



Georgia Assessments for the Certification of Educators®



GACE® Study Companion

Program Admission Assessment

For the most up-to-date information, visit the ETS GACE website at gace.ets.org.

Last Updated: July 2019

Copyright © 2019 by Educational Testing Service. All rights reserved. ETS is a registered trademark of Educational Testing Service (ETS). Georgia Assessments for the Certification of Educators, GACE, and the GACE logo are registered trademarks of the Georgia Professional Standards Commission (GaPSC). All other trademarks are property of their respective owners.

This publication has been produced for the GaPSC by ETS. ETS is under contract to the GaPSC to administer the Georgia Assessments for the Certification of Educators. The Georgia Assessments for the Certification of Educators are administered under the authority of the GaPSC; regulations and standards governing the program are subject to change without notice at the discretion of the GaPSC. The GaPSC and ETS are committed to preventing discrimination on the basis of race, color, national origin, sex, religion, age, or disability in the administration of the testing program or the provision of related services.

Table of Contents

Table of Contents.....	3
About the Assessment.....	5
Content Specifications.....	7
Test I Subareas.....	8
Test I Objectives.....	8
Subarea I: Key Ideas and Details.....	8
Subarea II: Craft, Structure, and Language Skills.....	8
Subarea III: Integration of Knowledge and Ideas.....	9
Test II Subareas.....	10
Test II Objectives.....	10
Subarea I: Number and Quantity.....	10
Subarea II: Data Interpretation and Representation, Statistics, and Probability.....	10
Subarea III: Algebra and Geometry.....	11
Test III Subareas.....	12
Test III Objectives.....	12
Subarea I: Text Types, Purposes, and Production.....	12
Subarea II: Language and Research Skills for Writing.....	13
Practice Questions.....	15
Answer Key and Rationales.....	48
Constructed-response Questions.....	69
Preparing for the Constructed-response Questions.....	69
Constructed-response Question 1: Argumentative Essay.....	70
General Directions.....	70
Scoring Guide for Argumentative Essay.....	71
Sample Argumentative Essay.....	73
Sample Question.....	73
Sample Responses and Rationales.....	74
Constructed-response Question 2: Source-based Essay.....	77
General Directions.....	77
Scoring Guide for Source-based Essay.....	78
Sample Source-based Essay.....	81
Sample Question.....	81
Preparation Resources.....	85
Calculator Use.....	85

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

Guide to Taking a GACE Computer-delivered Assessment.....	85
Reducing Test Anxiety.....	85
Study Tips: Preparing for a GACE Assessment.....	85
Journals.....	85
Other Resources	86
Online Resources.....	87

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

About the Assessment

Assessment Name	Program Admission
Grade Level	P–12
Test Code	Test I: 210 Test II: 211 Test III: 212 Combined Test I, II, and Test III: 710
Testing Time	Test I: 85 minutes Test II: 90 minutes Test III: 100 minutes Combined Test I, II, and III: 4 hours and 35 minutes
Test Duration	Test I: 2 hours Test II: 2 hours Test III: 2 hours Combined Test I, II, and III: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 56 Test II: 56 Test III: 40 Combined Test I, II, and Test III: 152
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <i>Guide to Taking a GACE Computer-delivered Test.</i>
Number of Constructed-response Questions	Test III: 2 Combined Test: 2

The GACE Program Admission assessment measures the basic academic skills in reading, writing, and mathematics needed to prepare successfully for a career in education.

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

This assessment includes three tests. You may take each test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test.

The **Program Admission Reading** test assesses academic skills that have been identified as necessary for college and career readiness, in alignment with the Common Core Georgia Performance Standards (CCGPS) for Reading. In particular, there is an emphasis on skills that are critical to learning and achievement in educator preparation programs. These skills include the ability to understand, analyze, and evaluate different types of written messages. Varying in difficulty, the reading material on this test is drawn from a variety of subject areas and real-life situations that educated adults are likely to encounter. Each passage is followed by questions that are based on its content and that relate to reading skills. All questions can be answered by using the information contained within the passage; no question requires outside knowledge of the content.

The test consists of four types of stimulus material:

- paired passages totaling approximately 200 words, followed by 4 to 7 questions
- long passages of approximately 200 words, with 4 to 7 questions
- short passages of approximately 100 words, with 2 or 3 questions
- brief statements followed by a single question

Passages are drawn from both print and electronic media, such as newspapers, magazines, journals, nonfiction books, novels, online articles, and visual representations (e.g., diagrams, charts, drawings, maps, floor plans, or graphs). Questions in each of the formats may pose tasks of varying difficulty and test any of the skills identified in the content specifications.

The **Program Admission Mathematics** test assesses academic skills that have been identified as necessary for college and career readiness, in alignment with the CCGPS for Mathematics. The test will cover three major subareas:

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

Focus is on key concepts of mathematics and the ability to solve problems and to reason in a quantitative context. Many of the problems require the integration of multiple skills to achieve a solution.

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

The **Program Admission Writing** test assesses academic skills that have been identified as necessary for college and career readiness, in alignment with the CCGPS for Writing. The Writing test has three separate sections:

- a selected-response section containing 40 questions
- two essay sections that each require a response based on an essay topic

The two essays assess examinees' ability to write effectively in a limited period of time. The Argumentative essay topic invites examinees to draw from personal experience, observation, or reading to support a position with specific reasons and examples.

The Informative/Explanatory essay topic asks examinees to extract information from two provided sources in order to identify important concerns related to an issue.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

This assessment is organized into content **subareas**. See a breakdown of the subareas for this assessment on the following pages.

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. Key Ideas and Details	35%
II. Craft, Structure, and Language Skills	30%
III. Integration of Knowledge and Ideas	35%

Test I Objectives

Subarea I: Key Ideas and Details

- A. Main idea and primary purpose
 - Identify accurate summaries or paraphrases of the main idea or primary purpose of a reading selection
- B. Supporting ideas
 - Identify accurate summaries or paraphrases of the supporting ideas and specific details in a reading selection
- C. Inferences
 - Identify inferences and implications that can reasonably be drawn from the directly stated content of a reading selection

Subarea II: Craft, Structure, and Language Skills

- A. Attitude and tone
 - Identify accurate descriptions of the author's tone or attitude toward material discussed in a reading selection
- B. Organization and structure
 - Identify key transition words and phrases in a reading selection and how they are used
 - Identify accurate descriptions of how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.
 - Identify the role that an idea, reference, or piece of information plays in an author's discussion or argument
- C. Meanings of words
 - Identify the meanings of words as they are used in the context of a reading selection
- D. Fact or opinion
 - Determine whether information presented in a reading selection is presented as fact or opinion

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

Subarea III: Integration of Knowledge and Ideas

A. Diverse media and formats

- Identify accurate interpretations of texts that include visual representations

B. Evaluation of arguments

- Identify the relationship among ideas presented in a reading selection
- Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection
- Determine the assumptions on which an argument or conclusion is based
- Draw conclusions from material presented in a reading selection

C. Analysis and comparison of texts

- Recognize or predict ideas or situations that are similar to what has been presented in a reading selection
- Apply ideas presented in a reading selection to other situations
- Recognize points of agreement and disagreement between two texts

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. Number and Quantity	36%
II. Data Interpretation and Representation, Statistics, and Probability	32%
III. Algebra and Geometry	32%

Test II Objectives

Subarea I: Number and Quantity

- A. Solve problems involving integers, decimals, and fractions
- B. Solve problems involving ratios and proportions
- C. Solve problems involving percent
- D. Solve problems involving constant rates (e.g., miles per hour, gallons per mile, cubic feet per minute)
- E. Demonstrate an understanding of place value, naming of decimal numbers, and ordering of numbers
- F. Demonstrate an understanding of the properties of whole numbers (e.g., factors, multiples, even and odd numbers, prime numbers, divisibility)
- G. Identify counterexamples to statements using basic arithmetic
- H. Solve real-life problems by identifying relevant numbers, information, or operations (including rounding)
- I. Solve problems involving units, including unit conversion and measurements

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

- A. Work with data and data representations to solve problems
- B. Solve problems involving measures of central tendency (e.g., mean, median) and spread (e.g., range, standard deviation)
- C. Use data from a random sample to draw inferences about characteristics of a population
- D. Identify positive and negative linear relationships in scatterplots
- E. Use a linear model for a data set to make predictions
- F. Differentiate between correlation and causation
- G. Compute simple probabilities, and use probabilities to solve problems

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

Subarea III: Algebra and Geometry

A. Algebra

- Demonstrate an understanding of the properties (commutative, associative, and distributive) of the basic operations (addition, subtraction, multiplication, and division) without needing to know the names of the properties
- Demonstrate the ability to follow an arithmetic or algebraic procedure (e.g., using a step-by-step procedure, using a simple flowchart, applying a simple recurrence sequence) by carrying it out or analyzing it
- Use properties of operations to identify or generate equivalent algebraic expressions (e.g., multiplication of whole numbers gives the same result as repeated addition, multiplication by 0.1 gives the same result as division by 10)
- Write an equation or expression that models a real-life or mathematical problem
- Solve word problems, including problems involving linear relationships and problems that can be represented by Venn diagrams
- Solve linear equations in one variable algebraically
- Solve simple quadratic equations (e.g., $x^2 = 49$)

B. Geometry

- Utilize basic properties of common two-dimensional shapes to solve problems
- Utilize facts about angles to solve problems
- Utilize facts about congruency and similarity of geometric figures to solve problems
- Use the formulas for the area and circumference of a circle to solve problems
- Use the formulas for the perimeter and area of a triangle and a rectangle and the formula for the volume of a rectangular prism (box) to solve problems

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

Test III Subareas

Subarea	Approx. Percentage of Test
I. Text Types, Purposes, and Production*	60%
II. Language and Research Skills for Writing	40%

* This section contains two essay questions.

