



# GACE® Special Education Reading, English Language Arts, and Social Studies Assessment

## *Test at a Glance*

**Updated February 2022**

See the GACE® Special Education Reading, English Language Arts, and Social Studies Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Special Education Reading, English Language Arts, and Social Studies
Grade Level	P–8
Test Code	087
Testing Time	2 hours 15 minutes
Test Duration	2 hours 45 minutes
Test Format	Computer delivered
Number of Selected-response Questions	80
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 Special Education Reading, English Language Arts, and Social Studies assessment is designed to measure the professional knowledge of prospective teachers of Special Education Reading, English Language Arts, and Social Studies 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.

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. Reading and English Language Arts	50%
II. Social Studies	50%

## Test Objectives

### Subarea I: Reading and English Language Arts

*Objective 1: Understands foundational knowledge and applies it to curriculum development and instructional practices*

The beginning Special Education English Language Arts teacher:

- A. Understands theories and research evidence of reading and writing processes
- B. Demonstrates knowledge of first and second literacy acquisition and the role of learning to read and write in a second language
- C. Explains the research and theory of learning environments that support individual motivation to read and write
- D. Demonstrates understanding of the importance of students' prior knowledge, world experiences, and interests when implementing the curriculum
- E. Evaluates the curriculum to ensure that instructional goals and objectives in reading and writing are met
- F. Collaborates with the team or department to help ensure interdisciplinary connections in traditional print, digital, and online contexts
- G. Selects and implements reading and writing approaches that are evidence-based and meet student needs
- H. Describes instructional approaches to meet students' needs in developing emergent literacy skills; e.g., print concepts, phonological awareness, the alphabetic principle
- I. 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
- J. Describes instructional approaches to meet students' reading and writing needs in learning vocabulary, including academic and domain-specific words/phrases
- K. Describes instructional approaches to meet students' reading and writing needs in comprehension, including literary and informational texts

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- L. Describes instructional approaches to meet students' reading and writing needs in fluency
  - M. Describes instructional approaches to meet students' needs in writing
  - N. Provides instruction in the strategic use of traditional print, digital, and online resources as instructional tools to enhance student learning
  - O. Adapts instructional approaches and materials to meet the needs of diverse learners
  - P. Knows a variety of instructional approaches for developing students' listening and speaking skills
  - Q. Demonstrates knowledge of the selection and application of a variety of materials to promote higher order thinking, interpretation, argumentation, and making text connections
  - R. Demonstrates knowledge and importance of selecting diverse literary and informational materials in a variety of genres at varying text complexity levels
  - S. Selects and uses quality traditional print, digital, and online resources
  - T. Uses multiple sources of information to guide instructional planning to improve reading achievement of all students
  - U. Demonstrates knowledge of writing in which the development, organization, and style (writing to support claims, informative, explanatory, etc.) are appropriate to task, purpose, and audience
  - V. Understands the writing process (planning, organizing, revising, editing, etc.)

*Objective 2: Understands and applies knowledge of assessment tools and uses of evaluations*

The beginning Special Education English Language Arts 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. Explains state assessment frameworks, proficiency standards, and student benchmarks
- E. Selects or develops a variety of assessment tools (formal and informal) to monitor student progress and to analyze instructional effectiveness
- F. Administers classroom and school-based assessments using consistent, fair, and equitable assessment procedures

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- G. Interprets and uses assessment data to analyze individual, group, and classroom performance and progress
  - H. Collaborates with other teachers and support personnel to discuss interpretation of assessment data and their uses in responding to students' needs and strengths
  - I. Uses assessment data to evaluate students' responses to plan and adjust instruction systematically according to state standards
  - J. Collaborates with other professionals to modify instruction and to plan and evaluate interventions and accommodations based on assessment data

*Objective 3: Understands and applies knowledge of diversity, the literate environment, and professional learning*

The beginning Special Education English Language Arts teacher:

- A. Demonstrates knowledge of the ways in which diversity can be used to strengthen a literate society, making it more productive, adaptable to change, and equitable
- B. Understands the ways in which different forms of diversity interact with reading and writing development
- C. Demonstrates an understanding of the relationship between first- and second-language acquisition and literacy development
- D. Uses a literacy curriculum and engages in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity
- E. Demonstrates the importance of understanding the various forms of diversity in the school as well as in the surrounding community
- F. Provides differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity
- G. Provides instructional formats that engage students as agents of their own learning
- H. Demonstrates a respectful attitude toward all learners and understands the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments
- I. Demonstrates knowledge of creating supportive environments where English-language learners are encouraged and given many opportunities to use English
- J. Use evidence-based rationales to make and monitor flexible instructional grouping options for students
- K. Uses various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups)
- L. Displays positive reading and writing behaviors and serves as model for students

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- M. Understands the families' and community's role in supporting students' reading and writing development and application
  - N. Promotes student understanding of the value of reading traditional print, digital, and online resources in and out of school
  - O. Demonstrates effective use of technology for improving student learning
  - P. Recognizes the importance of and participates in professional development for improving reading and writing in schools and at the district level
  - Q. Applies learning from professional development to instructional practices

## **Subarea II: Social Studies**

*Objective 1: Understands and applies knowledge of government, civics, and economics concepts and skills*

The beginning Special Education Social Studies teacher:

- A. Demonstrates knowledge of the basic principles that provide the foundation of the United States government, including separation of powers, checks, and balances and federalism
- B. Describes the rights and responsibilities of citizenship in a democracy including voting, volunteering, and communicating with public officials
- C. Demonstrates knowledge of the structure and function of the United States government, including the responsibilities of the three branches of government
- D. Is familiar with the structure and functions of Georgia's government
- E. Demonstrates knowledge of basic economic principles and systems including wants and needs, supply and demand, scarcity, opportunity cost, specialization, and trade
- F. Demonstrates knowledge of personal finance, including personal budget, spending, savings, income, credit, and investing
- G. Demonstrates knowledge of the different types of government systems

*Objective 2: Understands and applies knowledge of geography concepts and processes*

The beginning Special Education Social Studies teacher:

- A. Locates prominent places in the United States and Georgia, including physical features and major cities
- B. Locates prominent places around the world, including physical features and major cities in Latin America, Canada, Europe, Australia, Africa, Southwest Asia (Middle East), and Southern and Eastern Asia
- C. Demonstrates knowledge of the interaction between humans and their environment, including how climate, natural resources, and other environmental factors affect where people settle, as well as cultural and economic development

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- D. Demonstrates geographic literacy including interpretation of maps and spatial patterns

*Objective 3: Understands and applies knowledge of United States and Georgia history*

The beginning Special Education Social Studies teacher:

- A. Demonstrates knowledge of indigenous cultures, exploration and colonization, and major developments during the colonial era in the United States and Georgia
- B. Demonstrates knowledge of the causes and consequences of the American Revolution and the challenges faced by the new nation
- C. Demonstrates knowledge of the territorial expansion of the United States and the economic, political, cultural, and environmental impacts
- D. Demonstrates knowledge of the growth of sectionalism, the Civil War, and Reconstruction
- E. Demonstrates knowledge of the causes and consequences of major 20th and 21st century developments, including the Great Depression, the New Deal, the First and Second World Wars, the Cold War, the September 11 attacks, and the War in Afghanistan
- F. Demonstrates knowledge of major social and cultural developments in the United States and Georgia, including the expansion of the electorate and the Civil Rights movement
- G. Demonstrates knowledge of major economic and technological developments in the United States and Georgia, including developments in transportation and communication technologies and increased globalization

*Objective 4: Understands and applies knowledge of world history*

The beginning Special Education Social Studies teacher:

- A. Demonstrates knowledge of the historical development of Latin America and Canada, including the impact of European Contact, independence movements and contemporary issues
- B. Demonstrates knowledge of the historical development of Europe, including the impact of exploration and colonization, conflicts, and contemporary issues
- C. Demonstrates knowledge of the historical development of Australia, including the impact of European exploration and colonization
- D. Demonstrates knowledge of the historical development of Africa, including impact of European Contact, independence movements, and contemporary issues
- E. Demonstrates knowledge of the historical development of Southwest Asia (Middle East), including impact of European Contact, conflict, and contemporary issues
- F. Demonstrates knowledge of the historical development of Southern and Eastern Asia including the impact of European Contact, conflict, and contemporary issues