GACE® Reading Assessment
Test at a Glance
Updated June 2017

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

Assessment Name	Reading
Grade Level	P–12
Test Code	Test I: 117 Test II: 118 Combined Test I and Test II: 617
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
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 I: 0 Test II: 0 Combined Test I and Test II: 0

About this Assessment

The GACE Reading assessment is designed to measure the professional knowledge of prospective Reading teachers in the state of Georgia.

This assessment includes two tests. You may take either 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. 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

Each test in 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 the tests in this assessment on the following pages.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Curriculum and Instruction*	70%
II. Professional Learning and Leadership	30%

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

Test I Objectives

Subarea I: Curriculum and Instruction

Objective 1: Understands foundational knowledge relating to literacy acquisition and reading development

The beginning Reading teacher:

A. Recognizes and applies foundational theories of reading and writing processes; e.g., 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 the research that supports effective learning environments and the role they play in motivating students to read and write

D. Uses multiple sources of information to guide instructional planning to improve reading achievement of all students

E. Selects and implements reading and writing approaches that are research-based and meet student needs

F. Demonstrates knowledge about various materials and their uses to promote higher order thinking, interpretation, argumentation, and making text connections

Objective 2: Demonstrates an understanding of curriculum and instructional approaches in the reading classroom

The beginning Reading teacher:

A. Implements the curriculum based on students' prior knowledge, real-world experiences, and interests

B. Evaluates the curriculum to ensure that instructional goals and objectives in reading and writing are met

C. Implements the curriculum through interdisciplinary connections using traditional print, digital, and online contexts

D. Selects and implements reading and writing approaches that are research-based and meet student needs

E. Describes instructional approaches to meet students' needs in developing emergent literacy skills; e.g., print concepts, phonological awareness, the alphabetic principle

F. Describes instructional approaches to meet students' needs in developing word-learning (word recognition) strategies; e.g., sight word recognition, phonics, context clues, syllabication, morphemic analysis, structural analysis, etymology, cognate awareness, use of word reference materials

G. Describes instructional approaches to meet students' reading and writing needs in learning vocabulary, including academic and domain-specific words or phrases

H. Describes instructional approaches to meet students' reading and writing needs in comprehension, including literary and informational texts

I. Describes instructional approaches to meet students' reading and writing needs in fluency

J. Describes instructional approaches to meet students' needs in writing

K. Adapts instructional approaches and materials to meet the language-proficiency needs of English-language learners

L. Knows a variety of instructional approaches for developing students' listening and speaking skills

M. 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

Subarea II: Professional Learning and Leadership

Objective 1: Understands the relationship between literacy leadership and literacy development

The beginning Reading teacher:

A. Displays and models positive reading and writing behaviors

B. Understands the roles that diverse families and communities play in helping students develop and apply literacy skills.

C. Works with families, colleagues, and the community to support student learning

D. Promotes student understanding of the value of reading traditional print, digital, and online resources in and out of school

E. Demonstrates effective use of technology for improving student learning

F. Recognizes the importance of professional development for improving reading and writing in school

Test II Subareas

Subarea	Approx. Percentage of Test
I. Assessment and Evaluation*	50%
II. Diversity and Literate Environment	50%

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

Test II Objectives

Subarea I: Assessment and Evaluation

Objective 1: Understands how to gather and use student data to promote reading development

The beginning 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 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. Selects or develops assessment tools to monitor student progress and to analyze instructional effectiveness

E. Selects and develops classroom assessments using consistent, fair, and equitable assessment procedures

F. Interprets and uses assessment data to analyze individual, group, and classroom performance and progress

G. Collaborates with other teachers and support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths

H. Uses assessment data to evaluate students' responses to instruction, to adjust instruction, and to develop relevant next steps for teaching

I. Identifies and interprets patterns in classroom and individual student's data

J. Recognizes the importance of collaborating with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data

Subarea II: Diversity and Literate Environment

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

The beginning 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 different forms of diversity influence reading and writing development

C. Uses a literacy curriculum and engages in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity

D. Assesses the various forms of diversity that exist in the school and in the surrounding community

E. Provides differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity

F. Provides instructional formats that engage students as agents of their own learning

G. Demonstrates an understanding of various perspectives of literacy and how different policies and different perspectives affect literacy

H. Demonstrates a respectful attitude toward all learners and understands the roles of choice, motivation, and scaffolded support in creating positive social environments

I. Creates supportive environments where English-language learners are encouraged and given many opportunities to use English

J. Uses various practices to differentiate instruction; e.g., flexible grouping, cooperative learning, literature circles, partner work, and research/investigation groups