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Welcome to the GACE Study Companion

Get Ready to Show What You Know

You have gained the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking the Georgia Assessments for the Certification of Educators® (GACE®).

Using the GACE Study Companion is a smart way to prepare for the test so you can do your best on test day. The Study Companion can help you stay on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools including:

- An overview of the assessments
- Descriptions of different types of test questions
- Information about scores and how to understand them
- Test-taking tips and strategies
- Frequently asked questions
- Specific information about the assessment you are taking
- Practice questions and explanations of correct answers
- A study plan template
- Additional resources to help you study

So where should you start?

Begin by reviewing the Study Companion in its entirety, paying particular attention to the content specifications in About the Assessment beginning on page 26. The content specifications detail the knowledge and skills to be measured on the assessment. These specifications are aligned with the:

- Common Core Georgia Performance Standards (CCGPS) — these standards are available on the Georgia Department of Education website at www.doe.k12.ga.us under Curriculum and Instruction
- Content standards for Georgia’s state-approved educator preparation programs — see Educator Preparation Rules in the Rules section on the Georgia Professional Standards Commission (GaPSC) website at www.gapsc.com

To identify the areas you may need to study, go through the standards and note the specific areas that you need to review.
Once you have reviewed the Study Companion and the standards, you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day. Be sure to also seek other resources to strengthen your content knowledge. See the Preparation Resources section of this Study Companion.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group setting. You may have more energy early in the day, but another test taker may concentrate better in the evening. Use the Study Companion to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!
Know What to Expect

These questions and answers will give you an overview of the GACE assessments.

Why do I need to take a GACE assessment?

GACE is the educator certification assessment program for the state of Georgia. The purpose of the GACE assessments is to help the Georgia Professional Standards Commission (GaPSC) ensure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia’s public schools. Professionals serving in most public schools must hold a valid certificate, appropriate to their field of employment.

Which assessments should I take?

Before you register for an assessment, identify which assessment(s) you need to take. Note that some assessments contain more than one test, and that you will be required to pass all of the tests within an assessment to meet the certification requirements. Educator testing requirements for Georgia are available from the GaPSC website at www.gapsc.com under Educator Assessment.

How do I find out what is covered on the assessment I need to take?

Each Study Companion contains the content specifications for the assessment that detail the knowledge and skills to be covered. These specifications are aligned with the Common Core Georgia Performance Standards and the content standards for Georgia’s state-approved educator preparation programs.

What are the Common Core Georgia Performance Standards (CCGPS)?

The CCGPS is a set of core standards for kindergarten through high school in English language arts, mathematics, and grades 6-12 literacy in science, history, social studies, and technical subjects that have been formally adopted by Georgia and 44 other states, including the District of Columbia (D.C.), and two territories, along with the Department of Defense Education Activity. The CCGPS provide a consistent framework to prepare students for success in college and the 21st century workplace.

What are the content standards for Georgia’s state-approved educator preparation programs?

A set of content standards has been adopted by the GaPSC on which state-approved educator preparation program providers prepare their candidates. These standards are adapted from national content standards.

How are the GACE assessments administered?

All GACE assessments are administered via computer at specially equipped test centers throughout Georgia, in neighboring states, and internationally.
Where and when are the GACE assessments offered?
Test dates and test center locations are available on the GACE website at www.gace.ets.org. When you register for a test, you can select the test center that is most convenient for you.

How do I get my scores?
Your scores are available through your ETS GACE testing account on the GACE website at www.gace.ets.org on the score reporting date listed in the Registration Bulletin. Your test results are released to you, the GaPSC, and your program provider, if you have one.
Familiarize Yourself with Test Questions

The GACE assessments include several types of test questions, which can be broken into two categories: **objective items** (for which you select or produce an answer that is scored either correct or incorrect) and **constructed response** (for which you write or record a response of your own that is scored by trained raters based on scoring guidelines). You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don’t spend time during the test figuring out how to answer them.

Understanding Selected-response Questions

The majority of the questions in the GACE assessments are selected-response questions. The single-question format presents a direct question or an incomplete statement. This type of question may begin with the phrase “Which of the following . . .” Take a look at this example:

Which of the following is a flavor made from beans?

A. Strawberry  
B. Cherry  
C. Vanilla  
D. Mint

**How would you answer this question?**

All of the answer options are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

1) **Limit your answer to one of the options given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the options given (“Which of the following . . .”).

2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.

3) **Verify your answer.** You can substitute “vanilla” for the phrase “Which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other options to see if they make sense.

You may want to use this technique as you answer selected-response questions on the practice tests.

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

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

<table>
<thead>
<tr>
<th>Entries in outlines are generally arranged according to which of the following relationships of ideas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Literal and inferential</td>
</tr>
<tr>
<td>B. Concrete and abstract</td>
</tr>
<tr>
<td>C. Linear and recursive</td>
</tr>
<tr>
<td>D. Main and subordinate</td>
</tr>
</tbody>
</table>

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the options provided. You are supposed to find the option that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is D.

QUICK TIP ➔ Don’t be intimidated by words you may not understand. It might be easy to be thrown by words like “recursive” or “inferential.” Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. Remember to slow down, and use what you know.

Watch out for selected-response questions containing “NOT,” “LEAST,” and “EXCEPT”

This type of question asks you to select the option that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages

Some questions include introductory information such as a map, table, graph, or reading passage (often called a stimulus) that provides the information the question asks for. In the case of a map or graph, you might want to read the question first, and then look at the map or graph. In the case of a long reading passage, you might want to read the passage first, make notes about places you think are important, and then review your notes and answer the question.

You may also encounter several questions that relate to a single table, graph, or reading passage. There may also be a group of questions that has an initial stimulus that sets the scene and provides information, with a second stimulus at some later point in the questions that provides more information or a subsequent development.

The important thing is to be sure you answer the questions as they refer to the material presented. Be sure to read each question carefully.
How to approach other objective question formats

New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture. Pay attention to the directions on each screen to be sure you understand how the information is being presented for each question or group of questions.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection selected-response questions. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

The interactive question types may ask you to respond by:

- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.

- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one option within a set of answers can be selected.

- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.

- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.

- **Dragging and dropping answer options into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text, or graphic.

- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond. See the GACE Computer-delivered Testing Demonstration on the GACE website to learn how a GACE test works and see examples of some of the types of questions you may encounter.

**QUICK TIP ➔** Don’t make the questions more difficult than they are. Don’t read for “hidden meanings” or “tricks.” There are no “trick questions” on the GACE assessments. They are intended to be serious, straightforward tests of your knowledge.
Understanding Constructed-response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth explanations on particular topics. Essay, problem-solving, and oral-response are types of constructed-response questions.

For example, an essay or oral-response question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- “Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models.”
- “We are constantly bombarded by advertisements — on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It’s time to put limits on advertising.”
- “Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with each other from computer terminals at home or at work.”

Keep these things in mind when you respond to a constructed-response question:

1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.

2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. No matter how well you respond, you will not be awarded full credit if you do not answer the question completely.

3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.

4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.

5) **If your response is written, reread it.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

**QUICK TIP ➔** Scratch paper and pencils will be provided at the test center. You may find that it helps to take notes on this scratch paper about each of the details of the question so that you don’t miss any of them. Then you’ll be sure to have all of the information you need to answer the question.

For more detailed information on constructed-response scoring, see *Understanding Your GACE® Scores* in the Scores section of the GACE website at [www.gace.ets.org](http://www.gace.ets.org).
Of course, passing the GACE assessments is important to you, so you need to understand what those scores mean and what the Georgia state requirements are.

What are the score requirements for Georgia?
Each GACE assessment was developed to measure minimal competency on what is taught in Georgia’s P–12 classrooms. The passing score for all GACE assessments is 220.

How do I know if I passed?
All test results are reported as scaled scores. The scaled score is a combination of the number of scored questions you answer correctly on the selected-response section of the test and the scores you receive on any constructed-response assignments, converted to a scale from 100 to 300, with a score of 220 representing the passing score.

IMPORTANT NOTE: For assessments composed of more than one test, you must pass all tests for that assessment to meet the certification requirements.

What Your GACE Scores Mean
You received your score report. Now what does it mean? It’s important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit the Scores section of the GACE website to see a sample score report and to access Understanding Your GACE® Scores, a document that provides additional information on how to read your score report.

Put your scores in perspective
Your score report indicates:

- the date of the test administration
- your scaled score
- pass/not pass determination
- number of scored questions
- number of questions answered correctly
- number of scored questions in each subarea
- number of questions answered correctly in each subarea
- points possible for constructed-response questions (if your test includes a constructed-response section)
- points earned for constructed-response questions
If an assessment consists of more than one test, the following data will be provided if you have ever taken any of the other tests:

- highest score to date on the test (status, scaled score, and date taken)
- passing status based on the highest scaled score for each of the tests

If you have previously taken the same assessment or other assessments, your score report will also list the highest score you earned on each assessment.