Test III Objectives

Subarea I: Text Types, Purposes, and Production

A. Text Production: Writing Arguments

- Produce an argumentative essay to support a claim using relevant and sufficient evidence
 - Write clearly and coherently
 - Address the assigned task appropriately for an audience of educated adults
 - Organize and develop ideas logically, making coherent connections between them
 - Provide and sustain a clear focus or thesis
 - Use supporting reasons, examples, and details to develop clearly and logically the ideas presented
 - Demonstrate facility in the use of language and the ability to use a variety of sentence structures
 - Construct effective sentences that are generally free of errors in standard written English

B. Text Production: Writing Informative/Explanatory Texts

- Produce an informative/explanatory essay to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
 - Write clearly and coherently
 - Address the assigned task appropriately for an audience of educated adults
 - Draw evidence from informational texts to support analysis
 - Organize and develop ideas logically, making coherent connections between them
 - Synthesize information from multiple sources on a subject

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

-
- Integrate and attribute information from multiple sources on a subject, avoiding plagiarism
 - Provide and sustain a clear focus or thesis
 - Demonstrate facility in the use of language and the ability to use a variety of sentence structures
 - Construct effective sentences that are generally free of errors in standard written English

C. Text Production: Revision

- Develop and strengthen writing as needed by revising and editing
 - Recognize how a passage can be strengthened through editing and revision
 - Apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning or style
 - Choose words and phrases for effect
 - Choose words and phrases to convey ideas precisely
 - Maintain consistency in style and tone

Subarea II: Language and Research Skills for Writing

A. Language Skills

- Demonstrate command of the conventions of standard English grammar and usage
 - Grammatical Relationships
 - Recognize and correct
 - > errors in the use of adjectives and adverbs
 - > errors in noun-noun agreement
 - > errors in pronoun-antecedent agreement
 - > errors in pronoun case
 - > errors in the use of intensive pronouns
 - > errors in pronoun number and person
 - > vague pronouns
 - > errors in subject-verb agreement
 - > inappropriate shifts in verb tense
 - Structural Relationships
 - Recognize and correct
 - > errors in the placement of phrases and clauses within a sentence
 - > misplaced and dangling modifiers
 - > errors in the use of coordinating and subordinating conjunctions
 - > fragments and run-ons

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

-
- > errors in the use of correlative conjunctions
 - > errors in parallel structure
 - Word Choice
 - Recognize and correct
 - > errors in the use of idiomatic expressions
 - > errors in the use of frequently confused words
 - > wrong word use
 - > redundancy
 - No Error
 - Recognize
 - > sentences free of errors in the conventions of standard English grammar and usage
 - Demonstrate command of the conventions of standard English capitalization and punctuation
 - Mechanics
 - Recognize and correct
 - > errors in capitalization
 - > errors in punctuation
 - commas (e.g., the use of a comma to separate an introductory element from the rest of the sentence)
 - semicolons (e.g., the use of a semicolon [and perhaps a conjunctive adverb] to link two or more closely related independent clauses)
 - apostrophes (e.g., the use of an apostrophe to form contractions and frequently occurring possessives)
 - No Error
 - Recognize
 - > sentences free of errors in the conventions of standard English capitalization and punctuation

B. Research Skills

- Recognize and apply appropriate research skills and strategies
 - Assess the credibility and relevance of sources
 - Recognize the different elements of a citation
 - Recognize effective research strategies appropriate to a particular research task
 - Recognize information relevant to a particular research task

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 suggested answers or completions. Select the option or options that are best in each case.

1. Marguerite Duras' achievement as a filmmaker was marked by refusal to become a professional of the cinema, with all that this implies in terms of prestige, influence, financial backing, and even know-how. Although she made many films, she said that she knew very little about the technology of cinema and that she had no reason to learn any more: "I want to remain where I am, on the first grounds of cinema, in the primitive zones."

The passage is primarily concerned with

- A. condemning critics' failure to appreciate the work of a particular filmmaker.
- B. describing the attitude of a particular filmmaker.
- C. analyzing the style of a particular filmmaker.
- D. criticizing the technical shortcomings of a particular filmmaker.
- E. discussing the content of the works of a particular filmmaker.

Answer and Rationale

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

Use the following passage to answer questions 2-3.

One promising energy source is sophisticated development of the basic windmills that have ground grain, drained land, and pumped water for centuries. Coupled with advanced storage batteries, very large windmills might satisfy total energy needs for rural areas, towns, and even small cities in locales where strong and prevalent winds can be counted on. Wind power has several advantages. First, no new technology is really required. Second, the energy source is inexhaustible and one hundred percent clean. Third, relatively little capital investment is needed to install or operate windmills.

But wind power has major disadvantages, too. Most obviously, it will work only in limited geographical areas. Less obviously, large-scale deployment of huge windmills might have unforeseen atmospheric and environmental effects. And forests of giant windmills might turn into ugly eyesores. Finally, the amount of electricity that could be generated by wind power would simply be insufficient to meet major nationwide energy needs.

However, a network of sea-based windmills, placed on deep-ocean buoys and driven by the same prevailing winds that once powered sailing vessels all over the world, could provide a substantial fraction of the world's electrical energy — especially if the buoy-based windmills could be linked to land by loss-free superconducting power transmission cables.

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

-
2. The passage states that sea-based windmills could provide energy effectively if
- A. they were constructed in shallow water.
 - B. they were located near major urban ports.
 - C. they were placed on stationary platforms.
 - D. the power they generated could be transferred efficiently to shore.
 - E. the power they generated could be stored in advanced, high-capacity batteries.

Answer and Rationale

3. Which of the following statements best describes the organization of the passage?
- A. A series of interrelated events is arranged chronologically.
 - B. A controversial theory is proposed and then persuasively defended.
 - C. An unforeseen problem is described and several examples are provided.
 - D. A criticism is summarized, evaluated, and then dismissed.
 - E. A problematical issue is discussed and a partial solution suggested.

Answer and Rationale

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

Use the following passage to answer question 4.

Jazz is the most original aesthetic form to emerge from the United States, but it has not always been the most popular. After the big-band era of the 1930s, most jazz was played in small rooms that held about a hundred people. The sound systems were usually bad, and the players were considered to be small-time entertainers. If the music was strong enough, however, the audience would quiet down or shout approval when something especially swinging was played. Unlike in the more polished venues found recently, the participation of listeners was not forbidden, and people were not expected to keep absolutely quiet until a song ended.

4. The primary purpose of the passage is to
- A. describe the critical response to jazz just after the big-band era.
 - B. discuss how jazz performers have been affected by their audiences.
 - C. indicate how audience response to jazz has changed over time.
 - D. recount the author's experiences of listening to jazz as a young person.
 - E. outline the historical origins of jazz in the early part of the 20th century.

Answer and Rationale

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

Use the following passage to answer question 5.

When Michelangelo began painting the ceiling of the Sistine Chapel, he had five painters assisting him in the techniques of fresco, in which he was relatively unskilled. Finding their work inadequate, he dismissed them and resolved to accomplish the whole task by himself. Vasari, his friend and biographer, tells us that Michelangelo worked through four years “with the utmost solicitude, labor, and study.”

Creativity such as Michelangelo’s is self-nourishing: Vasari states that Michelangelo “became more and more kindled by his fervor in the work.” I believe that this interplay of creativity and effort is what constitutes genius — and what made Michelangelo a great artist.

5. In order to evaluate the validity of the author’s claim regarding Michelangelo (lines 15–18), it would be most helpful to know which of the following?
- A. How well Vasari knew Michelangelo
 - B. How Vasari characterized other great painters
 - C. Whether Vasari’s descriptions of Michelangelo are accurate
 - D. Whether Michelangelo was skilled at fresco painting when he finished the Sistine ceiling
 - E. Whether Michelangelo created all of his major works without assistants

Answer and Rationale

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

-
6. In 1888, just as its hospital was nearing completion, what was to become the Johns Hopkins School of Medicine ran out of funds. The Baltimore and Ohio Railroad, on which the parent university had been depending for money, was experiencing financial difficulty. The railroad's financial troubles proved a stroke of luck for the cause of women's rights. When the directors did open the school in 1893, it was because five women had raised more than \$500,000 through a multicity campaign. They had insisted, as a condition of this endowment, that Hopkins be the first school of medicine in the nation to admit men and women on equal terms.

Which of the following statements is an unstated assumption made by the author of the passage?

- A. Even if it had not experienced financial difficulties, the Baltimore and Ohio Railroad would not have furnished Johns Hopkins University with additional funds.
- B. The Johns Hopkins School of Medicine would have excluded women if the fundraisers had not insisted that the school admit women.
- C. In 1888, Johns Hopkins University was suffering from a shortage of funds in all its schools.
- D. The establishment of the Johns Hopkins School of Medicine would spur the development of other schools of medicine.
- E. The women fundraisers themselves wished to be trained as doctors.

Answer and Rationale

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

Use the following passage to answer question 7.

Line Recently, increasing attention has been
5 called to the fact that the four freedoms of
universities — the freedom to determine who
may teach, what will be taught, how it will
be taught, and who may study what is
taught — are being threatened by the many
regulations imposed on universities by the
federal government.

10 Surprisingly, much of this criticism of
governmental regulation has come from
the universities themselves. After all,
universities eagerly accepted the money
that was made available for research
and scholarships by the National Defense
15 Education Act, which was a governmental
response to the launching of Sputnik I in
1957 by the Soviet Union. As its name
implies, the National Defense Education
Act was concerned with a governmental
20 goal, the national defense. Moreover,
the federal government made it clear
from the very beginning that it intended
to control how such money was spent.
Similarly, universities actively supported
25 the Higher Education Act of 1965, which
was part of a governmental attempt to end
discrimination — a goal that can accurately
be described as political.

30 Clearly, any attempt by the federal
government to limit the four freedoms of
universities is undesirable. But it is also
important to remember that the federal
government became involved in university
education because it was seeking
35 admirable goals, goals that were also
sought by universities.

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

-
7. The author would be LEAST likely to agree with which of the following statements about governmental regulation and universities?
- A. Universities are better able to define their four freedoms than is the federal government.
 - B. Universities are going to continue to criticize governmental regulation in the near future.
 - C. The federal government should consult with university personnel before imposing new regulations.
 - D. The federal government passed the National Defense Education Act in order to attain a desirable goal.
 - E. The federal government should limit the four freedoms of universities if the goal it seeks is a desirable one.

Answer and Rationale

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

Use the following passage to answer questions 8-9.

Lyndon Johnson's father once told him that he did not belong in politics unless he could walk into a roomful of people and tell immediately who was for him and who was against him.

Line 5 In fact, even the shrewd Johnson had not quite such uncanny power, but his liking for this story tells us something useful about him: he set much store by instinct. No wonder, then, that it would be to his instincts — honed in the Texas hill country, 10 sharpened in a life of politics, confirmed in a long and respected congressional career — that he would often turn while in the White House.

This reliance on instinct enabled Johnson to put on the presidency like a suit of comfortable old 15 clothes. John Kennedy, on the other hand, came to it with a historical, nearly theoretical view of what was required of a strong President — he knew exactly what Woodrow Wilson had said about the office and he had read Corwin and Neustadt. With 20 eager confidence, Kennedy acquired a presidential suit off the rack and put on a little weight to make himself fit it.

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

-
8. Which of the following words, if substituted for the word “uncanny” in line 6, would introduce the LEAST change in the meaning of the sentence?
- A. legendary
 - B. subtle
 - C. invisible
 - D. persuasive
 - E. supernatural

Answer and Rationale

9. In the passage, the author is primarily concerned with
- A. explaining an event.
 - B. making a comparison.
 - C. listing facts.
 - D. retelling a story.
 - E. refuting an argument.

Answer and Rationale

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

-
10. Alice Fletcher, the Margaret Mead of her day, assisted several American Indian nations that were threatened with removal from their land to the Indian Territory. She helped them in petitioning Congress for legal titles to their farms. When no response came from Washington, she went there herself to present their case.

