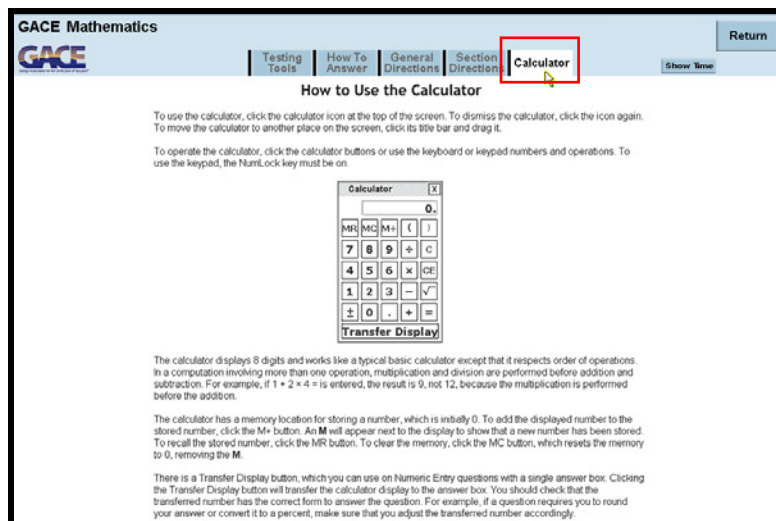
Sum  
 $\sin(x \pm y) = \sin x \cos y \pm \cos x \sin y$   
 $\cos(x \pm y) = \cos x \cos y \mp \sin x \sin y$

Volume  
 Sphere with radius  $r$ :  $V = \frac{4}{3}\pi r^3$

# Calculator

An on-screen calculator is available as part of the testing software for tests that require the use of a graphing, scientific or 4-function calculator. A Calculator Help screen, such as the one shown below, will be available to you during the test via the **Help** button.

Figure 49: Calculator

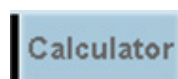


If the test you are taking requires the use of a scientific or graphing calculator, you can take advantage of the tutorial that is available through the GACE website at [www.gace.ets.org/prepare/calculators](http://www.gace.ets.org/prepare/calculators) to practice using the on-screen calculator before the day of the test. Tips on how to use the 4-function calculators are also available on this web page.

## Using the Calculator

To use the calculator, click the calculator icon at the top of the screen. To dismiss the calculator, click the icon again. To move the calculator to another place on the screen, click its title bar and drag it.

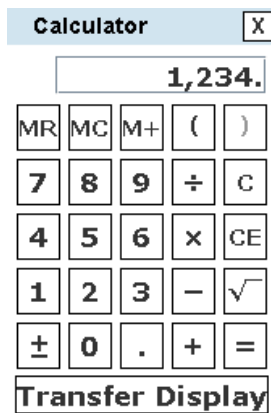
Figure 50: Calculator Icon



To operate the calculator, click the calculator buttons or use the keyboard or keypad numbers and operations. To use the keypad, the NumLock key must be on. The calculator displays 8 digits and works like a typical basic calculator except that it respects order of operations. In a computation involving more than one operation, multiplication and division are performed before addition and subtraction for example, if  $1 + 2 \times 4 =$  is entered, the result is 9, not 12, because the multiplication is performed before the addition.

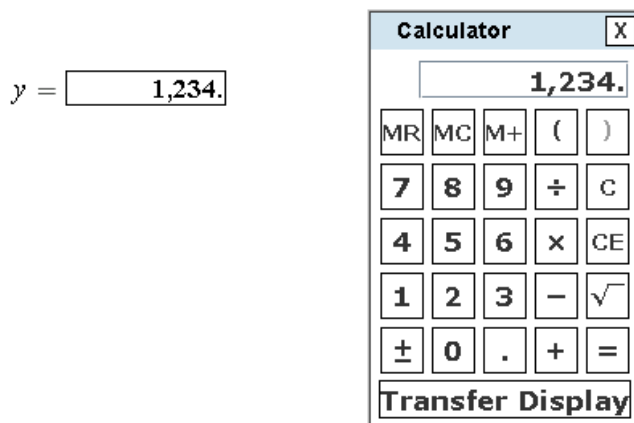
The calculator has a memory location for storing a number, which is initially 0. To add the displayed number to the stored number, click the **M+ button**. An M will appear next to the display to show that a new number has been stored. To recall the stored number, click the **MR button**. To clear the memory, click the **MC button**, which resets the memory to 0, removing the M.

Figure 51: Clearing Calculator Memory



There is a Transfer Display button, which you can use on Numeric Entry questions with a single answer box. Clicking the **Transfer Display** button will transfer the calculator display to the answer box. You should check that the transferred number has the correct form to answer the question. (For example, if a question requires you to round your answer or convert it to a percent, make sure that you adjust the transferred number according.)

