



Georgia Assessments for the Certification of Educators®



GACE® Study Companion

English Assessment

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About the Assessment

Assessment Name	English
Grade Level	6–12
Test Code	Test I: 020 Test II: 021 Combined Test I and Test II: 520
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: 65 Test II: 65 Combined Test I and Test II: 130
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 I: 2 Test II: 2 Combined Test I and Test II: 4

The GACE English assessment is designed to measure the professional knowledge of prospective teachers of secondary school English 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.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Reading for Literature	37.5%
II. Writing	37.5%
III. Analysis (constructed-response only)	25%

Test I Objectives

Subarea I: Reading for Literature

Objective 1: Knows the major works, authors, and contexts of U.S., British, world, and young adult literature

The beginning English teacher:

- A. Knows major works and authors of United States, British, world, and young adult literature
- B. Knows the historical, cultural, and literary contexts of major works and authors of United States, British, and world literature

Objective 2: Knows the defining characteristics of primary literary genres and of the major forms within those genres

The beginning English teacher:

- A. Understands the defining characteristics of primary literary genres
- B. Knows the defining characteristics of major forms within each primary literary genre; e.g., poetry, ballad, haiku

Objective 3: Understands how to interpret and analyze literary text

The beginning English teacher:

- A. Understands how textual evidence supports interpretations of a literary text
- B. Understands how authors develop themes in a variety of genres

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Objective 4: Understands literary elements and figurative language in text

The beginning English teacher:

- A. Understands how literary elements (e.g., characterization, setting, tone, dialect) contribute to the meaning of a text
- B. Understands how figurative language contributes to the effect of a text
- C. Understands how poetic devices and structure contribute to the effect of a poem

Objective 5: Is familiar with commonly used research-based reading strategies and literary theories

The beginning English teacher:

- A. Understands how reading strategies (e.g., making predictions, making connections, summarizing) support comprehension
- B. Knows commonly used research-based strategies for reading instruction; e.g., activating prior knowledge, modeling metacognitive practices, active reading, differentiation
- C. Is familiar with various literary theories (e.g., reader-response, feminist criticism) for interpreting and critiquing literary texts

Subarea II: Writing

Objective 1: Understands the characteristics of various modes of writing and the importance of purpose and audience

The beginning English teacher:

- A. Understands the distinct characteristics of various modes of writing (e.g., informative, argumentative)
- B. Understands how awareness of task, purpose, and audience inform effective writing

Objective 2: Understands the characteristics of clear and coherent writing

The beginning English teacher:

- A. Understands the characteristics of clear and coherent writing; e.g., supporting details, organization, conventions

Objective 3: Understands effective and ethical research practices in writing

The beginning English teacher:

- A. Understands effective and ethical research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources appropriately

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Objective 4: Knows commonly used research-based approaches to teaching writing and the use of digital media

The beginning English teacher:

- A. Understands commonly used research-based approaches to teaching components of writing
- B. Knows approaches for instructing students on the effective use of digital media to support and enhance written communication

Subarea III: Analysis

Objective 1: Can analyze the central idea and key literary elements of an excerpt from literature

The beginning English teacher:

- A. Can analyze the central idea and key literary elements of a poetry or prose excerpt from American, British, or world literature of any period

Objective 2: Can analyze student work and identify and describe appropriate instructional activities

The beginning English teacher:

- A. Can analyze a given piece of student work or a classroom situation to determine strengths, weaknesses, and/or challenges to be addressed
- B. Can describe an instructional activity that addresses the identified strengths, weaknesses, and/or challenges

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Test II Subareas

Subarea	Approx. Percentage of Test
I. Reading for Information	37.5%
II. Speaking and Listening	15%
III. Language	22.5%
IV. Analysis (constructed-response only)	25

Test II Objectives

Subarea I: Reading for Information

Objective 1: Understands how to comprehend and analyze informational text

The beginning English teacher:

- A. Understands how textual evidence supports interpretation of an informational text
- B. Understands how a variety of organizational patterns and text structures can be used to develop a central idea in informational texts
- C. Understands how word choice contributes to the effect of an informational text

Objective 2: Understands the different rhetorical strategies that authors use in informational text

The beginning English teacher:

- A. Understands rhetorical strategies that authors use to convey purpose and perspective in informational texts
- B. Understands methods that authors use to appeal to a specific audience

Objective 3: Knows how to evaluate arguments in informational text and how to interpret media and non-print text

The beginning English teacher:

- A. Understands how authors develop and support a written argument
- B. Knows how to interpret media and non-print texts and how they influence an audience

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Subarea II: Speaking and Listening

Objective 1: Understands the components of delivering effective speeches and presentations

The beginning English teacher:

- A. Understands components of effective speech and presentation delivery

Objective 2: Understands the components of effective oral communication in a variety of settings

The beginning English teacher:

- A. Understands the components of effective oral communication in a variety of settings; e.g., one-on-one, in groups

Subarea III: Language

Objective 1: Understands the conventions of standard English grammar and language use

The beginning English teacher:

- A. Understands the conventions of standard English grammar, usage, syntax, and mechanics
- B. Understands the use of affixes, context, and syntax to determine word meaning
- C. Is familiar with variations in dialect and diction across regions, cultural groups, and time periods

Objective 2: Knows how to use reference materials and research-based approaches to support and enhance language development

The beginning English teacher:

- A. Understands the use of print and digital reference materials to support and enhance language usage
- B. Knows commonly used research-based approaches for supporting language acquisition and vocabulary development for diverse learners

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Subarea IV: Analysis

Objective 1: Can analyze the central idea and important rhetorical features in an excerpt from an informational text

The beginning English teacher:

- A. Can analyze the central idea and important rhetorical features used to construct an argument in an excerpt from an informational text

Objective 2: Can analyze student work and identify and describe appropriate instructional activities

The beginning English teacher:

- A. Can analyze a given piece of student work or a classroom situation to determine strengths, weaknesses, and/or challenges to be addressed
- B. Can describe an instructional activity that addresses the identified strengths, weaknesses, and/or challenges

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Every day was a happy day, and every night was peaceful.

The sentence above can best be classified as

- A. simple.
- B. compound.
- C. complex.
- D. compound-complex.

Answer and Rationale

2. He decided to quickly clean the house before his parents returned from their trip.

In the sentence above, the underlined portion can best be described as a

- A. split infinitive.
- B. compound adjective.
- C. independent clause.
- D. misplaced modifier.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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3. Whenever the mood strikes her, Angela takes a short walk around the block.

In the sentence above, the underlined portion can best be described as

- A. an adjective clause.
- B. a relative clause.
- C. a subordinate clause.
- D. an independent clause.

Answer and Rationale

4. A student comes across the unfamiliar words “intercontinental,” “interglacial,” “interface,” and “intercept” in his reading. The student can use his knowledge of affixes to understand that all of the words share which meaning?
- A. Between; among
 - B. Not; opposite of
 - C. Earth; environment
 - D. Under; too little

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

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5. At the border of two countries there is a port where fishermen work. The fishermen do not speak the same language, so they communicate using one that has been invented by them for the purpose of trade. This language does not have any fixed rules of grammar.

The scenario above most accurately describes which of the following types of language?

- A. A dialect
- B. A creole
- C. A pidgin
- D. A regionalism

Answer and Rationale

6. Anna feels that she is confusing “who” and “whom” in her narrative. She wants to correct her error. Which of the following reference materials will best help Anna accomplish such a task?