**Score scale changes**

ETS updates GACE assessments on a regular basis to ensure they accurately measure the knowledge and skills that are required for certification. Updated assessments cover the same content as the previous assessments. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued assessments are valid and reportable for 50 years.

*Understanding Your GACE® Scores*, found in the Scores section of the GACE website at [www.gace.ets.org](http://www.gace.ets.org), will help you interpret your scores.
Determine Your Strategy for Success

Effective test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the assessment covers

You may have heard that there are several different versions of the same test. It’s true. You may take one version of the test and your friend may take a different version. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You’ll find specific information on the test you’re taking in the About the Assessment section of each Study Companion, which outlines the content areas that the test measures and what percentage of the test covers each area. Visit the GACE website at www.gace.ets.org for information on other GACE assessments.

2) Assess how well you know the content

Research shows that test takers tend to overestimate their preparedness — this is why some test takers assume they did well and then are surprised to find out they did not pass.

The GACE assessments are demanding enough to require serious review of likely content, and the longer you’ve been away from the content the more preparation you will most likely need. If it has been longer than a few months since you’ve studied your content area, make a concerted effort to prepare.

3) Collect study materials

Gathering and organizing your materials for review are critical steps in preparing for the GACE assessments. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered?
- Do you still have your books or your notes?
- Does your college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study Companions are available for all GACE assessments in the Test Prep section of the GACE website at www.gace.ets.org. Each Study Companion provides a combination of test preparation and practice, including sample questions and answers with explanations.

4) Plan and organize your time

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. See information on test dates on the GACE website at www.gace.ets.org.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule — and stick to it.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
5) Practice explaining the key concepts

Those GACE assessments with constructed-response questions assess your ability to explain material effectively. As a teacher, you’ll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored

Scoring information can be found in the Scores section of the GACE website at www.gace.ets.org.

7) Develop a study plan

A study plan provides a roadmap to prepare for the GACE assessments. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the blank study plan template in the back of this Study Companion to organize your efforts.

And most importantly — get started!

Would a Study Group Work for You?

Using this Study Companion as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to each other, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that various people can contribute various kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this Study Companion as part of a study group:

- **Plan the group’s study program.** Parts of the study plan template can help to structure your group’s study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group’s mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column (“Date planned to study this content”), you can create an overall schedule for your group’s study program.

- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the content subareas and objectives in the About the Assessment section to select topics, and then select practice questions.
• **Prepare your presentation for the group.** When it’s your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

• **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone’s confidence. Remember, if you take a practice test, allow only the time that will be allotted for that test on your administration day. You can use the questions in this Study Companion for your practice test.

• **Learn from the results of the practice test.** Check each other’s answers. An answer key for the selected-response questions with explanations for the answers is included in this Study Companion. If your test includes constructed-response questions, look at the constructed-response sample questions, which contain sample responses to those types of questions and shows how they were scored. Then try to follow the same guidelines that the test raters use.
  – **Be as critical as you can.** You’re not doing your study partner a favor by letting him or her get away with an answer that does not cover all parts of the question adequately.
  – **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner is doing an inadequate job of answering the question. Writing notes for your study partner may also help.
  – **Be supportive.** Include comments that point out what your study partner got right and that therefore earned them points.

Then plan one or more study sessions based on aspects of the questions on which group members did not perform well. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan you follow should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting these goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.
Develop Your Study Plan

Developing a study plan helps you prepare for the GACE assessments. A blank study plan worksheet is available in the back of this Study Companion. You can use this worksheet to:

1. **Define Content Areas**: List the most important content areas for your test as defined in About the Assessment beginning on page 26.
2. **Determine Strengths and Weaknesses**: Identify where you have thorough understanding and where you need additional study in each content area.
3. **Identify Resources**: Identify the books, courses, and other resources you plan to use to study for each content area.
4. **Study**: Create and commit to a schedule that provides for regular study periods.

Below is an example of a completed study plan that may help you get started with your own.

GACE Test Name: Reading  
GACE Test Code: 117  
I am taking the test on: October 25, 2014

<table>
<thead>
<tr>
<th>Literal Comprehension</th>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for studying this content?</th>
<th>Where can I find the resources I need?</th>
<th>Date planned to study this content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Main Ideas</td>
<td>Identify summaries or paraphrases of main idea or primary purpose of reading section</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>9/15/14</td>
<td>9/15/14</td>
<td></td>
</tr>
<tr>
<td>2. Supporting Ideas</td>
<td>Identify summaries or paraphrases of supporting ideas and specific details in reading selection</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>9/17/14</td>
<td>9/17/14</td>
<td></td>
</tr>
<tr>
<td>3. Organization</td>
<td>Identify how reading selection is organized in terms of cause/effect and compare/contrast</td>
<td>3</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>9/20/14</td>
<td>9/21/14</td>
<td></td>
</tr>
<tr>
<td>4. Organization</td>
<td>Identify key transition words/phrases in reading selection and how used</td>
<td>4</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>9/25/14</td>
<td>9/26/14</td>
<td></td>
</tr>
<tr>
<td>5. Vocabulary in Context</td>
<td>Identify meanings of words as used in context of reading selection</td>
<td>3</td>
<td>Middle and high school English text book, dictionary</td>
<td>College library, middle and high school teachers</td>
<td>9/25/14</td>
<td>9/27/14</td>
<td></td>
</tr>
</tbody>
</table>

**Note**: After clicking on a link, right click and select "Previous View" to go back to original text.
<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for studying this content?</th>
<th>Where can I find the resources I need?</th>
<th>Date planned to study this content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Determine role that an idea, reference, or piece of information plays in author’s discussion/argument</td>
<td>5</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Determine if information presented is fact or opinion</td>
<td>4</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Identify relationship among ideas presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Inferential Reasoning</td>
<td>Determine logical assumptions on which argument or conclusion is based</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/8/14</td>
<td>10/8/14</td>
</tr>
<tr>
<td>Inferential Reasoning</td>
<td>Determine author’s attitude toward materials discussed in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/8/14</td>
<td>10/8/14</td>
</tr>
<tr>
<td>Inferential Reasoning</td>
<td>Determine author’s attitude toward materials discussed in reading selection</td>
<td>1</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/17/14</td>
<td>10/18/14</td>
</tr>
<tr>
<td>Generalization</td>
<td>Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection</td>
<td>2</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/17/14</td>
<td>10/18/14</td>
</tr>
<tr>
<td>Generalization</td>
<td>Draw conclusions from materials presented in reading selection</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/23/14</td>
<td>10/23/14</td>
</tr>
<tr>
<td>Generalization</td>
<td>Apply ideas presented in a reading selection to other situations</td>
<td>3</td>
<td>High school text book, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/23/14</td>
<td>10/23/14</td>
</tr>
</tbody>
</table>

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

Learn from the experts. Take advantage of these answers to questions you may have and practical tips to help you navigate the GACE assessment and make the best use of your time.

Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don’t know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. You can use the “Mark” function to note a question you want to come back to later. There is no right or wrong way; use the approach that works best for you.

Are there trick questions on the test?

No. There are no hidden meanings or trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: The answers on selected-response tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper provided to you by the test administrator, make notes to yourself, or write anything at all. You may use your scratch paper in any way that is useful to you, but be sure to enter your final answers on the computer. Your scratch paper will be destroyed after you are finished with the assessment.

Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don’t know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.

2. **Keep track of the time.** Keep an eye on the timer located in the upper right-hand corner of the computer screen, and be aware of how much time you have left to complete your test. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming stuck on one question, you might decide to move on and return to that question later.
3. **Read all of the possible answers before selecting one.** Then, reread the question to be sure the answer you have selected really answers the question. Remember, a question that contains a phrase such as “Which of the following does NOT …” is asking for the one answer that is NOT a correct statement or conclusion.

4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on other similar-looking (but in fact very different!) tests. It doesn’t matter on the GACE assessments whether you score very high or barely pass. If you meet the minimum passing scores along with any other requirements for obtaining teaching certification, you will receive a license. In other words, what matters is meeting the minimum passing score.

6. **Use your energy to take the test, not to get angry at it.** Getting angry at the test only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching and educational leadership, worked diligently to make the test a fair and valid measure of your knowledge and skills. The best thing to do is concentrate on answering the questions.
Check on Testing Accommodations

What if I have a disability or health-related need?

If you have a disability or health-related need, you may wish to apply for testing accommodations. ETS is committed to serving test takers with disabilities or health-related needs by providing services and accommodations that are reasonable and appropriate given the purpose of the test. Testing accommodations are available for test takers with disabilities or health-related needs who meet ETS requirements. If you are requesting testing accommodations, you must register by mail or fax through ETS Disability Services and have your accommodations approved before you register to test.

The 2013–14 Bulletin Supplement for Test Takers with Disabilities or Health-related Needs for GACE® assessments contains contact information, procedures for requesting testing accommodations, and registration forms. The Supplement should be used in conjunction with the information in the GACE Registration Bulletin. The Supplement and the Registration Bulletin can both be downloaded free of charge from the Testing Accommodations section of the GACE website at www.gace.ets.org.