Figure 52: Transfer Display Button





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## French, German, and Spanish Tests

The GACE French, German, and Spanish Tests measure four basic language skills: Reading, Writing, Listening and Speaking.

While the details vary among these tests, the practice examples presented here will give you a basic familiarity with key test features.

### Reading

Reading sections typically show a passage on the left side of the screen. The questions appear on the right. As you read the passage, you can scroll through it. You may also click on words underlined in blue to see any footnotes, definitions or explanations related to that word.

Figure 53: Reading Section Question

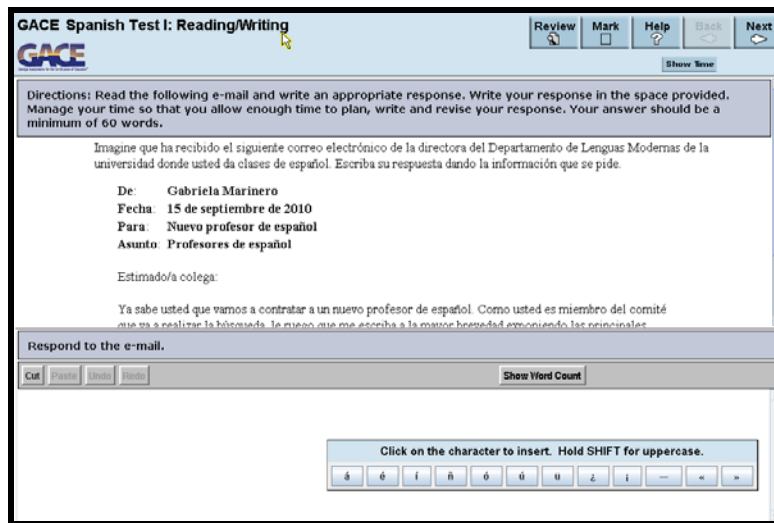
The screenshot displays the GACE French Test I: Reading/Writing interface. At the top, there is a navigation bar with buttons for Review, Mark, Help, Back, and Next. Below the navigation bar, the test title "GACE French Test I: Reading/Writing" is visible. The main content area is divided into two sections. On the left, there is a reading passage in French. The passage starts with "Les questions se Rapportent à l'extrait suivant du livre La Quête du Graal. Il s'agit des romans arthuriens." and continues with several paragraphs of text. On the right, there is a question in French: "Dans les anciens textes, comment Arthur est-il décrit ?" followed by four radio button options: "Comme chroniqueur", "Comme duc", "Comme Saxon", and "Comme général". Below the question, there is a "Glossary" window that is open, showing the definition for "Mac Pherson": "escroc, charlatan, menteur".

## Writing

There are several types of tasks included in the Writing section of the test, depending on which test you take.

This screen shows what a typical “response to email, memo or letter” task looks like. You will read the item shown and provide an appropriate response. The directions will indicate the minimum length and the time limit for your response.

Figure 54: Writing Section Question



The screenshot displays the GACE Spanish Test I: Reading/Writing interface. At the top, there are navigation buttons: Review, Mark, Help, Back, and Next. Below these is a "Show Time" button. The main content area contains the following text:

Directions: Read the following e-mail and write an appropriate response. Write your response in the space provided. Manage your time so that you allow enough time to plan, write and revise your response. Your answer should be a minimum of 60 words.

Imagine que ha recibido el siguiente correo electrónico de la directora del Departamento de Lenguas Modernas de la universidad donde usted da clases de español. Escriba su respuesta dando la información que se pide.

De: Gabriela Marinero  
Fecha: 15 de septiembre de 2010  
Para: Nuevo profesor de español  
Asunto: Profesores de español

Estimado/a colega:

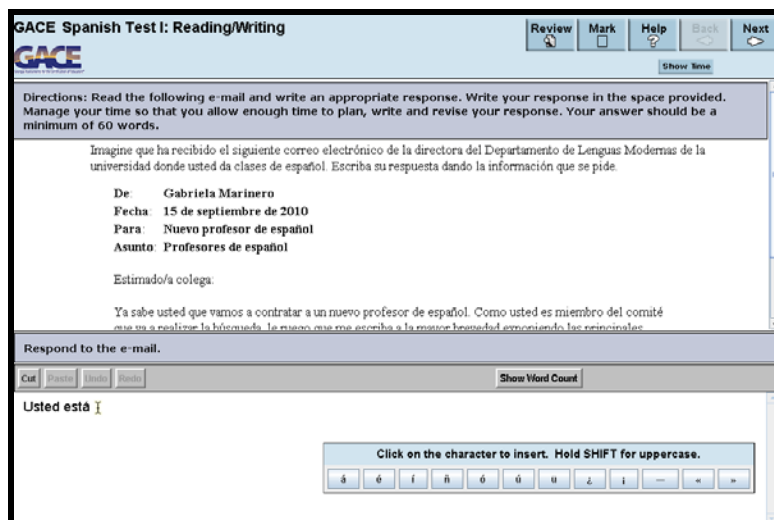
Ya sabe usted que vamos a contratar a un nuevo profesor de español. Como usted es miembro del comité que va a realizar la búsqueda, le pido que me escriba a la mayor brevedad enviando las principales...