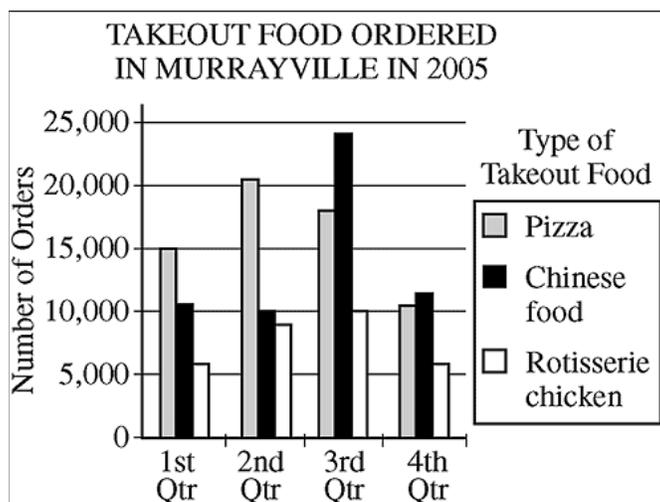
According to the statement above, Alice Fletcher attempted to

- A. imitate the studies of Margaret Mead.
- B. obtain property rights for American Indians.
- C. protect the integrity of the Indian Territory.
- D. become a member of the United States Congress.
- E. persuade Washington to expand the Indian Territory.

Answer and Rationale

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

11. Which conclusion about takeout food ordered in Murrayville in 2005 is best supported by the data presented in the graph below?



- A. Chinese food was the most ordered takeout food for each quarter
- B. During the second quarter, fewer orders were placed for Chinese food than for rotisserie chicken
- C. During the fourth quarter, an approximately equal number of orders were placed for pizza and for Chinese food
- D. During each quarter, more orders were placed for pizza than for either Chinese food or rotisserie chicken
- E. More orders were placed for pizza during the second half of the year than were placed during the first half of the year

Answer and Rationale

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

Use the following passages to answer questions 12-17.

Passage 1

When conducted properly, ecotourism — responsible travel to natural areas that conserves the environment and sustains the well-being of local people — is less destructive than many other environmental uses. The impacts of ecotourism can be managed to realize a balance between preservation and development; such balance can be achieved, for example, by limiting both the size and the number of tours in a particular area and by incorporating environmentally conscious meals, lodging, waste management, and wildlife viewing principles into the tours. Further, by creating economic incentives for impoverished villages or communities, ecotourism can encourage local guardianship of natural resources, habitats, and wildlife.

Passage 2

The environmental impacts of Lapa Rios (LR) Ecolodge in Costa Rica are clear and unambiguous. First, the LR nature reserve and adjacent forest areas have shown pronounced forest regrowth since the beginning of ecotourism in the region in the 1990s. Second, the increasing number of tourists at LR has not led to negative consequences, because the company prepared for such increases from the start: trails were designed to handle a number of simultaneous tours with dispersion, and trail policy rigorously limits the number of tours per day per trail (to two) and guests per tour (to eight).

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

-
12. The authors of the passages agree that
- A. preservation is more important than development.
 - B. measuring the success of ecotourism can be difficult.
 - C. ecotourism is justifiably more expensive than regular tourism.
 - D. ecotourism can have positive effects when it is done correctly.
 - E. the responsibility of environmental stewardship falls on the local people.

Answer and Rationale

13. Which of the following statements best describes the relationship between the two passages?
- A. Passage 1 describes the causes of an event, whereas Passage 2 focuses on the effects of the event.
 - B. Passage 1 addresses current policies, whereas Passage 2 considers future policies.
 - C. Passage 1 makes general arguments, whereas Passage 2 offers a specific argument.
 - D. Passage 1 introduces a problem for which a tentative solution is provided in Passage 2.
 - E. Passage 1 advances a claim that is refuted with a counterclaim in Passage 2.

Answer and Rationale

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

-
14. Unlike the author of Passage 2, the author of Passage 1 mentions
- A. the number of allowable tours.
 - B. the unintended consequences of ecotourism.
 - C. the economic impact on local residents.
 - D. the environmental ramifications of ecotourism.
 - E. preferred modes of travel through natural areas.

Answer and Rationale

15. Which of the following specific strategies mentioned by the author of Passage 1 is exemplified in Passage 2?
- A. Limiting the size and number of tours
 - B. Recycling the waste produced by ecotourists
 - C. Increasing economic opportunities for communities
 - D. Incorporating environmentally conscious meals
 - E. Constructing environmentally friendly accommodations

Answer and Rationale

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

16. As used in line 19, “clear” most nearly means

- A. pure.
- B. obvious.
- C. luminous.
- D. serene.
- E. bare.

Answer and Rationale

17. Which of the following statements, if true, would most weaken the implied argument in Passage 2 regarding the impact of Lapa Rios Ecolodge?

- A. Lapa Rios Ecolodge is the only lodge of its kind in Costa Rica.
- B. Other forms of tourism have flourished in Costa Rica since the 1990s.
- C. Wildlife use the Lapa Rios nature reserve and adjacent forest areas as habitat.
- D. The company that manages Lapa Rios Ecolodge is not a Costa Rican company.
- E. Forest areas throughout Costa Rica have shown pronounced forest regrowth since the 1990s.

Answer and Rationale

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

-
18. If it can be said that a single voice dominated the American theater from the 1980s through 2005, that voice definitely belonged to playwright August Wilson. Wilson, who has been dubbed “the American Shakespeare,” was a prolific writer with more than 10 major plays, numerous theatrical commentaries, and other creative works to his credit. Yet it is not merely the number of his productions that mark Wilson’s dominance in modern drama, but rather his ability to put into words the ideas and experiences of everyday African Americans.

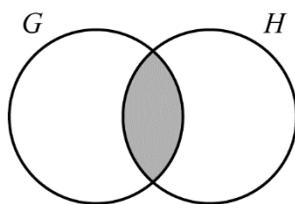
Answer the question by considering each of the responses separately and clicking on all that apply.

The passage supports which of the following claims about August Wilson?

- A. He was greatly influenced by William Shakespeare.
- B. He was a highly productive writer who wrote in various genres.
- C. He successfully articulated the thoughts and experiences of a specific community.

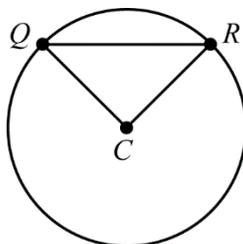
Answer and Rationale

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



19. In the Venn diagram above, circle G represents the integers 2 to 10, inclusive, and circle H represents the integers 6 to 12, inclusive. How many integers are represented by the shaded region?
- A. Two
 - B. Three
 - C. Four
 - D. Five
 - E. Six

Answer and Rationale



20. In the figure above, C is the center of the circle. Which of the following must be true?
- A. QC and RC have the same length.
 - B. QR and RC have the same length.
 - C. QC is perpendicular to QR .
 - D. QR is perpendicular to RC .
 - E. $\triangle QRC$ is equilateral.

Answer and Rationale

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

-
21. A soft drink company surveyed a random sample of 1,240 people between the ages of 18 and 24 and found that 5 out of 8 of those surveyed liked the company's new soft drink. Based on the results of the survey, if 200,000 people ages 18 to 24 were to try the new drink, which of the following statements would most likely be true?
- A. Between 90,000 and 100,000 people would like the new drink.
 - B. Between 100,000 and 110,000 people would like the new drink.
 - C. Between 110,000 and 120,000 people would like the new drink.
 - D. Between 120,000 and 130,000 people would like the new drink.
 - E. Between 130,000 and 140,000 people would like the new drink.

Answer and Rationale

Men	12
Women	18
Boys	10
Girls	8

22. The table above shows the distribution of men, women, boys, and girls in a group of 48 individuals. If one individual is to be randomly selected from the group, what is the probability that the individual selected will be a woman?
- A. $\frac{1}{2}$
 - B. $\frac{3}{8}$
 - C. $\frac{1}{4}$
 - D. $\frac{2}{15}$
 - E. $\frac{1}{18}$

Answer and Rationale

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

23. When 641.29 is divided by 10, which digit of the resulting number is in the tens place?

- A. 1
- B. 2
- C. 4
- D. 6
- E. 9

Answer and Rationale

24. If $x \neq 0$ and $y \neq 0$, which of the following is equivalent to $\frac{3}{2x} - \frac{1}{y}$?

- A. $\frac{1}{xy}$
- B. $\frac{3}{2xy}$
- C. $\frac{3y-2x}{2xy}$
- D. $\frac{2}{2x-y}$
- E. $\frac{3y-2x}{2x-y}$

Answer and Rationale

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

-
25. The number of absences in Ms. Klein's class for each of the first 3 months of the year was 16, 12, and 17, respectively. If the average (arithmetic mean) number of absences for the first 4 months of the year was 14, how many absences were there in the fourth month?
- A. 9
 - B. 10
 - C. 11
 - D. 12
 - E. 13

Answer and Rationale

26. At a computer store on Monday last week, the price of a computer was x dollars. On Tuesday, the price of the computer was reduced by 25% of Monday's price. On Wednesday, the price of the computer was further reduced by 40% of Tuesday's price. Which of the following expressions represents the price, in dollars, of the computer on Wednesday?
- A. $(0.35)x$
 - B. $(0.4)(0.25)x$
 - C. $(0.4)(0.75)x$
 - D. $(0.6)(0.25)x$
 - E. $(0.6)(0.75)x$

Answer and Rationale

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

27. If $4x = 14 + 9y$ and $y = 2$, what is the value of x ?

- A. 4
- B. 5
- C. 6
- D. 7
- E. 8

Answer and Rationale

28. A student claimed, “Whenever you multiply two numbers, the product will always be greater than each of the two numbers you started with.” Which of the following pairs of numbers is a counterexample to the student’s claim?

- A. 4 and 5
- B. 3 and 4.5
- C. 2 and 3.5
- D. 1.5 and 2
- E. 0.5 and 2

Answer and Rationale

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

$$-\frac{1}{4}, _, _, \frac{3}{8}$$

29. When placed into the blank spaces above in increasing order, which of the following pairs of numbers creates a list of numbers that is ordered from least to greatest?

A. $-\frac{1}{2}, 0$

B. $-\frac{1}{8}, \frac{1}{3}$

C. $-\frac{3}{8}, \frac{1}{4}$

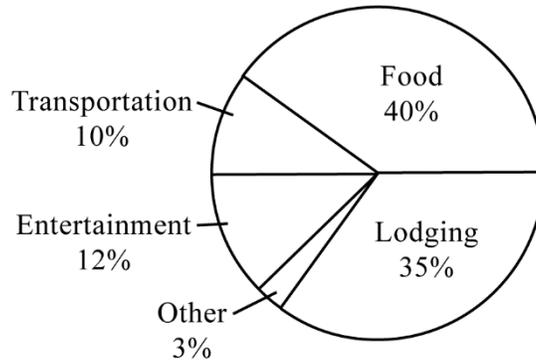
D. $0, \frac{1}{2}$

E. $\frac{1}{3}, \frac{2}{5}$

Answer and Rationale

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

CHANG FAMILY'S VACATION BUDGET



Total vacation budget = \$3,500

30. The circle graph above shows the distribution of the Chang family's vacation budget over five categories. According to the graph, for how many of the five categories was the dollar amount of the budget category greater than \$1,000 ?
- A. One
 - B. Two
 - C. Three
 - D. Four
 - E. Five

Answer and Rationale

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

31. For the following question, enter your answer in the answer boxes.

Helen budgets $\frac{2}{5}$ of her monthly salary for food, and last month she spent $\frac{1}{10}$ of her monthly salary on produce. What fraction of her food budget did Helen spend on produce last month?

