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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.

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

Entries in outlines are generally arranged according to which of the following relationships of ideas?

A. Literal and inferential
B. Concrete and abstract
C. Linear and recursive
D. Main and subordinate

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.

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

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

Of course, passing the GACE assessments is important to you, so you need to understand what those scores mean and what the Georgia state standards are.

How do I know if I passed?

All GACE test results, with the exception of the Assessment of Sign Communication – American Sign Language (ASC–ASL), are reported as scaled scores with a scale of 100 to 300. The ASC–ASL is assigned ratings of 1 to 5. Your official score report will indicate how you performed on the test as a whole and whether or not you passed.

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

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

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

### Literary Comprehension

<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>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>
</tr>
<tr>
<td>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>
</tr>
<tr>
<td>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>
</tr>
<tr>
<td>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>
</tr>
<tr>
<td>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>
</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.

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

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

Score reporting dates for all testing windows 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>Program Admission</th>
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</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>P–12</td>
</tr>
<tr>
<td>Test Code</td>
<td>Test I: 200</td>
</tr>
<tr>
<td></td>
<td>Test II: 201</td>
</tr>
<tr>
<td></td>
<td>Test III: 202</td>
</tr>
<tr>
<td></td>
<td>Combined Test I, II, and Test III: 700</td>
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<td>Testing Time</td>
<td>Test I: 85 minutes</td>
</tr>
<tr>
<td></td>
<td>Test II: 85 minutes</td>
</tr>
<tr>
<td></td>
<td>Test III: 100 minutes</td>
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<tr>
<td></td>
<td>Combined Test I, II, and III: 4 hours and 30 minutes</td>
</tr>
<tr>
<td>Test Duration</td>
<td>Test I: 2 hours</td>
</tr>
<tr>
<td></td>
<td>Test II: 2 hours</td>
</tr>
<tr>
<td></td>
<td>Test III: 2 hours</td>
</tr>
<tr>
<td></td>
<td>Combined Test I, II, and III: 5 hours</td>
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<tr>
<td>Number of Selected-response Questions</td>
<td>Test I: 56</td>
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<tr>
<td></td>
<td>Test II: 56</td>
</tr>
<tr>
<td></td>
<td>Test III: 40</td>
</tr>
<tr>
<td></td>
<td>Combined Test I, II, and Test III: 152</td>
</tr>
<tr>
<td>Number of Constructed-response Questions</td>
<td>Test III: 2</td>
</tr>
<tr>
<td></td>
<td>Combined Test: 2</td>
</tr>
<tr>
<td>Test Format</td>
<td>Computer delivered</td>
</tr>
</tbody>
</table>

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

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

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

The test consists of four types of stimulus material:

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

Passages are drawn from both print and electronic media, such as newspapers, magazines, journals, nonfiction books, novels, online articles, and visual representations. Questions in each of the formats may pose tasks of varying difficulty and test any of the skills identified in the content specifications.

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

- Number and Quantity
- Algebra and Functions
- Geometry
- Statistics and Probability

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

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

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

The two essays assess examinees’ ability to write effectively in a limited period of time. The Argumentative essay topic invites examinees to draw from personal experience, observation, or reading to support a position with specific reasons and examples.
The Informative/Explanatory essay topic asks examinees to extract information from two provided sources in order to identify important concerns related to an issue.

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

This assessment is organized into content subareas. The following is a breakdown of the subareas for this assessment.

Test I Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Key Ideas and Details</td>
<td>35%</td>
</tr>
<tr>
<td>II. Craft, Structure, and Language Skills</td>
<td>30%</td>
</tr>
<tr>
<td>III. Integration of Knowledge and Ideas</td>
<td>35%</td>
</tr>
</tbody>
</table>

Subarea I: Key Ideas and Details

- Read closely to determine what a text says explicitly and to make logical inferences from it; connect insights gained from specific details to an understanding of the text as a whole; attend to important distinctions the author makes and to any gaps or inconsistencies in the account; determine where the text leaves matters uncertain
  - Draw inferences and implications from the directly stated content of a reading selection
- Determine central ideas or themes of a text and analyze their development; identify accurate summaries of key supporting details and ideas
  - Identify summaries or paraphrases of the main idea or primary purpose of a reading selection
  - Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection
- Identify how and why individuals, events, or ideas interact within a text; determine how an idea or detail informs an author’s argument
Subarea II: Craft, Structure, and Language Skills

- Interpret words and phrases as they are used in a text and recognize how specific word choices shape meaning or tone
  - Determine the author’s attitude toward material discussed in a reading selection
- Analyze the structure of a text, including how specific parts of a text relate to each other and to the whole to contribute to meaning
  - Identify key transition words and phrases in a reading selection and how they are used
  - Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.
- Assess how point of view or purpose shapes the content and style of a text
  - Determine the role that an idea, reference, or piece of information plays in an author’s discussion or argument
- Apply knowledge of language to understand how language functions in different contexts and to comprehend more fully when reading
  - Determine whether information presented in a reading selection is presented as fact or opinion
- Determine the meaning of unknown and multiple-meaning words and phrases by using context clues
  - Identify the meanings of words as they are used in the context of a reading selection
- Understand figurative language and nuances in word meanings
- Understand a range of words and phrases sufficient for reading at the college- and career-readiness level
Subarea III: Integration of Knowledge and Ideas

- Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words
  - Answer questions about texts that include visual representations
- Identify and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
  - Identify the relationship among ideas presented in a reading selection
  - Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection
  - Determine the logical assumptions upon which an argument or conclusion is based
  - Draw conclusions from material presented in a reading selection
- Analyze how two or more texts address similar themes or topics in order to build knowledge and/or compare the approaches the authors take
  - Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection
  - Apply ideas presented in a reading selection to other situations
Test II Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Number and Quantity</td>
<td>30%</td>
</tr>
<tr>
<td>II. Algebra and Functions</td>
<td>30%</td>
</tr>
<tr>
<td>III. Geometry</td>
<td>20%</td>
</tr>
<tr>
<td>IV. Statistics and Probability</td>
<td>20%</td>
</tr>
</tbody>
</table>

Subarea I: Number and Quantity

- Ratios and Proportional Relationships
  - Understand ratio concepts and use ratio reasoning to solve problems
  - Analyze proportional relationships and use them to solve real-world and mathematical problems

- The Real Number System
  - Apply understanding of multiplication and division to divide fractions by fractions
  - Compute fluently with multi-digit numbers and find common factors and multiples
  - Apply understanding of operations with fractions to add, subtract, multiply, and divide rational numbers
  - Know that there are numbers that are not rational, and approximate them by rational numbers
  - Work with radicals and integer exponents