Respond to the e-mail.

Below the text is a toolbar with buttons for Cut, Paste, Undo, and Redo, and a "Show Word Count" button. At the bottom, there is a character insertion toolbar with a prompt: "Click on the character to insert. Hold SHIFT for uppercase." The toolbar includes characters: á, é, í, ñ, ó, ú, ü, ¿, ¡, and arrows.

For the Spanish, French, and German tests, you will have access to an alternate-character toolbar so that you can insert the necessary accents and language-specific characters. The toolbar can be moved around by dragging it.

Figure 55: Alternate Character Toolbar



This screenshot is identical to Figure 54, showing the same writing task. The key difference is that the character insertion toolbar is now positioned higher on the page, directly above the text input area. The toolbar contains the same characters and symbols as in Figure 54: á, é, í, ñ, ó, ú, ü, ¿, ¡, and arrows. The prompt "Click on the character to insert. Hold SHIFT for uppercase." is also present.

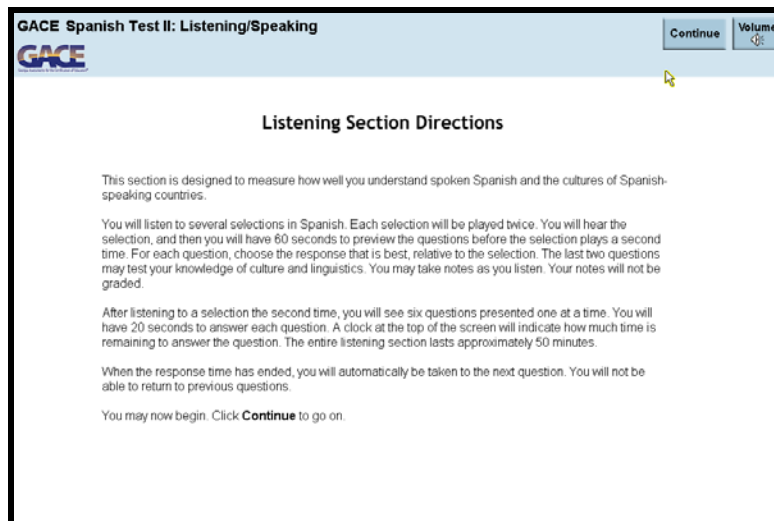
You can practice using the alternate character toolbar by visiting the Prepare for a Test page on the GACE website at [gace.ets.org/prepare](http://gace.ets.org/prepare), and selecting the appropriate language for your test from the drop-down menu.

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## Listening

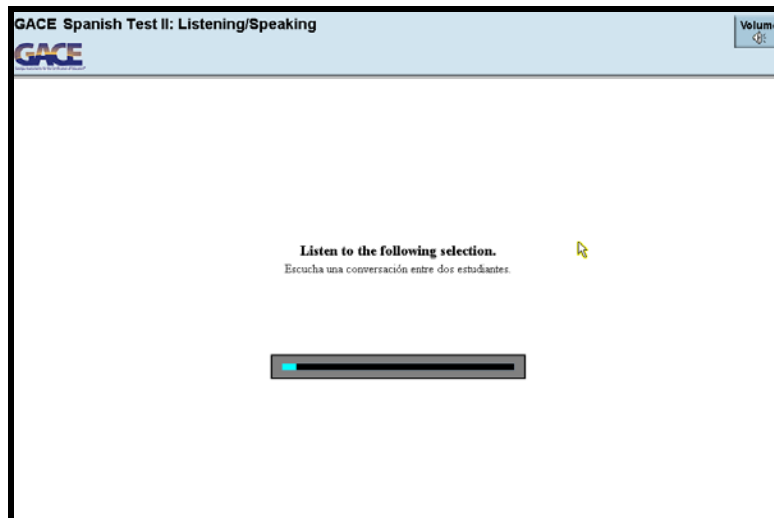
Listening sections begin with a screen of directions in English.