Answer and Rationale

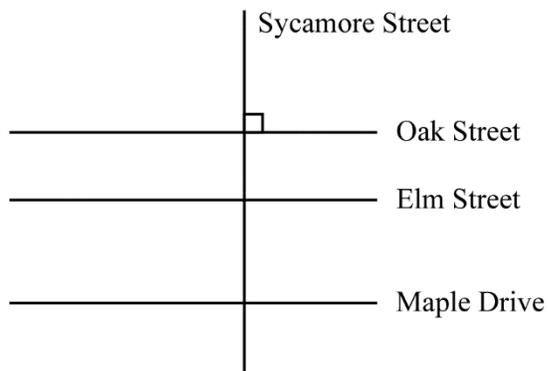
32. For the following question, enter your answer in the answer box.

A box of machine parts contains 6 times as many usable parts as defective parts. If there are exactly 882 parts in the box, how many of them are usable?

Answer and Rationale

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

33. For the following question, select all the answer choices that apply.



In the diagram above, Oak Street is parallel to Elm Street, Elm Street is parallel to Maple Drive, and Sycamore Street is perpendicular to Oak Street. Which of the following statements must be true?

Indicate all such statements.

- A. Oak Street is parallel to Maple Drive.
- B. Elm Street and Sycamore Street form right angles.
- C. Maple Drive and Sycamore Street form right angles.

Answer and Rationale

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

Directions: In each of the following sentences, some part of the sentence or the entire sentence is underlined. Beneath each sentence you will find five ways of writing the underlined part. The first of these repeats the original, but the other four are different. If you think the original sentence is better than any of the suggested changes, you should choose option A; otherwise, you should choose one of the other options.

This is a test of correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English; i.e., pay attention to acceptable usage in grammar, diction (choice of words), sentence construction, and punctuation. Choose the answer that expresses most effectively what is presented in the original sentence; this answer should be clear and exact, without awkwardness, ambiguity, or redundancy.

Remember, try to answer every question.

38. Martin Luther King, Jr., spoke out passionately for the poor of all races.

- A. spoke out passionately
- B. spoke out passionate
- C. did spoke out passionate
- D. has spoke out passionately
- E. had spoken out passionate

Answer and Rationale

39. As a consumer, one can accept the goods offered to us or we can reject them, but we cannot determine their quality or change the system's priorities.

- A. As a consumer, one can accept
- B. We the consumer either can accept
- C. The consumer can accept
- D. Either the consumer accepts
- E. As consumers, we can accept

Answer and Rationale

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

-
40. The agent, passing through the crowd without being noticed by hardly anyone.
- A. The agent, passing through the crowd without being noticed by hardly anyone.
 - B. The agent passed through the crowd without hardly being noticed by anyone.
 - C. The agent's passing through the crowd was not hardly noticed by anyone.
 - D. No one hardly noticed how the agent passed through the crowd.
 - E. The agent was hardly noticed as she passed through the crowd.

Answer and Rationale

41. Which is the main purpose of reviewing the references in a research article when one writes an academic paper?
- A. To check that the authors did their own research
 - B. To identify additional relevant sources
 - C. To learn how to write citations correctly
 - D. To verify that the authors did not cite themselves
 - E. To avoid reading other sources on the same topic

Answer and Rationale

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

Questions 42-43 refer to the following passage.

Directions: The following passage is a draft of an essay. Some portions of the passage need to be strengthened through editing and revision. Read the passage and choose the best answers for the questions that follow. Some questions ask you to improve particular sentences or portions of sentences. In some cases, the indicated portion of the passage will be most effective as it is already expressed and thus will require no changes. In choosing answers, consider development, organization, word choice, style, and tone, and follow the requirements of standard written English.

Remember, try to answer every question.

(1) Many people have a narrow idea of what is involved in being a scientist. **(2)** Most students surveyed in a recent study, for example, assumed that all scientists work indoors in a lab and approach their work in a serious, deliberate manner. **(3)** But apparently, these students hadn't read the story of how acoustic biologist Katy Payne came to study elephant sound.

(4) Payne's work with elephants is now well-documented in popular and scientific articles, but it did not begin in a conventional way. **(5)** Therefore, Payne wasn't working in her lab, doing fieldwork, or even thinking formally about science. **(6)** Instead, out of curiosity, she visited a zoo. **(7)** At the zoo, she was immediately drawn to the elephants. **(8)** A specialist in whalesong, Payne knew little about elephants; she simply sat down and started watching them out of fascination, with no specific scientific questions in mind and no intention of taking notes. **(9)** Barely registering the faint vibration accompanying interactions between elephants, Payne simply enjoys watching them play and use their trunks to smell and eat.

(10) Even less conventional is the way it was finally discovered that the elephants had been doing something remarkable that day. **(11)** Flying home, closing her eyes and feeling the plane's vibration, Payne suddenly realized that the elephants' antics had fascinated her so much that she'd wrongly dismissed the accompanying vibrations as unimportant. **(12)** It eventually led to Payne's groundbreaking discovery that elephants communicate through sounds largely inaudible to humans. **(13)** In the process, Payne went on to conduct fieldwork on elephant-sound in Africa. **(14)** Of course, she also applied conventional laboratory resources, including sound-equipment that detects low-frequency sounds, to confirm her theory.

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

-
42. In context, which is the best version of the underlined portion of sentence 5 (reproduced below)?

Therefore, Payne wasn't working in her lab, doing fieldwork, or even thinking formally about science.

- A. (As it is now)
- B. However
- C. In fact
- D. In effect
- E. To be clear

Answer and Rationale

43. Which is the best way to revise and combine sentences 6 and 7 (reproduced below) at the underlined portion?

Instead, out of curiosity, she visited a zoo. At the zoo, she was immediately drawn to the elephants.

- A. zoo, which is the place she
- B. zoo, and while there she
- C. zoo; she too
- D. zoo, where she
- E. zoo, but she

Answer and Rationale

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

44. In context, which revision to sentence 12 (reproduced below) is most needed?

It eventually led to Payne’s groundbreaking discovery that elephants communicate through sounds largely inaudible to humans.

- A. Replace “It” with “This insight”
- B. Change “eventually led” to “would eventually lead”
- C. Replace “groundbreaking” with “startling”
- D. Change “elephants communicate” with “the elephant communicates”
- E. Replace “largely” with “mostly”

Answer and Rationale

45. In context, which sentence provides the best conclusion to the last paragraph?

- A. In other words, a true scientist knows that failure is just another opportunity to learn.
- B. Nevertheless, the name of Katy Payne will be known by many generations of biologists to come.
- C. Still, it is clear that most significant scientific discoveries were made without any equipment at all.
- D. And it is well known that even the most brilliant hypothesis must be empirically verified.
- E. But Payne’s journey of discovery had started with just a trip to the zoo and an open mind.