- Quantities
  - Reason quantitatively and use units to solve problems

Subarea II: Algebra and Functions

- See Structure in Expressions
  - Apply understanding of arithmetic to algebraic expressions
  - Solve real-life and mathematical problems using numerical and algebraic expressions
  - Use properties of operations to generate equivalent expressions

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
• Reasoning with Equations and Inequalities
  – Understand the connections between proportional relationships, lines, and linear equations
  – Understand solving equations as a process of reasoning and explain the reasoning
  – Reason about and solve one-variable equations and inequalities
  – Solve equations and inequalities in one variable
  – Analyze and solve linear equations and pairs of simultaneous linear equations
  – Represent and solve equations and inequalities graphically

• Functions
  – Interpreting Functions
  – Building Functions

Subarea III: Geometry

• Congruence
  – Draw, construct, and describe geometrical figures and describe the relationships between them
  – Experiment with transformations in the plane

• Similarity, Right Triangles, and Trigonometry
  – Understand and apply the Pythagorean theorem

• Circles
  – Understand and apply theorems about circles

• Geometric Measurement and Dimension
  – Solve real-life and mathematical problems involving angle measure, area, surface area, and volume
  – Explain volume formulas and use them to solve problems

• Modeling with Geometry
  – Apply geometric concepts in modeling situations

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

- Basic Statistics and Probability
  - Develop understanding of statistical variability
  - Summarize and describe distributions
  - Use random sampling to draw inferences about a population
  - Investigate chance processes and develop, use, and evaluate probability models
  - Investigate patterns of association in bivariate data

- Interpret Categorical and Quantitative Data
  - Summarize, represent, and interpret data on a single count or measurement variable
  - Interpret linear models

- Make Inferences and Justify Conclusions
  - Understand and evaluate random processes underlying statistical experiments

- Use Probability to Make Decisions
  - Use probability to evaluate outcomes of decisions

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

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Text Types, Purposes, and Production*</td>
<td>60%</td>
</tr>
<tr>
<td>II. Language and Research Skills for Writing</td>
<td>40%</td>
</tr>
</tbody>
</table>

* This section contains two essay questions.

**Subarea I: Text Types, Purposes, and Production**

**A. Text Production: Writing Arguments**

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

**B. Text Production: Writing Informative/Explanatory Texts**

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

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
- Provide and sustain a clear focus or thesis
- Demonstrate facility in the use of language and the ability to use a variety of sentence structures
- Construct effective sentences that are generally free of errors in standard written English

C. Text Production: Revision

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

Subarea II: Language and Research Skills for Writing

A. Language Skills

- Demonstrate command of the conventions of standard English grammar and usage
  - Grammatical Relationships
    - Recognize and correct
      - Errors in the use of adjectives and adverbs
      - Errors in noun-noun agreement
      - Errors in pronoun-antecedent agreement
      - Errors in pronoun case
      - Errors in the use of intensive pronoun
      - Errors in pronoun number and person
      - Vague pronouns
      - Errors in subject-verb agreement
      - Inappropriate shifts in verb tense

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
− Structural Relationships
  • Recognize and correct
    − Errors in the placement of phrases and clauses within a sentence
    − Misplaced and dangling modifiers
    − Errors in the use of coordinating and subordinating conjunctions
    − Fragments and run-ons
    − Errors in the use of correlative conjunctions
    − Errors in parallel structure

− Word Choice
  • Recognize and correct
    − Errors in the use of idiomatic expressions
    − Errors in the use of frequently confused words
    − Wrong word use
    − Redundancy

− No Error
  • Recognize
    − Sentences free of errors in the conventions of standard English grammar and usage

• Demonstrate command of the conventions of standard English capitalization and punctuation

− Mechanics
  • Recognize and correct
    − Errors in capitalization
    − Errors in punctuation
      • Commas; e.g., the use of a comma to separate an introductory element from the rest of the sentence
      • Semicolons; e.g., the use of a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses
      • Apostrophes; e.g., the use of an apostrophe to form contractions and frequently occurring possessives
No Error
  • Recognize
    – Sentences free of errors in the conventions of standard English capitalization and punctuation

B. Research Skills
  • Recognize and apply appropriate research skills and strategies
    – Assess the credibility and relevance of sources
    – Recognize the different elements of a citation
    – Recognize effective research strategies
    – Recognize information relevant to a particular research task
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.

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.

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

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Directions: Each of the questions or incomplete statements below is followed by suggested answers or completions. Select the option or options that are best in each case.

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

The passage is primarily concerned with

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

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

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

However, a network of sea-based windmills, placed on deep-ocean buoys and driven by the same prevailing winds that once powered sailing vessels all over the world, could provide a substantial fraction of the world's electrical energy — especially if the buoy-based windmills could be linked to land by loss-free superconducting power transmission cables.
2. The passage states that sea-based windmills could provide energy effectively if
   A. they were constructed in shallow water.
   B. they were located near major urban ports.
   C. they were placed on stationary platforms.
   D. the power they generated could be transferred efficiently to shore.
   E. the power they generated could be stored in advanced, high-capacity batteries.

Answer and Rationale

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

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

4. The primary purpose of the passage is to

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

Answer and Rationale
Use the following passage to answer question 5.

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

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

5. In order to evaluate the validity of the author’s claim regarding Michelangelo (lines 15–18), it would be most helpful to know which of the following?

A. How well Vasari knew Michelangelo
B. How Vasari characterized other great painters
C. Whether Vasari’s descriptions of Michelangelo are accurate
D. Whether Michelangelo was skilled at fresco painting when he finished the Sistine ceiling
E. Whether Michelangelo created all of his major works without assistants

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

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

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

Answer and Rationale
Use the following passage to answer question 7.

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

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

Clearly, any attempt by the federal government to limit the four freedoms of universities is undesirable. But it is also important to remember that the federal government became involved in university education because it was seeking admirable goals, goals that were also sought by universities.
7. The author would be LEAST likely to agree with which of the following statements about governmental regulation and universities?

A. Universities are better able to define their four freedoms than is the federal government.
B. Universities are going to continue to criticize governmental regulation in the near future.
C. The federal government should consult with university personnel before imposing new regulations.
D. The federal government passed the National Defense Education Act in order to attain a desirable goal.
E. The federal government should limit the four freedoms of universities if the goal it seeks is a desirable one.