- A. A dictionary
- B. A thesaurus
- C. A glossary
- D. A grammar guide

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

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7. Which of the following strategies would be most appropriate for helping students comprehend new vocabulary in nonfiction texts?
- A. Write sentences on the board for students to copy
 - B. Have students memorize excerpts from texts that use the new vocabulary in context
 - C. Activate the students' prior knowledge in order to develop a framework for the new vocabulary
 - D. Have students look up definitions in the dictionary and write them several times

Answer and Rationale

8. A student is conducting a research project and has learned of a website that may have useful information. The domain extension for the site is .org. Which of the following assumptions about the website is correct?
- A. All of the information on the site is current
 - B. The site has been evaluated for bias
 - C. The site might belong to a nonprofit agency
 - D. The author of the site is well respected in his or her field

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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9. In preparation for a writing unit on short stories, a teacher presents students with several examples of short stories and works with them to identify defining characteristics of the genre. Which of the following best describes this instructional strategy?
- A. Conferencing
 - B. Discipline-based inquiry
 - C. Self-Regulated Strategy Development
 - D. Introduction-Body-Conclusion strategy

Answer and Rationale

10. Each of the following is an effective discussion technique for a teacher who is facilitating a whole-class discussion EXCEPT
- A. having the students sit in a circle instead of traditional rows.
 - B. breaking the class into smaller discussion groups before conducting the whole-class discussion.
 - C. pausing and allowing silence to promote student participation.
 - D. having individual students review for the class the main points of the discussion.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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11. A student is standing in front of the class delivering a presentation. Some students in the back of the room note that they are having trouble hearing what the presenter is saying. Which of the following suggestions to the presenter would best address this problem?
- A. Engage your audience by making eye contact with people in the back of the room
 - B. Entertain your audience with exaggerated body language
 - C. Emphasize your main points by reading them directly from a paper
 - D. Project your voice by relaxing the rib cage and maintaining good posture

Answer and Rationale

12. Which of the following activities would help a teacher collect data and plan a unit of study that addresses the individual needs of the students?
- A. Concentric circles
 - B. K-W-L chart
 - C. Book pass
 - D. Reciprocal teaching

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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13. Grammar may be taught in two main ways — by experience with discourse that entails the varieties of word forms and sentence construction, or by analyzing dummy sentences and diagramming parts. Plentiful discursive experience is what really teaches grammar, for it exercises judgment and provides language intake, whereas formal grammar study has been proved irrelevant. Politics more than pedagogy retards the changing of the curriculum to fit this truth.

The author of the passage above argues that

- A. using language in a wide variety of situations improves grammar.
- B. good judgment can be improved by studying the rules of formal grammar.
- C. analyzing and diagramming provide exercise in logical thinking.
- D. formal study of grammar improves writing ability.

Answer and Rationale

14. The book announced an insane world of dehumanization through terror in which the individual was systematically obliterated by an all-powerful elite. Its key phrases — Big Brother, doublethink, Newspeak, the Ministry of Peace (devoted to war), the Ministry of Truth (devoted to lies), the Ministry of Love (devoted to torture) — burned their way at once into the modern consciousness.

The passage above discusses

- A. E. M. Forster's *A Passage to India*.
- B. Thomas Pynchon's *V*.
- C. George Orwell's *1984*.
- D. Flannery O'Connor's *The Violent Bear It Away*.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

15. Which is an example of the ballad stanza?

- A. If the rude throng pour with furious pace,
And hap to break thee from a friend's embrace,
Stop short; nor struggle through the crowd in vain,
But watch with careful eye the passing train.
- B. There lived a wife at Usher's Well,
And a wealthy wife was she;
She had three stout and stalwart sons,
And sent them o'er the sea.
- C. She thanked men, — good! but thanked
Somehow — I know not how — as if she ranked
My gift of a nine-hundred-years-old name
With anybody's gift.
Who'd stoop to blame
This sort of trifling?
- D. Upon the maple leaves
The dew shines red,
But on the lotus blossom
It has the pale transparence of tears.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

16. Which is from a dramatic monologue?

- A. If the rude throng pour with furious pace,
And hap to break thee from a friend's embrace,
Stop short; nor struggle through the crowd in vain,
But watch with careful eye the passing train.
- B. There lived a wife at Usher's Well,
And a wealthy wife was she;
She had three stout and stalwart sons,
And sent them o'er the sea.
- C. She thanked men, — good! but thanked
Somehow — I know not how — as if she ranked
My gift of a nine-hundred-years-old name
With anybody's gift.
Who'd stoop to blame
This sort of trifling?
- D. Upon the maple leaves
The dew shines red,
But on the lotus blossom
It has the pale transporence of tears.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Questions 17-18 are based on the following excerpt from Charlotte Brontë’s *Jane Eyre*.

This was all the account I got from Mrs. Fairfax of her employer and mine. There are people who seem to have no notion of sketching a character, or observing and describing salient points, either in persons or things: the good lady evidently belonged to this class; my queries puzzled, but did not draw her out. Mr. Rochester was Mr. Rochester in her eyes, a gentleman, a landed proprietor — nothing more: she inquired and searched no further, and evidently wondered at my wish to gain a more definite notion of his identity.

17. The passage suggests that the speaker would describe the “account” mentioned in the first sentence as
- A. enlightening.
 - B. mystifying.
 - C. deficient.
 - D. erroneous.

Answer and Rationale

18. Mrs. Fairfax differs from the speaker in that Mrs. Fairfax
- A. has more interest in the complexities of people’s personalities.
 - B. judges people by their social station in life.
 - C. is more willing to take people at face value.
 - D. has a more positive opinion of Mr. Rochester.

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

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19. Which of the following is the best description of traditional phonics instruction?
- A. Students study lists of high-frequency words in order to increase reading speed and comprehension.
 - B. Students are taught individual letter sounds first, followed by letter combination sounds and the rules of putting these combinations together to make words.
 - C. Students are immersed in written language and encouraged to decode entire words using context clues.
 - D. Students analyze patterns of organization and syntax as a way of learning to recognize common structures.

Answer and Rationale

20. Her astonishment, as she reflected on what had passed, was increased by every review of it. That she should receive an offer of marriage from Mr. Darcy! That he should have been in love with her for so many months! So much in love as to wish to marry her in spite of all the objections which had made him prevent his friend's marrying her sister, and which must appear at least with equal force in his own case — was almost incredible!

The excerpt above is from which of the following novels?

- A. Jane Austen's *Pride and Prejudice*
- B. George Eliot's *Middlemarch*
- C. Kate Chopin's *The Awakening*
- D. Virginia Woolf's *Mrs. Dalloway*

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

21. From the very beginning, I wrote to explain my own life to myself, and I invited any readers who chose to make the journey with me to join me on the high wire. I would work without a net and without the noise of the crowd to disturb me. The view from on high is dizzying, instructive. I do not record the world exactly as it comes to me but transform it by making it pass through a prism of fabulous stories I have collected on the way. I gather stories the way a lepidopterist hoards his chloroformed specimens of rare moths, or Costa Rican beetles. Stories are like vessels I use to interpret the world to myself.

— *Pat Conroy*

Which of the following best describes the organization of the passage?

- A. The author provides several explanations for taking a certain course of action.
- B. The author uses analogies to explain his experience of a particular action.
- C. The author makes a comparison between his own experiences and those of others in his profession.
- D. The author chronicles the various phases of his work in a particular discipline.