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. The passage describes filmmaker Marguerite Duras’ attitude toward becoming a professional of the cinema. She refused to become involved with the fame, financial matters, and technology associated with film. Thus, the correct answer is option B. Options A and D can be eliminated because the passage neither criticizes Duras nor indicates that others have failed to appreciate her work. Options C and E can be eliminated because the passage discusses neither the style nor the content of Duras’ films.</p> <p>Back to Question</p>
2	D	<p>Option D is correct. Option A can be eliminated because the windmills are described as being placed in deep water and option B can be eliminated because there is no indication that the windmills would have to be near ports. The passage directly contradicts option C, since “buoys” (line 23) are not stationary platforms. Option E brings up the batteries that were mentioned in line 4. However, such batteries are not specifically related in the passage to sea-based windmills. The passage does specifically mention highly efficient cables as a critical part of the sea-based system. Therefore, option D is the best answer.</p> <p>Back to Question</p>
3	E	<p>Option E is correct. “A problematical issue is discussed” summarizes the first two paragraphs, in which both the pros and cons of a complicated situation are examined. They are followed, in the third paragraph, by the suggestion of a solution which remedies some of the problems of using windmills to generate electricity.</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	C	<p>Option C is correct. The passage focuses on how audiences since the big-band era have responded to jazz. Option A is incorrect because the focus of the passage is not on critics' response to jazz, but rather on the responses of general audiences to jazz. Options B and D can be eliminated because the passage does not discuss the effects of audiences on performers or the author's personal reminiscences. Option E is incorrect because the passage does not give an outline of the origins of jazz.</p> <p>Back to Question</p>
5	C	<p>Option C is correct. In making the comment about Michelangelo's greatness, the author relies on information Vasari has supplied. If Vasari's claims that Michelangelo worked with great care and was inspired by his work are not correct, the author's claim about Michelangelo may not be valid. It would therefore be useful to know the information represented by option C. Option A may appear at first glance to be relevant, but it is not as good an option as C, since Vasari might have known Michelangelo quite well, but might not have supplied accurate information in his biography. Option B is even less satisfactory since we are concerned only with how Vasari described Michelangelo, not how he described other painters. Option D, while it might confirm statements about Michelangelo's skill, does not help us evaluate the author's claim in the last sentence of the passage. Option E can be eliminated for similar reasons.</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
6	B	<p>Option B is correct. It is clearly supported by the last sentence of the passage. Because the fundraisers had to insist that Johns Hopkins admit women, it can be inferred that the author believes the admission of women was directly caused by their insistence and would otherwise not have taken place.</p> <p>Back to Question</p>
7	E	<p>Option E is correct. In the first sentence of the third paragraph, the author expresses the opinion that all attempts by the government to limit the four freedoms of universities are undesirable. Thus, the author would be least likely to agree with option E, the best answer, which states that the federal government should limit university freedoms if the goal it plans to achieve by doing so is desirable.</p> <p>Back to Question</p>
8	E	<p>Option E is correct. The “uncanny” power described in the first sentence is clearly not a power that people ordinarily have. It could, therefore, best be described as “supernatural.”</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. The passage is about the different approaches of Johnson and Kennedy to the presidency. In explaining how each approached the office and how they differed in this respect, the author is necessarily making a comparison. The correct answer is option B, “making a comparison.”</p> <p>Back to Question</p>
10	B	<p>Option B is correct. The passage states that Alice Fletcher helped American Indians secure legal title to their land so they would not be forced to abandon it. This idea is expressed in option B, “obtain property rights for American Indians,” which is, therefore, the correct answer.</p> <p>Back to Question</p>
11	C	<p>Option C is correct. Results for the fourth quarter show that orders for pizza and for Chinese food were about the same. Option A can be eliminated because there are clearly fewer orders for Chinese food than for pizza in both the first and second quarters. Option B is incorrect because there were more orders for Chinese food than for rotisserie chicken in the second quarter. Option D can be eliminated because pizza was clearly not the most-ordered food item in the third and fourth quarters. Option E is incorrect because the combined pizza orders for the first and second quarters are clearly greater than the combined pizza orders for the third and fourth quarters.</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
12	D	<p>Option D is correct. Both passages discuss ecotourism and its environmental impact when carried out effectively. According to the opening sentence of Passage 1, “When conducted properly, ecotourism . . . is less destructive than many other environmental uses.” Passage 2 illustrates this idea; therefore, the correct answer is option D. Options A and E are topics discussed in one of the two passages, but not both; therefore, these options can be eliminated. Option B is not suggested by either passage and is, therefore, also wrong. Option C can be readily eliminated because there is no discussion of ecotourism’s being more costly than regular tourism.</p> <p>Back to Question</p>
13	C	<p>Option C is correct. Passage 1 makes general claims about ecotourism, and Passage 2 cites Lapa Rios Ecolodge as a specific example of how ecotourism can be carried out. Option A might seem appealing because the effects of ecotourism are discussed in Passage 2; however, there is no corresponding discussion of the causes of ecotourism in Passage 1. Option A is, therefore, incorrect. Option B is incorrect because Passage 2 discusses current policies rather than future ones. Option D can be eliminated because there is no discussion of a problem needing a solution in either of the two passages. Finally, option E is incorrect because the two passages support one another in their claims.</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
14	C	<p>Option C is correct. Only Passage 1 directly mentions the economic impact of ecotourism on local people. Option A can be eliminated because both Passage 1 and Passage 2 mention the number of allowable tours. Option D also can be eliminated because both passages talk about the ramifications of ecotourism. As neither options B nor E are addressed in either Passage 1 or Passage 2, these options are also incorrect.</p> <p>Back to Question</p>
15	A	<p>Option A is correct. Answering this question correctly requires the identification of a concrete example in Passage 2 that illustrates a strategy mentioned in Passage 1. Of the options, only option A is something for which a specific example is provided in Passage 2. Specifically, Passage 2 refers to a policy that “rigorously limits the number of tours per day per trail (to two) and guests per tour (to eight).” This reference is an example of “limiting both the size and number of tours in a particular area,” which is mentioned in Passage 1.</p> <p>Back to Question</p>
16	B	<p>Option B is correct. In the sentence, “The environmental impacts of Lapa Rios (LR) Ecolodge in Costa Rica are clear and unambiguous,” “clear” means “apparent.” Option B, “obvious,” provides a synonym for “apparent” and is therefore the best answer.</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
17	E	<p>Option E is correct. To answer this question correctly, you first need to understand the implied argument in Passage 2 about the impact of the arrival of Lapa Rios Ecolodge in Costa Rica. Since the 1990s, with the arrival of the Lapa Rios Ecolodge, the “LR nature reserve and adjacent forest areas have shown pronounced forest regrowth” in the region. The passage implies that the regrowth in the region of the LR Ecolodge would have been less without the presence of the lodge and reserve. Which of the options, if true, would most weaken this implied argument? Of the options offered, option E would most undermine this claim and, therefore, is the correct answer. If forest areas in general have shown “pronounced . . . regrowth” throughout Costa Rica, it would suggest that a reason other than Lapa Rios Ecolodge accounts for the regrowth. The other options, if true, would not as fully undermine the argument about the role of Lapa Rios Ecolodge in the forest regrowth in the region.</p> <p>Back to Question</p>
18	B and C	<p>Options B and C are correct. While Shakespeare is mentioned in the passage, nowhere is it stated or suggested that he influenced Wilson; therefore, the first option can be eliminated. However, the passage does state that Wilson wrote not only several plays, but also “numerous theatrical commentaries, and other creative work.” These other types of creative works, in addition to plays, provide support for the second option. As for the third option, the final sentence of the passage indicates that Wilson’s dominance was not just because of the quantity of work he produced, but also because of his ability to express the “ideas and experiences” of African Americans. This sentence supports the third option as also being correct. Therefore, the correct responses to this question are options B and C.</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	D	<p>Option D is correct. In the Venn diagram, the shaded region represents the integers that are in both G and H; i.e., these integers are among the integers 2 through 10 and also among the integers 6 through 12, or 6, 7, 8, 9, and 10, which amount to five integers. The answer, therefore, is option D.</p> <p>Back to Question</p>
20	A	<p>Option A is correct. Since C is the center of the circle, QC and RC are both radii of the circle and therefore have the same length. The answer, therefore, is option A.</p> <p>Back to Question</p>
21	D	<p>Option D is correct. Of the 200,000 people, the number of people that would like the new drink is approximately $\frac{5}{8} \times 200,000$, or 125,000. Since 125,000 is between 120,000 and 130,000, the answer is option D.</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												
22	B	<p>Option B is correct. In the table provided, there are 48 individuals in the group, 18 of whom are women. The probability that the individual selected will be a woman is 18 out of 48, or $\frac{18}{48} = \frac{3}{8}$. The answer, therefore, is option D.</p> <p>Back to Question</p>												
23	D	<p>Option D is correct. When dividing a number expressed as a decimal by 10, the decimal point is moved one place to the left, so 641.29 divided by 10 is 64.129. The tens place is the second place to the left of the decimal point. In the number 64.129, the digit 6 is in the tens place.</p> <table border="1" data-bbox="574 804 1395 884"> <tbody> <tr> <td data-bbox="574 804 683 842">6</td> <td data-bbox="683 804 797 842">4</td> <td data-bbox="797 804 862 842">.</td> <td data-bbox="862 804 992 842">1</td> <td data-bbox="992 804 1183 842">2</td> <td data-bbox="1183 804 1395 842">9</td> </tr> <tr> <td data-bbox="574 842 683 884">Tens</td> <td data-bbox="683 842 797 884">Ones</td> <td data-bbox="797 842 862 884"></td> <td data-bbox="862 842 992 884">Tenths</td> <td data-bbox="992 842 1183 884">Hundredths</td> <td data-bbox="1183 842 1395 884">Thousandths</td> </tr> </tbody> </table> <p>The answer, therefore, is option D.</p> <p>Back to the Question</p>	6	4	.	1	2	9	Tens	Ones		Tenths	Hundredths	Thousandths
6	4	.	1	2	9									
Tens	Ones		Tenths	Hundredths	Thousandths									