**Answer and Rationale**

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Use the following passage to answer questions 8-9.

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

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

This reliance on instinct enabled Johnson to put on the presidency like a suit of comfortable old clothes. John Kennedy, on the other hand, came to it with a historical, nearly theoretical view of what was required of a strong President — he knew exactly what Woodrow Wilson had said about the office and he had read Corwin and Neustadt. With eager confidence, Kennedy acquired a presidential suit off the rack and put on a little weight to make himself fit it.
8. Which of the following words, if substituted for the word “uncanny” in line 6, would introduce the LEAST change in the meaning of the sentence?

A. legendary
B. subtle
C. invisible
D. persuasive
E. supernatural

Answer and Rationale

9. In the passage, the author is primarily concerned with

A. explaining an event.
B. making a comparison.
C. listing facts.
D. retelling a story.
E. refuting an argument.

Answer and Rationale

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

According to the statement above, Alice Fletcher attempted to

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

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

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

Answer and Rationale
Use the following passages to answer questions 12-17.

**Passage 1**

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

**Passage 2**

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

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

**Answer and Rationale**

13. Which of the following statements best describes the relationship between the two passages?

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

**Answer and Rationale**

14. Unlike the author of Passage 2, the author of Passage 1 mentions

A. the number of allowable tours.
B. the unintended consequences of ecotourism.
C. the economic impact on local residents.
D. the environmental ramifications of ecotourism.
E. preferred modes of travel through natural areas.

**Answer and Rationale**

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
15. Which of the following specific strategies mentioned by the author of Passage 1 is exemplified in Passage 2?

A. Limiting the size and number of tours
B. Recycling the waste produced by ecotourists
C. Increasing economic opportunities for communities
D. Incorporating environmentally conscious meals
E. Constructing environmentally friendly accommodations

Answer and Rationale

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

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

Answer and Rationale

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

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

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

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

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

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

Answer and Rationale

19. In the Venn diagram below, circle $G$ represents the integers 2 to 10, inclusive, and circle $H$ represents the integers 6 to 12, inclusive.

![Venn Diagram]

How many integers are represented by the shaded region?

A. Two
B. Three
C. Four
D. Five
E. Six

Answer and Rationale
20. In the figure below, $C$ is the center of the circle.

Which of the following must be true?

A. $QC$ and $RC$ have the same length
B. $QR$ and $RC$ have the same length
C. $QC$ is perpendicular to $QR$
D. $QR$ is perpendicular to $RC$
E. $\triangle QRC$ is equilateral

Answer and Rationale

21. Which of the following equations expresses the relationship between $x$ and $y$ in the table below?

<table>
<thead>
<tr>
<th>$x$</th>
<th>$y$</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>10</td>
<td>35</td>
</tr>
</tbody>
</table>

A. $y = 5x + 15$
B. $y = x + 6$
C. $y = 3x + 5$
D. $y = 4x - 1$
E. $y = 4x - 5$

Answer and Rationale
22. The table below shows the distribution of men, women, boys, and girls in a group of 48 individuals.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>12</td>
</tr>
<tr>
<td>Women</td>
<td>18</td>
</tr>
<tr>
<td>Boys</td>
<td>10</td>
</tr>
<tr>
<td>Girls</td>
<td>8</td>
</tr>
</tbody>
</table>

If one individual is to be randomly selected from the group, what is the probability that the individual selected will be a woman?

A. \( \frac{1}{18} \)
B. \( \frac{2}{15} \)
C. \( \frac{1}{4} \)
D. \( \frac{3}{8} \)
E. \( \frac{1}{2} \)

**Answer and Rationale**

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

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

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

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

Answer and Rationale

25. The numbers of absences in Mrs. Klein’s class for each of the first 3 months of the year were 16, 12, and 17, respectively. If the average (arithmetic mean) number of absences for the first 4 months of the year was 14, how many absences were there in the fourth month?

A. 9
B. 10
C. 11
D. 12
E. 13

Answer and Rationale
26. At a computer store on Monday last week, the price of a computer was $x$ dollars. On Tuesday the price of the computer was reduced by 25% of Monday’s price. On Wednesday the price of the computer was further reduced by 40% of Tuesday’s price. Which of the following expressions represents the price, in dollars, of the computer on Wednesday?

A. $(0.35) \, x$
B. $(0.4)(0.25) \, x$
C. $(0.4)(0.75) \, x$
D. $(0.6)(0.25) \, x$
E. $(0.6)(0.75) \, x$

Answer and Rationale

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

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

Answer and Rationale
28. Triangle $ABC$ in the xy–plane below will be translated 3 units to the right and then 2 units down.

What point will correspond to vertex $A$ after these translations?

A. $(-1, -1)$  
B. $(-1, 0)$  
C. $(0, 0)$  
D. $(0, -1)$  
E. $(1, 1)$

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

\[-\frac{1}{4}, \frac{3}{8}\]

A. \(-\frac{1}{2}, 0\)
B. \(-\frac{1}{8}, \frac{1}{3}\)
C. \(-\frac{3}{8}, \frac{1}{4}\)
D. \(0, \frac{1}{2}\)
E. \(-\frac{1}{3}, \frac{2}{5}\)

Answer and Rationale
30. The circle graph below shows the distribution of the Chang family’s vacation budget over five categories.

CHANG FAMILY’S VACATION BUDGET

- Transportation: 10%
- Entertainment: 12%
- Other: 3%
- Lodging: 35%
- Food: 40%

Total vacation budget = $3,500

According to the graph, for how many of the five categories was the dollar amount of the budget category greater than $1,000?

A. One
B. Two
C. Three
D. Four
E. Five

**Answer and Rationale**
Directions: In each of the sentences below, four portions are underlined and lettered. Read each sentence and decide whether any of the underlined parts contains a grammatical construction, a word use, or an instance of incorrect or omitted punctuation or capitalization that would be inappropriate in carefully written English. If so, choose the letter printed beneath the underlined portion. If there are no errors in the underlined portion, choose “E.” No sentence has more than one error. Remember, try to answer every question.

31. The club members agreed that each would contribute ten days of volunteer work annually each year at the local hospital. No error

Answer and Rationale

32. For a writer, the rarest privilege is not merely to describe her country and time but to help shape it. No error

Answer and Rationale

33. The school magazine will print those who win prizes for poetry, short stories, and drama; nonfiction, however, will not be accepted for publication. No error

Answer and Rationale

34. Plagued by robbers, Paris in 1524 passed an ordinance requiring citizens to burn candles in windows fronting on the streets. No error

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

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

Remember, try to answer every question.