Answer and Rationale

22. mettle . . . metal
nun . . . none

The pairs above are examples of

- A. antonyms
- B. synonyms
- C. homophones
- D. colloquialisms

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Questions 23-25 refer to the following sentences.

- I. Americans who do not speak French are at a disadvantage in Paris.
- II. Americans, who do not speak French, are at a disadvantage in Paris.

23. Which of the following describes the meaning of sentence I?

- A. All Americans are at a disadvantage in Paris.
- B. Only those Americans who do not speak French are at a disadvantage in Paris.
- C. Some French-speaking Americans are at a disadvantage in Paris.
- D. Only French-speaking Americans are at a disadvantage in Paris.

Answer and Rationale

24. Which of the following describes the meaning of sentence II?

- A. All Americans are at a disadvantage in Paris.
- B. Only those Americans who do not speak French are at a disadvantage in Paris.
- C. Some French-speaking Americans are at a disadvantage in Paris.
- D. Only French-speaking Americans are at a disadvantage in Paris.

Answer and Rationale

25. The sentences can best serve as illustrations of which of the following?

- A. The semantics of punctuation
- B. The differences between transformational and structural grammar
- C. The differences between value judgments and reports
- D. The importance of word order in determining meaning in English

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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26. In a holistic evaluation of student essays, evaluations are made on the basis of the
- A. number and variety of errors made by each student.
 - B. average sentence length and the complexity demonstrated in each essay.
 - C. ability of each student to communicate in a variety of discourse modes.
 - D. overall quality of each student’s essay in relation to the topic.

Answer and Rationale

27. Freewriting, brainstorming, clustering, and idea mapping are most important during which stage of the writing process?
- A. Prewriting
 - B. Drafting
 - C. Revising
 - D. Proofreading

Answer and Rationale

28. Science fiction: readers claim to either love it or loathe it; either they avoid it like poison or they devour favorite works and authors like chocolate addicts gulping down fudge truffles. The author of the passage compares certain readers with “chocolate addicts” primarily in order to
- A. suggest that science fiction is not a serious literary genre.
 - B. indicate the depth of certain readers’ feelings about science fiction.
 - C. explain why some readers consider science fiction to be dangerous.
 - D. contrast the characteristics of science fiction with those of other literary genres.

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Questions 29-31 refer to the following paragraphs.

- I. On a dark, secluded street stood three abandoned houses. The first had broken shutters and shattered windows. Next to it stood a dilapidated structure badly in need of paint. Adjacent, amid debris, stood a shack with graffiti scrawled across the door.
 - II. Weeks before they decided on their destination, the seniors had already begun a massive fundraising project to help finance their class trip. When they were offered the choice between Rome and London, an overwhelming majority chose Rome. Then preparations began in earnest. In the months that followed, the students' enthusiasm escalated until the day the plane finally took off, carrying them toward an experience they would remember forever.
 - III. Selecting a new car requires each buyer to weigh a number of factors. First to be considered is the car's appearance. Next, and even more critical, are the car's performance and safety ratings. Most significant to any prospective buyer, however, is the car's price.
29. Which of the following best describes the organization of paragraph I?
- A. Chronological order
 - B. Spatial order
 - C. Cause and effect
 - D. Order of importance

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

30. Which of the following best describes the organization of paragraph II?

- A. Chronological order
- B. Spatial order
- C. Cause and effect
- D. Order of importance

Answer and Rationale

31. Which of the following best describes the organization of paragraph III?

- A. Chronological order
- B. Spatial order
- C. Cause and effect
- D. Order of importance

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Questions 32-34 are based on the following excerpt from Zora Neale Hurston’s *Their Eyes Were Watching God*.

The people all saw her come because it was sundown. The sun was gone, but he had left his footprints in the sky. It was the time for sitting on porches beside the road. It was the time to hear things and talk. These sitters had been tongueless, earless, eyeless conveniences all day long. Mules and other brutes had occupied their skins. But now, the sun and the bossman were gone, so the skins felt powerful and human. They became lords of sounds and lesser things. They passed nations through their mouths. They sat in judgment.

32. The description of the sun in the second sentence contains which of the following literary devices?
- A. Foreshadowing
 - B. Irony
 - C. Flashback
 - D. Personification

Answer and Rationale

33. Which of the following is the best way of describing the last three sentences of the passage (“They became . . . in judgment”)?
- A. They emphasize the weariness the sitters feel after a long day’s work.
 - B. They are used to paint a picture of the way in which the sitters wish they spent their evenings.
 - C. They are a vivid way of describing the ease and authority the sitters feel during the evening.
 - D. They highlight the contrast between the feelings of the sitters and the feelings of the bossman.

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

34. Zora Neale Hurston is associated with which of the following literary movements?

- A. New England Puritanism
- B. Transcendentalism
- C. Naturalism
- D. Harlem Renaissance

Answer and Rationale

35. Match each scenario with the rhetorical strategy it best describes. [**Note:** In the actual test, you will click on a scenario and drag it to the box next to your answer choice.]

Drawing a comparison between a computer and the brain to show the complexity of how the brain works

Exaggerating the effects that heavy backpacks have on students in an effort to propose the use of digital textbooks

Referencing the biblical figures David and Goliath to describe the uneven matchup between two sports teams

Analogy

Allusion

Hyperbole

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

-
36. Which of the following questions can a student ask to best determine whether an author is using the persuasive technique of pathos in a passage?
- A. Does the author use tone and style to convey authority on the subject to the audience?
 - B. Does the author use credible and reliable sources to convince the audience of the argument?
 - C. Does the author use facts and sound reasoning to substantiate claims made to the audience?
 - D. Does the author use personal connections and stories to appeal to the audience's emotions?

Answer and Rationale

37. Consider the mini-lessons listed below. Identify which mini-lessons are appropriate for each writing mode.

For each mini-lesson, select all that apply. Some rows may be empty. [**Note:** In the actual test, you will click in the boxes to select your answer choices.]

Mini Lesson	Expository	Narrative	Persuasive
Developing a topic with facts and examples			
Providing justification for opinions			
Using transitional words and phrases			

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

38. Which THREE of the following aspects of writing are most impacted by the audience?

- A. Word choice
- B. Supporting details
- C. Transitions
- D. Methods of appeal
- E. Paragraphing

Answer and Rationale

39. Which of the following text features should a student examine first when determining the main idea of a passage in an informational text?

- A. Table of contents
- B. Italicized words
- C. Headings
- D. Captions

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Questions 40-42 refer to the following passage.

Afterward John remembered that first night as a daze of many colours, of quick sensory impressions, of music soft as a voice in love, and of the beauty of things, lights and shadows, and motions and faces. . . . There was a girl with a flowery face, dressed like Titania with braided sapphires in her hair. There was a room where the solid, soft gold of the walls yielded to the pressure of his hand, and a room that was like a platonic conception of the ultimate prism—ceiling, floor, and all, it was lined with an unbroken mass of diamonds, diamonds of every size and shape, until, lit with tall violet lamps in the corners, it dazzled the eyes with a whiteness that could be compared only with itself, beyond human wish, or dream.

— *F. Scott Fitzgerald, from “The Diamond as Big as the Ritz”*

40. Which of the following statements best explains how the descriptions of the setting contribute to the mood of the passage?
- A. Emphasizing the blinding whiteness produces an ominous and suspenseful feeling.
 - B. Utilizing hyperbolic language creates a fantastical and surreal atmosphere.
 - C. Identifying many types of jewels and riches generates a feeling of jealousy.
 - D. Referencing Titania creates an atmosphere of lightheartedness and comedic relief.

