



GACE® Program Admission Assessment *Test at a Glance*

Updated June 2017

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

Assessment Name	Program Admission
Grade Level	P–12
Test Code	Test I: 200 Test II: 201 Test III: 202 Combined Test I, II, and Test III: 700
Testing Time	Test I: 85 minutes Test II: 85 minutes Test III: 100 minutes Combined Test I, II, and III: 4 hours and 30 minutes
Test Duration	Test I: 2 hours Test II: 2 hours Test III: 2 hours Combined Test I, II, and III: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 56 Test II: 56 Test III: 40 Combined Test I, II, and Test III: 152
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	Test III: 2 Combined Test: 2

About this Assessment

The GACE Program Admission assessment measures the basic academic skills in reading, writing, and mathematics needed to prepare successfully for a career in education.

This assessment includes three tests. You may take each 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 **Program Admission Reading** test assesses academic skills that have been identified as necessary for college and career readiness, in alignment with the Common Core Georgia Performance Standards (CCGPS) for Reading. In particular, there is an emphasis on skills that are critical to learning and achievement in educator preparation programs. These skills include the ability to understand, analyze, and evaluate different types of written messages. Varying in difficulty, the reading material on this test is drawn from a variety of subject areas and real-life situations that educated adults are likely to encounter. Each passage is followed by questions that are based on its content and that relate to reading skills. All questions can be answered by using the information contained within the passage; no question requires outside knowledge of the content.

The test consists of four types of stimulus material:

- paired passages totaling approximately 200 words, followed by 4 to 7 questions
- long passages of approximately 200 words, with 4 to 7 questions
- short passages of approximately 100 words, with 2 or 3 questions
- brief statements followed by a single question

Passages are drawn from both print and electronic media, such as newspapers, magazines, journals, nonfiction books, novels, online articles, and visual representations. Questions in each of the formats may pose tasks of varying difficulty and test any of the skills identified in the content specifications.

The **Program Admission Mathematics** test assesses academic skills that have been identified as necessary for college and career readiness, in alignment with the CCGPS for Mathematics. The test will cover four major subareas:

- Number and Quantity
- Algebra and Functions
- Geometry
- Statistics and Probability

Focus is on key concepts of mathematics and the ability to solve problems and to reason in a quantitative context. Many of the problems require the integration of multiple skills to achieve a solution.

The **Program Admission Writing** test assesses academic skills that have been identified as necessary for college and career readiness, in alignment with the CCGPS for Writing. The Writing test has three separate sections:

- a selected-response section containing 40 questions
- two essay sections that each require a response based on an essay topic

The two essays assess examinees' ability to write effectively in a limited period of time. The Argumentative essay topic invites examinees to draw from personal experience, observation, or reading to support a position with specific reasons and examples.

The Informative/Explanatory essay topic asks examinees to extract information from two provided sources in order to identify important concerns related to an issue.

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**. See a breakdown of the subareas for this assessment on the following pages.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Key Ideas and Details	35%
II. Craft, Structure, and Language Skills	30%
III. Integration of Knowledge and Ideas	35%

Test I Objectives

Subarea I: Key Ideas and Details

- Read closely to determine what a text says explicitly and to make logical inferences from it; connect insights gained from specific details to an understanding of the text as a whole; attend to important distinctions the author makes and to any gaps or inconsistencies in the account; determine where the text leaves matters uncertain
 - Draw inferences and implications from the directly stated content of a reading selection
- Determine central ideas or themes of a text and analyze their development; identify accurate summaries of key supporting details and ideas
 - Identify summaries or paraphrases of the main idea or primary purpose of a reading selection
 - Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection
- Identify how and why individuals, events, or ideas interact within a text; determine how an idea or detail informs an author’s argument

Subarea II: Craft, Structure, and Language Skills

- Interpret words and phrases as they are used in a text and recognize how specific word choices shape meaning or tone
 - Determine the author’s attitude toward material discussed in a reading selection
- Analyze the structure of a text, including how specific parts of a text relate to each other and to the whole to contribute to meaning
 - Identify key transition words and phrases in a reading selection and how they are used
 - Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.
- Assess how point of view or purpose shapes the content and style of a text
 - Determine the role that an idea, reference, or piece of information plays in an author’s discussion or argument
- Apply knowledge of language to understand how language functions in different contexts and to comprehend more fully when reading
 - Determine whether information presented in a reading selection is presented as fact or opinion
- Determine the meaning of unknown and multiple-meaning words and phrases by using context clues
 - Identify the meanings of words as they are used in the context of a reading selection
- Understand figurative language and nuances in word meanings
- Understand a range of words and phrases sufficient for reading at the college- and career-readiness level

Subarea III: Integration of Knowledge and Ideas

- Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words
 - Answer questions about texts that include visual representations
- Identify and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
 - Identify the relationship among ideas presented in a reading selection
 - Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection
 - Determine the logical assumptions upon which an argument or conclusion is based
 - Draw conclusions from material presented in a reading selection
- Analyze how two or more texts address similar themes or topics in order to build knowledge and/or compare the approaches the authors take
 - Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection
 - Apply ideas presented in a reading selection to other situations

Test II Subareas

Subarea	Approx. Percentage of Test
I. Number and Quantity	30%
II. Algebra and Functions	30%
III. Geometry	20%
IV. Statistics and Probability	20%