Figure 56: Listening Section Directions



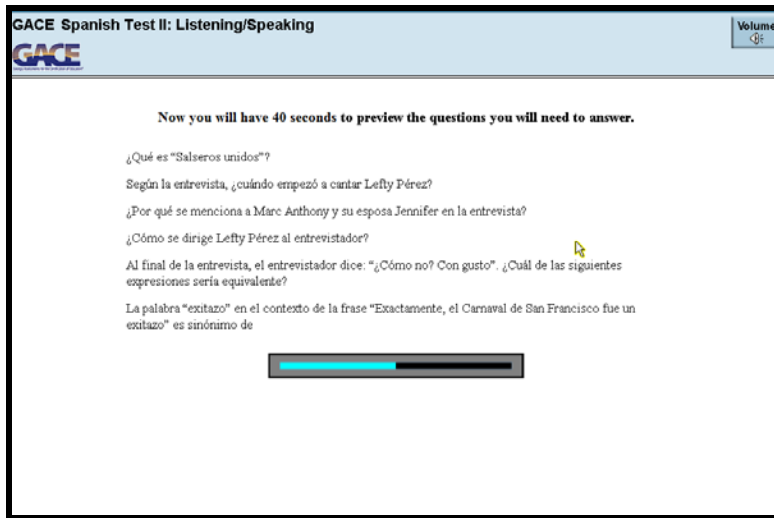
After you click **Continue**, the section will play automatically.

Figure 57: Listening Section Audio



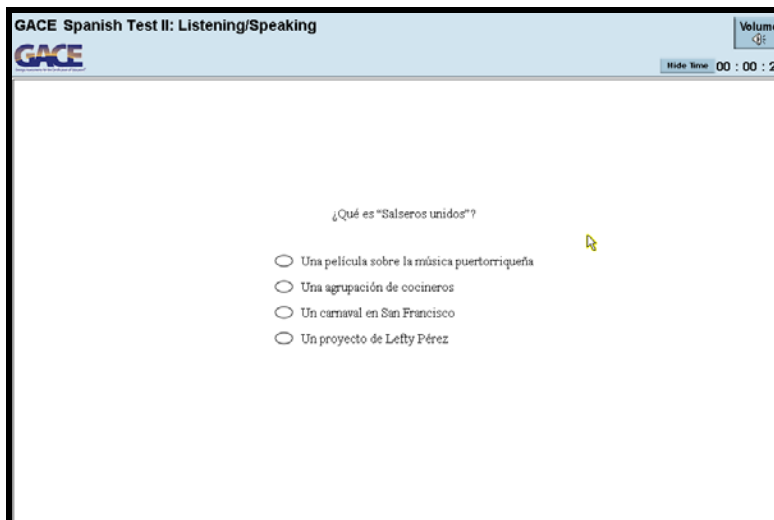
After you hear a selection, you will have a chance to preview questions about the selection before hearing it a second time.

Figure 58: Listening Section Question Preview



The questions will then be presented one at a time. You will have a fixed amount of time to answer each question.

Figure 59: Listening Section Question

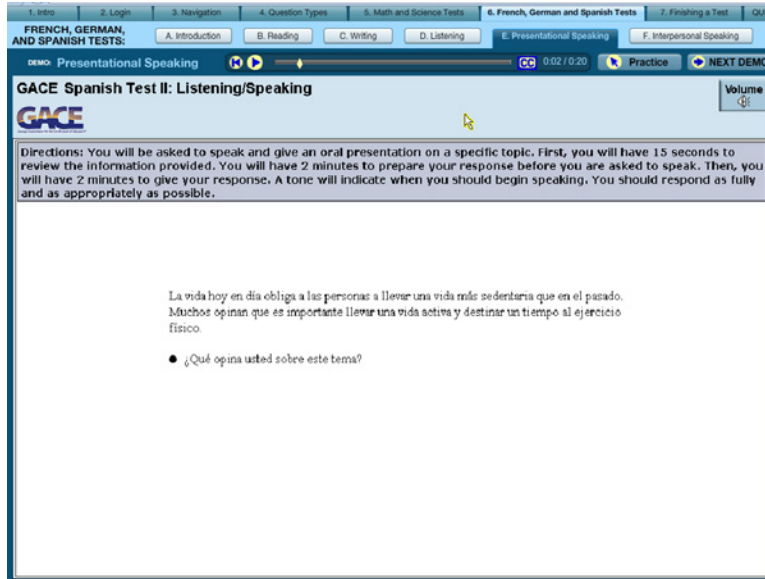


When the response time has ended, the test moves automatically to the next question. You cannot go back to previous questions.

