



## GACE® Middle Grades Reading Assessment *Test at a Glance*

Updated July 2018

See the GACE® Middle Grades Reading Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Middle Grades Reading
Grade Level	4–8
Test Code	512
Testing Time	2 hours and 10 minutes
Test Duration	2.5 hours
Test Format	Computer delivered
Number of Selected-response Questions	90
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 <b><i>Guide to Taking a GACE Computer-delivered Test.</i></b>
Number of Constructed-response Questions	0

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## About this Assessment

The GACE Middle Grades Reading assessment is designed to measure the professional knowledge of prospective teachers of Middle Grades Reading 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. This test includes listening items; an ETS-approved headset will be provided at the test center.

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.

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## Test Subareas

Subarea	Approx. Percentage of Test
I. Curriculum and Instruction*	35%
II. Assessment and Evaluation	35%
III. Diversity and Literate Environment	30%

\* This subarea includes one or more questions that contain recorded audio information.

## Test Objectives

### Subarea I: Curriculum and Instruction

*Objective 1: Understands the foundations of literacy acquisition and of reading and writing development*

The beginning Middle Grades Reading teacher:

- A. Recognizes and applies major theories and research evidence of reading and writing processes and development in adolescence; i.e. behaviorism, cognitivism, constructivism
- B. Demonstrates knowledge of first and second literacy acquisition and the role of native language in learning to read and write in a second language
- C. Explains and applies the research and theory of learning environments that support individual motivation to read and write
- D. Uses multiple sources of information to guide instructional planning to improve reading achievement of all students
- E. Implements the curriculum based on students' prior knowledge, real-world experiences, and interests
- F. Evaluates the curriculum to ensure that instructional goals and objectives in reading and writing are met
- G. Implements the curriculum through interdisciplinary connections using traditional print, digital, and online contexts
- H. Demonstrates knowledge of selecting diverse literary and informational materials in a variety of genres at varying text complexity levels from traditional print, digital, and online resources
- I. Demonstrates knowledge about various materials and their uses to promote higher order thinking, interpretation, argumentation, and making text connections

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*Objective 2: Demonstrates an understanding of instructional approaches to meet students' needs*

The beginning Middle Grades Reading teacher:

- A. Selects and implements reading and writing approaches that are research-based and meet student needs
- B. Differentiates instructional approaches to meet students' reading and writing needs in academic and domain-specific vocabulary
- C. Differentiates instructional approaches to meet students' reading and writing needs in comprehension
- D. Differentiates instructional approaches to meet students' reading and writing needs in fluency
- E. Differentiates instructional approaches to meet students' reading and writing needs in writing
- F. Differentiates instructional approaches to meet students' reading and writing needs in motivation
- G. Provides instruction in the strategic use of traditional print, digital, and online resources as instructional tools to enhance student learning
- H. Adapts instructional approaches and materials to meet the language-proficiency needs of English-language learners

**Subarea II: Assessment and Evaluation**

*Objective 1: Understands the characteristics and purposes of assessments*

The beginning Middle Grades Reading teacher:

- A. Demonstrates an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes
- B. Describes the strengths and limitations of assessment tools and their appropriate uses
- C. Recognizes the basic technical adequacy of assessments; e.g., reliability, content, and construct validity
- D. Explains state assessment frameworks, proficiency standards, and student benchmarks
- E. Selects or develops assessment tools to monitor student progress and to analyze instructional effectiveness
- F. Selects and develops classroom assessments using consistent, fair, and equitable assessment procedures

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*Objective 2: Understands how to interpret, use, and communicate student assessment data for multiple purposes*

The beginning Middle Grades Reading teacher:

- A. Interprets and uses assessment data to analyze individual, group, and classroom performance and progress within and across content areas and disciplines
- B. Analyzes and uses assessment data to plan and adjust instruction systematically and to select appropriate traditional print, digital, and online reading resources
- C. Uses assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching
- D. Identifies and interprets patterns in classroom and individual students' data
- E. Uses assessment data to collaboratively and/or individually modify instruction, monitor student progress, evaluate the effectiveness of instruction, and plan content literacy initiatives
- F. Communicates assessment purposes and a summary of results to appropriate audiences; i.e., student, parents or guardians, colleagues, and administrators

### **Subarea III: Diversity and Literate Environment**

*Objective 1: Demonstrates an understanding of how to meet the needs of diverse learners*

The beginning Middle Grades Reading teacher:

- A. Demonstrates an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable
- B. Demonstrates an understanding of the ways in which diversity influences adolescent literacy development
- C. Demonstrates an understanding of the relationship between first- and second-language acquisition and literacy development
- D. Demonstrates an awareness of the various forms of diversity that exist in students, as well as in the surrounding community
- E. Provides differentiated instruction and instructional materials, including traditional print, digital, and online resources, that emphasize diversity
- F. Provides instructional formats that engage students as agents of their own learning
- G. Arranges and/or modifies their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities to differentiate instruction
- H. Demonstrates a respectful attitude toward all learners and understands the roles of choice, motivation, and scaffolded support in creating positive social environments

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*Objective 2: Understands how creating a literate environment and professional learning contribute to student growth*

The beginning Middle Grades Reading teacher:

- A. Models and teaches students appropriate ways to interact with each other and adults in a positive social environment
- B. Creates supportive environments where English-language learners are encouraged and given many opportunities to use English
- C. Displays and models positive reading and writing behaviors
- D. Understands the roles that diverse families and communities play in helping students apply reading and writing skills to content learning
- E. Creates strategies to involve all families, colleagues, and the community to support student learning
- F. Promotes student understanding of the value of reading traditional print, digital, and online resources in and out of school
- G. Demonstrates effective use of technology for improving student learning
- H. Recognizes and describes the importance of professional development for improving reading and writing in schools
- I. Describes effective ways to apply learning from professional development to instructional practices