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

Question Number	Correct Answer	Rationale
24	C	<p>Option C is correct. Recall that in order to subtract fractions with different denominators, a common denominator must first be determined. For example, consider the following evaluation of $\frac{3}{5} - \frac{1}{2}$, where each of the fractions $\frac{3}{5}$ and $\frac{1}{2}$ are first expressed as fractions with common denominator 10.</p> $\begin{aligned}\frac{3}{5} - \frac{1}{2} &= \frac{3}{5} \times \frac{2}{2} - \frac{1}{2} \times \frac{5}{5} \\ &= \frac{6}{10} - \frac{5}{10} \\ &= \frac{6-5}{10} \\ &= \frac{1}{10}\end{aligned}$ <p>The same is true for rational expressions. To subtract rational expressions, each rational expression must first be expressed with a common denominator. In this case, a common denominator is $2xy$. Multiply each rational expression by an expression equal to 1 so that each rational expression will have the same common denominator $2xy$ as follows.</p> $\begin{aligned}\frac{3}{2x} - \frac{1}{y} &= \frac{3}{2x} \times \frac{y}{y} - \frac{1}{y} \times \frac{2x}{2x} \\ &= \frac{3y}{2xy} - \frac{2x}{2xy} \\ &= \frac{3y-2x}{2xy}\end{aligned}$ <p>The answer, therefore, is option C.</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
25	C	<p>Option C is correct.</p> <p>Solution Strategy 1:</p> <p>For the average of a set of data, the sum of the data entries is equal to the product of the average and the number of entries.</p> <p>Since</p> $\text{Average} = \frac{\text{Sum of data entries}}{\text{Total number of entries}},$ <p>Sum of data entries = Average \times Total number of entries.</p> <p>Since the average of the absences for the first 4 months is 14, the number of absences for the first 4 months is $14 \times 4 = 56$. The number of absences in the fourth month is the number of absences in the first 4 months minus the number of absences in the first 3 months, or $56 - (16 + 12 + 17) = 11$.</p> <p>The answer, therefore, is option C.</p> <p>Solution Strategy 2:</p> <p>If x denotes the number of absences in the fourth month, the equation</p> $\text{Average} = \frac{\text{Sum of data entries}}{\text{Total number of entries}}$ <p>becomes</p> $14 = \frac{16 + 12 + 17 + x}{4},$ <p>which is equivalent to $14 \times 4 = 45 + x$ with solution $x = 14 \times 4 - 45$, or $x = 11$. The answer, therefore, is option C.</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	E	<p>Option E is correct. The price on Monday was x dollars. A reduction of 25% means that the price on Tuesday is 75% of the price on Monday, or $(0.75)x$ dollars. The price on Tuesday is then reduced by 40%, so the price on Wednesday is 60% of $(0.75)x$ dollars, or $(0.60)(0.75)x$ dollars. The answer, therefore, is option E.</p> <p>Back to Question</p>
27	E	<p>Option E is correct. Since $y = 2$, substituting the value 2 for y in the equation $4x = 14 + 9y$ gives the following equations.</p> $4x = 14 + 9 \times 2$ $4x = 14 + 18$ $4x = 32$ <p>Dividing both sides of the equation $4x = 32$ by 4 gives the result $x = 8$. The answer, therefore, is option E.</p> <p>Back to Question</p>
28	E	<p>Option E is correct. A counterexample is an example that does not support the claim in the statement. The product of 0.5 and 2 is 1, which is not greater than 2. For all the other pairs of numbers, the product is greater than each of the two numbers in the pair; so, all other pairs of numbers support the claim in the statement and are not counterexamples.</p> <p>The answer, therefore, is option E.</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. The numbers to be placed in the blank spaces must be both greater than $-\frac{1}{4}$ and less than $\frac{3}{8}$. The first pair of numbers listed is $-\frac{1}{2}$ and 0. Although 0 is both greater than $-\frac{1}{4}$ and less than $\frac{3}{8}$, $-\frac{1}{2}$ is less than $-\frac{1}{4}$, so this pair is not the correct answer. The second pair of numbers listed is $-\frac{1}{8}$ and $\frac{1}{3}$, both of which are greater than $-\frac{1}{4}$ and less than $\frac{3}{8}$, so this pair is the correct answer. At least one of the numbers in each of the other pairs is either less than $-\frac{1}{4}$ or greater than $\frac{3}{8}$. For example, in the third pair of numbers, $-\frac{3}{8}$ is less than $-\frac{1}{4} = -\frac{2}{8}$; in the fourth pair of numbers, $\frac{1}{2} = \frac{4}{8}$ is greater than $\frac{3}{8}$; and in the fifth pair of numbers, $\frac{2}{5} = \frac{16}{40}$ is greater than $\frac{3}{8} = \frac{15}{40}$.</p> <p>The answer, therefore, is option B.</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
30	B	<p>Option B is correct.</p> <p>Solution Strategy 1:</p> <p>To answer this question, compute the dollar amount for each of the five categories and compare each dollar amount to \$1,000.</p> <p>Dollar amount for food = $\\$3,500 \times 40\% = \\$1,400$</p> <p>Dollar amount for lodging = $\\$3,500 \times 35\% = \\$1,225$</p> <p>Dollar amount for other = $\\$3,500 \times 3\% = \\105</p> <p>Dollar amount for entertainment = $\\$3,500 \times 12\% = \\420</p> <p>Dollar amount for transportation = $\\$3,500 \times 10\% = \\350</p> <p>Of the five dollar amounts, only two are greater than \$1,000.</p> <p>Solution Strategy 2:</p> <p>An alternative solution method is to express \$1,000 as a percent of the total budget and determine how many of the percent values given in the circle graph are greater. That is, \$1,000 is $\left(\frac{1,000}{3,500}\right) \times 100\% \approx 28.6\%$ of \$3,500. Of the five percent values in the circle graph, only two percent values are greater than 28.6%. The answer, therefore, is option B.</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
31	$\frac{1}{4}$	<p>The correct answer is $\frac{1}{4}$.</p> <p>The fraction of the food budget that Helen spent on produce is given by $\frac{\text{budget for produce}}{\text{budget for food}}$, or equivalently, $\frac{\text{budget for produce as a fraction of monthly salary}}{\text{budget for food as a fraction of monthly salary}}$.</p> <p>This fraction is $\frac{\frac{1}{10}}{\frac{2}{5}}$, which is equivalent to $\frac{1}{10} \div \frac{2}{5} = \frac{1}{10} \times \frac{5}{2} = \frac{1}{4}$.</p> <p>The answer, therefore, is $\frac{1}{4}$.</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	756	<p>The correct answer is 756.</p> <p>Solution Strategy 1:</p> <p>Since the box contains 6 times as many usable parts as defective parts, the ratio of usable to defective parts is 6:1. The number of usable parts is $\frac{6}{7}$ of the total number of parts in the box. Since there are 882 parts in the box, the number of usable parts is $\frac{6}{7} \times 882$, or 756. The answer, therefore, is 756.</p> <p>Solution Strategy 2:</p> <p>Let d stand for the number of defective parts. The number of usable parts would be $6d$, and the total number of parts would be $d + 6d = 7d$. Since the total number of parts in the box is 882, we can write the equation $7d = 882$, which has the solution $d = 126$. The number of usable parts is $6d = 6(126) = 756$. The answer, therefore, is 756.</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
33	A, B, C	<p>The correct options are A, B, and C.</p> <p>Option A: Since Oak Street is parallel to Elm Street and Elm Street is parallel to Maple Drive, it follows that Oak Street is parallel to Maple Drive.</p> <p>Option B: Since Sycamore Street is perpendicular to Oak Street and Oak Street is parallel to Elm Street, it follows that Sycamore Street is perpendicular to Elm Street, so Elm Street and Sycamore Street form right angles.</p> <p>Option C: Since Sycamore Street is perpendicular to Oak Street and Oak Street is parallel to Maple Drive (as shown in option A), it follows that Sycamore Street is perpendicular to Maple Drive, so Maple Drive and Sycamore Street form right angles.</p> <p>Back to Question</p>
34	C	<p>Option C is correct. The error in this sentence occurs at C. The phrase “annually each year” is redundant, since “annually” and “each year” convey the same information. The sentence would be correct with either “annually” or “each year” at C. The error is one of diction, or word option.</p> <p>Back to Question</p>
35	D	<p>Option D is correct. The error in this sentence occurs at D. The pronoun “it” is incorrectly used to refer to two nouns, “country” and “time.” The pronoun required here is the plural “them.”</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
36	A	<p>Option A is correct. The error occurs at A. In the phrase “those who win,” the pronoun “those” indicates the people who win prizes. But the magazine will not print the people who win; it will print what the winners have written, or the submissions of those who won prizes. The error in this question is the illogical use of a pronoun.</p> <p>Back to Question</p>
37	E	<p>Option E is correct. Because this sentence contains no grammatical, idiomatic, logical, or structural errors, the best answer is option E. Note that at B you are required to determine whether the underlined letter — a lowercase “o” — needs to be capitalized, and that at D you are asked to determine whether the sentence requires some mark of punctuation in the underlined space. In this sentence, the use of the lowercase “o” is correct because “ordinance” is not a proper noun, and no comma is required after “candles.”</p> <p>Back to Question</p>
38	A	<p>Option A is correct. This sentence presents no problem of structure or logic. The verb tense is correct, and the use of the adverb “passionately” is also correct in this context. In option B, the verb form is correct, but the adjective “passionate” is incorrectly used instead of the adverb. Options C and E also use the incorrect adjective, and option D, although it uses the correct adverb, introduces an incorrect verb form, “has spoke out.” Thus, the best answer 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
39	E	<p>Option E is correct. The problem in this sentence concerns parallelism and agreement in pronoun number. The underlined portion of the sentence uses the singular pronoun “one,” which correctly agrees with its antecedent, “consumer.” However, in the portion of the sentence that is not underlined, the first person plural, “we,” is used as the subject in the second part of the sentence. To create a sentence free of agreement faults, you must look for an option that contains both “we” and the plural of “consumer.” Option E is the only one that corrects the agreement problem and has a phrase parallel to “we can reject them.”</p> <p>Back to Question</p>
40	E	<p>Option E is correct. Option A presents two major problems: it is not a complete sentence, and the phrase “without . . . hardly” is not idiomatic. Although options B, C, and D are complete sentences, each uses “hardly” in an equally unidiomatic construction. Option E, the best answer, is an idiomatic and complete sentence.</p> <p>Back to Question</p>
41	B	<p>Option B is correct. The most important reason to review the references in a research article is to find additional sources on the topic. Although a reference list might be used to check that the authors did their own research or to verify that the authors did not cite themselves, the former goal is better achieved through other means while the latter is not a major concern as one writes a research paper. And, the most appropriate resource for learning to write citations correctly would be a style guide, not a reference list. Finally, one would review references in a research article to identify sources that one might read to obtain additional information on the topic, not to avoid reading other sources.</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
42	C	<p>Option C is correct. The sentence that begins the second paragraph says that Payne’s research did not begin in a conventional way (i.e., indoors in a laboratory). Sentence 5 continues along the same lines, stating that Payne was not working in her laboratory and was not engaged in methodical research. The third option, “In fact,” is the best version of the underlined portion of sentence 5 because the phrase indicates in an emphatic way that what Payne was doing was unorthodox and unconventional compared to traditional scientific inquiry.</p> <p>Back to Question</p>
43	D	<p>Option D is correct. This question requires the candidate to combine two sentences to avoid the redundant use of “zoo.” The fourth option — “zoo, where she” — accomplishes this in an economical way, is grammatically correct, and fits the logic of the context of the second paragraph.</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	A	<p>Option A is correct. Sentence 12 begins with the pronoun “It,” which here does not have a clear referent: there is no singular noun in the preceding sentence to which “It” unambiguously and directly refers. Replacing the vague pronoun with “This insight,” which refers to Payne’s realization that the vibrations that accompany elephant interactions are actually important, results in a clear and easily interpreted statement.</p> <p>Back to Question</p>
45	E	<p>Option E is correct. The last paragraph describes the unconventional way in which Payne made her groundbreaking discovery and then adds that Payne ultimately did use ordinary laboratory resources. The fifth option, “But Payne’s journey of discovery had started with just a trip to the zoo and an open mind,” best concludes the last paragraph by returning to and restating the main theme: the discovery Payne made was the result not of what many people think of as formal scientific research, but rather of curiosity, openness to experience, and readiness to follow her inklings without a predetermined goal.</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 Program Admission assessment and to explain the criteria used to score each constructed-response question. The writing section of this test includes two constructed-response questions: Argumentative Essay and Source-Based Essay. Unlike the selected-response questions, the constructed-response questions do not assess subject area knowledge. They require you to demonstrate your ability to organize and develop an essay — the prompts are designed so that no outside subject area knowledge is required to answer the questions successfully.

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 30 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.

Constructed-response Question 1: Argumentative Essay

This section presents an Argumentative essay topic and sample essay responses along with the standards used in scoring the Argumentative essays. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. The examinee does not know what question will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the essays; they have been trained to judge the overall quality, rather than to attempt to count errors.

Each essay will be scored holistically, on the basis of its total quality. In computing your total GACE Writing score, the scores for both the Argumentative and Source-based essays are combined with the score for the selected-response part of the Writing test.

General Directions

You will have 30 minutes to plan and write an argumentative essay on the topic presented in the following section. The essay will be based on your own reading, experience, or observations.

Read the topic carefully. You will probably find it best to spend a little time considering the topic and organizing your thoughts before you begin writing. **DO NOT WRITE ON A TOPIC OTHER THAN THE ONE SPECIFIED.** Essays on topics of your own choice will not be acceptable. In order for your test to be scored, your responses must be in English.

The essay questions are included in this test to give you an opportunity to demonstrate how well you can write. You should, therefore, take care to write clearly and effectively, using specific examples where appropriate. Remember that how well you write is much more important than how much you write, but to cover the topic adequately, you will probably need to write more than a paragraph.

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

Scoring Guide for Argumentative Essay

Readers will assign scores based on the following scoring guide.

Score	Description
6	<p>A 6 essay demonstrates a <i>high degree of competence</i> in response to the assignment but may have a few minor errors. An essay in this category:</p> <ul style="list-style-type: none">• states or clearly implies the writer’s position or thesis• organizes and develops ideas logically, making insightful connections between them• clearly explains key ideas, supporting them with well-chosen reasons, examples, or details• displays effective sentence variety• clearly displays facility in the use of language• is generally free from errors in grammar, usage, and mechanics
5	<p>A 5 essay demonstrates <i>clear competence</i> in response to the assignment but may have minor errors. An essay in this category:</p> <ul style="list-style-type: none">• states or clearly implies the writer’s position or thesis• organizes and develops ideas clearly, making connections between them• explains key ideas, supporting them with relevant reasons, examples, or details• displays some sentence variety• displays facility in the use of language• is generally free from errors in grammar, usage, and mechanics
4	<p>A 4 essay demonstrates <i>competence</i> in response to the assignment. An essay in this category:</p> <ul style="list-style-type: none">• states or implies the writer’s position or thesis• shows control in the organization and development of ideas• explains some key ideas, supporting them with adequate reasons, examples, or details• displays adequate use of language• shows control of grammar, usage, and mechanics, but may display errors

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

Score	Description
3	<p>A 3 essay demonstrates <i>some competence</i> in response to the assignment but is obviously flawed. An essay in this category reveals <i>one or more</i> of the following weaknesses:</p> <ul style="list-style-type: none"> • limited in stating or implying a position or thesis • limited control in the organization and development of ideas • inadequate reasons, examples, or details to explain key ideas • an accumulation of errors in the use of language • an accumulation of errors in grammar, usage, and mechanics
2	<p>A 2 essay is <i>seriously flawed</i>. An essay in this category reveals <i>one or more</i> of the following weaknesses:</p> <ul style="list-style-type: none"> • no clear position or thesis • weak organization or very little development • few or no relevant reasons, examples, or details • frequent serious errors in the use of language • frequent serious errors in grammar, usage, and mechanics
1	<p>A 1 essay demonstrates <i>fundamental deficiencies</i> in writing skills. An essay in this category:</p> <ul style="list-style-type: none"> • contains serious and persistent writing errors or • is incoherent • is undeveloped

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

Sample Argumentative Essay

Sample Question

Directions: Read the opinion stated below and discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job.”