## Presentational Speaking

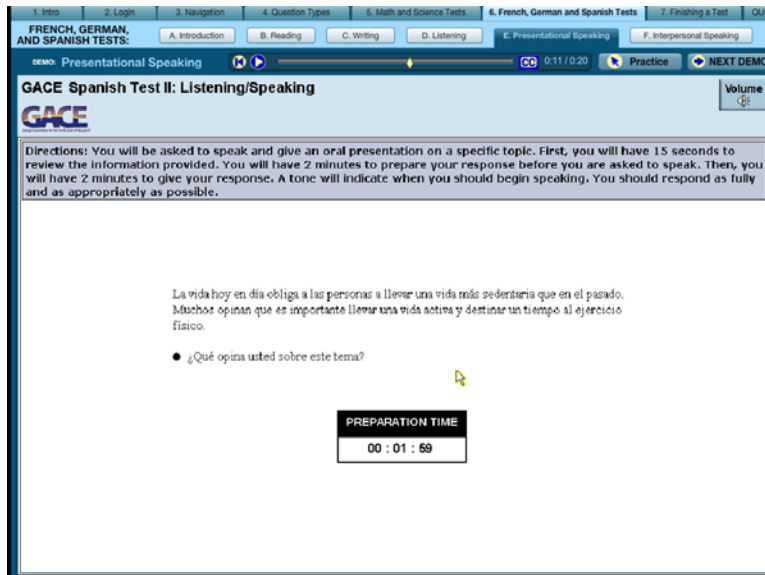
This example shows a typical Presentational Speaking or Situation/Opinion task. You will have 15 seconds to review the information shown.

Figure 60: Sample Presentational Speaking or Situation/Opinion Task



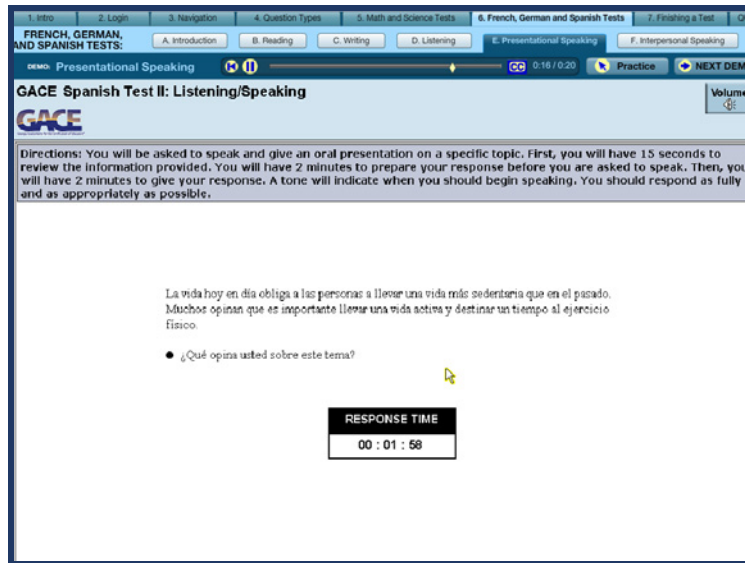
Then you will have two minutes to prepare.

Figure 61: Preparation Time



After that you will have two minutes to record your presentation. A tone will indicate when to begin speaking.

