GACE® Program Admission Assessment
Test at a Glance

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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: 210 Test II: 211 Test III: 212 Combined Test I, II, and Test III: 710
Testing Time	Test I: 85 minutes Test II: 90 minutes Test III: 100 minutes Combined Test I, II, and III: 4 hours and 35 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 *Guide to Taking a GACE Computer-delivered Test*.
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 (e.g., diagrams, charts, drawings, maps, floor plans, or graphs). 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 three major subareas:

- Number and Quantity
- Data Interpretation and Representation, Statistics, and Probability
- Algebra and Geometry

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

A. Main idea and primary purpose

- Identify accurate summaries or paraphrases of the main idea or primary purpose of a reading selection

B. Supporting ideas

- Identify accurate summaries or paraphrases of the supporting ideas and specific details in a reading selection

C. Inferences

- Identify inferences and implications that can reasonably be drawn from the directly stated content of a reading selection

Subarea II: Craft, Structure, and Language Skills

A. Attitude and tone

- Identify accurate descriptions of the author's tone or attitude toward material discussed in a reading selection

B. Organization and structure

- Identify key transition words and phrases in a reading selection and how they are used

- Identify accurate descriptions of how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.

- Identify the role that an idea, reference, or piece of information plays in an author's discussion or argument

C. Meanings of words

- Identify the meanings of words as they are used in the context of a reading selection

D. Fact or opinion

- Determine whether information presented in a reading selection is presented as fact or opinion

Subarea III: Integration of Knowledge and Ideas

A. Diverse media and formats

- Identify accurate interpretations of texts that include visual representations

B. Evaluation of arguments

- 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 assumptions on which an argument or conclusion is based

- Draw conclusions from material presented in a reading selection

C. Analysis and comparison of texts

- Recognize or predict ideas or situations that are similar to what has been presented in a reading selection

- Apply ideas presented in a reading selection to other situations

- Recognize points of agreement and disagreement between two texts

Test II Subareas

Subarea	Approx. Percentage of Test
I. Number and Quantity	36%
II. Data Interpretation and Representation, Statistics, and Probability	32%
III. Algebra and Geometry	32%

Test II Objectives

Subarea I: Number and Quantity

A. Solve problems involving integers, decimals, and fractions

B. Solve problems involving ratios and proportions

C. Solve problems involving percent

D. Solve problems involving constant rates (e.g., miles per hour, gallons per mile, cubic feet per minute)

E. Demonstrate an understanding of place value, naming of decimal numbers, and ordering of numbers

F. Demonstrate an understanding of the properties of whole numbers (e.g., factors, multiples, even and odd numbers, prime numbers, divisibility)

G. Identify counterexamples to statements using basic arithmetic

H. Solve real-life problems by identifying relevant numbers, information, or operations (including rounding)

I. Solve problems involving units, including unit conversion and measurements

Subarea II: Data Interpretation and Representation, Statistics, and Probability

A. Work with data and data representations to solve problems

B. Solve problems involving measures of central tendency (e.g., mean, median) and spread (e.g., range, standard deviation)

C. Use data from a random sample to draw inferences about characteristics of a population

D. Identify positive and negative linear relationships in scatterplots

E. Use a linear model for a data set to make predictions

F. Differentiate between correlation and causation

G. Compute simple probabilities, and use probabilities to solve problems

Subarea III: Algebra and Geometry

A. Algebra

- Demonstrate an understanding of the properties (commutative, associative, and distributive) of the basic operations (addition, subtraction, multiplication, and division) without needing to know the names of the properties

- Demonstrate the ability to follow an arithmetic or algebraic procedure (e.g., using a step-by-step procedure, using a simple flowchart, applying a simple recurrence sequence) by carrying it out or analyzing it

- Use properties of operations to identify or generate equivalent algebraic expressions (e.g., multiplication of whole numbers gives the same result as repeated addition, multiplication by 0.1 gives the same result as division by 10)

- Write an equation or expression that models a real-life or mathematical problem

- Solve word problems, including problems involving linear relationships and problems that can be represented by Venn diagrams

- Solve linear equations in one variable algebraically

- Solve simple quadratic equations (e.g., $x^2 = 49$)

B. Geometry

- Utilize basic properties of common two-dimensional shapes to solve problems

- Utilize facts about angles to solve problems

- Utilize facts about congruency and similarity of geometric figures to solve problems

- Use the formulas for the area and circumference of a circle to solve problems

- Use the formulas for the perimeter and area of a triangle and a rectangle and the formula for the volume of a rectangular prism (box) to solve problems

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 a subject

- Integrate and attribute information from multiple sources on a 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

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 pronouns
      - > 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
        - o commas (e.g., the use of a comma to separate an introductory element from the rest of the sentence)
        - o semicolons(e.g., the use of a semicolon [and perhaps a conjunctive adverb] to link two or more closely related independent clauses)
        - o 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 appropriate to a particular research task
  - – Recognize information relevant to a particular research task