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

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41. Which of the following literary devices is used in the underlined sentence in the paragraph?
- A. Anaphora
 - B. Oxymoron
 - C. Onomatopoeia
 - D. Metonymy

Answer and Rationale

42. Which of the following questions about the passage requires students to make an inference?
- A. Which of the images from the passage best helps you to visualize the setting?
 - B. Where have you encountered a character with a similar experience to the one John has in the passage?
 - C. How does the author describe the girl John remembers meeting on the “first night”?
 - D. What does the author mean when he says the room was “a platonic conception of the ultimate prism”?

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

43. Students are reading the following passage from the National Park Service’s website.

Ten miles long and nearly 500 feet deep (152.4 m), Lake McDonald, the largest lake in the park, is a direct result of glacial carving. High peaks surrounding the lake all show evidence of the power of glaciers to carve even the hardest of rock. The powerful glaciers that carved the broad U-shaped valley that Lake McDonald sits in also carved smaller hanging valleys with wonderful waterfalls that are accessible by numerous hiking trails.

Which of the following best identifies the intended audience of the passage?

- A. Scientists researching glacier development
- B. Teachers interested in creating virtual park field trips
- C. Academics studying the historical context of national parks
- D. Families interested in visiting Lake McDonald

Answer and Rationale

44. Which of the following student behaviors during a small-group discussion is characteristic of effective oral communication?

- A. Writing detailed notes to record the ideas of group members
- B. Maintaining eye contact with group members to build a team relationship
- C. Speaking more frequently than other group members to establish a leadership role
- D. Redirecting the discussion to avoid conflict when group members have differences of opinion

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

45. The following is a sentence from a student’s narrative.

Motivated to beat the Friday traffic the family left for the beach before dawn.

Which of the following revisions to the sentence best corrects the student’s grammatical error?

- A. Motivated, to beat the Friday traffic, the family left the beach before dawn.
- B. Motivated to beat the Friday traffic; the family left for the beach before dawn.
- C. Motivated to beat the Friday traffic, the family left for the beach before dawn.
- D. Motivated to beat the Friday traffic, the family left for the beach, before dawn.

Answer and Rationale

46. The change in temperature was barely discernible, but Mallory was able to notice it as soon as she walked outside.

Based on the context of the sentence, which of the following is the best definition of the word “discernible”?

