



# GACE® Special Education Adapted Curriculum Assessment Test at a Glance

**Updated September 2017**

See the GACE® Special Education Adapted Curriculum Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Special Education Adapted Curriculum
Grade Level	K–12
Test Code	Test I: 083 Test II: 084 Combined Test I and Test II: 583
Testing Time	Test I: 2 hours and 10 minutes Test II: 2 hours and 10 minutes Combined Test I and Test II: 4 hours and 20 minutes
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: 90 Test II: 90 Combined Test I and Test II: 180
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	Test I: 0 Test II: 0 Combined Test I and Test II: 0

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## About this Assessment

The GACE Special Education Adapted Curriculum assessment is designed to measure the professional knowledge of prospective teachers of adapted Special Education curriculum in the state of Georgia.

The fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) was published in May 2013 with revisions to the criteria for the diagnosis and classifications of mental disorders. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, test materials for this assessment will continue to reference the terminology, criteria, and classifications referred to in the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV-TR) until further notice.

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. 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.

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## Test I Subareas

Subarea	Approx. Percentage of Test
I. Development and Characteristics of Learners	36%
IV. Assessment	26%
V. Foundations and Professional Responsibilities	38%

**Note:** The subarea numbering in this Test at a Glance is not sequential. This is intentional and reflects the order that the subareas appear on the score report.

## Test I Objectives

### Subarea I: Development and Characteristics of Learners

*Objective 1: Understands and applies knowledge of human development and behavior*

The beginning Special Education Adapted Curriculum teacher:

- A. Understands human development and behavior; e.g., cognitive, language, social/emotional, psychological, academic, and physical development
- B. Understands and differentiates among theoretical approaches to student learning and motivation
- C. Identifies the basic characteristics and defining factors for each of the major disability categories under which 3 through 21-year-olds may be eligible for services under the Individuals with Disabilities Education Act (IDEA)
- D. Understands the impact of disabilities on individuals, families, and society across the life span
- E. Understands how language, cultural, and gender differences affect the identification process
- F. Understands co-occurring conditions
- G. Recognizes how family systems and the role of families contribute to the development of an individual with a disability; e.g., academic performance, social skills, interests, values
- H. Demonstrates the influences that may affect the development and achievement of an individual with a disability; e.g., environmental factors, societal influences

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## **Subarea IV: Assessment**

*Objective 1: Understands terminology and applies knowledge of the uses of various assessments and their results*

The beginning Special Education Adapted Curriculum teacher:

- A. Recognizes evidence-based assessments that are effective and appropriate
- B. Knows the definitions and uses of various assessments
- C. Interprets assessment results
- D. Understands and uses the results of assessments

## **Subarea V: Foundations and Professional Responsibilities**

*Objective 1: Understands and applies knowledge of educational rights for students with learning disabilities*

The beginning Special Education Adapted Curriculum teacher:

- A. Knows federal definitions
- B. Knows federal requirements for the referral and identification process
- C. Knows federal safeguards of the rights of stakeholders (parents, local education agency [LEA], students, teachers, related service providers)
- D. Knows the components of a legally defensible Individualized Education Program (IEP)
- E. Knows major legislation that affects the field of special education; e.g., Public Law 94-142, IDEA 2004, Section 504 of the Rehabilitation Act, Americans with Disabilities Act

*Objective 2: Understands and applies knowledge of professional foundations of special education*

The beginning Special Education Adapted Curriculum teacher:

- A. Understands the roles and responsibilities of the special education teacher
- B. Understands the roles and responsibilities of other professionals who deliver related services (e.g., physical therapist, occupational therapist, speech-language pathologist)
- C. Understands strengths and limitations of various collaborative approaches within the general classroom and the special education classroom
- D. Communicates to stakeholders the progress of students, using language and terms the stakeholders will likely understand
- E. Identifies potential bias issues that may affect teaching and interactions with students and their families; e.g., personal, familial, cultural, systemic

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## Test II Subareas

Subarea	Approx. Percentage of Test
II. Planning the Learning Environment and Social Interactions	48%
III. Instruction	52%

**Note:** The subarea numbering in this Test at a Glance is not sequential. This is intentional and reflects the order that the subareas appear on the score report.

## Test II Objectives

### Subarea II: Planning the Learning Environment and Social Interactions

*Objective 1: Understands and applies knowledge of curriculum development and planning*

The beginning Special Education Adapted Curriculum teacher:

- A. Understands the characteristics of lesson plans
- B. Knows the elements of lesson plans; e.g., objectives and goals; prerequisite knowledge; materials, technology, and procedures; motivation and student engagement; guided and independent practice; summarization, assessment, and reflection
- C. Develops learning objectives that are measurable/observable and appropriate
- D. Knows the means of providing access to the curriculum
- E. Knows how to organize the learning environment

*Objective 2: Understands and applies knowledge of managing the learning environment*

The beginning Special Education Adapted Curriculum teacher:

- A. Understands how to manage student behavior
- B. Understands theory and practice of effective classroom management
- C. Knows how to design and maintain a safe and supportive classroom environment that promotes student achievement

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### **Subarea III: Instruction**

*Objective 1: Understands and applies knowledge of effective and appropriate teaching strategies and techniques*

The beginning Special Education Adapted Curriculum teacher:

- A. Knows, understands, and applies instructional strategies and techniques
- B. Recognizes grouping formats that ensure individual academic success
- C. Implements strategies to facilitate the maintenance and generalization of concepts learned, considering students' ages and abilities
- D. Selects and implements research-based interventions for individual students
- E. Understands the selection and implementation of supplementary curriculums
- F. Demonstrates knowledge and implementation of functional curriculums
- G. Identifies options for assistive technology
- H. Demonstrates knowledge of transitions and transition planning