35. Martin Luther King, Jr., spoke out passionately for the poor of all races.
   A. spoke out passionately  
   B. spoke out passionate  
   C. did spoke out passionately  
   D. has spoke out passionately  
   E. had spoken out passionate  

Answer and Rationale

36. As a consumer, one can accept the goods offered to us or we can reject them, but we cannot determine their quality or change the system’s priorities.
   A. As a consumer, one can accept  
   B. We the consumer either can accept  
   C. The consumer can accept  
   D. Either the consumer accepts  
   E. As consumers, we can accept  

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
37. The agent, passing through the crowd without being noticed by hardly anyone.

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

Answer and Rationale

38. Which is the main purpose of reviewing the references in a research article when one writes an academic paper?

A. To check that the authors did their own research
B. To identify additional relevant sources
C. To learn how to write citations correctly
D. To verify that the authors did not cite themselves
E. To avoid reading other sources on the same topic

Answer and Rationale
Questions 39-42 refer to the following passage.

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

Remember, try to answer every question.

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

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

(10) Even less conventional is the way it was finally discovered that the elephants had been doing something remarkable that day. (11) Flying home, closing her eyes and feeling the plane’s vibration, Payne suddenly realized that the elephants’ antics had fascinated her so much that she’d wrongly dismissed the accompanying vibrations as unimportant. (12) It eventually led to Payne’s groundbreaking discovery that elephants communicate through sounds largely inaudible to humans. (13) In the process, Payne went on to conduct fieldwork on elephant-sound in Africa. (14) Of course, she also applied conventional laboratory resources, including sound-equipment that detects low-frequency sounds, to confirm her theory.
39. In context, which is the best version of the underlined portion of sentence 5 (reproduced below)?

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

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

**Answer and Rationale**

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

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

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

**Answer and Rationale**
41. In context, which revision to sentence 12 (reproduced below) is most needed?

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

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

   Answer and Rationale

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

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

   Answer and Rationale
## Answer Key and Rationales

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<tr>
<td>1</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The passage describes filmmaker Marguerite Duras' attitude toward becoming a professional of the cinema. She refused to become involved with the fame, financial matters, and technology associated with film. Thus, the correct answer is option B. Options A and D can be eliminated because the passage neither criticizes Duras nor indicates that others have failed to appreciate her work. Options C and E can be eliminated because the passage discusses neither the style nor the content of Duras' films.</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Option A can be eliminated because the windmills are described as being placed in deep water and option B can be eliminated because there is no indication that the windmills would have to be near ports. The passage directly contradicts option C, since “buoys” (line 23) are not stationary platforms. Option E brings up the batteries that were mentioned in line 4. However, such batteries are not specifically related in the passage to sea-based windmills. The passage does specifically mention highly efficient cables as a critical part of the sea-based system. Therefore, option D is the best answer.</td>
</tr>
<tr>
<td>3</td>
<td>E</td>
<td><strong>Option E is correct.</strong> “A problematical issue is discussed” summarizes the first two paragraphs, in which both the pros and cons of a complicated situation are examined. They are followed, in the third paragraph, by the suggestion of a solution which remedies some of the problems of using windmills to generate electricity.</td>
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<tr>
<td>4</td>
<td>C</td>
<td><strong>Option C is correct.</strong> The passage focuses on how audiences since the big-band era have responded to jazz. Option A is incorrect because the focus of the passage is not on critics’ response to jazz, but rather on the responses of general audiences to jazz. Options B and D can be eliminated because the passage does not discuss the effects of audiences on performers or the author’s personal reminiscences. Option E is incorrect because the passage does not give an outline of the origins of jazz.</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td><strong>Option C is correct.</strong> In making the comment about Michelangelo’s greatness, the author relies on information Vasari has supplied. If Vasari’s claims that Michelangelo worked with great care and was inspired by his work are not correct, the author’s claim about Michelangelo may not be valid. It would therefore be useful to know the information represented by option C. Option A may appear at first glance to be relevant, but it is not as good an option as C, since Vasari might have known Michelangelo quite well, but might not have supplied accurate information in his biography. Option B is even less satisfactory since we are concerned only with how Vasari described Michelangelo, not how he described other painters. Option D, while it might confirm statements about Michelangelo’s skill, does not help us evaluate the author’s claim in the last sentence of the passage. Option E can be eliminated for similar reasons.</td>
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<td>6</td>
<td>B</td>
<td><strong>Option B is correct.</strong> It is clearly supported by the last sentence of the passage. Because the fundraisers had to insist that Johns Hopkins admit women, it can be inferred that the author believes the admission of women was directly caused by their insistence and would otherwise not have taken place.</td>
</tr>
<tr>
<td>7</td>
<td>E</td>
<td><strong>Option E is correct.</strong> In the first sentence of the third paragraph, the author expresses the opinion that all attempts by the government to limit the four freedoms of universities are undesirable. Thus, the author would be least likely to agree with option E, the best answer, which states that the federal government should limit university freedoms if the goal it plans to achieve by doing so is desirable.</td>
</tr>
<tr>
<td>8</td>
<td>E</td>
<td><strong>Option E is correct.</strong> The “uncanny” power described in the first sentence is clearly not a power that people ordinarily have. It could, therefore, best be described as “supernatural.”</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The passage is about the different approaches of Johnson and Kennedy to the presidency. In explaining how each approached the office and how they differed in this respect, the author is necessarily making a comparison. The correct answer is option B, “making a comparison.”</td>
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<td>10</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The passage states that Alice Fletcher helped American Indians secure legal title to their land so they would not be forced to abandon it. This idea is expressed in option B, “obtain property rights for American Indians,” which is, therefore, the correct answer.</td>
</tr>
<tr>
<td>11</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Results for the fourth quarter show that orders for pizza and for Chinese food were about the same. Option A can be eliminated because there are clearly fewer orders for Chinese food than for pizza in both the first and second quarters. Option B is incorrect because there were more orders for Chinese food than for rotisserie chicken in the second quarter. Option D can be eliminated because pizza was clearly not the most-ordered food item in the third and fourth quarters. Option E is incorrect because the combined pizza orders for the first and second quarters are clearly greater than the combined pizza orders for the third and fourth quarters.</td>
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<tr>
<td>12</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Both passages discuss ecotourism and its environmental impact when carried out effectively. According to the opening sentence of Passage 1, “When conducted properly, ecotourism . . . is less destructive than many other environmental uses.” Passage 2 illustrates this idea; therefore, the correct answer is option D. Options A and E are topics discussed in one of the two passages, but not both; therefore, these options can be eliminated. Option B is not suggested by either passage and is, therefore, also wrong. Option C can be readily eliminated because there is no discussion of ecotourism’s being more costly than regular tourism.</td>
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<td>13</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Passage 1 makes general claims about ecotourism, and Passage 2 cites Lapa Rios Ecolodge as a specific example of how ecotourism can be carried out. Option A might seem appealing because the effects of ecotourism are discussed in Passage 2; however, there is no corresponding discussion of the causes of ecotourism in Passage 1. Option A is, therefore, incorrect. Option B is incorrect because Passage 2 discusses current policies rather than future ones. Option D can be eliminated because there is no discussion of a problem needing a solution in either of the two passages. Finally, option E is incorrect because the two passages support one another in their claims.</td>
</tr>
<tr>
<td>14</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Only Passage 1 directly mentions the economic impact of ecotourism on local people. Option A can be eliminated because both Passage 1 and Passage 2 mention the number of allowable tours. Option D also can be eliminated because both passages talk about the ramifications of ecotourism. As neither options B nor E are addressed in either Passage 1 or Passage 2, these options are also incorrect.</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Answering this question correctly requires the identification of a concrete example in Passage 2 that illustrates a strategy mentioned in Passage 1. Of the options, only option A is something for which a specific example is provided in Passage 2. Specifically, Passage 2 refers to a policy that “rigorously limits the number of tours per day per trail (to two) and guests per tour (to eight).” This reference is an example of “limiting both the size and number of tours in a particular area,” which is mentioned in Passage 1.</td>
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<tr>
<td>16</td>
<td>B</td>
<td><strong>Option B is correct.</strong> In the sentence, “The environmental impacts of Lapa Rios (LR) Ecolodge in Costa Rica are clear and unambiguous,” “clear” means “apparent.” Option B, “obvious,” provides a synonym for “apparent” and is therefore the best answer.</td>
</tr>
<tr>
<td>17</td>
<td>E</td>
<td><strong>Option E is correct.</strong> To answer this question correctly, you first need to understand the implied argument in Passage 2 about the impact of the arrival of Lapa Rios Ecolodge in Costa Rica. Since the 1990s, with the arrival of the Lapa Rios Ecolodge, the “LR nature reserve and adjacent forest areas have shown pronounced forest regrowth” in the region. The passage implies that the regrowth in the region of the LR Ecolodge would have been less without the presence of the lodge and reserve. Which of the options, if true, would most weaken this implied argument? Of the options offered, option E would most undermine this claim and, therefore, is the correct answer. If forest areas in general have shown “pronounced . . . regrowth” throughout Costa Rica, it would suggest that a reason other than Lapa Rios Ecolodge accounts for the regrowth. The other options, if true, would not as fully undermine the argument about the role of Lapa Rios Ecolodge in the forest regrowth in the region.</td>
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<td>18</td>
<td>B and C</td>
<td><strong>Options B and C are correct.</strong> While Shakespeare is mentioned in the passage, nowhere is it stated or suggested that he influenced Wilson; therefore, the first option can be eliminated. However, the passage does state that Wilson wrote not only several plays, but also “numerous theatrical commentaries, and other creative work.” These other types of creative works, in addition to plays, provide support for the second option. As for the third option, the final sentence of the passage indicates that Wilson’s dominance was not just because of the quantity of work he produced, but also because of his ability to express the “ideas and experiences” of African Americans. This sentence supports the third option as also being correct. Therefore, the correct responses to this question are options B and C.</td>
</tr>
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| 19              | D              | **Option D is correct.** In the Venn diagram, the shaded region represents the integers that are in both G and H; i.e., the integers that are among the integers 2 through 10 and also among the integers 6 through 12, or 6, 7, 8, 9, and 10, which amounts to five integers. The answer, therefore, is option D. |