Disability documentation policy statements and forms are available through the ETS website at www.ets.org/disabilities/documentation. You should also see Tips for Test Takers with Disabilities at www.ets.org/disabilities/tips.
Do Your Best on Test Day

You followed your study plan. You are ready for the test. Now it’s time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you’re sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal — passing the GACE assessment!

On the day of the test, you should:

- be well-rested
- wear comfortable clothes and dress in layers
- eat before you take the test to keep your energy level up
- bring valid and acceptable identification with you that contains your name, signature, and photograph
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

You can’t control the testing situation, but you can control yourself. Stay calm. Test administrators are well trained and make every effort to provide uniform testing conditions, but don’t let it bother you if the test doesn’t start exactly on time. You will be given the necessary amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you’ve trained, prepared, and rested, give it everything you’ve got.

What items am I restricted from bringing into the test center?

You may not bring personal items into the test center such as:

- cell phones, smartphones (e.g., Android™, BlackBerry®, iPhone®), tablets, PDAs, and other electronic, listening, recording, or photographic devices
- handbags, knapsacks, or briefcases
- food or snacks of any kind
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, and scratch paper (the test administrator will provide pencils and scratch paper)
- tobacco
- weapons of any kind

**NOTE:** All cell phones, smartphones, tablets, PDAs, and other electronic, listening, recording, or photographic devices are strictly prohibited at the test center. If you are found to be in
possession of any of these devices before, during, or after the test administration, your device may be inspected and/or confiscated, and you will be dismissed from the test. Your test scores will be canceled, and you will forfeit your test fees. For more information on what you can bring to the test center, visit the On Test Day section of the GACE website at www.gace.ets.org.

Are You Ready?
Review this list to determine if you’re ready to take your assessment.

- Do you know the Georgia testing requirements for your teaching field?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each assessment you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the assessment will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions that you may encounter during your assessment?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in the Study Companion?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these items?
- If you are repeating a GACE assessment, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the GACE assessment, do your best, pass it — and begin your teaching career!
Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the GACE assessments.

What is the purpose of the GACE assessments?

The purpose of the GACE assessments is to assure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE assessments are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum — the Common Core Georgia Performance Standards (CCGPS) — and the content standards for Georgia’s state-approved educator preparation programs. In other words, each GACE assessment was developed by Georgia educators to measure competency on what is taught in Georgia’s P-12 classrooms.

Who developed the GACE assessments?

Each GACE assessment was developed with diverse representation of Georgia educators from across the state, including the participation of committees of Georgia educators, educator preparation faculty, and other content and assessment specialists. This included individuals from school systems, local schools, institutions of higher education (public and private), and other stakeholders.

What do the GACE assessments measure?

Each GACE assessment consists of one or more tests designed to assess a candidate’s knowledge and skills as required by the guidelines for Georgia educator certification.

Do some GACE assessments have more than one test?

Yes. Some GACE assessments do consist of more than one test. You may take each individual test at separate administrations, or for assessments that offer a combined test format, you may take the combined version at one administration. You must pass all tests within an assessment to achieve certification.

What is certification?

Certification in any area — medicine, law, architecture, accounting, cosmetology, or education — is an assurance to the public that the person holding the certification possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher certification, a certification tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because certification makes such a serious claim about its holder, certification tests are usually quite demanding. In some fields, certification tests have more than one part and last for more than one day. Candidates for certification in all fields plan intensive study as part of their professional preparation. Some join study groups, while others study alone. Preparing to take a certification test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a certification exam takes planning, discipline, and sustained effort.
How are the assessments updated to ensure the content remains current?
GACE assessments are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State certification areas and the results of any relevant job analysis are also considered. If these reviews indicate that the test content needs to be updated, a state advisory committee is convened to develop revised test content specifications. New test questions are then produced following the standard test development methodology.

How long will it take to receive my scores?
Unofficial scores for tests that contain only selected-response questions can be viewed at the conclusion of the test. Official scores for these tests are reported approximately two to three weeks after the test date.

Score reporting dates for tests that include a constructed-response section can be found in the Scores section of the GACE website at www.gace.ets.org and in the Registration Bulletin.

Can I access my scores online?
Viewing your scores is easy — simply log in to your ETS GACE testing account on the GACE website at www.gace.ets.org and click on your score report.
### About the Assessment

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Health and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>P–12</td>
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<tr>
<td>Test Code</td>
<td>Test I: 115</td>
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<tr>
<td></td>
<td>Test II: 116</td>
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<td></td>
<td>Combined Test I and Test II: 615</td>
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<tr>
<td></td>
<td>Test II: 2 hours</td>
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<td></td>
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<tr>
<td>Test Duration</td>
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<tr>
<td></td>
<td>Test II: 2.5 hours</td>
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<tr>
<td></td>
<td>Combined Test I and Test II: 5 hours</td>
</tr>
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<td>Number of Selected-response Questions</td>
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<tr>
<td></td>
<td>Test II: 85</td>
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<tr>
<td></td>
<td>Combined Test I and Test II: 170</td>
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<tr>
<td>Number of Constructed-response Questions</td>
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<tr>
<td></td>
<td>Test II: 0</td>
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<tr>
<td></td>
<td>Combined Test I and Test II: 0</td>
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<tr>
<td>Test Format</td>
<td>Computer delivered</td>
</tr>
</tbody>
</table>

The GACE Health and Physical Education assessment is designed to measure the professional knowledge of prospective teachers of Health and Physical Education in the state of Georgia.

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

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

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

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

Each test in this assessment is organized into content subareas. Each subarea is further defined by a set of objectives and their knowledge statements.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

The following is a breakdown of the subareas and objectives for the tests in this assessment.
Test I Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
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</thead>
<tbody>
<tr>
<td>I. Mental and Emotional Health/Professional Issues</td>
<td>25%</td>
</tr>
<tr>
<td>II. Personal Health and Wellness, Sexual Health, and Nutrition</td>
<td>40%</td>
</tr>
<tr>
<td>III. Safety and Injury Prevention, and Alcohol, Tobacco, and Other Drugs</td>
<td>35%</td>
</tr>
</tbody>
</table>

Test I Objectives

Subarea I: Mental and Emotional Health/Professional Issues

Objective 1: Understands the issues related to mental and emotional health

The beginning Health and Physical Education teacher:

A. Understands psychosocial development/emotional well-being
B. Knows the causes/consequences of mental/emotional health issues
C. Knows the consequences of risk-taking behaviors
D. Understands stress management skills
E. Knows how to identify factors that promote positive self-concept and self-esteem
F. Understands factors affecting healthy and unhealthy relationships
G. Understands strategies for coping with changes in families
H. Understands the concepts of interpersonal communication
I. Understands skills promoting healthy interactions
J. Understands the functions of various types of interpersonal relationships
K. Understands group dynamics
L. Knows the social/cultural influences on communication
M. Understands factors affecting decisions about dating
N. Understands the causes of conflict among youth
O. Knows the signs, symptoms, causes, and effects of self-destructive behavior

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Objective 2: Understands the professional issues related to health education

The beginning Health and Physical Education teacher:

A. Knows the opportunities available for health education advocacy
B. Understands how to implement curricular and extracurricular programs
C. Understands the role of health educator as a liason
D. Understands the factors influencing the content of health education
E. Knows how to locate and use valid sources of health information
F. Knows how to recognize and use effective peer leadership intervention, resistance, and refusal skills
G. Understands goal-setting and decision making
H. Understands risk factors and protective factors related to personal health and safety practices
I. Knows the components of a coordinated school health program

Subarea II: Personal Health and Wellness, Sexual Health, and Nutrition

Objective 1: Understands the principles of personal health and wellness

The beginning Health and Physical Education teacher:

A. Knows the concepts of personal hygiene
B. Understands the concepts of anatomy and physiology and body system interrelationships
C. Knows the patterns and stages of physical, cognitive, social, and emotional growth and development
D. Understands various factors that affect physical, cognitive, social, and emotional growth and development
E. Knows how to describe disease etiology and prevention/treatment
F. Understands the difference between communicable and non-communicable diseases
G. Understands the role of the body’s immune system
Objective 2: Understands the issues related to sexual health

The beginning Health and Physical Education teacher:

A. Knows the anatomy/physiology of the human reproductive system
B. Understands the decision-making process and considerations related to planning a family
C. Knows the stages that occur during pregnancy and childbirth
D. Knows the factors that influence sexual decisions
E. Knows the causes of HIV/AIDS
F. Knows the methods for preventing pregnancy, STDs, and HIV/AIDS

Objective 3: Understands the principles of nutrition

The beginning Health and Physical Education teacher:

A. Knows how to identify the functions and sources of nutrients
B. Understands the components of My Plate and Dietary Guidelines for Americans
C. Knows the components of a balanced diet
D. Understands principles for planning nutritious meals
E. Understands factors affecting food choices and eating habits
F. Knows dietary disorders and health issues
G. Knows how to evaluate diets relative to personal needs