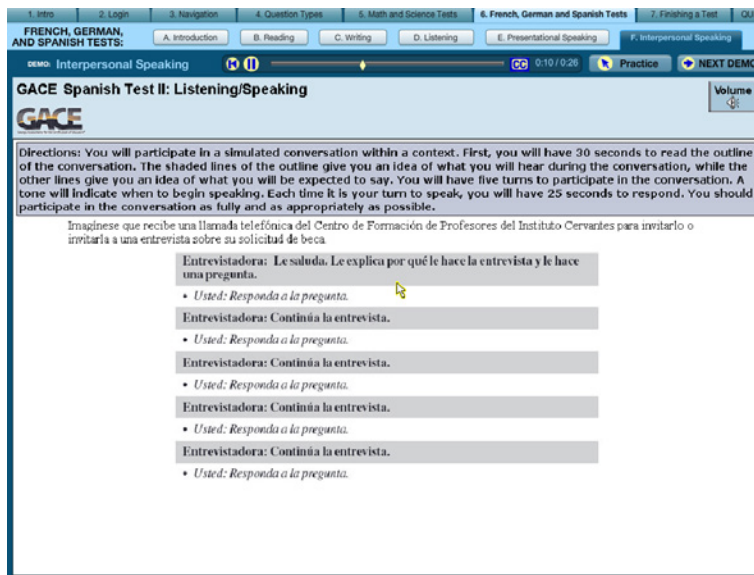
Figure 62: Response Time



### Interpersonal Speaking

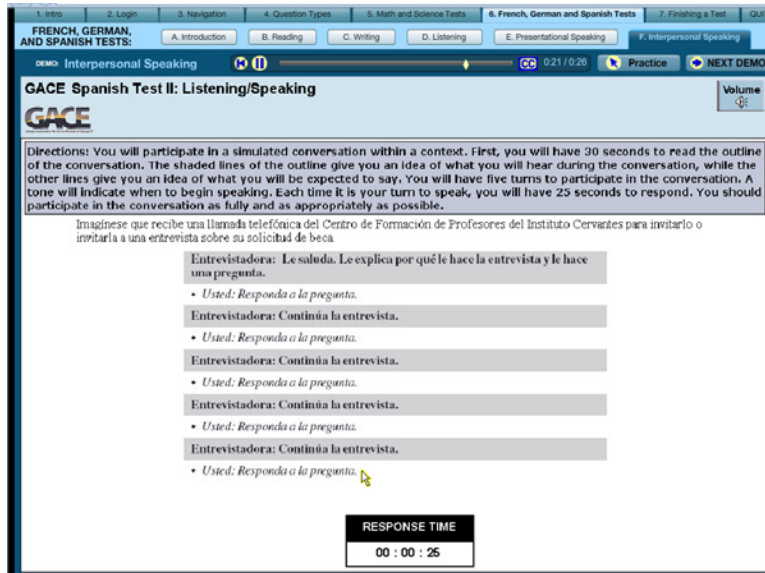
This screen shows a typical Interpersonal Speaking task. You will have 30 seconds to review the outline of the conversation. The shaded lines indicate what you will hear, and the other lines reflect the basic idea of what you are expected to say.

Figure 63: Interpersonal Speaking Task



A tone will indicate when to begin speaking. You will have 25 seconds to respond to each part of the conversation.

Figure 64: Response Time



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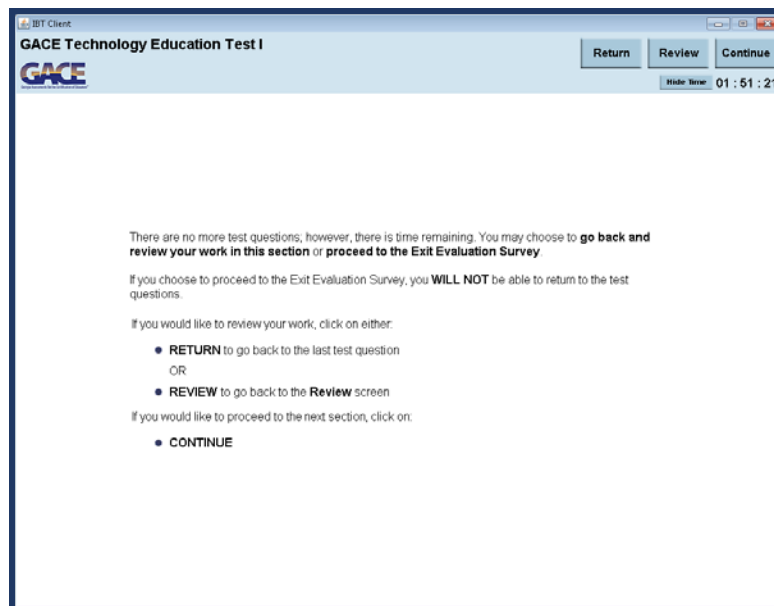
## Finishing a Test

### Test Completion

If you finish a test and there is time remaining, you have three options. You can select:

- **Return** to return to the last question
- **Review** to go to the Review screen
- **Continue** to end the test

Figure 65: Test Completion



If time expires BEFORE you finish a test, the test will end automatically. The **Continue** button will take you to the Report or Cancel Scores section.



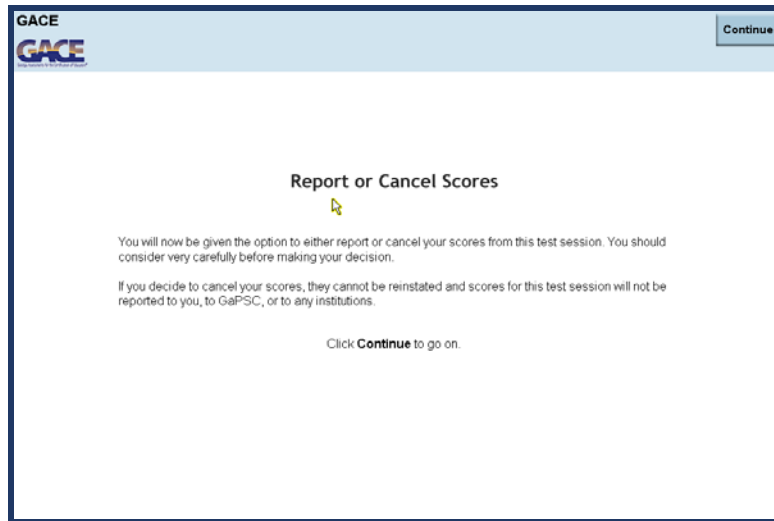
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## Report or Cancel Scores

The Report or Cancel Scores section requires you to either report your scores from the test session or cancel them. Read this screen, and then click on **Continue** to make your choice.