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| 20              | A              | **Option A is correct.** Since C is the center of the circle, QC and RC are both radii of the circle and, therefore, have the same length. The answer, therefore, is option A. |

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<td>21</td>
<td>C</td>
<td>Option C is correct. Solution Strategy 1: Note that all of the answer options are linear equations. Therefore, the input and output coordinate pairs in the table represent points on a line. With any two coordinate pairs from the table, the slope of the line can be found using [ \text{Slope} = \frac{\text{Change in } y\text{-values}}{\text{Change in } x\text{-values}}. ] For example, if ((6, 23)) and ((2, 11)) are selected, the slope is [ \text{Slope} = \frac{23 - 11}{6 - 2} = \frac{12}{4} = 3. ] The slope of the line is 3. The coordinate pairs in the table indicate that the first pair, ((0, 5)), is the point at which the line crosses the (y)-axis. Therefore, the (y)-intercept is 5. Use the slope-intercept equation, (y = mx + b) where (m) is the slope and (b) is the (y)-intercept. When the slope and (y)-intercept of the line are known, the equation of the line can be found by using substitution. Therefore, the equation (y = 3x + 5) expresses the relationship between (x) and (y) in the table. The answer, therefore, is option C. Solution Strategy 2: The correct equation must hold when each of the five pairs of values from the table is substituted for (x) and (y). The equation (y = x + 5) (option A) holds for the pairs of values (x = 0, y = 5), but not for the pairs of values (x + 2, y = 11). The equations (y = x + 6, y = 4x − 1,) and (y = 4x − 5) (options B, D, and E) do not hold for the pairs of values (x = 0, y = 5). The equation (y = 3x + 5) (option C) holds for all five pairs of values given: [ \text{if } x = 0,= then y = 3(0) + 5 = 5, ] [ \text{if } x = 2,= then y = 3(2) + 5 = 11, ] [ \text{if } x = 6,= then y = 3(6) + 5 = 23, ] and so forth. The answer, therefore, is option C.</td>
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<td>22</td>
<td>D</td>
<td><strong>Option D is correct.</strong> In the table provided, there are 48 individuals in the group, 18 of whom are women. The probability that the individual selected will be a woman is 18 out of 48, or $\frac{18}{48} = \frac{3}{8}$. The answer, therefore, is option D.</td>
</tr>
<tr>
<td>23</td>
<td>D</td>
<td><strong>Option D is correct.</strong> When dividing a number expressed as a decimal by 10, the decimal point is moved one place to the left, so 641.29 divided by 10 is 64.129. The tens place is the second place to the left of the decimal point. In the number 64.129, that is the digit 6.</td>
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The answer, therefore, is option D.