Subarea III: Safety and Injury Prevention, and Alcohol, Tobacco, and other Drugs

Objective 1: Understands the issues related to safety and injury prevention

The beginning Health and Physical Education teacher:

A. Understands weather emergencies
B. Knows methods for promoting self care, safe behaviors, and injury prevention
C. Knows appropriate ways to respond to accidents
D. Understands threats to personal safety
E. Knows the legislation, agencies, and policies that support community health
F. Knows the characteristics of safe and unsafe places for play, travel, and recreation
G. Understands the causes, consequences, and prevention of different types of abuse and violence
H. Understands common causes and effects of accidents

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
**Objective 2: Understands the issues related to the use of alcohol, tobacco, and other drugs**

The beginning Health and Physical Education teacher:

A. Understands the effects of substance use and abuse
B. Knows the appropriate uses of medicines
C. Knows the classifications of alcohol, tobacco, and other drugs
D. Understands the factors contributing to health risks associated with the use of alcohol, tobacco, and other drugs
E. Knows how the use of alcohol, tobacco, and other drugs affect personal goals
F. Understands how adolescent and teen drug use contributes to accidents, crime, suicide, mortality, and sexual activity
G. Understands that alcohol, tobacco, and drug dependencies are treatable diseases
H. Knows how to analyze alcohol, tobacco, and drug advertisements

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

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Basic Sciences of Physical Education</td>
<td>20%</td>
</tr>
<tr>
<td>II. Motor Learning and Motor Development</td>
<td>15%</td>
</tr>
<tr>
<td>III. Sports, Activities, and Fitness</td>
<td>30%</td>
</tr>
<tr>
<td>IV. Instructional Principles and Professionalism in Physical Education</td>
<td>35%</td>
</tr>
</tbody>
</table>

Test II Objectives

**Subarea I: Basic Sciences of Physical Education**

*Objective 1: Understands how the applied sciences are related to physical education*

The beginning Health and Physical Education teacher:

A. Understands biomechanics and kinesiology
B. Understands exercise physiology and fitness

*Objective 2: Understands the principles of anatomy and physiology as related to physical education*

The beginning Health and Physical Education teacher:

A. Understands anatomy and physiology
B. Understands the components of flexibility
C. Knows the major muscle groups
Subarea II: Motor Learning and Motor Development

Objective 1: Understands the principles of motor learning

The beginning Health and Physical Education teacher:

A. Understands principles, stages, sequences, and characteristics of motor development and learning
B. Understands factors influencing motor development and learning
C. Understands motor-learning concepts
D. Knows instructional prompts and cues for providing motor performance feedback
E. Understands skill themes and ways to promote movement concepts

Objective 2: Understands the principles of motor development

The beginning Health and Physical Education teacher:

A. Knows how to apply movement concepts
B. Understands movement principles and their application
C. Knows critical elements of movement patterns
D. Understands how to combine locomotor, nonlocomotor, and manipulative skills and patterns
E. Knows how to select developmentally appropriate techniques, skills, sequences, equipment, and materials for complex rhythmic, aerobic, and dance activities

Subarea III: Sports, Activities, and Fitness

Objective 1: Understands the principles of individual, dual, team, and lifetime sports or activities

The beginning Health and Physical Education teacher:

A. Knows the skills, rules, strategies, sequences, and performance assessment techniques for individual, dual, team, and lifetime sports, dance, and other activities
B. Understands critical elements essential to competent performance in individual, dual, and lifetime sports
C. Understands critical elements essential to competent performance in team sports
D. Understands critical elements of outdoor, adventure, and cooperative activities
E. Understands critical elements essential to competent performance in creative movement and dance

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Objective 2: Understands fitness as it relates to training, fitness plans, sports, and activities

The beginning Health and Physical Education teacher:

A. Understands principles of training and conditioning
B. Knows principles and techniques for designing a fitness plan
C. Knows the effect of participation in sports and activities
D. Knows the appropriate etiquette, interactions, care of equipment, safety practices, and environmental considerations

Subarea IV: Instructional Principles and Professionalism in Physical Education

Objective 1: Understands management and motivation as it relates to physical education

The beginning Health and Physical Education teacher:

A. Knows the principles of classroom management
B. Understands the psychological and social factors that affect individual and group learning
C. Knows how to manage resources
D. Knows how to motivate students
E. Knows how to promote positive relationships
F. Knows how to use rules and routines to create a safe and effective learning environment
G. Knows how to promote self-management skills

Objective 2: Understands communication and collaboration as related to physical education

The beginning Health and Physical Education teacher:

A. Understands effective verbal and nonverbal communication
B. Knows how to provide appropriate instructional feedback
C. Knows how to deliver effective demonstrations and explanations
D. Knows how to integrate knowledge and skills from multiple subject areas in physical education
E. Knows how to promote opportunities to be physically active

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Objective 3: Understands the principles involved in physical education planning and instruction

The beginning Health and Physical Education teacher:

A. Knows how to achieve and maintain a health-enhancing level of fitness in a physical education program
B. Knows how to design and sequence activities for skill development
C. Knows how to design and sequence activities for health and skill-related fitness
D. Knows how to integrate information technology
E. Know how to use technology in physical education

Objective 4: Understands the principles of student assessment, adapted physical education, and professionalism

The beginning Health and Physical Education teacher:

A. Knows how to plan and adapt instruction for special need students
B. Knows how to assess individuals with disabilities
C. Knows how to gather and assess data for skill performance
D. Knows the goals and purposes of the various fitness assessments
E. Knows how to demonstrate and support the concept that all students can become physically educated individuals
F. Knows the historical, philosophical, social, and legal issues in physical education
G. Understands liability and legal considerations pertaining to use of equipment, class organization, supervision, program selection, gender, and disability
H. Understands the factors affecting participation in physical activity

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Approaches to Answering Selected-response Questions

The purpose of this section is to describe selected-response question formats that you will typically see on the GACE assessments and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment. This content has been carefully selected to align with the knowledge required to begin a career as a teacher in the state of Georgia.

The questions on this assessment are designed to assess your knowledge of the content described in the subareas and objectives in each test. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, to compare it with other knowledge you have, or to make a judgment about it.

The questions on this assessment are all selected-response questions. When you are ready to respond, you must choose one of the answer options listed. You may also encounter some questions that use alternate response types; e.g., questions that require you to select multiple options, enter a numeric answer into a text box, or drag-and-drop options. Be sure to read the directions carefully to ensure that you know what is required for each test question. Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

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

You may see the following types of questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, a graphic, a table, or a combination of these features. The answer options appear below the question.

The following question is an example of the single-question format.

Example

Which of the following is the most important consideration for students and teachers with regard to students’ use of the Internet as a research tool?

A. The name of a website does not always give a clear indication of the contents of the site.
B. The rapid expansion of the Internet makes it difficult to obtain the very latest information on a given topic.
C. Different search engines use different formulas for matching websites to search strings.
D. Much of the information on the Internet has not been reviewed and verified by experts in relevant fields.

Suggested Approach

Read the question carefully and critically. Think about what the question is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice, and mark your answer.

The question in the example above addresses students’ use of the Internet as a research tool. Since there are few controls over what information may be posted on the Internet and by whom, information obtained through this medium cannot be assumed to be accurate. Therefore, students who are using the Internet as a research tool must be made aware of the importance of consulting sources that have been reviewed by experts to verify the accuracy of any information obtained. Therefore, option D is the single best answer.
With regard to the other responses, it is true that the name of a website may not accurately represent the information it presents (option A), and it is also true that search engines use different formulas for matching websites to search strings (option C). While these issues may affect the ease of locating information, they are not relevant to the more critical issue of accuracy. With regard to option B, the question of whether students have located the very latest information, which may or may not be substantiated, is less important than whether they have consulted a variety of up-to-date, accurate resources in a variety of media.

**Clustered Questions**

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material may be a reading passage, a sample of student work, a description of a student and/or program, a graphic, a table, or any other information needed to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

**Strategy 1**  
Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.

**Strategy 2**  
Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.

**Strategy 3**  
Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample questions in this Study Companion and then use the strategy with which you are most comfortable when you take the actual test.

Regardless of which strategy you choose, you should read the stimulus carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.
Example
First read the stimulus (a description of a class activity planned by a teacher).

Use the information below to answer the questions that follow.

A science teacher and a computer teacher work with the same group of eighth graders. The teachers will be addressing some related content with these students, so they agree to create an interdisciplinary unit with coordinated instruction between the two classes.

Now you are prepared to address the first of the two questions associated with this stimulus.

1. The teachers begin planning the interdisciplinary unit by deciding on student learning goals that both teachers will emphasize in their classrooms. Before beginning the unit, the teachers should answer which of the following questions to ensure the unit is as effective and well coordinated as possible?

