



GACE® Curriculum and Instruction Assessment *Test at a Glance*

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

Assessment Name	Curriculum and Instruction
Grade Level	P–12
Test Code	300
Testing Time	2 hours and 45 minutes
Test Duration	3 hours and 15 minutes
Test Format	Computer delivered
Number of Selected-response Questions	100
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 <i>Guide to Taking a GACE Computer-delivered Test.</i>
Number of Constructed-response Questions	3

About this Assessment

The GACE Curriculum and Instruction assessment is designed to measure the professional knowledge of educators in curriculum and instruction roles in the state of Georgia.

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

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 this assessment on the following pages.

Test Subareas

Subarea	Approx. Percentage of Test
I. Curriculum and Instruction	23%
II. Research	12%
III. Students as Learners	14%
IV. Assessment	14%
V. Professional Practices	12%
VI. Analysis (constructed-response only)	25%

Test Objectives

Subarea I: Curriculum and Instruction

Objective 1: Understands the foundational components of an effective curriculum development process

The beginning Curriculum and Instruction educator:

- A. Understands how to design, implement, and evaluate curriculum to promote student learning
- B. Understands the philosophical frameworks that undergird curriculum design
- C. Understands content standards and how these are organized in the curriculum
- D. Understands how to align curriculum across local, state, and national standards within and across subject areas
- E. Knows resources, including technology, to support best teaching practices and to enhance student learning
- F. Knows how to use performance data and student work to evaluate curriculum
- G. Is familiar with strategies to refine curriculum

Objective 2: Understands the impact of instructional practices on student learning

The beginning Curriculum and Instruction educator:

- A. Understands how to use best practices to promote student learning
- B. Understands content pedagogy to plan, implement, and assess the important ideas within a content body of knowledge to benefit student learning
- C. Understands how to design and modify learning environments that promote learning based on best practices and student performance data

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- D. Understands when and how to differentiate instruction based on diverse student needs
 - E. Understands how to use appropriate resources, including technology, to promote student learning
 - F. Understands culturally responsive pedagogy
 - G. Understands how to evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment

Subarea II: Research

Objective 1: Knows how to use a variety of research methods to inform educational practices

The beginning Curriculum and Instruction educator:

- A. Knows how to use quantitative, qualitative, and/or mixed research methods to investigate educational problems
- B. Knows how to articulate research findings in a variety of forums

Objective 2: Understands how to apply research and data to promote student learning

The beginning Curriculum and Instruction educator:

- A. Understands how to apply current research and data to demonstrate content knowledge to promote student learning
- B. Knows how to apply research to inform curriculum, instruction, and assessment to improve student learning, classroom processes, and/or institutional practices

Subarea III: Students as Learners

Objective 1: Understands educational and developmental theories and the factors that influence learning

The beginning Curriculum and Instruction educator:

- A. Understands developmental theory and the impact on learning
- B. Knows how cognitive, linguistic, social, emotional, economic, and physical development influence learning
- C. Understands the theoretical foundations of how students learn

Objective 2: Understands that a number of variables affect how students learn and perform

The beginning Curriculum and Instruction educator:

- A. Understands how to meet the diverse needs of students
- B. Understands areas of exceptionality and the impact on student learning

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- C. Understands the influence of language and culture on learning

Subarea IV: Assessment

Objective 1: Understands assessment design and evaluation strategies to inform curriculum and instruction

The beginning Curriculum and Instruction educator:

- A. Understands the principles of assessment design
- B. Understands the role of formal and informal assessment to inform instructional practice
- C. Understands the purpose of feedback to promote student learning
- D. Knows how to provide feedback to improve student learning
- E. Understands how to analyze and evaluate assessment results to inform instruction and to facilitate student learning
- F. Knows how to conduct program evaluations to determine the effectiveness of curriculum and instructional practice
- G. Understands how to interpret assessment results
- H. Understands how to communicate pertinent assessment information to a variety of audiences

Objective 2: Understands how to select and apply a variety of assessment methods and tools to promote continuous improvement

The beginning Curriculum and Instruction educator:

- A. Understands how to select from a variety of assessment formats to address specific learning goals and to evaluate student performance; i.e., essay, selected response, portfolio, observation, performance, conference, etc.
- B. Understands how to use diagnostic, formative, and summative assessments to differentiate instruction
- C. Understands the distinction between norm-referenced and criterion-referenced scoring
- D. Understands the terminology related to testing and scoring; i.e., validity, reliability, mean, median, mode, raw score, scaled score, percentile, etc.
- E. Understands how to use assessment data to identify longitudinal trends, achievement gaps, and to establish goals to promote continuous improvement

Subarea V: Professional Practices

Objective 1: Understands a variety of professional development practices and resources that promote professional growth and influence student learning

The beginning Curriculum and Instruction educator:

- A. Understands how to establish and implement high standards to promote academic rigor and intellectual inquiry
- B. Knows a variety of professional development practices and resources to promote continuous learning
- C. Understands behaviors associated with mentoring, coaching, and content facilitation to support professional growth
- D. Knows how to facilitate professional learning experiences whose goals are aligned with those of the school and/or district
- E. Knows the principles of adult learning and the implications for professional development
- F. Understands how to scaffold and differentiate professional learning experiences in response to individual, team, grade level, department, school, and/or district needs

Objective 2: Understands a variety of strategies to promote leadership and student learning

The beginning Curriculum and Instruction educator:

- A. Knows leadership strategies to promote and use the skills, expertise, and knowledge of others to promote student learning
- B. Understands how to model collaboration, leadership, and professionalism by serving as an advocate for the profession

Subarea VI: Analysis

Objective 1: Curriculum, Instruction, and Assessment

The beginning Curriculum and Instruction educator:

- A. Understands how to design, implement, and evaluate curriculum to promote student learning
- B. Understands how to align content across local, state, and national standards within and across subject areas
- C. Knows how to use performance data and student work to evaluate curriculum
- D. Understands how to use best practices to promote student learning
- E. Understands how to evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment

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- F. Understands the role of formal and informal assessment to inform instruction
 - G. Understands how to analyze and evaluate assessment results to inform instruction and to facilitate student learning
 - H. Knows how to conduct program evaluations to determine the effectiveness of curriculum and instructional practice
 - I. Understands how to interpret assessment results
 - J. Understands how to communicate pertinent assessment information to a variety of audiences
 - K. Understands how to select from a variety of assessment formats to address specific learning goals and to evaluate student performance
 - L. Understands how to use assessment data to identify longitudinal trends, achievement gaps, and to establish goals to promote continuous improvement

Objective 2: Research and Students as Learners

The beginning Curriculum and Instruction educator:

- A. Knows how to use quantitative, qualitative, and/or mixed research methods to investigate educational problems
- B. Knows how to apply research to inform curriculum, instruction, and assessment to improve student learning, classroom practices, and/or institutional practices
- C. Knows how to articulate research findings in a variety of forums
- D. Understands how to meet the diverse needs of students
- E. Understands how to use assessment data to identify longitudinal trends, achievement gaps, and to establish goals to promote continuous improvement

Objective 3: Professional Practices

The beginning Curriculum and Instruction educator:

- A. Understands how to establish and implement high standards to promote academic rigor and intellectual inquiry
- B. Knows a variety of professional development practices and resources to promote continuous learning
- C. Understands behaviors associated with mentoring, coaching, and content facilitation to support professional growth
- D. Knows leadership strategies to promote and use the skills, expertise, and knowledge of others to promote student learning
- E. Understands how to model collaboration, leadership, and professionalism by serving as an advocate for the profession