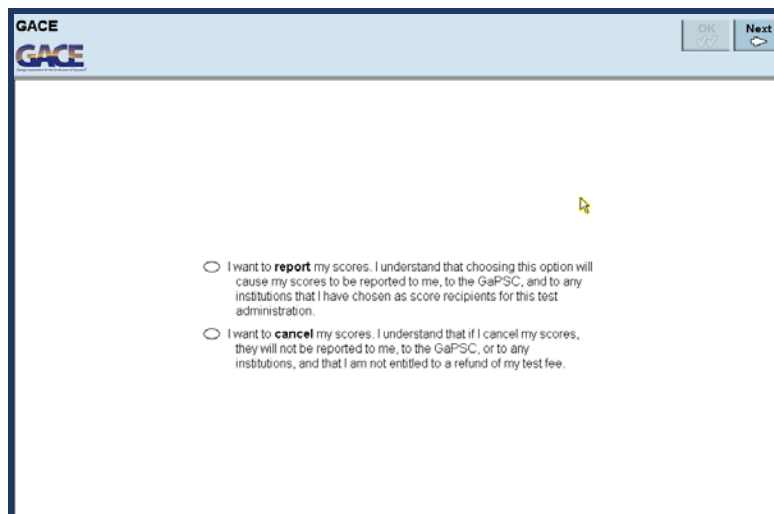
**Note:** If you decide to cancel your scores, no scores for the test session will be reported to you or any institutions.

Figure 66: Report or Cancel Scores Directions



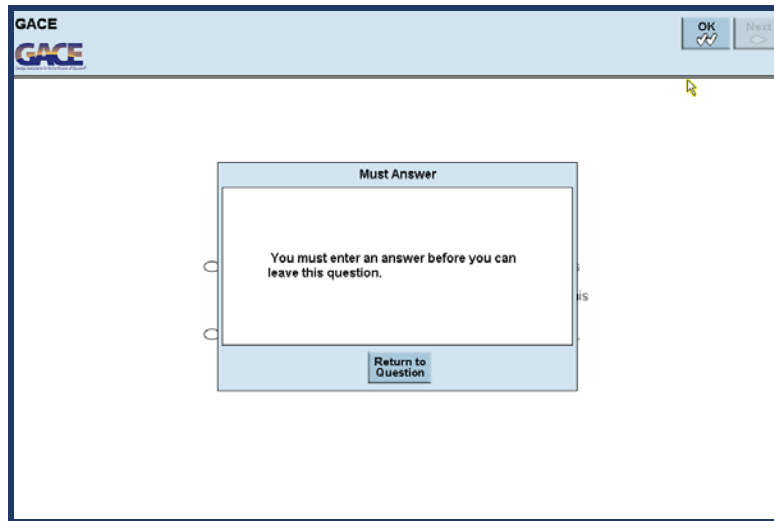
You must make a choice to either report or cancel your scores.

Figure 67: Report or Cancel Scores Option



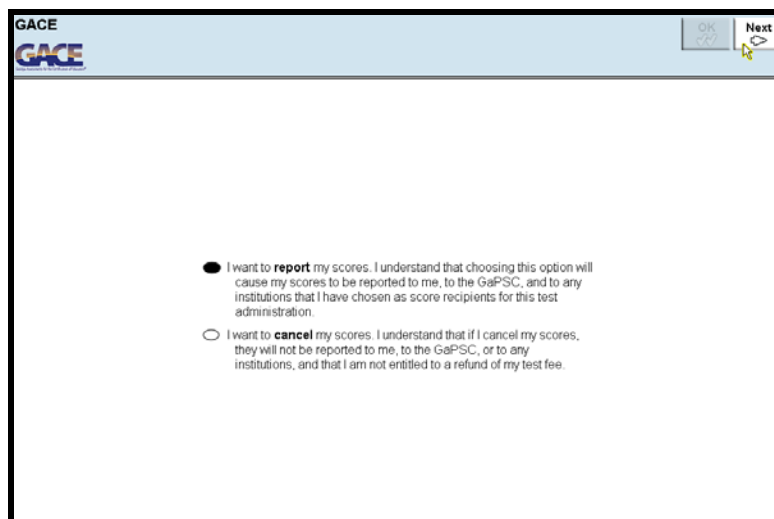
If you click **Next** and then **OK** without making a choice, a message will appear indicating that you must answer.