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 5

I disagree with the position taken in the statement above. We all have to start working at some point in our lives, and especially if we start working while still in high-school or before obtaining an advanced level of education, we will most likely start in a minimum wage job. These jobs, while low-paying, provide a necessary training ground for those new to the world of work and provide the base for developing skills in working that we will need later in life.

One of my co-workers provided the best example of using a minimum-wage job to develop skills in a way that benefitted both the employee and the employer. Her younger brother, who was still in high school, was very excited about getting his first job at McDonalds. My co-worker simply saw this as a way for him to pick up a little money to help with his expenses and support some of her brother's teenage pleasures. He, on the other hand, was looking at this job as the start of a career path. Explaining McDonald's emphasis on training entry level workers and recruiting from within for management positions, her brother saw himself as eventually managing a restaurant, a region, or even becoming a franchise owner. Clearly for him, his first minimum-wage job was not a ticket to nowhere, and his employer, rather than taking advantage of him, was helping him to develop for better things.

Likewise, a number of other minimum-wage jobs provide stepping off points for other careers. Nurses' aides may be inspired to go to school to become future nurses. Daycare assistants or pre-school teachers may find that their love of working with children will propel them to study education and become teachers, counselors, or administrators of programs that provide services for children. Even for those who are not planning a higher level of education or who may decide to do something else, the minimum-wage job will allow them to develop their skills and find out if they really enjoy what they are doing. Sometimes, high school students decide they want to go to college to major in a particular area, but they really don't understand what the job market will be for that area. A carefully selected minimum-wage job could help a student decide that he/she really hates the area before it is too late to change their major.

One other point also needs to be made about minimum-wage jobs: someone has to do them and it is not just the employers who gain. As all of us go about our daily lives, we need cashiers, waitresses, janitors, restaurant workers, garbage collectors, nannies, and the varied assortment of low level factory workers and technicians that make our world operate. These are the people we rarely recognise, but if we tried to go without them, either the costs that we pay would rise significantly or we would do without a lot of the things we have today. Overall, minimum-wage jobs, provide the base for our society.

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

Rationale for the Score of 5

This response opens with a clear statement disagreeing with the prompt and explains that minimum-wage jobs “provide a necessary training ground” for new workers along with “the base for developing skills in working that we will need later in life.” Making a direct connection with the idea of developing skills, the response provides a personal example that counters several of the prompt’s claims and demonstrates that employees can benefit from minimum-wage jobs without being taken advantage of. This specific example is then used to make a generalization about other minimum-wage jobs that may help to prepare workers for other careers or allow them to make informed choices about careers. In the final paragraph, the response approaches the argument in a slightly different way, noting that “someone has to do” minimum-wage jobs and that it is the general public, and not just an employer, that benefits from having “cashiers, waitresses, janitors, . . . and the varied assortment of low level factory workers and technicians that make our world operate.” This portion of the response is less developed than the position presented in the first three paragraphs, but the ideas are still clearly connected and relevant.

Throughout the response there is a clear line of organization and ideas are clearly connected. Examples are relevant, but not necessarily insightful. Sentences are varied, and the response verges on some effective sentence use, but it is not consistent. Language facility is certainly more than adequate, but the response lacks the vocabulary and effective use of language that would characterize a response scored at the 6 level. The response is generally free of errors, but does contain a few grammar or mechanical errors.

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

Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach little or nothing of value. Minimum-wage employers take advantage of people because they need a job.

When I worked at a fast food restaurant at the mall I received minimum wage. All they do is see how much work they can get out of you for as little pay as possible. Many minimum-wage employers are harder on you in places like that than they are at high paying jobs. Yes, minimum-wage jobs are boring because you do the same thing over and over which means that you learn little skill from working there.

Rationale for the Score of 2

This response, while relatively error-free, has very little development. The first paragraph, which appears to indicate agreement with the position given in the prompt, merely repeats the prompt and provides no other development. The second paragraph adds to that by noting that the writer worked at a fast food restaurant for minimum wage, but then mostly repeats the same ideas included in the prompt without providing much in the way of reasons, examples, or details. Without further development, it cannot be scored higher than a 2.

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

Constructed-response Question 2: Source-based Essay

This section presents a Source-based essay topic and sample essay responses along with the standards used in scoring the Source-based essays. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. The examinee does not know what question will be asked or what sources will be used in conjunction with the topic and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the essays; they have been trained to judge the overall quality rather than to attempt to count errors.

Each essay will be scored holistically, on the basis of its total quality. In computing your total GACE Writing score, the scores for both the Argumentative and Source-based essays are combined with the score for the selected-response part of the Writing test.

General Directions

You will have 30 minutes to read two short passages on a topic and then plan and write an essay on that topic. The essay will be an informative essay based on the two sources that are provided.

Read the topic and sources carefully. You will probably find it best to spend a little time considering the topic and organizing your thoughts before you begin writing. **DO NOT WRITE ON A TOPIC OTHER THAN THE ONE SPECIFIED.** Essays on topics of your own choice will not be acceptable. In order for your test to be scored, your responses must be in English.

The essay questions are included in this test to give you an opportunity to demonstrate how well you can write. You should, therefore, take care to write clearly and effectively, using specific examples where appropriate. Remember that how well you write is much more important than how much you write, but to cover the topics adequately, you will probably need to write more than a paragraph.

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

Scoring Guide for Source-based Essay

Readers will assign scores based on the following scoring guide.

Score	Description
6	<p>A 6 essay demonstrates a <i>high degree of competence</i> in response to the assignment but may have a few minor errors. An essay in this category:</p> <ul style="list-style-type: none">• insightfully explains why the concerns are important, supporting the explanation with effective links between the two sources and well-chosen reasons, examples, or details• incorporates information from both sources to identify and explain important concerns regarding the issue discussed in the sources• organizes and develops ideas logically• displays effective sentence variety• clearly displays facility in the use of language• is generally free from errors in grammar, usage, and mechanics• cites both sources when paraphrasing or quoting
5	<p>A 5 essay demonstrates <i>clear competence</i> in response to the assignment but may have minor errors. An essay in this category:</p> <ul style="list-style-type: none">• clearly explains why the concerns are important, supporting the explanation with clear links between the two sources and relevant reasons, examples, or details• incorporates information from both sources to identify and explain important concerns regarding the issue discussed in the sources• organizes and develops ideas clearly• displays some sentence variety• displays facility in the use of language• is generally free from errors in grammar, usage, and mechanics• cites both sources when paraphrasing or quoting

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

Score	Description
4	<p>A 4 essay demonstrates <i>competence</i> in response to the assignment. An essay in this category:</p> <ul style="list-style-type: none"> • adequately explains why the concerns are important, supporting the explanation with some links between the two sources and adequate reasons, examples, or details • incorporates information from both sources to identify and explain important concerns regarding the issue discussed in the sources • shows control in the organization and development of ideas • displays adequate use of language • shows control of grammar, usage, and mechanics, but may display errors • cites both sources when paraphrasing or quoting
3	<p>A 3 essay demonstrates <i>some competence</i> in response to the assignment but is obviously flawed. An essay in this category reveals one or more of the following weaknesses:</p> <ul style="list-style-type: none"> • limited in explaining why the concerns are important • incorporates only one source to identify and explain concerns regarding the issue discussed in the sources, or incorporates two sources inadequately • limited in supporting the explanation (establishes only a weak link between the sources and/or offers inadequate reasons, examples, or details) • limited control in the organization and development of ideas • an accumulation of errors in the use of language • an accumulation of errors in grammar, usage, and mechanics • cites only one of the sources when paraphrasing or quoting

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

Score	Description
2	<p>A 2 essay is <i>seriously flawed</i>. An essay in this category reveals one or more of the following weaknesses:</p> <ul style="list-style-type: none"> • fails to explain why the concerns are important • incorporates only one source weakly or fails to identify concerns regarding the issue discussed in the sources • offers weak support for the explanation (no link between the sources and/or few or no relevant reasons, examples, or details) • weak organization or very little development • frequent serious errors in the use of language • frequent serious errors in grammar, usage, and mechanics • fails to cite any sources when paraphrasing or quoting
1	<p>A 1 essay demonstrates <i>fundamental deficiencies</i> in writing skills. An essay in this category:</p> <ul style="list-style-type: none"> • does not incorporate either source to identify and/or explain concerns regarding the issue discussed in the sources • contains serious and persistent writing errors, or • is incoherent • is undeveloped

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

Sample Source-based Essay

Sample Question

Copyright protection grants the author of a creative work (such as a book, film, painting, or recording) the sole right to copy, publish, or profit from the work. Copyright protection lasts for a specific term. If a copyright is not renewed or if a work reaches a certain age, copyright protection no longer applies and the work is considered to be in the public domain, meaning that any person can reproduce it without paying for the right to do so.

Both of the following sources address the ways in which artists create new works and how copyright protection affects artistic creation, and particularly whether copyright protection of existing works hinders or promotes creativity.

Read the two passages carefully and then write an essay in which you identify the most important concerns regarding the issue and explain why they are important. Your essay must draw on information from BOTH of the sources. In addition, you may draw on your own experience, observations, or reading. Be sure to CITE the sources whether you are paraphrasing or directly quoting.

Source 1

Adapted from: McLeod, Kembrew. *Freedom of Expression®: Overzealous Copyright Bozos and Other Enemies of Creativity*. New York: Doubleday, 2005. 79–80. Web. 14 Feb. 2013.

One of the more headache-inducing aspects of the way copyright law is interpreted is the seeming randomness of it all. When writing a book, quoting from another book is perfectly acceptable. . . . But quoting more than two lines from a song’s lyrics in a book . . . might get you and your publisher in trouble. As long as it’s brief, singing a phrase from an old song and placing it in a new song probably won’t get you sued, and a court likely wouldn’t consider it an infringement. However, David Sanjek — director of the Broadcast Music Incorporated (BMI) archives — is careful to point out to me that any copyright owner with an axe to grind *could* sue. . . .

More mind-numbing examples from other mediums: Referring to a trademarked good in everyday conversation will cause no problem, but movie directors often have to get permission from an intellectual-property owner to show it or even mention it in movie dialogue. Referring to trademarked brands in pop songs is okay. But creating satire on a Web site by using a company logo requires you to exactly duplicate a privately owned image, and this leaves you more vulnerable to a lawsuit.

Today’s unrealistically high standards of originality don’t reflect the way people have always made art and music. What’s the difference, really, between T. S. Eliot invoking and *directly quoting from* the Bible, Greek myths, Dante, Shakespeare, Arthurian legend, and dozens of other cultural works, and Public Enemy doing the same sort of thing with sound? There is no convincing argument I have heard that justifies why it is fine in printed works to quote small fragments from books, poems, or plays, but quoting and collaging small fragments of sound is unacceptable.