A. How should the topic coverage be sequenced and paced during the unit?
B. How much time should be devoted to individual, small-group, and whole-class instruction during the unit?
C. What methods should be communicated with parents about learning expectations?
D. What presentation methods and teaching styles should be used during the unit?

Suggested Approach
Read the question carefully and critically. Think about the question that is being asked. Eliminate any obviously wrong answers, select the correct answer choice, and mark your answer.

This question tests understanding of effective collaborative practices. The teachers have agreed on their learning goals for students. Now they need to agree on the sequence and pace of instruction (option A) so that students will be able to build on previously presented content as new content is taught. Students will be much more likely to understand the topic of any given lesson if they are able to fit the new information into a framework of existing knowledge. Therefore, **option A is the single best answer**.

None of the other responses addresses ways to coordinate instruction effectively. Once the teachers have agreed on student learning goals and on the sequence and pace of topic coverage, students will be able to benefit from instruction whether or not the teachers coordinate their grouping practices (option B) or employ similar presentation methods and teaching styles (option D). With regard to option C, communicating learning expectations with parents is irrelevant to how well the two teachers are coordinated.
Now you are ready to answer the second question.

2. The teachers wish to ensure that their unit will proceed smoothly. They can most likely achieve this goal by using which of the following strategies?

A. Create a plan before the unit begins specifying the learning activities that will occur in each teacher’s classroom each day
B. Make arrangements to meet on a regular basis to discuss how the unit is progressing and to address any issues that may arise
C. Identify before the unit begins any teacher tasks that will need to be performed during the unit and assign each task to a teacher
D. Make arrangements to collaboratively create all lesson plans that will be used in both classrooms throughout the unit

**Suggested Approach**

Again, carefully consider the information presented in the stimulus, and then read the second question, which focuses on the principles of effective collaboration in an interdisciplinary teaching situation. Ongoing communication is essential so that the teachers can share information about and identify ways to address such issues as unanticipated directions students’ interests have taken, concepts students are having trouble with, and so forth. Establishing a regular meeting schedule to discuss progress and make necessary adjustments (option B) is an effective means of ensuring that such communication will occur. Therefore, **option B is the single best answer**.

None of the other strategies listed would facilitate the ongoing exchange of information necessary to address issues that arise as the unit proceeds. Because teachers are unlikely to accurately predict the specific issues that will arise during a unit, brainstorming teacher responses prior to beginning the unit (option A) would most likely be an inefficient use of planning time. Jointly creating all lesson plans in advance (option D) would not allow the flexibility necessary to adapt activities and lessons to changing circumstances and would also require a large and unnecessary investment of the teachers’ time. While identifying and assigning specific teacher roles ahead of time (option C) might increase efficiency, it would not enhance the teachers’ ability to address student learning issues effectively as they arise.
Practice Questions

This section presents some sample questions for you to review as part of your preparation for the assessment. You will probably find it helpful to simulate actual testing conditions. A correct answer and a rationale for each sample test question can be found in the section following the sample 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.

The sample questions are included to illustrate some of the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.
Directions: Each of the questions or incomplete statements below is followed by suggested answers or completions. Select the best option or options in each case.

1. Essential amino acids are best described as those amino acids that are

   A. required for protein synthesis but cannot be made by the body.
   B. naturally occurring substances that help fight infection.
   C. important components of carbohydrates, fats, and proteins.
   D. high-energy nutrients that promote growth and development.

Answer and Rationale

2. Which of the following students is most likely to lose weight safely?

   Name          | Daily Intake (calories) | Daily Expenditure (calories)
   ------------- |-------------------------|-------------------------------
   A. Robert     | 3,000                   | 3,000                         |
   B. Judy       | 3,000                   | 2,000                         |
   C. Tim        | 2,000                   | 2,800                         |
   D. Alice      | 1,000                   | 4,000                         |

Answer and Rationale

3. Which of the following can be used most effectively to determine an individual’s body fat composition?

   A. Scales and a height-weight chart
   B. A skinfold caliper
   C. Measurements of the circumference of the individual’s waist, hips, thighs, and arms
   D. Hydrostatic weighing

Answer and Rationale
4. The presence of the ozone layer in the upper atmosphere is important because it
   A. enhances the greenhouse effect.
   B. has led to sharp increases in skin cancers.
   C. absorbs harmful ultraviolet radiation.
   D. reduces acid rain and urban smog.

**Answer and Rationale**

5. Approval of AZT for use in treating AIDS came under the jurisdiction of which of the following agencies?
   A. Federal Trade Commission
   B. United States Consumer Product Safety Commission
   C. State-level offices of consumer affairs
   D. United States Food and Drug Administration

**Answer and Rationale**

6. Fetal alcohol syndrome is associated with which of the following?
   A. Phenylketonuria
   B. Leukemia
   C. Hepatitis
   D. Developmental disabilities

**Answer and Rationale**
7. Which of the following correctly describes the usual pathway of sperm through the female reproductive tract to the site of fertilization?

A. Vagina, cervix, fallopian tube, uterus
B. Vagina, uterus, fallopian tube, cervix
C. Vagina, cervix, uterus, fallopian tube
D. Urethra, vagina, fallopian tube, uterus

Answer and Rationale

8. Amniocentesis is most often used to

A. facilitate artificial insemination.
B. measure immune-response capability in transplant recipients.
C. determine the presence of certain disorders in the fetus.
D. estimate the mother’s potential for maintaining a pregnancy to term.

Answer and Rationale

9. Compared to younger women, women over age 35 have an increased risk of giving birth to children with which of the following genetic disorders?

A. Cystic fibrosis
B. Down syndrome
C. Hemophilia
D. Sickle-cell anemia

Answer and Rationale
10. A coordinated school health program includes which of the following?  
Select all that apply.

A. Comprehensive school health education
B. Physical education
C. Nutrition services
D. Health newsletters

Answer and Rationale

11. A high school has had a series of incidents of sexual harassment in the hallways. One of the health education teachers assigns students to create posters in class encouraging positive peer pressure to prevent sexual harassment. The teacher’s assignment is contributing to the school’s

A. healthy environment.
B. health services.
C. family and community involvement.
D. counseling services.

Answer and Rationale

12. HIV may be transmitted from one individual to another in which of the following ways?  
Select all that apply.

A. Through contact made during oral sex
B. By an infected mother feeding breast milk to an infant
C. Perinatally from an infected mother to her fetus
D. Genetically from parent to child

Answer and Rationale
13. In which of the following activities can a teacher best observe students demonstrating refusal skills?

   A. Having students interact outside of class
   B. Having students role-play
   C. Having students read from the textbook
   D. Having students create a poster

**Answer and Rationale**

14. When designing activities to address the different learning styles of students within the integrated health classroom, the health teacher should consider the theory of multiple intelligences suggested by

   A. Howard Gardner.
   B. John Dewey.
   C. Robert Marzano.
   D. Madeline Hunter.

**Answer and Rationale**

15. Which of the following neurotransmitters is affected by the antidepressant Prozac®?

   A. Adrenaline
   B. Serotonin
   C. Epinephrine
   D. Cortisol

**Answer and Rationale**

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
16. Which of the following environmental problems is most lethal to people worldwide?

   A. Acid rain  
   B. Air pollution  
   C. Ozone depletion  
   D. Water pollution  

   **Answer and Rationale**

17. According to the Centers for Disease Control and Prevention (CDC), which of the following are among the top four causes of death for young people ages 15 to 24 in the United States?

   Select all that apply.

   A. Suicide  
   B. Motor vehicle injuries  
   C. Homicide  
   D. Diabetes  

   **Answer and Rationale**

18. When planning goals for lessons in health class, which of the following should be a teacher’s primary concern?

   Select all that apply.

   A. How easily the material can be presented in class  
   B. How the information presented is relevant to the learner  
   C. What motivates enthusiasm for the subject in the learner  
   D. What types of learners make up the class population  

   **Answer and Rationale**
19. Which of the following best describes a formative evaluation?

   A. Documenting the feasibility of implementing a student exercise program
   B. Determining the effectiveness of a school system’s HIV-prevention initiative
   C. Documenting the level of dissemination of a research-based curriculum within a state
   D. Monitoring progress in completing plans for a tobacco-use prevention training event

   **Answer and Rationale**

20. Hib is best described as a type of

   A. bacteria.
   B. immune disorder.
   C. health information system.
   D. behavioral disorder.

   **Answer and Rationale**

21. The affective domain of Bloom’s taxonomy includes which of the following types of behavior?

   Select all that apply.

   A. Analyzing
   B. Receiving
   C. Responding
   D. Valuing

   **Answer and Rationale**

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
22. Which of the following can be obtained only with a prescription from a licensed physician?

   A. Vitamin supplements
   B. Birth control pills
   C. Diet pills
   D. Weight training supplements

**Answer and Rationale**

23. Which of the following are major components of a coordinated school health program?

   Select all that apply.