- A. Unrecognizable
- B. Obvious
- C. Visible
- D. Perceptible

Answer and Rationale

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	B	<p>Option B is correct. A compound sentence contains at least two independent clauses, which are often joined by a conjunction. Option A is not correct because a simple sentence contains only one independent clause. Option C is not correct because a complex sentence contains one independent clause and at least one dependent clause. Option D is not correct because a compound-complex sentence contains two or more independent clauses and at least one dependent clause.</p> <p>Back to Question</p>
2	A	<p>Option A is correct. In English, an infinitive is the most basic form of the verb and is usually preceded by the preposition “to.” A split infinitive occurs when an adverb is placed between “to” and the verb. In the example sentence, the adverb “quickly” is placed between “to” and “clean” to indicate that the cleaning was done quickly. Option B is not correct because a compound adjective occurs when two or more adjectives are used together to modify the same noun. Option C is not correct because an independent clause is a group of words that contain both a subject and a verb and that can stand alone as a simple sentence. In the example, “to quickly clean” does not contain a subject and therefore is not an independent clause. Option D is not correct because a misplaced modifier is a word, phrase, or clause that is intended to modify another word, phrase, or clause, but in placement does not correctly do so.</p> <p>Back to Question</p>
3	C	<p>Option C is correct. A subordinate clause cannot stand alone and begins with a subordinating conjunction. Option A is incorrect because an adjective clause is a dependent clause that acts as an adjective. Option B is incorrect because a relative clause would have to have a relative pronoun, such as “who” or “which.” Option D is incorrect because an independent clause can stand alone and function as a sentence.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
4	A	<p>Option A is correct. The affix inter- means between or among. All of the words share this common prefix. Options B, C, and D are not correct because inter- does not mean “not; opposite of,” “earth; environment,” or “under; too little.”</p> <p>Back to Question</p>
5	C	<p>Option C is correct. A pidgin is a simplified language that develops as a means of communication between two or more groups that do not have a language in common. Option A is incorrect because a dialect refers to a variation of a language that is a characteristic of a particular group of the language’s speakers. Option B is incorrect because a creole is a stable, natural language developed (with grammatical rules) from the mixing of parent languages. Option D is incorrect because a regionalism is a word or phrase used by a population in a particular region.</p> <p>Back to Question</p>
6	D	<p>Option D is correct. A grammar guide helps with the proper construction of sentences and proper use of words. Option A is incorrect because a dictionary provides the meaning of words. Option B is incorrect because a thesaurus helps avoid repetition of words when writing by listing suitable synonyms for those words. Option C is incorrect because a glossary is a list of words and definitions related to a specific subject.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
7	C	<p>Option C is correct. Vocabulary research has shown that simply looking up words in the dictionary and memorizing definitions is not effective for new word acquisition, mostly because word meaning is so dependent on context. Activating prior knowledge is an effective means of teaching vocabulary because it allows students to create meanings through their own knowledge and experience. Option A is incorrect because listing sentences on the board does not provide enough context for students to conceptualize and transfer word meaning. Option B is incorrect because memorizing text that uses vocabulary does not affect understanding of specific vocabulary words. Option D is incorrect because dictionary definitions are often misleading and difficult to understand; they frequently give several definitions of a word, many of which may not be applicable to the learning task.</p> <p>Back to Question</p>
8	C	<p>Option C is correct. The .org extension means that the site may belong to a nonprofit organization, though the student would have to confirm it through further investigation. Option A is not the correct answer because in order to determine how current the site's information is, the student would have to find the date when it was last updated, which is often available at the bottom of the page or in the About section. Option B is not correct because a .org site may be supporting a specific cause or belief system; it cannot be assumed that the site has been evaluated for bias. Option D is not correct because this information could not be determined by the domain extension. The student would have to research the site's author in order to gain this knowledge.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
9	B	<p>Option B is correct. Discipline-based inquiry is the practice of learning about a writing form by dissecting it and investigating its parts. It involves analyzing, questioning, and forming conclusions from examples of the writing mode. Option A is not correct because conferencing is the process of discussing a piece of writing, assessing its strengths and weaknesses, and setting goals based on the evaluation of the writing piece. Option C is not correct because Self-Regulated Strategy Development (SRSD) is an instructional method that includes building background knowledge, discussing and modeling a strategy, memorizing the strategy, and supporting the practice of the strategy until students can use it independently. Option D is not correct because the Introduction-Body-Conclusion strategy (IBC) is an organizational method of ensuring that students have sufficient supporting details in their essays and paragraphs.</p> <p>Back to Question</p>
10	D	<p>Option D is correct. It is the only option that does NOT help a teacher facilitate a whole-class discussion. Option D is correct because the teacher operates as the facilitator; he or she should run and guide the discussion. Teachers should not rely on participants to keep track of points that are made. Option A does facilitate whole-class discussion because sitting in a circle promotes eye contact, encourages participation, and improves the students' ability to hear the discussion. Option B does facilitate whole-class discussion because breaking the class into smaller groups before the larger discussion helps students build confidence about discussing the topic and promotes participation. Option C does facilitate whole-class discussion because as a facilitator, the teacher should allow for silence so that participants can digest information and formulate thought.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
11	D	<p>Option D is correct. Proper posture is important for voice projection; poor posture anywhere in the body can lead to excess tension and lack of flexibility in the muscles that assist breathing and speaking. Option A is incorrect because although eye contact is important for engaging an audience, audience engagement is not the problem described here. Option B is incorrect because exaggerated body language may distract the audience, and nonverbal cues are unrelated to voice projection. Option C is incorrect because looking down at a paper and reading directly from it may hinder voice projection.</p> <p>Back to Question</p>
12	B	<p>Option B is correct. The K-W-L chart can be used to document what students know, what they want to know, and what they learned. This would be an effective means of collecting data on students' prior knowledge in order to effectively plan instruction that meets curricular objectives. Option A is not correct because although concentric circles are an effective way to encourage one-on-one communication between students, they would not help the teacher plan responsive instruction. Option C is not correct because a book pass is an instructional method for introducing students to a variety of works in a short period of time in order to encourage interest. Option D is not correct because reciprocal teaching occurs when a dialogue takes place between the students and the teacher, and participants take turns assuming the role of the teacher.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
13	A	<p>Option A is correct. The author maintains that “plentiful discursive experience” is the most effective teacher of grammar. In this context, “discursive” experience means experience with discourse — that is, speech or texts that communicate ideas for some purpose and not merely as an exercise. The author argues that students learn the rules of grammar as part of the process of learning to understand the meaning of diverse texts.</p> <p>Back to Question</p>
14	C	<p>Option C is correct. The passage describes the themes and key phrases of Orwell’s <i>1984</i>.</p> <p>Back to Question</p>
15	B	<p>Option B is correct. The ballad stanza is a quatrain of alternating tetrameter and trimeter lines rhyming ABCB.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
16	C	<p>Option C is correct. The lines are from Browning’s dramatic monologue “My Last Duchess.” One distinguishing characteristic of such a poem is that it consists of the words of a single character who reveals in his speech his own nature as well as the dramatic situation. Here, the Duke is displeased by his wife’s failure to value his “gift of a nine-hundred-years-old name.” He reads her graciousness in accepting gifts from others as a devaluing of his gift.</p> <p>Back to Question</p>
17	C	<p>Option C is correct. The speaker indicates that Mrs. Fairfax is one of those people who has “no notion of sketching a character, or observing and describing salient points, either in persons or things.” Thus it can be inferred that Mrs. Fairfax’s description of Mr. Rochester seemed deficient to the speaker. Option A is not correct because Mrs. Fairfax’s description left the speaker with a desire to “gain a more definite notion of his identity.” Options B and D are not correct because the passage does not indicate that Mrs. Fairfax gave puzzling or inaccurate information about Mr. Rochester.</p> <p>Back to Question</p>
18	C	<p>Option C is correct. Mrs. Fairfax sees that Mr. Rochester is “a gentleman, a landed proprietor” and she is content knowing only these external facts about Mr. Rochester. The speaker suggests that she, in contrast, would like to know more about Mr. Rochester’s identity. Option A does not key because it is true of the speaker, rather than of Mrs. Fairfax. Options B and D do not key because no indication is given of either character’s judgment or opinion of Mr. Rochester.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
19	B	<p>Option B is correct. It provides a typical definition of traditional phonics instruction. Option C is a very general description of whole-language instruction, and options A and D represent potential strategies for increasing reading comprehension.</p> <p>Back to Question</p>
20	A	<p>Option A is correct. The excerpt describes important plot events and refers to a major character in Jane Austen's <i>Pride and Prejudice</i>.</p> <p>Back to Question</p>
21	B	<p>Option B is correct. In the excerpt, Conroy discusses his experience as a writer. He compares it both to being a trapeze artist in a high wire act and to being a lepidopterist collecting bugs. Thus, he uses analogies to explain his experience. Option A is incorrect because the author provides only one explanation for why he writes: to explain his life to himself. Options C and D are incorrect because the author neither discusses other writers nor various phases of his life as a writer.</p> <p>Back to Question</p>
22	C	<p>Option C is correct. The words in each pair sound alike despite their differences in spelling and meaning. They are homophones.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
23	B	<p>Option B is correct. Because the adjective clause “who do not speak French” is not set off by commas in sentence I, it is restrictive and therefore essential to the meaning of the sentence. In this case, the subject of the sentence — “Americans who do not speak French” — would be simply “Americans” if the adjective clause were deleted. Since “Americans who do not speak French” is clearly a subset of all Americans, option A cannot be correct. The statement includes nothing to support option C and contradicts option D.</p> <p>Back to Question</p>
24	A	<p>Option A is correct. In sentence II, the adjective clause “who do not speak French” is set off by commas, and it is therefore nonrestrictive. Grammatically, it provides additional information about the subject, “Americans,” but its omission would not essentially change the meaning of the sentence. The sentence makes the statement that, as a total group, Americans do not speak French and are at a disadvantage in Paris, untrue though that statement may be. Options B, C, and D either state or imply that some Americans speak French; therefore, these statements cannot be correct.</p> <p>Back to Question</p>
25	A	<p>Option A is correct. The sentences illustrate how drastically meaning can be changed by the presence or absence of commas. In this case, the meaning of the sentences changes dramatically depending on whether the adjective clauses are nonrestrictive (not essential to the meaning of the sentence) or restrictive (essential to the meaning of the sentence). Since these semantic differences are indicated by commas, the correct choice is option A.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
26	D	<p>Option D is correct. Holistic evaluation is based on the premise that the overall impact of an essay depends on the integration of different elements of writing, such as organization, development, sentence structure, word choice, and mechanics. Holistic evaluators assign a single score to a student essay based on the total effect to which these elements contribute. Holistic evaluation does not rely on a count of errors, as described by option A, nor does it focus exclusively on one or two specific writing skills, as do the methods of evaluation suggested by options B and C.</p> <p>Back to Question</p>
27	A	<p>Option A is correct. The terms mentioned are processes and devices associated with generating new ideas and organizing them. These processes and devices would not be associated with proofreading (option D). While they might be part of drafting (option B) or revising (option C), they are most important during the prewriting stage of the writing process.</p> <p>Back to Question</p>
28	B	<p>Option B is correct. The author makes a comparison between science fiction readers and people who love chocolate so much they could be called addicts in order to stress that those who like science fiction cannot get enough of it.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
29	B	<p>Option B is correct. Paragraph I describes three houses standing in a row and relates them to one another according to where in that row each is situated. The words “next to” and “adjacent” are typical of the kinds of words used in descriptions of spatial relationships.</p> <p>Back to Question</p>
30	A	<p>Option A is correct. Paragraph II describes a series of events that take place over the course of several months. Words and phrases such as “Weeks before,” “When,” “Then,” and “In the months that followed” relate events sequentially.</p> <p>Back to Question</p>
31	D	<p>Option D is correct. The organization of paragraph III reflects an order of increasing importance. The features of the car are arranged from the one that should least affect the prospective buyer’s decision (appearance) to the one that should most influence the buyer’s decision (price). Words such as “more” and “Most” help establish the comparative importance of each feature.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
32	D	<p>Option D is correct. Personification involves endowing abstractions, ideas, and inanimate objects with human characteristics or sensibilities. In the second sentence, the sun is described as having the human ability to leave footprints.</p> <p>Back to Question</p>
33	C	<p>Option C is correct. The sentences describe the way the sitters feel during the evening. After a long day of work and being “tongueless, earless, eyeless conveniences all day long,” the sitters have reclaimed their autonomy. The words and phrases “lords,” “nations,” and “sat in judgment” are vivid ways of describing the sitters’ sense of power during the evening.</p> <p>Back to Question</p>
34	D	<p>Option D is correct. Zora Neale Hurston is one of the authors associated with the Harlem Renaissance, an African American cultural movement that took place in the United States in the 1920s and 1930s.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
35		<p>A comparison between two things, such as a computer and a brain, is an analogy. A reference to well-known figures, such as David and Goliath, is an allusion. Exaggerating for the sake of emphasis, such as overstating the effects of heavy backpacks, is an example of hyperbole.</p> <p>Back to Question</p>
36	D	<p>Option D is correct. Pathos is an appeal to the emotions of the audience, and incorporating personal connections and stories is one technique for eliciting an emotional response from readers.</p> <p>Back to Question</p>
37		<p>Both expository and persuasive writing explain a topic, and using facts and examples is one strategy for developing a topic. Persuasive writing involves explaining and justifying opinions. Expository, narrative, and persuasive writing can contain transitional words and phrases.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
38	A, B, D	<p>Options A, B, and D are correct. Writers should consider their audience when choosing words, supporting details, and persuasive methods that will be most appropriate and effective for the audience.</p> <p>Back to Question</p>
39	C	<p>Option C is correct. Headings in an informational text typically present the major idea of each section of the text.</p> <p>Back to Question</p>
40	B	<p>Option B is correct. The hyperbolic and fantastical language in phrases such as “a platonic conception of the ultimate prism” and “dazzled the eyes with a whiteness that could be compared only with itself” makes the entire scene seem surreal, like a dream.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
41	A	<p>Option A is correct. The author uses anaphora by repeating the word “of” in a succession of phrases.</p> <p>Back to Question</p>
42	D	<p>Option D is correct. Determining the meaning of the figurative language used by the author requires the student to make an inference from the information provided in the passage.</p> <p>Back to Question</p>
43	D	<p>Option D is correct. The information about the lake’s formation provides potential visitors with an overview of the history of the park’s landscape, and the details about the park’s “wonderful waterfalls” and “numerous hiking trails” serve to generate interest in the activities available for visitors to the park.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
44	B	<p>Option B is correct. Maintaining eye contact is an effective technique for oral communication and helps to build connections between group members.</p> <p>Back to Question</p>
45	C	<p>Option C is correct. The comma is correctly placed to separate the introductory element, the participial phrase “Motivated to beat the Friday traffic,” from the main clause that follows.</p> <p>Back to Question</p>
46	D	<p>Option D is correct. The word “discernible” means perceptible, which is clued by the phrase “able to notice it” in the sentence.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Constructed-response Questions