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| 24              | C             | **Option C is correct.** To subtract rational expressions, each rational expression must first be expressed with a common denominator. In this case, a common denominator is $2xy$. Multiply each rational expression by an expression equal to 1 so that each rational expression will have the same common denominator $2xy$ as follows.

\[
\frac{3}{2x} - \frac{1}{y} = \frac{3}{2x} \cdot \left( \frac{y}{y} \right) - \frac{1}{y} \cdot \left( \frac{2x}{2x} \right)
\]

\[
= \frac{3y}{2xy} - \frac{2x}{2xy}
\]

\[
= \frac{3y - 2x}{2xy}
\]

The answer, therefore, is option C. |
| 25              | C             | **Option C is correct.** For the average of a set of data, the sum of the data entries is equal to the product of the average and the number of entries.

Since

\[
\text{Average} = \frac{\text{Sum of data entries}}{\text{Total number of entries}}, \text{ it follows that}
\]

Sum of data entries = Average x total number of entries.

Since the average of the absences for the first 4 months is 14, the number of absences for the first 4 months is $14 \times 4 = 56$. The number of absences in the 4th month is the number of absences in the first 4 months minus the number of absences in the first 3 months, or $56 - (16 + 12 + 17) = 11$. The answer, therefore, is option C. |
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<td>26</td>
<td>E</td>
<td><strong>Option E is correct.</strong> The price on Monday was $x$ dollars. A reduction of 25% means that the price on Tuesday is 75% of the price on Monday, or $(0.75)x$ dollars. The price on Tuesday is then reduced by 40%, so the price on Wednesday is 60% of $0.75x$ dollars, or $(0.60)(0.75x)$ dollars. The answer, therefore, is option E.</td>
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</table>
| 27              | E             | **Option E is correct.** Since $y = 2$, substituting the value 2 for $y$ in the equation $4x=14+9y$ gives the following equations.  
$4x=14+9(2)$  
$4x=14+18$  
$4x=32$  
Dividing both sides of the equation $4x=32$ by 4 gives the result $x=8$. The answer, therefore, is option E. |
<p>| 28              | D             | <strong>Option D is correct.</strong> A horizontal translation changes the $x$-coordinate, and a vertical translation changes the $y$-coordinate. Translating 3 units to the right adds 3 to the $x$-coordinate. Translating 2 units down subtracts 2 from the $y$-coordinate. Since the coordinates of vertex $A$ are $(-3, 1)$, the coordinates corresponding to vertex $A$ after translation are $(-3 + 3, 1 - 2)$, or $(0, -1)$. The answer is option D. |</p>
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<td>29</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The numbers to be placed in the blank spaces must be both greater than $-\frac{1}{4}$ and less than $\frac{3}{8}$. The first pair of numbers listed is $-\frac{1}{2}, 0$. Although 0 is both greater than $-\frac{1}{4}$ and less than $\frac{3}{8}$, $-\frac{1}{2}$ is less than $-\frac{1}{4}$, so this pair is not the correct answer. The second pair of numbers listed is $-\frac{1}{8}$ and $\frac{1}{3}$, both of which are greater than $-\frac{1}{4}$ and less than $\frac{3}{8}$, so this pair is the correct answer. At least one of the numbers in each of the other pairs is either less than $-\frac{1}{4}$ or greater than $\frac{3}{8}$. The answer, therefore, is option B.</td>
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Option B is correct. To answer this question, compute the dollar amount for each of the five categories and compare each dollar amount to $1,000.

- Dollar amount for food = $3,500 x 40% = $1,400
- Dollar amount for lodging = $3,500 x 35% = $1,225
- Dollar amount for other = $3,500 x 3% = $105
- Dollar amount for entertainment = $3,500 x 12% = $420
- Dollar amount for transportation = $3,500 x 10% = $350

Of the five dollar amounts, only two are greater than $1,000.

An alternative solution method is to express $1,000 as a percent of the total budget and determine how many of the percent values given in the circle graph are greater than $1,000.

That is, $1,000 is \( \frac{1,000}{3,500} \cdot 100\% = 28.6\% \) of $3,500.