   A. Physical education
   B. Comprehensive school health education
   C. Health insurance for students
   D. Healthy school environment

**Answer and Rationale**

24. A negative energy balance of which of the following is required to lose one pound per week?

   A. 4,500 calories
   B. 3,500 calories
   C. 2,500 calories
   D. 1,500 calories

**Answer and Rationale**
25. An increase in the risk of heart disease is associated with an increase in which of the following?

Select all that apply.

A. Blood pressure
B. Serum cholesterol
C. Low-density lipoprotein
D. High-density lipoprotein

Answer and Rationale

26. Which of the following most accurately represents the number of extra calories a pregnant woman should consume per day to prepare for a healthy birth?

A. 200-300
B. 1,000-1,200
C. 1,500-2,000
D. Double her normal caloric intake

Answer and Rationale

27. Which of the following is a respiratory condition characterized by inflammation, excessive mucus production, and the constriction of the bronchi?

A. Allergic rhinitis
B. Emphysema
C. Sleep apnea
D. Asthma

Answer and Rationale
28. Some people feel an improvement in their health after taking a remedy that has no proven scientific effect on health status. This is an example of which of the following?

A. A medical breakthrough  
B. A suppressant benefit  
C. Positive visualization  
D. The placebo effect

**Answer and Rationale**

29. The hormone released by the hypothalamus in both males and females at the onset of sexual maturity is

A. norepinephrine.  
B. adrenaline.  
C. progesterone.  
D. gonadotropin-releasing hormone (GnRH).

**Answer and Rationale**

30. The primary means of managing diabetes is to keep

A. cholesterol levels low.  
B. sodium levels low.  
C. blood sugar levels stable.  
D. blood pressure stable.

**Answer and Rationale**
31. In which of the following locomotor skills does a foot complete two tasks before the weight is transferred to the other foot?

   A. Galloping
   B. Running
   C. Walking
   D. Skipping

Answer and Rationale

32. Which of the following is a problem most characteristic of performing a forward roll?

   A. Keeping the chin tucked
   B. Keeping the knees and hips flexed
   C. Losing the curl
   D. Using the hands to cushion the head contact

Answer and Rationale

33. Which of the following actions are characteristic of a correct mature form for striking a ball with a racket?

   Select all that apply.

   A. Taking a forward step with the foot opposite the striking arm
   B. Coiling and rotating the body forward as the racket is swung
   C. Putting weight on the back foot and then shifting to the front foot as the racket is swung
   D. Stopping the racket at the point of contact with the ball

Answer and Rationale
34. When dribbling a soccer ball in a restricted space, a player should attempt to do which of the following?

Select all that apply.

A. Keep the ball close to the feet
B. Stay in a slightly crouched position
C. Use body feints and changes of speed
D. Use only the dominant foot for better control

Answer and Rationale

35. According to legend, the Greek athlete Milo of Croton lifted a newborn calf onto his shoulders every day until the calf became a fully mature ox. Milo followed what two principles of modern muscle strength and endurance conditioning?

A. Progression and overload
B. Variable resistance and overload
C. Frequency and progression
D. Intensity and retention

Answer and Rationale

36. Which of the following is a list of physiological factors that are all related to oxygen consumption, both linearly and proportionately?

A. Cardiac output, diastolic blood pressure, heart rate
B. Cardiac output, heart rate, work rate
C. Core temperature, red blood cell count, work rate
D. Minute ventilation, red blood cell count, respiration rate

Answer and Rationale
37. In the late 1800s, the greatest influence on the direction of physical education came from individuals with a background in which of the following?

A. Medicine  
B. Professional sport  
C. Intercollegiate sport  
D. Nutrition

**Answer and Rationale**

38. Most sport sociologists describe sport as primarily what type of activity?

A. Idealized  
B. Institutionalized  
C. Generalized  
D. Professionalized

**Answer and Rationale**

39. Angular motion is represented by which of the following?

Select all that apply.

A. The knees of a cyclist  
B. The legs of a runner  
C. The arms of a swimmer

**Answer and Rationale**
40. The correct racing posture for swimmers, cyclists, and downhill skiers minimizes the effect of

A. lift.
B. propulsion.
C. turbulence.
D. gravity.

**Answer and Rationale**

41. Which of the following practice alternatives would best promote motor learning and safety for potentially injurious sports such as pole vaulting and downhill skiing?

A. Whole
B. Part
C. Progressive-part
D. Distributed

**Answer and Rationale**

42. Which of the following are direct physiological outcomes of cool-down activities following vigorous physical activity?

Select all that apply.

A. Preventing blood from pooling in the legs
B. Increasing the rate of lactic acid removal from the blood and skeletal muscles
C. Promoting the reduction of cholesterol in the blood
D. Reducing the risk of cardiac irregularities

**Answer and Rationale**
43. Which of the following are examples of static balance?

Select all that apply.

A. Standing in place on a balance beam  
B. Maintaining a handstand position  
C. Skipping across a gymnasium  
D. Placing three limbs inside an exercise ring for five seconds

Answer and Rationale

44. Which of the following is the best example of a target game?

A. Basketball  
B. Lacrosse  
C. Bocce  
D. Badminton

Answer and Rationale

45. In teaching a closed skill, a teacher initially should provide which of the following?

A. A stable environment with varying rates of skill performance  
B. A stable environment with a stable rate of skill performance  
C. A varying environment with varying rates of skill performance  
D. A varying environment with a stable rate of skill performance

Answer and Rationale
46. Which of the following statements are most appropriate to include in a manual of safety procedures for a physical education program?

Select all that apply.

A. Teachers must personally inspect playing fields before soccer classes.
B. Teachers must clearly mark appropriate traffic patterns around the throwing area in javelin classes.
C. Students must read and sign a copy of the rules for archery classes.
D. Students must exercise at or below 50 percent of their maximal heart rate during aerobic fitness activities.

Answer and Rationale

47. During a physical education unit focusing on the development of health-related fitness, a teacher asks students to keep a journal about how they personally felt about each activity. Which of the following best describes the activity of keeping a journal?

A. Criterion-referenced grading
B. Differentiated instruction
C. Identification and recall of information
D. Standards-based instruction

Answer and Rationale

48. Learning about the rules, traditions, history, and etiquette of sports falls under which of the following domains of learning?

A. Affective
B. Cognitive
C. Psychomotor
D. Associative

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
49. Which of the following applications of technology will best help a wrestler learn a new takedown technique?

   A. Reading about the proper technique and procedure on the Internet  
   B. Viewing recordings of his or her own wrestling performances  
   C. Viewing a series of pictures of proper execution on a video screen  
   D. Exchanging e-mail messages with other wrestlers about their experience of learning the technique

Answer and Rationale

50. The National Association for Sport and Physical Education (NASPE) is an important resource for beginning physical educators because

   A. it provides liability insurance for physical educators in case of a problem.  
   B. its website contains all the lesson plans a physical education teacher needs.  
   C. it disseminates current information to enhance physical education knowledge and improve practice.  
   D. it allows access to a blog that allows teachers, students, and parents to collaborate with each other.

Answer and Rationale

51. The best fitness test for a teacher to use to assess the fitness of students with disabilities is the

   A. Brockport Physical Fitness Test (BPFT).  
   B. Fitnessgram.  
   C. President’s Challenge.  
   D. ActivityGram.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
52. Of the following, which lists the best practices for a physical education teacher to follow in the beginning of the school year to establish good classroom management?

A. Establishing rules and reviewing them with students, creating a record-keeping system, and teaching students a predetermined signal to stop activity
B. Posting rules on the wall, not smiling, and learning students’ names
C. Learning students’ names, teaching the class how to do warm-ups, and playing fun games with the students
D. Having an open gym period, posting rules on the wall, and creating a record-keeping system

Answer and Rationale

53. Of the following, which best exemplifies authentic assessment for a basketball skills unit?

A. Using standardized instruments on basketball skills at the end of the unit
B. Using district-devised assessments of skills at the end of the unit
C. Developing a rubric to assess learners as they move through the unit
D. Counting the number of baskets made in a class game

Answer and Rationale

54. Which of the following best expresses the percentage of maximum heart rate that should characterize students' exercise for health-related fitness in physical education class?

A. 25–40% of maximum heart rate
B. 40–60% of maximum heart rate
C. 60–85% of maximum heart rate
D. 85–100% of maximum heart rate

Answer and Rationale
55. The exercise system known as plyometrics was designed to meet which of the following objectives?

   A. Cardiovascular fitness  
   B. Explosive power training  
   C. Improved flexibility  
   D. Muscular endurance

**Answer and Rationale**

56. The speed of an object thrown overhand is most affected by which of the following?

   A. Wrist flexion  
   B. Hip rotation  
   C. Grip release  
   D. Hand-head proximity

**Answer and Rationale**

57. Which of the following activities is most aerobically demanding in relation to kcal/hour burned?

   A. Bowling  
   B. Volleyball  
   C. Walking  
   D. Cross-country skiing

**Answer and Rationale**
58. Swimming one-half mile four times a week is most likely to develop which of the following?

A. Aerobic fitness  
B. Balance  
C. Flexibility  
D. Agility

Answer and Rationale

59. Which of the following faults are commonly exhibited by a beginning swimmer who is learning the breaststroke?

Select all that apply.

