

# Study Tips: Preparing for a GACE® Assessment



**Last Updated January 2016**

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## 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 resources that are available to you on the GACE website at [www.gace.ets.org](http://www.gace.ets.org) and in the ETS Store at [www.ets.org/store](http://www.ets.org/store) is a smart way to prepare for the test so you can do your best on test day. These materials can help you stay on track and make the most efficient use of your study time.

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.

## 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 *Test at a Glance* and in the "About the Assessment" section of the 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](http://www.gace.ets.org) for information on other GACE assessments.

Begin by reviewing the *Test at a Glance* and the Study Companion for your assessment in their entirety, paying particular attention to the content specifications. 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](http://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](http://www.gapsc.com)

To identify the areas you may need to study, go through the standards and note the specific areas that you need to review.

Once you have reviewed the *Test at a Glance*, 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 "GACE Study Resources" section of this guide.

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 this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

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## 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.

## Familiarize Yourself with the Different Types of 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.

### *Approaches to Answering Selected-response Questions*

The information below describes some selected-response question formats that you will typically see on the GACE assessments and suggests 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 each 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.

To respond to a selected-response question, 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.

### *Question Types*

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

- Single Questions
- Clustered Questions
- Technically Enhanced Questions

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

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## 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.

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## Clustered Questions

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

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

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample questions in this Study Companion and then use the strategy with which you are most comfortable when you take the actual test.

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

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

### Example

First read the stimulus (a description of a class activity planned by a teacher).

**Use the information below to answer the questions that follow.**

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

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

1. The teachers begin planning the interdisciplinary unit by deciding on student learning goals that both teachers will emphasize in their classrooms. Before beginning the unit, the teachers should answer which of the following questions to ensure the unit is as effective and well-coordinated as possible?
  - A. How should the topic coverage be sequenced and paced during the unit?
  - B. How much time should be devoted to individual, small-group, and whole-class instruction during the unit?
  - C. What information about learning expectations should be shared with parents?
  - D. What presentation methods and teaching styles should be used during the unit?

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### 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 to 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.

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## Technically Enhanced Questions

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.

Some of the technically enhanced question types may include, but are not limited to:

- **Numeric Entry.** When the answer is a number, you will 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.
- **Multiple Selection.** 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.
- **Sentence Selection.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passages.
- **Graphic Selection.** You will choose your answer by clicking on a location or locations on a graphic such as a map or chart, as opposed to choosing from a list.
- **Grid.** You will choose your answer by clicking on your choice or choices within a table or a grid.
- **Drag and Drop.** You will choose answers from a list and drag and drop them into the appropriate locations in a table, paragraph of text, or graphic.
- **Drop-down.** You will select the appropriate answer or answers by selecting options from a drop-down menu.

**QUICK TIP →** Remember that with every question, you will get clear instructions on how to respond. There are also “Help” screens built into each test with additional instructions on how to answer specific types of questions. See the GACE Computer-delivered Testing Demonstration in the Test Preparation Resources section of the GACE website to learn how a GACE test works and see examples of some of the types of questions you may encounter. Also see *A Guide to Taking a GACE Computer-delivered Test* for samples of the screens and types of questions you are likely to encounter.

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## 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, radio, and the Internet; 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. Remember, no credit is given for anything written on scratch paper. All scratch paper gets turned in to the test administrator at the end of the testing session.

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## Gather 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?

*Tests at a Glance* and Study Companions can be downloaded for free in the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare). Each *Test at a Glance* gives a quick overview of the assessment and the Study Companion provides a combination of test preparation and practice, including sample questions and answers with explanations.

## 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/register/centers\\_dates](http://www.gace.ets.org/register/centers_dates).
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule — and stick to it.

## Develop Your 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. A blank study plan worksheet is available in the back of this guide and in the Test Preparation section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare). You can use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in the *Test at a Glance* and the Study Companion.
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. A blank Study Plan sheet is available at the end of this guide.

GACE Test Name: Reading  
 GACE Test Code: 117  
 I am taking the test on: July 31, 2015

**Literal Comprehension**

<b>Content covered</b>	<b>Description of content</b>	<b>How well do I know the content? (scale 1–5)</b>	<b>What resources do I have/need for studying this content?</b>	<b>Where can I find the resources I need?</b>	<b>Date planned to study this content</b>	<b>Date completed</b>
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading section	2	Middle school English text book	College library, middle school teacher	6/20/15	6/20/15
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	2	Middle school English text book	College library, middle school teacher	6/22/15	6/22/15
Organization	Identify how reading selection is organized in terms of cause/effect and compare/ contrast	3	Middle and high school English text book	College library, middle and high school teachers	6/25/15	6/26/15
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	7/2/15	7/3/15
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	7/2/15	7/2/15
Evaluation	Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	7/7/15	7/7/15