Of the five percent values in the circle graph, only two percent values are greater than 28.6%. The answer is option B.
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<td>31</td>
<td>C</td>
<td>Option C is correct. The error in this sentence occurs at C. The phrase “annually each year” is redundant, since “annually” and “each year” convey the same information. The sentence would be correct with either “annually” or “each year” at C. The error is one of diction, or word option.</td>
</tr>
<tr>
<td>32</td>
<td>D</td>
<td>Option D is correct. The error in this sentence occurs at D. The pronoun “it” is incorrectly used to refer to two nouns, “country” and “time.” The pronoun required here is the plural “them.”</td>
</tr>
<tr>
<td>33</td>
<td>A</td>
<td>Option A is correct. The error occurs at A. In the phrase “those who win,” the pronoun “those” indicates the people who win prizes. But the magazine will not print the people who win; it will print what the winners have written, or the submissions of those who won prizes. The error in this question is the illogical use of a pronoun.</td>
</tr>
<tr>
<td>34</td>
<td>E</td>
<td>Option E is correct. Because this sentence contains no grammatical, idiomatic, logical, or structural errors, the best answer is option E. Note that at B you are required to determine whether the underlined letter — a lowercase “o” — needs to be capitalized, and that at D you are asked to determine whether the sentence requires some mark of punctuation in the underlined space. In this sentence, the use of the lowercase “o” is correct because “ordinance” is not a proper noun, and no comma is required after “candles.”</td>
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<td>35</td>
<td>A</td>
<td><strong>Option A is correct.</strong> This sentence presents no problem of structure or logic. The verb tense is correct, and the use of the adverb “passionately” is also correct in this context. In option B, the verb form is correct, but the adjective “passionate” is incorrectly used instead of the adverb. Options C and E also use the incorrect adjective, and option D, although it uses the correct adverb, introduces an incorrect verb form, “has spoke out.” Thus, the best answer is option A.</td>
</tr>
<tr>
<td>36</td>
<td>E</td>
<td><strong>Option E is correct.</strong> The problem in this sentence concerns parallelism and agreement in pronoun number. The underlined portion of the sentence uses the singular pronoun “one,” which correctly agrees with its antecedent, “consumer.” However, in the portion of the sentence that is not underlined, the first person plural, “we,” is used as the subject in the second part of the sentence. To create a sentence free of agreement faults, you must look for an option that contains both “we” and the plural of “consumer.” Option E is the only one that corrects the agreement problem and has a phrase parallel to “we can reject them.”</td>
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<tr>
<td>37</td>
<td>E</td>
<td><strong>Option E is correct.</strong> Option A presents two major problems: it is not a complete sentence, and the phrase “without . . . hardly” is not idiomatic. Although options B, C, and D are complete sentences, each uses “hardly” in an equally unidiomatic construction. Option E, the best answer, is an idiomatic and complete sentence.</td>
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<td>38</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The most important reason to review the references in a research article is to find additional sources on the topic. Although a reference list might be used to check that the authors did their own research or to verify that the authors did not cite themselves, the former goal is better achieved through other means while the latter is not a major concern as one writes a research paper. And, the most appropriate resource for learning to write citations correctly would be a style guide, not a reference list. Finally, one would review references in a research article to identify sources that one might read to obtain additional information on the topic, not to avoid reading other sources.</td>
</tr>
<tr>
<td>39</td>
<td>C</td>
<td><strong>Option C is correct.</strong> The sentence that begins the second paragraph says that Payne’s research did not begin in a conventional way (i.e., indoors in a laboratory). Sentence 5 continues along the same lines, stating that Payne was not working in her laboratory and was not engaged in methodical research. The third option, “In fact,” is the best version of the underlined portion of sentence 5 because the phrase indicates in an emphatic way that what Payne was doing was unorthodox and unconventional compared to traditional scientific inquiry.</td>
</tr>
<tr>
<td>40</td>
<td>D</td>
<td><strong>Option D is correct.</strong> This question requires the candidate to combine two sentences to avoid the redundant use of “zoo.” The fourth option — “zoo, where she” — accomplishes this in an economical way, is grammatically correct, and fits the logic of the context of the second paragraph.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer</td>
<td>Rationale</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>41</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Sentence 12 begins with the pronoun “It,” which here does not have a clear referent: there is no singular noun in the preceding sentence to which “It” unambiguously and directly refers. Replacing the vague pronoun with “This insight,” which refers to Payne’s realization that the vibrations that accompany elephant interactions are actually important, results in a clear and easily interpreted statement.</td>
</tr>
<tr>
<td>42</td>
<td>E</td>
<td><strong>Option E is correct.</strong> The last paragraph describes the unconventional way in which Payne made her groundbreaking discovery and then adds that Payne ultimately did use ordinary laboratory resources. The fifth option, “But Payne’s journey of discovery had started with just a trip to the zoo and an open mind,” best concludes the last paragraph by returning to and restating the main theme: the discovery Payne made was the result not of what many people think of as formal scientific research, but rather of curiosity, openness to experience, and readiness to follow her inklings without a predetermined goal.</td>
</tr>
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</table>
Constructed-response Questions

The purpose of this section is to describe the constructed-response questions that appear on the GACE Program Admission assessment and to explain the criteria used to score each constructed-response question. The writing section of this test includes two constructed-response questions: Argumentative Essay and Source-Based Essay. Unlike the selected-response questions, the constructed-response questions do not assess subject area knowledge. They require you to demonstrate your ability to organize and develop an essay — the prompts are designed so that no outside subject area knowledge is required to answer the questions successfully.

Preparing for the Constructed-response Questions

When preparing for the constructed-response questions, read the sample questions and scoring guide carefully. You may wish to draft a response to each sample question by reading the question and planning, writing, and revising your essay. You should use a total of about 30 minutes for each constructed-response question. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus, or textbooks while writing your practice responses.

Once you have written your practice responses, reread the scoring guide, and then read the sample responses provided for each score level. Rationales that explain how the responses characterize the score point description are provided for each of the responses. After you have read through these materials, review your own responses in light of the score point descriptions. You may also wish to review your responses and the score scale with staff in your preparation program.
**Constructed-response Question 1: Argumentative Essay**

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

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

**General Directions**

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

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

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

Readers will assign scores based on the following scoring guide.

<table>
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<tr>
<th>Score</th>
<th>Description</th>
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</thead>
</table>
| 6 | A 6 essay demonstrates a high degree of competence in response to the assignment but may have a few minor errors. An essay in this category:  
  • states or clearly implies the writer’s position or thesis  
  • organizes and develops ideas logically, making insightful connections between them  
  • clearly explains key ideas, supporting them with well-chosen reasons, examples, or details  
  • displays effective sentence variety  
  • clearly displays facility in the use of language  
  • is generally free from errors in grammar, usage, and mechanics |
| 5 | A 5 essay demonstrates clear competence in response to the assignment but may have minor errors. An essay in this category:  
  • states or clearly implies the writer’s position or thesis  
  • organizes and develops ideas clearly, making connections between them  
  • explains key ideas, supporting them with relevant reasons, examples, or details  
  • displays some sentence variety  
  • displays facility in the use of language  
  • is generally free from errors in grammar, usage, and mechanics |
| 4 | A 4 essay demonstrates competence in response to the assignment. An essay in this category:  
  • states or implies the writer’s position or thesis  
  • shows control in the organization and development of ideas  
  • explains some key ideas, supporting them with adequate reasons, examples, or details  
  • displays adequate use of language  
  • shows control of grammar, usage, and mechanics, but may display errors |
<table>
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<tr>
<th>Score</th>
<th>Description</th>
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</table>
| 3     | A 3 essay demonstrates *some competence* in response to the assignment but is obviously flawed. An essay in this category reveals *one or more* of the following weaknesses:  
- limited in stating or implying a position or thesis  
- limited control in the organization and development of ideas  
- inadequate reasons, examples, or details to explain key ideas  
- an accumulation of errors in the use of language  
- an accumulation of errors in grammar, usage, and mechanics |
| 2     | A 2 essay is *seriously flawed*. An essay in this category reveals *one or more* of the following weaknesses:  
- no clear position or thesis  
- weak organization or very little development  
- few or no relevant reasons, examples, or details  
- frequent serious errors in the use of language  
- frequent serious errors in grammar, usage, and mechanics |
| 1     | A 1 essay demonstrates *fundamental deficiencies* in writing skills. An essay in this category:  
- contains serious and persistent writing errors or  
- is incoherent  
- is undeveloped |

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

Sample Question

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

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

Sample Response Earning a Score of 5

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

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

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

One other point also needs to be made about minimum-wage jobs: someone has to do them and it is not just the employers who gain. As all of us go about our daily lives, we need cashiers, waitresses, janitors, restaurant workers, garbage collectors, nannies, and the varied assortment of low level factory workers and technicians that make our world operate. These are the people we rarely recognise, but if we tried to go without them, either the costs that we pay would rise significantly or we would do without a lot of the things we have today. Overall, minimum-wage jobs, provide the base for our society.
Rationale for the Score of 5