A. Failing to relax  
B. Moving the arms too fast  
C. Pulling the arms back too far  
D. Using improper timing between movements of the legs and arms

Answer and Rationale
### Answer Key and Rationales

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>1</td>
<td>A</td>
<td><strong>Option A is correct</strong> because amino acids are the building blocks of proteins. Of the 20 amino acids required for protein synthesis, nine cannot be produced by the human body. These must be supplied by the diet.</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td><strong>Option C is correct</strong> because to reduce body weight, more calories must be expended than are taken in. With a daily expenditure of 800 calories above intake, Tim would lose approximately two pounds per week. Alice (option D) with a calorie expenditure so much greater than her calorie intake, is at risk of ketosis due to carbohydrate deficiency.</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td><strong>Option D is correct</strong> because underwater weighing identifies the proportion of body fat accurately by calculating specific gravity. The higher the specific gravity, the lower the fat composition.</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td><strong>Option C is correct</strong> because the ozone layer is a region of the upper atmosphere that forms a protective layer that prevents the sun’s most harmful ultraviolet radiation from reaching earth’s surface. The depletion of the ozone layer has resulted in dramatic increases in skin cancers.</td>
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<tr>
<td>5</td>
<td>D</td>
<td><strong>Option D is correct</strong> because the Food and Drug Administration is responsible for approval of medicines.</td>
</tr>
<tr>
<td>6</td>
<td>D</td>
<td><strong>Option D is correct</strong> because fetal exposure to alcohol is a leading cause of developmental disabilities.</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td><strong>Option C is correct</strong> because the ovum enters the flared opening of the fallopian tube after it is released from the follicle in the ovary. At ejaculation, the sperm enter the vagina and, within 15 minutes to an hour, move into the cervix, through the uterus to the fallopian tube.</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td><strong>Option C is correct</strong> because amniocentesis involves the removal and examination of a small sample of cells from the amniotic cavity, enabling doctors to detect genetic disorders.</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td><strong>Option B is correct</strong> because the incidence of Down syndrome increases with the age of the mother. In the United States, for example, among mothers in the age range 20-30, about one in 800 newborns has Down syndrome, whereas the incidence of Down syndrome in newborns of mothers over age 40 is one in 100.</td>
</tr>
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<tr>
<td>10</td>
<td>A, B, C</td>
<td><strong>Options A, B, and C are correct</strong> because this list makes up three of the eight components of coordinated school health. The other five are: school health services, school counseling, school-site health promotion, healthy school environment, and family and community involvement in schools. Health newsletters are not a part of the eight components of coordinated school health.</td>
</tr>
<tr>
<td>11</td>
<td>A</td>
<td><strong>Option A is correct</strong> because a healthy school environment fosters a psychosocial climate that helps maximize the health and safety of students and staff.</td>
</tr>
<tr>
<td>12</td>
<td>A, B, C</td>
<td><strong>Options A, B, and C are correct</strong> because HIV cannot be transmitted genetically.</td>
</tr>
<tr>
<td>13</td>
<td>B</td>
<td><strong>Option B is correct</strong> because role-playing in class is the most appropriate way for students to demonstrate refusal skills. Teachers would most likely not be able to observe students using refusal skills outside of class. Reading from a textbook and creating a poster could teach students what refusal skills are, but would not allow students to perform a demonstration in real-life situations.</td>
</tr>
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<tbody>
<tr>
<td>14</td>
<td>A</td>
<td><strong>Option A is correct</strong> because Howard Gardner is a Harvard professor who developed the theory of multiple intelligences, which is based on the idea that children have different learning styles.</td>
</tr>
<tr>
<td>15</td>
<td>B</td>
<td><strong>Option B is correct</strong> because depression is caused by low levels of serotonin in the brain.</td>
</tr>
<tr>
<td>16</td>
<td>D</td>
<td><strong>Option D is correct</strong> because, according to the World Health Organization, between five and 10 million people worldwide die each year from exposure to polluted water.</td>
</tr>
<tr>
<td>17</td>
<td>A, B, C</td>
<td><strong>Options A, B, and C are correct</strong> because, according to data from the Centers for Disease Control and Prevention (CDC), motor vehicle injuries are the leading cause of death of young American’s ages 15-24, followed by homicide, and suicide. Diabetes is not included on the list.</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>18</td>
<td>B, C, D</td>
<td><strong>Options B, C, and D are correct</strong> because the ease with which the material can be presented should not be a concern to the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Back to Question</td>
</tr>
<tr>
<td>19</td>
<td>A</td>
<td><strong>Option A is correct</strong> because all are examples of process evaluations, whereas option A is a formative evaluation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Back to Question</td>
</tr>
<tr>
<td>20</td>
<td>A</td>
<td><strong>Option A is correct</strong> because Hib stands for Haemophilus influenza type B, which is a type of bacteria. Most strains of Hib are opportunistic pathogens that usually live in their host without causing disease; they cause problems only when other viral infections or reduced immune function create an opportunity.</td>
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<td>21</td>
<td>B, C, D</td>
<td><strong>Options B, C, and D are correct</strong> because there are five major categories in the affective domain of Bloom’s taxonomy: receiving, responding, valuing, organization, and characterizing. Analyzing (option A) is not one of the five major categories in the affective domain of Bloom’s taxonomy.</td>
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<td>22</td>
<td>B</td>
<td><strong>Option B is correct</strong> because birth control pills are the only item listed that requires a doctor’s prescription. All others are available over-the-counter.</td>
</tr>
<tr>
<td>23</td>
<td>A, B, D</td>
<td><strong>Options A, B, and D are correct</strong> because there are eight components of coordinated school health: comprehensive school education, physical education, health services, nutrition services, school counseling, healthy school environment, health promotion for staff, and family and community involvement.</td>
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<tr>
<td>24</td>
<td>B</td>
<td><strong>Option B is correct</strong> because a pound of body fat equals 3,500 calories. By reducing intake of food, as in dieting or burning more calories in exercise, a negative energy balance is created. An individual wishing to lose one pound per week needs to maintain a negative energy balance of 3,500 calories per week.</td>
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<tr>
<td>25</td>
<td>A, B, D</td>
<td><strong>Options A, B, and D are correct</strong> because high concentrations of low-density lipoprotein (LDL), especially under high (blood) pressure and in the presence of high serum cholesterol, are the major factors associated with the artery-narrowing process known as atherosclerosis. While LDL carries cholesterol to the tissues of the body, high-density lipoprotein (HDL) is thought to act as a scavenger, gathering cholesterol from cells and returning it to the liver to be processed to bile. A high HDL ratio to LDL in overall serum cholesterol is a desirable trait.</td>
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<td>26</td>
<td>A</td>
<td><strong>Option A is correct</strong> because during the course of a pregnancy, the fetus weighs anywhere from a few ounces to a few pounds. The mother’s body needs only between 200 and 300 extra calories per day during the pregnancy. This is the amount of calories in one cooked chicken breast, without the skin.</td>
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<tr>
<td>27</td>
<td>D</td>
<td><strong>Option D is correct</strong> because an asthma episode is a series of events that result in narrowed airways. These include: swelling of lining, tightening of muscles, and increases secretion of mucus in the airway. Allergic rhinitis is an allergy caused by the pollens of certain seasonal plants. Sleep apnea is a sleep disorder involving pauses in breathing during sleep. Emphysema is a pulmonary disease caused by exposure to toxic chemicals or tobacco smoke.</td>
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<td>28</td>
<td>D</td>
<td><strong>Option D is correct</strong> because the placebo effect is created when, in a controlled environment, a patient is given an inert pill and not told it is inert. The patient then describes the improvement the inert pill is causing, thus showing that the improvement is mental and not medical. This is also true in an uncontrolled environment as illustrated in the question.</td>
</tr>
<tr>
<td>29</td>
<td>D</td>
<td><strong>Option D is correct</strong> because GnRH activity is very low during childhood and rises at puberty. During the reproductive years, the release of GnRH in higher quantities is critical for successful reproductive function in both males and females. Norepinephrine and adrenaline are stress hormones that are located in the adrenal medulla in both males and females. Progesterone is a female steroid sex hormone located in the corpus luteum.</td>
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<td>30</td>
<td>C</td>
<td><strong>Option C is correct</strong> because diabetes is a condition in which blood sugar levels are high due to the body’s inability to process the blood sugar correctly; therefore, keeping blood sugar levels stable is the best way to manage diabetes.</td>
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<td>31</td>
<td>D</td>
<td><strong>Option D is correct</strong> because in walking and running, each foot performs a single task before the other foot takes over. In galloping, each foot performs a single task, but one foot walks while the other foot leaps. In skipping, each foot both walks and hops before the other foot takes over.</td>
</tr>
<tr>
<td>32</td>
<td>C</td>