Test II Objectives

Subarea I: Number and Quantity

- Ratios and Proportional Relationships
 - Understand ratio concepts and use ratio reasoning to solve problems
 - Analyze proportional relationships and use them to solve real-world and mathematical problems
- The Real Number System
 - Apply understanding of multiplication and division to divide fractions by fractions
 - Compute fluently with multi-digit numbers and find common factors and multiples
 - Apply understanding of operations with fractions to add, subtract, multiply, and divide rational numbers
 - Know that there are numbers that are not rational, and approximate them by rational numbers
 - Work with radicals and integer exponents
- Quantities
 - Reason quantitatively and use units to solve problems

Subarea II: Algebra and Functions

- See Structure in Expressions
 - Apply understanding of arithmetic to algebraic expressions
 - Solve real-life and mathematical problems using numerical and algebraic expressions
 - Use properties of operations to generate equivalent expressions
- Reasoning with Equations and Inequalities
 - Understand the connections between proportional relationships, lines, and linear equations
 - Understand solving equations as a process of reasoning and explain the reasoning
 - Reason about and solve one-variable equations and inequalities
 - Solve equations and inequalities in one variable
 - Analyze and solve linear equations and pairs of simultaneous linear equations
 - Represent and solve equations and inequalities graphically
- Functions
 - Interpreting Functions
 - Building Functions

Subarea III: Geometry

- Congruence
 - Draw, construct, and describe geometrical figures and describe the relationships between them
 - Experiment with transformations in the plane
- Similarity, Right Triangles, and Trigonometry
 - Understand and apply the Pythagorean theorem
- Circles
 - Understand and apply theorems about circles

-
- Geometric Measurement and Dimension
 - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume
 - Explain volume formulas and use them to solve problems
 - Modeling with Geometry
 - Apply geometric concepts in modeling situations

Subarea IV: Statistics and Probability

- Basic Statistics and Probability
 - Develop understanding of statistical variability
 - Summarize and describe distributions
 - Use random sampling to draw inferences about a population
 - Investigate chance processes and develop, use, and evaluate probability models
 - Investigate patterns of association in bivariate data
- Interpret Categorical and Quantitative Data
 - Summarize, represent, and interpret data on a single count or measurement variable
 - Interpret linear models
- Make Inferences and Justify Conclusions
 - Understand and evaluate random processes underlying statistical experiments
- Use Probability to Make Decisions
 - Use probability to evaluate outcomes of decisions

Test III Subareas

Subarea	Approx. Percentage of Test
I. Text Types, Purposes, and Production*	60%
II. Language and Research Skills for Writing	40%

* This section contains two essay questions.

Test III Objectives

Subarea I: Text Types, Purposes, and Production

A. Text Production: Writing Arguments

- Produce an argumentative essay to support a claim using relevant and sufficient evidence
 - Write clearly and coherently
 - Address the assigned task appropriately for an audience of educated adults
 - Organize and develop ideas logically, making coherent connections between them
 - Provide and sustain a clear focus or thesis
 - Use supporting reasons, examples, and details to develop clearly and logically the ideas presented
 - Demonstrate facility in the use of language and the ability to use a variety of sentence structures
 - Construct effective sentences that are generally free of errors in standard written English

B. Text Production: Writing Informative/Explanatory Texts

- Produce an informative/explanatory essay to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
 - Write clearly and coherently
 - Address the assigned task appropriately for an audience of educated adults
 - Draw evidence from informational texts to support analysis
 - Organize and develop ideas logically, making coherent connections between them
 - Synthesize information from multiple sources on the subject
 - Integrate and attribute information from multiple sources on the subject, avoiding plagiarism
 - Provide and sustain a clear focus or thesis
 - Demonstrate facility in the use of language and the ability to use a variety of sentence structures
 - Construct effective sentences that are generally free of errors in standard written English

C. Text Production: Revision

- Develop and strengthen writing as needed by revising and editing
 - Recognize how a passage can be strengthened through editing and revision
 - Apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning or style
 - Choose words and phrases for effect
 - Choose words and phrases to convey ideas precisely
 - Maintain consistency in style and tone

Subarea II: Language and Research Skills for Writing

A. Language Skills

- Demonstrate command of the conventions of standard English grammar and usage
 - Grammatical Relationships
 - Recognize and correct
 - Errors in the use of adjectives and adverbs
 - Errors in noun-noun agreement
 - Errors in pronoun-antecedent agreement
 - Errors in pronoun case
 - Errors in the use of intensive pronoun
 - Errors in pronoun number and person
 - Vague pronouns
 - Errors in subject-verb agreement
 - Inappropriate shifts in verb tense
 - Structural Relationships
 - Recognize and correct
 - Errors in the placement of phrases and clauses within a sentence
 - Misplaced and dangling modifiers
 - Errors in the use of coordinating and subordinating conjunctions
 - Fragments and run-ons
 - Errors in the use of correlative conjunctions
 - Errors in parallel structure
 - Word Choice
 - Recognize and correct
 - Errors in the use of idiomatic expressions
 - Errors in the use of frequently confused words
 - Wrong word use
 - Redundancy
 - No Error
 - Recognize
 - Sentences free of errors in the conventions of standard English grammar and usage

-
- Demonstrate command of the conventions of standard English capitalization and punctuation
 - Mechanics
 - Recognize and correct
 - Errors in capitalization
 - Errors in punctuation
 - Commas; e.g., the use of a comma to separate an introductory element from the rest of the sentence
 - Semicolons; e.g., the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses
 - Apostrophes; e.g., the use of an apostrophe to form contractions and frequently occurring possessives
 - No Error
 - Recognize
 - Sentences free of errors in the conventions of standard English capitalization and punctuation

B. Research Skills

- Recognize and apply appropriate research skills and strategies
 - Assess the credibility and relevance of sources
 - Recognize the different elements of a citation
 - Recognize effective research strategies
 - Recognize information relevant to a particular research task