**Critical and Inferential Comprehension**

<b>Content covered</b>	<b>Description of content</b>	<b>How well do I know the content? (scale 1–5)</b>	<b>What resources do I have/need for studying this content?</b>	<b>Where can I find the resources I need?</b>	<b>Date planned to study this content</b>	<b>Date completed</b>
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	7/7/15	7/7/15
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	7/7/15	7/7/15
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	7/7/15	7/7/15
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	3	High school text book, college course notes	College library, middle and high school teachers	7/14/15	7/14/15
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	2	High school text book, college course notes	College library, middle and high school teachers	7/14/15	7/14/15
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	1	High school text book, college course notes	College library, middle and high school teachers	7/23/15	7/24/15
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, middle and high school teachers	7/23/15	7/24/15
Generalization	Draw conclusions from materials presented in reading selection	3	High school text book, college course notes	College library, middle and high school teachers	7/29/15	7/29/15
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, middle and high school teachers	7/29/15	7/29/15

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## Practice

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.

### Using Study Materials 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 the *Test at a Glance* and the 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 *Test at a Glance* and the Study Companion 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 the Study Companion for your practice test.

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- **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 the 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 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.

## 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.

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### 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. No credit is given for anything written on your scratch paper. All scratch paper must be turned in to the test administrator at the end of the test session.

### Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.
2. **Keep track of the time.** Keep an eye on the timer located in the upper right-hand corner of the computer screen, and be aware of how much time you have left to complete your test. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming stuck on one question, you might decide to move on and return to that question later.
3. **Read all of the possible answers before selecting one.** Then, reread the question to be sure the answer you have selected really answers the question. Remember, a question that contains a phrase such as "Which of the following does NOT ..." is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on other similar-looking (but in fact very different!) tests. It doesn't matter on the GACE assessments whether you score very high or barely pass. If you meet the minimum passing scores along with any other requirements for obtaining teaching certification, you will receive a license. In other words, what matters is meeting the minimum passing score.
6. **Use your energy to take the test, not to get angry at it.** Getting angry at the test only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching and educational leadership, worked diligently to make the test a fair and valid measure of your knowledge and skills. The best thing to do is concentrate on answering the questions.

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## GACE Study Resources

### Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE test and how to answer different types of test questions. It contains examples of the directional screens you will see at the beginning of the test and some samples of technically enhanced questions. This free download is available in the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Interactive Practice Tests

The GACE Interactive Practice Tests (IPTs) are full-length practice tests that allow you to answer one set of test questions to simulate what you will experience on the actual day of the test. After you complete the practice test, you can see if you answered questions correctly or incorrectly and get explanations for the correct answers.

IPTs are available for almost all GACE tests, and are available for purchase through the ETS Store at [www.ets.org/store](http://www.ets.org/store).

**Note:** There is only one practice test with one set of test questions for each GACE test; retaking or repurchasing the same practice test more than once does not give you different practice test questions or change the order in which the questions are delivered.

### Study Companions

Study Companions familiarize you with the competencies to be tested, test question formats, and pertinent study resources. There is a Study Companion available for each of the GACE assessments that contains:

- Specific information about the assessment you are taking
- Practice questions with answers and an explanations of correct answers
- Additional resources to help you study

### Test at a Glance

The *Test at a Glance* gives you a quick overview of the assessment. There is a *Test at a Glance* available for each of the GACE assessments. It includes:

- Test specs (name, grade level, test code, testing time, test duration, number of questions, test format)
- Content specifications
- Test subareas
- Test objectives

### Tutorials

There are tutorials available on the GACE website that will walk you through how to use some of the tools you may encounter while taking a GACE assessment.

- The alternate character toolbar is used for inputting accents and alternate characters on the French, German, and Spanish GACE assessments; the tutorial will show you how to use this toolbar and let you practice before taking the test.
- An online calculator is part of the testing software for assessments that require the use of a graphing or scientific calculator. You can request access to the online calculator tutorial and receive an activation key that is good for 30 days of practice use.

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## Videos

The GACE test familiarization videos include important information you should know when preparing to take a GACE assessment. The videos include walk-throughs of a computer-delivered testing center and a demonstration of what it's like to take a computer-delivered GACE test.

- The Computer-delivered Test Center Tour video shows what to expect when you take a computer-delivered test.
- The Interactive Computer-delivered Test Demonstration video explains how to navigate through a GACE assessment and how to answer different types of test questions.

## 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
- eat before you take the test to keep your energy level up
- arrive at least 30 minutes before the scheduled reporting time
- 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

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.

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## 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!