The purpose of this section is to describe the constructed-response questions that appear on the GACE English assessment and to explain the criteria used to score each constructed-response question. Each subtest includes two constructed-response questions: a textual analysis question and pedagogy question. Unlike the selected-response questions, the constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth written responses.

Preparing for the Constructed-response Questions

When preparing for the constructed-response questions, read the sample questions and scoring guide carefully. You may wish to draft a response to each sample question by reading the question and planning, writing, and revising your essay. You should use a total of about 15 minutes for each constructed-response question. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus, or textbooks while writing your practice responses.

Once you have written your practice responses, reread the scoring guide, and then read the sample responses provided for each score level. Rationales that explain how the responses characterize the score point description are provided for each of the responses. After you have read through these materials, review your own responses in light of the score point descriptions. You may also wish to review your responses and the score scale with staff in your preparation program.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Scoring Guide

Readers will assign scores based on the following scoring guide.

Score	Description
3	<p>The response demonstrates a thorough understanding of the content:</p> <ul style="list-style-type: none">• Analyzes the specified elements in the selection accurately and with some depth• Shows a sound understanding of the selection• Supports points with appropriate examples from the selection and explains how the examples support those points• Is coherent and demonstrates control of language, including diction and syntax• Demonstrates facility with the conventions of standard written English
2	<p>The response demonstrates a basic or general understanding of the content:</p> <ul style="list-style-type: none">• Analyzes the specified elements in the selection with overall accuracy but may overlook or misinterpret some elements• Demonstrates understanding of the selection but may contain some misreadings• Supports points with appropriate examples from the selection but may fail to explain how the examples support those points• Is coherent and demonstrates control of language, including diction and syntax• Displays control of the conventions of standard written English but may have some flaws
1	<p>The response demonstrates a weak understanding of the content and is flawed in one or more of the following ways:</p> <ul style="list-style-type: none">• Incorrectly identifies elements in the selection or provides a superficial analysis of those elements• Demonstrates an insufficient or inaccurate understanding of the selection• Fails to support points with appropriate examples from the selection• Lacks coherence or has serious problems with the control of language, including diction and syntax• Contains serious and persistent writing errors
0	<p>The response demonstrates no understanding of the content and is seriously flawed in one or more of the following ways:</p> <ul style="list-style-type: none">• Doesn't identify elements in the selection or doesn't provide any analysis of those elements• Demonstrates a completely inaccurate understanding of the selection• Is incoherent, or contains writing errors so egregious that comprehension is impeded <p>Also receiving a score of 0 would be any responses that are blank, completely off-topic, or not written in English.</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Constructed-response Question 1: Textual Analysis

The first constructed-response question is an analysis of a literary or informational text.

General Directions

Plan to use approximately 15 minutes to complete this question.

Read the constructed-response question carefully before you begin to write your response to ensure that you address all components. Think about how you will organize what you plan to write.

The final version of your response should conform to the conventions of standard written English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

Sample Question

Directions: Read carefully the following passage from Rebecca Harding Davis' novel *Life in the Iron-Mills*. Then, using at least two examples from the passage, describe how Davis uses the image of smoke to develop the mood and setting.

The idiosyncrasy of this town is smoke. It rolls sullenly in slow folds from the great chimneys of the iron-foundries, and settles down in black, slimy pools on the muddy streets. Smoke on the wharves, smoke on the dingy boats, on the yellow river, — clinging in a coating of greasy soot to the house-front, the two faded poplars, the faces of the passers-by. The long train of mules, dragging masses of pig-iron through the narrow street, have a foul vapor hanging to their reeking sides. Here, inside, is a little broken figure of an angel pointing upward from the mantel-shelf; but even its wings are covered with smoke, clotted and black. Smoke everywhere! A dirty canary chirps desolately in a cage beside me. Its dream of green fields and sunshine is a very old dream, — almost worn out, I think.

— Rebecca Harding Davis, *Life in the Iron-Mills* (1861)

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Sample Responses and Rationales

Sample Response Earning a Score of 3

Davis uses the image of smoke to create a bleak setting and mood in different ways in this paragraph. First, the setting of the town is full of smoke: “It rolls sullenly in slow folds from the great chimneys of the iron-foundries, and settles down in black, slimy pools on the muddy streets.” These lines create an image of a town that is dark and dirty. The image of smoke makes the town sound like it is not safe for the people that live there. The mood of the passage, like the smoke-filled setting, is bleak and dreary. The town sounds like a depressing place to live. Second, even the angel that should be white and pure has been stained by the smoke: “The wings are covered with smoke, clotted and black.” The smoke-covered angel gives an image of a town that is tainted, that has no good in it anymore for its people. Third, the smoke is not only on inanimate objects but also on living objects, the “long train of mules” and the “dirty canary.” As the canary “chirps desolately” in its cage “Its dream of green fields and sunshine” becomes a “very old dream.” From the author’s last words, the feeling given is that the people’s dreams of living in a clean, unpolluted world are slim. The dream is “almost worn out” because the smoke has overtaken the town.