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

Source 2

Adapted from: Martin, Scott M. "The Mythology of the Public Domain: Exploring the Myths Behind Attacks on the Duration of Copyright Protection." *Loyola of Los Angeles Law Review*. 36.1 (2002): 272. Web. 14 Feb. 2013.

At the risk of speaking words of heresy, it is copyright protection that *encourages* innovation and creativity, while the public domain *discourages* both innovation and creativity. Why create something new if you can reprint or reuse something that already exists? Why invest in untested new works if you can instead distribute royalty-free existing works?

The fact that creators of new works cannot merely re-use the expression contained in copyrighted work of others without permission forces them to be creative. Composers cannot rehash the melodies created by earlier composers, they must create their own new original melodies. Writers must invent new characters and plots instead of recycling the efforts of others. Animators and motion picture studios cannot freeload on Mickey Mouse; copyright protection forces them to create their own original cartoon characters. This promotion of fresh creation is an entirely appropriate goal for Congress to pursue through legislation.

Counter to the "copyright good, public domain better" myth, an extension of the term of copyright protection at the temporary expense of public domain *encourages* rather than *discourages* the creation of fresh new original works. Opponents of the current duration of copyright protection argue that an earlier termination of copyright protection would encourage the copyright owner to create new works rather than relying on income from old works. While such a result may ensue from earlier loss of copyright protection, if creation of fresh works is a policy goal for copyright law, is it not better to create incentives for all creators to develop new works in lieu of free-loading on existing works than it is to encourage just one party — the copyright owner — to develop new works?

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

Sample Response Earning a Score of 5

Major areas of concern with regards to copyright law seem to stem for the most part from issues with creativity and with consistency of the law. In his piece, Kembrew McLeod attacks the “seeming randomness” (“Freedom of Expression (R): Copyright Bozos and Other Enemies of Creativity”) of the standards for copyright laws. He compares the differences between quoting from text versus quoting sound, such as song lyrics, as well as other aspects that fall under the law. Essentially, he feels that the main issue with copyright laws is the fact that it is acceptable to quote in or from some areas of conversation (such as text) but dangerous to do so in others (such as in song). Also, McLeod implies that copyright laws have contributed to “unrealistically high standards of originality [which] don’t reflect the way people have always made art and music” (McLeod). He implies that using and expanding on other work does not hinder creativity or originality and standards on plagiarism today are unrealistic.

Scott Martin’s piece complicates this idea by presenting a viewpoint in direct opposition to it. He very explicitly states, “it is copyright protection that encourages innovation and creativity, while the public domain discourages both innovation and creativity” (Martin). Martin’s logic for this is that if it weren’t for copyright laws, creators would have no reason to make new work when they could benefit much more easily from earlier works.

So, simply put, along with the inconsistency of the copyright law as explained by McLeod, the argument over creativity is the central concern of the issue at hand. On one side, McLeod implies that using other works is not a hindrance to creativity. On the other hand, Martin argues that copyright laws are what force innovation since artists cannot rely on other works.

Rationale for the Score of 5

This response offers a clear explanation of important issues discussed in the provided sources, immediately identifying “issues with creativity and consistency of the law.” Information from the two sources is smoothly incorporated as evidence in the discussion of the issues and used to further identify related problems. The sources are acknowledged or cited when necessary. The organization and development of ideas is clear, and the writer links the sources to each other: “Martin’s piece complicates this [McLeod’s] idea.” The essay has a variety of sentence structures and displays facility in the use of language (e.g., “So, simply put, along with the inconsistency . . .”). While its explanation of the importance of the identified concerns is clear, it does not quite reach the level of insightful explanation required for a score of 6. Nevertheless, this is a clearly competent response that earns a score of 5.

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

Many artists are concerned about copyright because they want to be protected from other people stealing their work and passing it off as theirs. “why create something new if you can reprint or reuse something that already exists?” Copyright laws protect against this.

Copyright laws are confusing and “headache-inducing.” You can quote from another book in a book that you write but you can’t quote from a song. Artists don’t know what they can and can’t do. And copyright laws make “unrealistically high standards of originality” so it is hard for artists to create totally new things.

In conclusion, copyright laws help protect artists from people stealing their work while at the same time making it harder for them to create work that is original.

Rationale for the Score of 2

This response offers very little development. It identifies important concerns — the copyright protects artists from having their work stolen and that copyright laws are not inconsistent — and offers some explanation of them, but it provides weak support for the explanation, with very few reasons or details. The essay incorporates both of the provided sources, but it fails to cite or otherwise acknowledge its use of information taken from the sources. While its failure to acknowledge the use of source material keeps this essay from receiving a score higher than a 2, its lack of development also demonstrates that it is seriously flawed and would keep this essay at the 2-level even if outside sources were acknowledged.

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.

Calculator Use

A four-function on-screen calculator is part of the testing software for the Program Admission – Mathematics test and the Program Admission – Combined test. Helpful tips for using the four-function calculator are available in the Test Preparation section of the GACE website at www.gace.ets.org/prepare/tutorials/calculator.

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

Mathematics Teacher, National Council of Teachers of Mathematics

Middle School Journal, National Middle School Association

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

The Reading Teacher, International Reading Association

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

Other Resources

- Allington, R. L. (1998). *Teaching Struggling Readers: Articles from the Reading Teacher*. Newark, Del.: International Reading Association.
- Au, K. H. (1993). *Literacy instruction in multicultural settings*. New York, N.Y.: Harcourt Brace College Publishers.
- Barrentine, Shelby J., and Stokes, Sandra M. (Eds.) (2005). *Reading Assessment: Principles and Practices for Elementary Teachers*, Second Edition. Newark, Del.: The International Reading Association.
- Bean, Rita M., Heisey, Natalie, and Roller, Cathy M. (Eds.) (2010). *Preparing Reading Professionals*, Second Edition. Newark, Del.: The International Reading Association.
- Bittenger, M. L., and Ellenbogen, D. (1997). *Elementary Algebra: Concepts and Applications*, Fifth Edition. Menlo Park, Calif.: Addison-Welsey.
- Blachowicz, C., and Fisher, P. (1996). *Teaching Vocabulary in All Classrooms*. Englewood.
- Brahier, D. J. (1999). *Teaching Secondary and Middle School Mathematics*. Needham Heights, Mass.: Allyn and Bacon.
- Burns, M. (2000). *About Teaching Mathematics: A K–8 Resource*, Second Edition. Sausalito, Calif.: Math Solutions Publications.
- Crouse, R. J., and Sloyer, C. W. (1987). *Mathematical Questions from the Classroom — Parts I and II*. Providence, R.I.: Janson Publications.
- Fox, J. (1998). *Language, Media, and Mind*. Urbana, Ill.: National Council of Teachers of English.
- Golub, J. (2000). *Making Learning Happen: Strategies for an Interactive Classroom*. Portsmouth, N.H.: Heinemann. Cliffs, N.J.: Merrill.
- Graves, D. H. (1994). *A Fresh Look at Writing*. Portsmouth, N.H.: Heinemann.
- Harris, T. L., and Hodges, R. E. (Eds.) (1995). *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, Del.: International Reading Association.
- Leitzel, J. R. C. (1991). *A Call for Change: Recommendations for the Mathematical Preparation of Teachers of Mathematics*. Washington, District of Columbia: Mathematics Association of America.
- Ma, L. (1999). *Knowing and Teaching Elementary Mathematics: Teachers' Understanding of Fundamental Mathematics in China and the United States*. Mahwah, N.J.: Lawrence Erlbaum.
- Morrow, L. J., and Kenney, M. J. (Eds.) (1998). *The Teaching and Learning of Algorithms in School Mathematics*. Reston, Va.: The National Council of Teachers of Mathematics, Inc.
- National Council of Teachers of English (1995). *Teaching Literature in High School: The Novel*, Standards Consensus Series. Urbana, Ill.
- National Council of Teachers of English (1995). *Teaching the Writing Process in High School*, Standards Consensus Series. Urbana, Ill.
- National Council of Teachers of English (1999). *Trends and Issues in Secondary English*. Urbana, Ill.

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

-
- National Council of Teachers of Mathematics (1995). *Assessment Standards for School Mathematics*. Reston, Va.
- National Council of Teachers of Mathematics (2000). *Principles and Standards for School Mathematics*. Reston, Va.
- Noguchi, Rei, R. (1991). *Grammar and the Teaching of Writing: Limits and Possibilities*. Urbana, Ill.: National Council of Teachers of English.
- Osborn, J., and Lehr, F. (Eds.) (1998). *Literacy for all: Issues in teaching and learning*. New York, N.Y.: The Guildford Press.
- Potter, W. (1998). *Media Literacy*. Thousand Oaks, Calif.: SAGE Publications.
- Probst, R. (1988). *Teaching Literature in Junior and Senior High School*. Portsmouth, N.H.: Heinemann.
- Rasinski, Timothy V. (Ed.) (2009). *Essential Readings on Fluency*, Newark, Del.: International Reading Association.
- Rief, Linda. (1992). *Seeking Diversity: Language Arts with Adolescents*. Portsmouth, N.H.: Heinemann.
- Schoenbach, R., Greenleaf, C., Cziko, C., Hurwitz, L. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco, Calif.: Jossey-Bass Inc.
- Spangenberg-Urbschat, K., and Pritchard, R. (Eds.) (1994). *Kids Come in All Languages: Reading Instruction for ESL Students*. Newark, Del.: International Reading Association.
- Stein, M., Silbert, J., and Carnine, D. (1997). *Designing Effective Mathematics Instruction: A Direct Instruction Approach*. Upper Saddle River, N.J.: Merrill Prentice Hall.
- Tchudi, S., and Mitchell, D. (1999). *Exploring and Teaching the English Language Arts*. New York, N.Y.: Longman.
- Tchudi, S., and Tchudi, S. (1999). *The English Language Arts Handbook: Classroom Strategies for Teachers*. Portsmouth, N.H.: Heinemann.
- Weaver, C. (1998). *Lessons to Share on Teaching Grammar in Context*. Portsmouth, N.H.: Heinemann.
- Winterowd, W., and Blum, J. (1994). *A Teacher's Introduction to Composition in the Rhetorical Tradition*. Urbana, Ill.: National Council of Teachers of English.
- Zemelman, S., and Daniels, H. (1988). *A Community of Writers*. Portsmouth, N.H.: Heinemann.

Online Resources

- Education Resources Information Center (ERIC) — www.eric.ed.gov
- Georgia Common Core Standards — www.georgiastandards.org/Pages/Default.aspx
- Georgia Department of Education — www.doe.k12.ga.us
- GovSpot, StartSpot Mediaworks, Inc. — www.govspot.com
- International Reading Association — www.reading.org
- Kids.gov, U.S. General Services Administration — www.kids.gov

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

National Council of Teachers of English — www.ncte.org

National Council of Teachers of Mathematics — www.nctm.org

readwritethink — www.readwritethink.org

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