<td><strong>Option C is correct</strong> because options A, B, and D are all characteristic of intermediate or advanced levels of performing the forward roll. Option C is characteristic of early or primitive stages of performing the forward roll, and is therefore the correct answer.</td>
</tr>
<tr>
<td>33</td>
<td>A, B, C</td>
<td><strong>Options A, B, and C are correct</strong> because they are all generally accepted as elements of a mature striking form. Following through with the swing is also an essential element, eliminating option D as a correct answer.</td>
</tr>
<tr>
<td>34</td>
<td>A, B, C</td>
<td><strong>Options A, B, and C are correct</strong> because although most players, even at fairly advanced levels, will have better control with the dominant foot than with the nondominant foot, it is still essential that practice in dribbling emphasize the use of both feet. The ball should be kept close to the feet, the player should be in a slightly crouched position, and should use body feints and changes of speed to fake opponents.</td>
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<tr>
<td>35</td>
<td>A</td>
<td><strong>Option A is correct</strong> because progression and overload are the terms used in discussions of fitness that refer to adjusting the amount of exercise to a person’s present capacity (overload) and gradually increasing the amount of exercise over time to improve the level of fitness (progression).</td>
</tr>
<tr>
<td>36</td>
<td>B</td>
<td><strong>Option B is correct</strong> because cardiac output, heart rate, and work rate all relate to oxygen consumption, whereas the other options contain elements that do not relate to oxygen consumption.</td>
</tr>
<tr>
<td>37</td>
<td>A</td>
<td><strong>Option A is correct</strong> because the primary role in the development of physical education in the 19th Century was played by physicians interested in anthropometric measurement and other medically related subjects.</td>
</tr>
<tr>
<td>38</td>
<td>B</td>
<td><strong>Option B is correct</strong> because a sport is described by most sociologists as an institutionalized activity. An activity becomes a sport after undergoing a process through which behaviors and organization become standardized over time. As a sport, the activity takes on fundamental characteristics, such as official rule enforcement, equipment regulations, and formalized skills.</td>
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<tr>
<td>39</td>
<td>A, B, C</td>
<td>Options A, B, and C are correct because the definition of angular motion clearly covers all three of the movements listed.</td>
</tr>
<tr>
<td>40</td>
<td>C</td>
<td>Option C is correct because all three activities require that their participants maintain a compact arrangement of the body so that it can move smoothly through the medium (air or water) that is involved. Option C also is the correct answer because the failure to observe this compact bodily arrangement would hinder movement by creating turbulence.</td>
</tr>
<tr>
<td>41</td>
<td>C</td>
<td>Option C is correct because it describes a method of practice that involves working on specific elements of a skill in isolation. This method allows those elements of a skill that present the greatest risk of injury to be mastered under controlled conditions before the skill is attempted “whole” and under real conditions.</td>
</tr>
<tr>
<td>42</td>
<td>A, B, D</td>
<td>Options A, B, and D are correct because the question is based on a standard textbook discussion of the rationale for warm-down following vigorous physical activity which clearly establishes options A, B, and D as real effects of proper warm-down procedures. Option C is not such an effect and is thus an incorrect answer.</td>
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<td>43</td>
<td>A, B, D</td>
<td><strong>Options A, B, and D are correct</strong> because static balance means to hold the position in place. A student who is skipping across a gymnasium is using movement to propel themselves from one place to another. The correct choices describe a person holding the position in place.</td>
</tr>
<tr>
<td>44</td>
<td>C</td>
<td><strong>Option C is correct</strong> because Bocce is truly a target game. Basketball and lacrosse both involve shooting the ball at a target or goal, but because of the nature of offensive and defensive play, they are considered invasion games. Badminton is a net/wall game in the same class as tennis, volleyball, racquetball, and handball.</td>
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<tr>
<td>45</td>
<td>B</td>
<td><strong>Option B is correct</strong> because a closed skill is one in which the environment remains stable and predictable, and the performer knows what to do and when to do it. Option B allows the performer to practice the skill at a stable rate, moving to varying rates as mastery is attained. Closed skills are habitual and follow set patterns from beginning to end. Options C and D are incorrect because they call for a varying environment.</td>
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<td>46</td>
<td>A, B, C</td>
<td><strong>Options A, B, and C are correct</strong> because the least appropriate among the choices is to have students exercise at or below 50 percent of maximal heart rate. The way to maintain or increase fitness is to exercise in the target heart rate zone. Students in physical education classes should be exercising this way. Safety procedures for a physical education program include inspection of facilities, marking areas for safety, and having students read and know rules for activities.</td>
</tr>
<tr>
<td>47</td>
<td>B</td>
<td><strong>Option B is correct</strong> because differentiated instruction allows students to use different avenues to access information. It addresses the multiple learning styles that students have. In physical education, a writing assignment would integrate writing skills into the lessons instead of only using physical ability and effort to assess students. In this activity there is no set criterion to compare to, there is no recall of information, and this activity, as is, would not be characterized as standards-based.</td>
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<tr>
<td>48</td>
<td>B</td>
<td><strong>Option B is correct</strong> because the cognitive domain deals with the acquisition of knowledge and the development of intellectual skills. Affective deals with people’s feelings, psychomotor deals with physical manipulations, and associative is not a domain within Bloom’s taxonomy.</td>
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<td>49</td>
<td>B</td>
<td><strong>Option B is correct</strong> because by using a video camera, students are able to check their technique against a properly executed technique, detect the differences, and make corrections.</td>
</tr>
<tr>
<td>50</td>
<td>C</td>
<td><strong>Option C is correct</strong> because NASPE is an association of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). NASPE’s mission is to enhance knowledge, improve professional practice, and increase support for high-quality physical education, sport, and physical activity programs through research, the development of standards, and the dissemination of information.</td>
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<tr>
<td>51</td>
<td>A</td>
<td><strong>Option A is correct</strong> because the Brockport Physical Fitness Test (BPFT) is a criterion-referenced, health-related test of physical fitness appropriate for students with disabilities. The BPFT is customized to meet the needs of all students with varying abilities.</td>
</tr>
<tr>
<td>52</td>
<td>A</td>
<td><strong>Option A is correct</strong> because all three items in option A are critical when implementing a classroom management plan. All of the other different strategies listed in options B, C, and D are either not critical or have nothing to do with classroom management.</td>
</tr>
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<td>53</td>
<td>C</td>
<td><strong>Option C is correct</strong> because authentic assessment uses a rubric. Options A and B are incorrect because neither mentions the use of a rubric, while option D is not a recommended best practice in physical education.</td>
</tr>
<tr>
<td>54</td>
<td>C</td>
<td><strong>Option C is correct</strong> because training at a level between about 60 percent and 85 percent of maximal heart rate increases the benefit of the exercise and decreases the chances of developing cardiac diseases if the exercise is done on a regular basis.</td>
</tr>
<tr>
<td>55</td>
<td>B</td>
<td><strong>Option B is correct</strong> because exercise training drills termed plyometrics, or explosive jump training, are used for football, volleyball, sprinting, basketball, and other sports requiring explosive power.</td>
</tr>
<tr>
<td>56</td>
<td>B</td>
<td><strong>Option B is correct</strong> because the speed of a thrown object is related to the amount of torque created by the rotation of the hips added to the action of the arm. The body as a whole, therefore, throws the object, hip rotation being a commonly observed attribute of the mature overhand throw.</td>
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<tr>
<td>57</td>
<td>D</td>
<td><strong>Option D is correct</strong> because for a 150-pound person, bowling burns about 140–280 kcal/hour, walking burns 222–300 kcal/hour, and cross-country skiing burns 420–840 kcal/hour, making skiing the most demanding of the choices on one’s aerobic capacity. Volleyball involves less energy expenditure than either walking or cross-country skiing.</td>
</tr>
<tr>
<td>58</td>
<td>A</td>
<td><strong>Option A is correct</strong> because swimming a distance such as one-half mile would increase cardiovascular fitness just as distance running would. Swimming may help maintain flexibility but would not develop agility or balance.</td>
</tr>
<tr>
<td>59</td>
<td>C, D</td>
<td><strong>Options C and D are correct</strong> because the swimmer’s arms should not be drawn back beyond the shoulders, making option C a common fault. The pull, kick, glide sequence must also be executed in the proper order, making option D the second most common fault.</td>
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<th>Date planned to study this content</th>
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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 to obtain information on specific topics for study and review.

**Journals**


**Other Resources**


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**Online Resources**

American Alliance for Health, Physical Education, Recreation, and Dance — www.aahperd.org

American Association of Active Lifestyles and Fitness — www.aaalf.org

American College of Sports Medicine — www.acsm.org


National Association for Girls & Women in Sport — www.nagws.org

National Association for Sport & Physical Education — www.naspe.org

PE Central: The Web Site for Health and Physical Education — www.pecentral.org

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