Rationale for the Score of 3

This successful response thoroughly analyzes with some depth how Davis uses the image of smoke to create setting and mood. The response provides several examples from the passage to support its claims of how the smoke affects the town. It mentions how the smoke “rolls sullenly in slow folds” and connects this image of a smoky town to a “bleak and dreary” mood. The response also mentions the angel “that should be white and pure” but that has been stained by smoke. The response connects the angel to the idea that the town is tainted and has no good in it for its people. Lastly, the response discusses how the smoke affects living beings in the town. The canary’s dream is linked to the people’s dream of living “in a clean, unpolluted world.” Thus the response demonstrates a thorough understanding of how the image of the smoke is linked to the setting and mood of the passage. The response is coherent and demonstrates both control of language and facility with the conventions of standard written English.

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Sample Response Earning a Score of 2

Davis uses the image of smoke to develop the setting and mood through the descriptive imagery of smoke, and also in her choice of words and sentence structure. Davis describes the smoke as “Smoke on the wharves, smoke on the dingy boats, on the yellow river,--clinging in a coating of greasy soot to the house-front, the two faded poplars, the faces of the passers-by.” Smoke hovers over the town and it also makes “black, slimy pools on the muddy streets.” Davis’ sentences are full of descriptive words. The “long train of mules” is depicting the way smoke seems to go on forever with no end in sight. Davis’ excellent word choices gives the picture of a town covered in thick smoke while most of the town is repressed because of the smoke and iron-mills holding them there. The setting and mood are wonderfully developed through the combination of word choice and sentence structure.

Rationale for the Score of 2

This response offers only a general understanding of how Davis uses the image of smoke to develop mood and setting. While the response provides examples of Davis’ descriptions of how the smoke from the iron-mills affects the town, it fails to address how those images affect the mood of the passage. The response instead focuses on how word choice and sentence structure help to paint a vivid picture of the smoke (e.g., “The ‘long train of mules’ is depicting the way smoke seems to go on forever with no end in sight”). However, there is very little discussion of the mood created by the use of these descriptive elements. There is a reference to how the people of the town are “repressed because of the smoke and iron-mills holding them there,” but this reference isn’t fully developed. The response fails to mention important images in the passage that are used to develop mood, such as the angel and the bird in the cage. The response is coherent and demonstrates control of language, and while there is some awkward phrasing, it also displays control of standard written English.

Sample Response Earning a Score of 1

The main thing is when the town is said to be covered in smoke “the idiosyncrasy of this town is smoke.” This informs readers that the life of the town is smoke. The other thing is how everything is covered by the smoke, even a little bird in a cage. The image of smoke is repeated many times in the passage. It is used well to describe the setting of this town.

Rationale for the Score of 1

While this response demonstrates control of language and is generally free from error, it provides only a weak and flawed analysis of how Davis uses the image of smoke to develop mood and setting. The response indicates that Davis repeats many times how the town is covered in smoke but fails to address how this repetition affects the mood and setting. The response also makes general statements and fails to support them with details from the passage, such as “This informs readers that the life of the town is smoke.” Overall the response demonstrates an insufficient understanding of how Davis develops setting and mood.

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Scoring Guide

Readers will assign scores based on the following scoring guide.

Score	Description
3	<p>The response is successful in the following ways:</p> <ul style="list-style-type: none">• It demonstrates an ability to analyze the stimulus material thoughtfully and in depth• It demonstrates a strong knowledge of the subject matter relevant to the question• It responds appropriately to all parts of the question• It demonstrates facility with conventions of standard written English
2	<p>The response demonstrates some understanding of the topic, but it is limited in one or more of the following ways:</p> <ul style="list-style-type: none">• It may indicate a misreading of the stimulus material or provide superficial analysis• It may demonstrate only superficial knowledge of the subject matter relevant to the question• It may respond to one or more parts of the question inadequately or not at all• It may contain significant writing errors
1	<p>The response is seriously flawed in one or more of the following ways:</p> <ul style="list-style-type: none">• It may demonstrate weak understanding of the subject matter or of the writing task• It may fail to respond adequately to most parts of the question• It may be incoherent or severely underdeveloped• It may contain severe and persistent writing errors
0	<p>The response is blank, off-topic, totally incorrect, or merely rephrases the question.</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Constructed-response Question 2: Teaching/Writing

The second constructed-response question asks you to read a student response to an assignment and then complete three tasks.

Directions

Introduction

Students in a seventh-grade class were asked to write a descriptive essay, for an audience of their peers, in response to an assignment about a favorite person. What follows is the final draft of one student's response to this assignment. Read the student's response carefully, paying particular attention to the features of writing listed below, and then complete the three tasks that follow the student's response.

Features of Writing

- Focus/thesis
- Organization
- Content/supporting ideas
- Sentence variety and complexity

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Sample Teaching/Writing Question

Student Response

There are a lot of people that are important to me. My family, friends, and many more, but I know that my Aunt Pat is high on the list.

My Aunt Pat is someone I truly care about. Aunt Pat is always there for me. She makes me happy when I am sad. She also cheers me up when I am sad. Another reason I care for her is because we have the same interests. Pat likes to sew, scrapbook, and march in parades.

Pat is a great role model. She always tries to do the right thing. She is also very enthusiastic. Pat has many traits. She is reliable, cool, funny and most of all she is creative. I love that she is a creative person. Currently she owns the costume shop in town. She also likes fall. She thinks it is pretty. Most people like winter because of Christmas, or summer because of the heat, but she has her own mind. She likes fall. I also love that she isn't afraid to be different.

In the end there are many reasons why I love her. She makes you feel like you are the most important person in the world and nobody can take that away from you.

Tasks

1. Identify one feature of the student's writing as a strength. Be sure to support your response with examples from the student's writing. Do NOT discuss facility in the conventions of standard written English (grammar, punctuation) in this part of your response.
2. Identify one feature of the student's writing as a weakness. Be sure to support your response with examples from the student's writing. Do NOT discuss the errors in the conventions of standard written English (grammar, punctuation) in this part of your response.
3. Describe one follow-up assignment you would give to this student that would build on the strength that you described in Task 1 OR address the weakness that you identified in Task 2. Explain how the assignment would help the student.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Sample Responses and Rationales for Teaching/Writing Question

Sample Response Earning a Score of 3

One strength of this student’s descriptive essay is attention to the task of writing about a favorite person, which is established in a nicely stated (albeit structurally flawed) opening paragraph. “. . . my Aunt Pat is high on the list.” All subsequent discussion is about Aunt Pat— who cheers, who shares interests, who is a “great role model,” who is creative (“Currently she owns the costume shop in town.”), who likes fall when winter and Christmas or summer are the more typical seasonal preferences.

However, the weakness in this essay is that this defined focus is not well elaborated with illustrative examples. Aunt Pat is a great role model, but how? “She always tries to do the right thing” but in what way or ways? When the student offers support – . . . “we have the same interests, Pat likes to sew, scrapbook, and march in parades” – the illustrative details are lacking. Sentences are simple, leaving the reader wishing for those supporting details.