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

Throughout the response there is a clear line of organization and ideas are clearly connected. Examples are relevant, but not necessarily insightful. Sentences are varied, and the response verges on some effective sentence use, but it is not consistent. Language facility is certainly more than adequate, but the response lacks the vocabulary and effective use of language that would characterize a response scored at the 6 level. The response is generally free of errors, but does contain a few grammar or mechanical errors.
Sample Response Earning a Score of 2

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

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

Rationale for the Score of 2

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

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

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

**General Directions**

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

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

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

Readers will assign scores based on the following scoring guide.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
</table>
| 6     | A 6 essay demonstrates a *high degree of competence* in response to the assignment but may have a few minor errors. An essay in this category:  
- insightfully explains why the concerns are important, supporting the explanation with effective links between the two sources and well-chosen reasons, examples, or details  
- incorporates information from both sources to identify and explain important concerns regarding the issue discussed in the sources  
- organizes and develops ideas logically  
- displays effective sentence variety  
- clearly displays facility in the use of language  
- is generally free from errors in grammar, usage, and mechanics  
- cites both sources when paraphrasing or quoting |
| 5     | A 5 essay demonstrates *clear competence* in response to the assignment but may have minor errors. An essay in this category:  
- clearly explains why the concerns are important, supporting the explanation with clear links between the two sources and relevant reasons, examples, or details  
- incorporates information from both sources to identify and explain important concerns regarding the issue discussed in the sources  
- organizes and develops ideas clearly  
- displays some sentence variety  
- displays facility in the use of language  
- is generally free from errors in grammar, usage, and mechanics  
- cites both sources when paraphrasing or quoting |

*Note: After clicking on a link, right click and select "Previous View" to go back to original text.*
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<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>A 4 essay demonstrates <em>competence</em> in response to the assignment. An essay in this category:&lt;br&gt;• adequately explains why the concerns are important, supporting the explanation with some links between the two sources and adequate reasons, examples, or details&lt;br&gt;• incorporates information from both sources to identify and explain important concerns regarding the issue discussed in the sources&lt;br&gt;• shows control in the organization and development of ideas&lt;br&gt;• displays adequate use of language&lt;br&gt;• shows control of grammar, usage, and mechanics, but may display errors&lt;br&gt;• cites both sources when paraphrasing or quoting</td>
</tr>
<tr>
<td>3</td>
<td>A 3 essay demonstrates <em>some competence</em> in response to the assignment but is obviously flawed. An essay in this category reveals one or more of the following weaknesses:&lt;br&gt;• limited in explaining why the concerns are important&lt;br&gt;• incorporates only one source to identify and explain concerns regarding the issue discussed in the sources, or incorporates two sources inadequately&lt;br&gt;• limited in supporting the explanation (establishes only a weak link between the sources and/or offers inadequate reasons, examples, or details)&lt;br&gt;• limited control in the organization and development of ideas&lt;br&gt;• an accumulation of errors in the use of language&lt;br&gt;• an accumulation of errors in grammar, usage, and mechanics&lt;br&gt;• cites only one of the sources when paraphrasing or quoting</td>
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<td>Score</td>
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| 2     | A 2 essay is *seriously flawed*. An essay in this category reveals one or more of the following weaknesses:  
  - fails to explain why the concerns are important  
  - incorporates only one source weakly or fails to identify concerns regarding the issue discussed in the sources  
  - offers weak support for the explanation (no link between the sources and/or few or no relevant reasons, examples, or details)  
  - weak organization or very little development  
  - frequent serious errors in the use of language  
  - frequent serious errors in grammar, usage, and mechanics  
  - fails to cite any sources when paraphrasing or quoting |
| 1     | A 1 essay demonstrates *fundamental deficiencies* in writing skills. An essay in this category:  
  - does not incorporate either source to identify and/or explain concerns regarding the issue discussed in the sources  
  - contains serious and persistent writing errors, or  
  - is incoherent  
  - is undeveloped |
Sample Source-Based Essay

Sample Question

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

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

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

Source 1


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

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

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

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
At the risk of speaking words of heresy, it is copyright protection that encourages innovation and creativity, while the public domain discourages both innovation and creativity. Why create something new if you can reprint or reuse something that already exists? Why invest in untested new works if you can instead distribute royalty-free existing works?

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

Counter to the “copyright good, public domain better” myth, an extension of the term of copyright protection at the temporary expense of public domain encourages rather than discourages the creation of fresh new original works. Opponents of the current duration of copyright protection argue that an earlier termination of copyright protection would encourage the copyright owner to create new works rather than relying on income from old works. While such a result may ensue from earlier loss of copyright protection, if creation of fresh works is a policy goal for copyright law, is it not better to create incentives for all creators to develop new works in lieu of free-loading on existing works than it is to encourage just one party — the copyright owner — to develop new works?
Sample Response Earning a Score of 5

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

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

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

Rationale for the Score of 5

This response offers a clear explanation of important issues discussed in the provided sources, immediately identifying “issues with creativity and consistency of the law.” Information from the two sources is smoothly incorporated as evidence in the discussion of the issues and used to further identify related problems. The sources are acknowledged or cited when necessary. The organization and development of ideas is clear, and the writer links the sources to each other: “Martin’s piece complicates this [McLeod’s] idea.” The essay has a variety of sentence structures and displays facility in the use of language (e.g., “So, simply put, along with the inconsistency . . .”). While its explanation of the importance of the identified concerns is clear, it does not quite reach the level of insightful explanation required for a score of 6. Nevertheless, this is a clearly competent response that earns a score of 5.
Sample Response Earning a Score of 2

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

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

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

Rationale for the Score of 2

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

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

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

Journals

*English Journal*, National Council of Teachers of English

*Journal of Adolescent and Adult Literacy*, International Reading Association

*Mathematics Teacher*, National Council of Teachers of Mathematics

*Middle School Journal*, National Middle School Association

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

*The Reading Teacher*, International Reading Association

Other Resources


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


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


**Online Resources**

Education Resources Information Center (ERIC) — www.eric.ed.gov

Georgia Common Core Standards — www.georgiastandards.org/Pages/Default.aspx

Georgia Department of Education — www.doe.k12.ga.us

GovSpot, StartSpot Mediaworks, Inc. — www.govspot.com

International Reading Association — www.reading.org


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

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

readwritethink — www.readwritethink.org