Figure 68: Report or Cancel Score Alert



You should be very careful as you make your decision. You will NOT be able to go back and change your choice after you click the **Next** button. After you answer the question, click the **Next** button and then confirm by clicking **OK**.

Figure 69: Choosing to Report or Cancel Scores



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## How to Exit

After you report or cancel your scores, the test session will be over.

If you choose to report your scores for a selected-response test, clicking the **Continue** button will take you to a screen that displays your unofficial scores.

Figure 70: Unofficial Score Results

**GACE**

**Unofficial Score Results**

Unofficial scores for the selected-response questions of the tests that you completed during this administration are reported below. Tests not completed during this administration are reported as NA (Not Available), even if you have previously taken them at other administrations.

The numbers below reflect only the questions that are scored, they **do not include** any pretest or research questions that were included on the tests.

<b>Test I: Total Number Right</b>	80
<b>Percent Correct</b>	100
<b>Scaled Score</b>	300
<b>Test II: Total Number Right</b>	80
<b>Percent Correct</b>	100
<b>Scaled Score</b>	300

**Note:** If the scaled score above is reported as NS (No Score), further analysis must be conducted before scoring can be completed. A scaled score of NS does **NOT** indicate any problem with the administration of your test and will **NOT** result in a delay in the reporting of your official scores.

Your official score report will be available to you via your testing account on the GACE website at [www.gace.ets.org](http://www.gace.ets.org). Please refer to the *GACE Registration Bulletin* for score reporting dates.

**Continue**

For tests with constructed-response questions, scores are not available until your responses have been scored, and clicking the **Continue** button will exit the test.

Figure 71: Test Session Complete

**GACE**

**Your test session is now complete.**

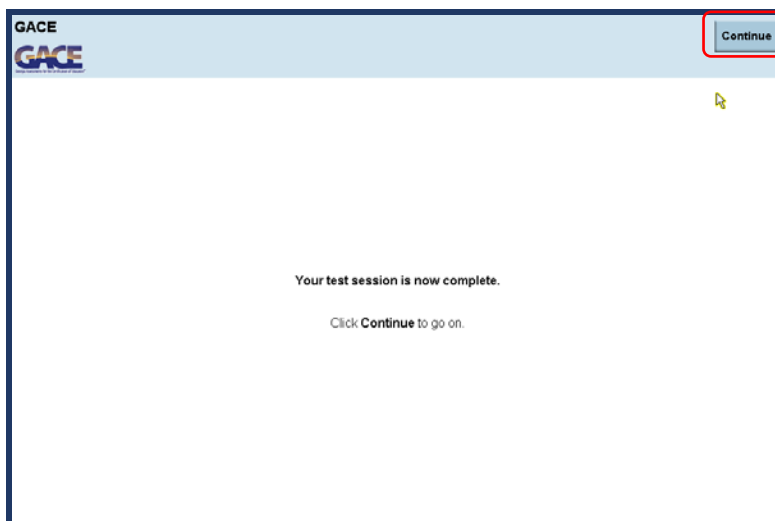
Click: **Continue** to go on.

**Continue**

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Click **Continue** to close your test session.

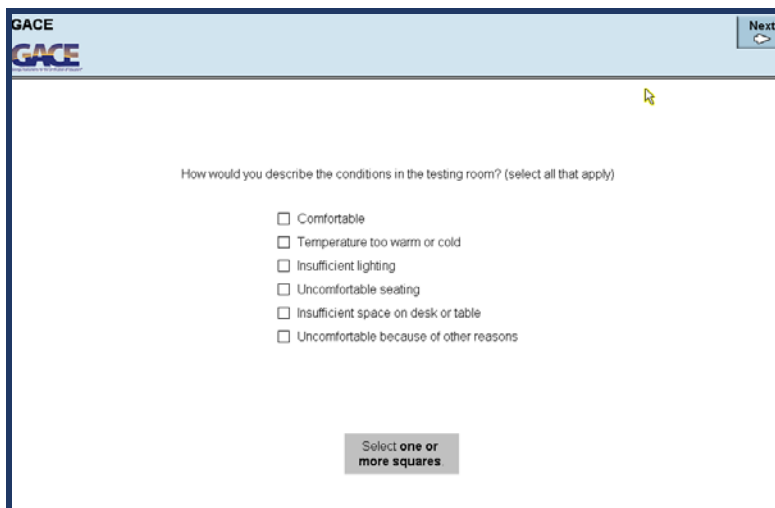
Figure 72: Closing the Test Session



### ***Exit Evaluations Questions***

You may be presented with exit evaluation questions after your test session is completed. These questions are not scored and relate to your overall testing experience.

Figure 73: Exit Evaluation Questions



Your responses to these questions provide ETS with valuable information for future program enhancements.