The suggestion for revision, therefore, would be to build on the clear focus, which captures a genuine appreciation for this favorite person by extending the sentences to build interest. The student’s respect and love of “Aunt Pat” is charming. The hints at her character (marching in parades, owning the costume shop, “she isn’t afraid to be different”) are intriguing. But, for example the simple, repetitive statements, “She makes me happy when I am sad. She also cheers me up when I am sad” do not reveal HOW “she is always there for me.”

Illustrative examples literally “color in” the lines to make the portrait come alive.

The purpose of the essay is to “describe” a favorite person. The follow up assignment encourages the student to address this purpose. The essay is definitely about one favorite person, but the descriptive details are limited. Adding in one or two stories and a brief example for other points would enhance the fullness of why Aunt pat is special.

To extend the example above: The student could consider, “When was one specific moment when Aunt Pat cheered you up?”

Rationale for the Score of 3

This is a successful response because it addresses all three tasks with strong evidence of understanding the features of writing and how to support a student in strengthening an essay.

The response to Task 1 correctly identifies one strength as the focus on a favorite person, as required by the student’s assignment. Examples are provided of how the essay centers on descriptions of Aunt Pat’s personality and interests. The response to Task 2, identifying a weakness of the essay, notes the limits of those descriptive details: (“. . . is not well elaborated with illustrative examples”). What follows is an analysis of specific points in the essay that make a statement without explanation or examples. Task 2 is thorough in this analysis.

The response to Task 3 then pointedly addresses what could be done to provide the needed elaboration. These suggestions for revision are very strong, including both what should be done and why these additions would improve the essay: (“Illustrative examples literally ‘color in’ the lines to make the portrait come alive”). One specific task — directly related to the weakness identified in Task 2 — is suggested that would hone an appreciation of descriptive details and enhance an awareness of the concept of “complex sentences.” The response shows a clear understanding of how actions by the teacher could support the student’s skills and appreciation of writing.

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Sample Response Earning a Score of 2

The student who wrote the essay has great focus and gives lots of details. She describes her Aunt Pat and how much she likes her. Then she goes on to provide details: her Aunt Pat “cheers her up” and is a “great role model.” The student also describes things that Aunt Pat likes to do: “sew, scrapbook, and march in parades” and says that she “owns the costume shop in town.” I would say that a strength of this essay is how the student keeps the focus on Aunt Pat while also giving so many details about what her Aunt is like and what she does. The content and supporting details are what make this essay so enjoyable to read.

The weakness, however, is that the essay isn’t very organized. The statements about Aunt Pat do not follow a logical pattern. The student should have made an outline before writing; each paragraph should have contained a separate supporting detail about her aunt. For example, the student could have had a whole paragraph about the costume shop and what kinds of costumes her aunt sold. It would have been very interesting to know whether she only sold Halloween costumes or whether she sold costumes for other parties. Also the writer could have had a whole paragraph about what kinds of parades her aunt marches in and why she likes parades.

For a follow-up assignment, I would ask the student to describe another favorite person and to give plenty of details about why that person is special. It wouldn’t have to be a family member, this time it could be a friend. It would be interesting to read about some who is the students’ age and has the same interest as the student. Then the student could also talk about his or her own likes and dislikes. That would give readers a picture of the student; then we would know the student and her favorite people.

Comments on Sample Response That Received a Score of 2

The response above identifies both a strength and a weakness of the student essay; however, they are only superficially described. For example, the response does identify a lack of organization as a weakness of the essay, but the analysis is not very strong. Adding entire paragraphs about the costume shop or about parades would not address the focus of the piece — why Aunt Pat is important to the student. While the response does provide a follow-up assignment, that assignment does not address the strength or weakness described in the response. Furthermore, the response also fails to explain why the assignment would be useful in building on a strength or improving a weakness. In summary, the response received a score of 2 not only because it provides a superficial analysis of a strength and a weakness, but also because it does not fully address the questions posed in the three tasks.

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Sample Response Earning a Score of 1

This student really loves her Aunt Pat! She sounds like a fun person. As a scrapbooker, I know how much creative energy is needed. Aunt Pat is creative. The student says, “most of all she is creative” and she backs this up with the details that the aunt owns a costume shop! And Aunt Pat loves fall, even when most people like winter “because of Christmas” and summer “because of the heat.” These are good details of how Aunt Pat “isn’t afraid of being different.”

The essay makes a good case why Aunt Pat is a favorite person.

However, it is not perfect! I would have this student fix the fragments, like in the first paragraph. For example, “Some of those important people are my family, friends and many more, but I know that my Aunt Pat is high on the list.” It is important to have the verb in that sentence to make it a sentence and not a fragment.

It is really important to write in complete sentences. This would be important to help the student become a better writer.

Comments on Sample Response That Received a Score of 1

Though one strength of the essay is noted (“The essay makes a good case why Aunt Pat is a favorite person”), the student’s response is given too much credit for “good details” that are actually underdeveloped.

The attempt to respond to Task 2 addresses a grammatical weakness — fragmented sentences (“It is important to have a verb in that sentence. . . .”) — even though the prompt specifies NOT to discuss errors in grammar or punctuation.

The response to Task 3 is weak because it addresses remediation of grammar (“write in complete sentences”) and because the example cited (“Some of those...high on the list”) is incorrectly listed as a sentence fragment. Compounding the weak response is its lack of recommended teacher-directed remedial activity or counseling. Enthusiasm for the student’s response does not by itself provide a basis for helping the student strengthen this essay.

Note: After clicking on a link, right click and select “Previous View” to go back to original text.

Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare for this free download.

Journals

English Journal, National Council of Teachers of English

Journal of Adolescent and Adult Literacy, International Reading Association

Reading Research Quarterly, International Reading Association

Research in the Teaching of English, National Council of Teachers of English

Voices from the Middle, National Council of Teachers of English

Other Resources

Alvermann, D. E., Moon, J., and Hagood, M. (Eds.). (1999). *Popular Culture in the Classroom: Teaching and Researching Critical Media Literacy*. Newark, Del.: International Reading Association.

Atwell, Nancie. *In the Middle: New Understandings about Writing, Reading, and Learning*. (1998). Portsmouth, N.H.: Heinemann.

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- Murray, Donald M. (1996). *Write to Learn*, Fifth edition. Fort Worth, Texas: Harcourt Brace College Publishers.
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- Noguchi, Rei, R. (1991). *Grammar and the Teaching of Writing: Limits and Possibilities*. Urbana, Ill.: National Council of Teachers of English.
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Online Resources

- Education Resources Information Center (ERIC) — www.eric.ed.gov
- Georgia Department of Education — www.doe.k12.ga.us
- International Reading Association — www.reading.org
- National Council of Teachers of English — www.ncte.org
- National Writing Project: Improving Writing and Learning in the Nation's Schools — www.nwp.org/cs/public/print/resource
- Navigating the ELPS, *Using the New Standards to Improve Instruction for English Learners*, Canter Press, John Seidlitz — [http://portal.esc20.net/portal/page/portal/doclibraryroot/publicpages/ELPS/Tab/ELPS_082809\(2\).pdf](http://portal.esc20.net/portal/page/portal/doclibraryroot/publicpages/ELPS/Tab/ELPS_082809(2).pdf)
- Paradigm Online Writing Assistant — www.powa.org
- readwritethink — www.readwritething.org

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