

FTCE General Knowledge Test Study Guide

CURRENT 2026 EDITION

A focused review of the current Essay, English Language Skills, Reading, and Mathematics subtests - with original practice, complete explanations, and an eight-week study plan.

95 APPROX. MC ITEMS	4:05 TESTING TIME	4 SUBTESTS	36 PAGES
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[Lessons](#) | [Strategies](#) | [Practice Questions](#) | [Complete Explanations](#)

ABOUT THIS GUIDE

How to Use This Guide

This guide is designed for active study. Confirm that the FTCE General Knowledge Test is the way you need to demonstrate general knowledge, take a baseline, and let the pattern of misses determine what you review.

A Reliable Study Cycle

1. Confirm the subtest or subtests required for your certification route.
2. Complete the diagnostic without notes, explanations, or outside help.
3. Classify each miss as content, interpretation, setup, calculation, organization, or pacing.
4. Review the exact skill, then redo the missed item from scratch.
5. Retest the skill several days later under timed conditions.

Important Limits

- The 2026 test structure lists approximately 30 English Language Skills items, 30 Reading items, 35 Mathematics items, and one essay.
- Item counts can vary by test form, and experimental questions may be included.
- Fees, identification rules, appointment procedures, accommodations, and policies can change.
- This guide contains original practice material, not secure or official FTCE questions.

START WITH A BASELINE

Use free mixed practice to identify the subtests and skills needing the most work.

[TAKE FREE PRACTICE](#)**NEED A STRUCTURED PLAN?**

Use guided lessons, videos, flashcards, practice tests, and progress tools.

[VIEW ONLINE COURSE](#)

NAVIGATION

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EXAM OVERVIEW

Current FTCE General Knowledge Format

The General Knowledge Test consists of four subtests that assess writing, language, reading, and mathematics.

95

APPROX. MULTIPLE-CHOICE ITEMS

245 min

TESTING TIME

4

SEPARATELY SCORED SUBTESTS

Subtest	Approx. items	Testing time	Main focus
Essay	1 written response	50 min.	Purpose, focus, organization, support, style, and conventions
English Language Skills	30 MC	40 min.	Language structure, vocabulary application, and standard English
Reading	30 MC	55 min.	Key ideas, evidence, craft, structure, and interpretation
Mathematics	35 MC	100 min.	Number concepts, geometry, algebra, statistics, and data

If taking all four

The published testing time totals 4 hours 5 minutes. A scheduled 15-minute break is provided when all four subtests are taken in one appointment.

What can vary

The official structure document states that item counts may vary by version and that experimental questions may appear without affecting the score.

2026 STRUCTURE CHANGE

Older guides commonly list 40 English Language Skills items, 40 Reading items, and 40-45 Mathematics items. The official structure effective January 1, 2026 lists approximately 30, 30, and 35.

SCORING

Passing Scores and Alternative Pathways

200PASSING SCALE SCORE FOR EACH
MC SUBTEST**6 / 8**

PASSING COMBINED ESSAY SCORE

4 weeks

OFFICIAL REPORT WINDOW

How the scores work

- English Language Skills, Reading, and Mathematics are each reported separately and require a passing scale score of 200.
- The Essay is scored holistically by two trained raters. Effective January 1, 2025, the combined passing score is 6 out of 8.
- Passing FTCE tests are designed for certification decisions, not for ranking candidates or comparing scores across subjects.
- If one subtest is not passed, only that subtest must be retaken; previously passed General Knowledge subtests do not need to be repeated.

Before registering, verify whether you need the test

Florida recognizes multiple ways to demonstrate general knowledge. Depending on the candidate, qualifying evidence may include an accepted teaching certificate, National Board or American Board certification, college teaching experience, a master's or higher degree, or specified GRE scores.

DO NOT ASSUME THE TEST IS REQUIRED

The Bureau of Educator Certification determines individual requirements. Confirm your pathway before paying for or preparing for all four subtests.

[OPEN OFFICIAL GENERAL KNOWLEDGE OPTIONS](#)

PLANNING

Registration, Tools, and Test Day

The test is computer-based. Efficient preparation includes both content review and familiarity with the testing workflow.

Before the appointment

- Confirm which subtests are required and whether you are taking them together or separately.
- Review current registration, rescheduling, cancellation, identification, and accommodation rules in your account.
- Match your legal name across registration and identification documents.
- Plan travel and arrival time using the instructions attached to your appointment.

During the test

- Follow the test center's security and personal-item rules.
- Treat every multiple-choice item as scored because experimental items are not identified.
- Use the on-screen tools during practice so they are familiar on test day.
- Confirm answers before advancing when the interface restricts review.

Mathematics tools

Provided	How to use it well
On-screen calculator	Use it for arithmetic efficiency, not as a substitute for setting up the correct relationship.
Mathematics reference sheet	Know what formulas are provided and practice locating them quickly.
Scratch materials	Write units, label variables, estimate first, and record intermediate steps.

OFFICIAL POLICIES CONTROL

Appointment availability, fees, identification rules, accommodations, score dates, and test-center procedures can change. Verify the instructions in your FTCE/FELE account shortly before testing.

BASELINE

Diagnostic Practice - Language and Reading

Work without checking explanations. The purpose is to identify the skill behind each miss, not to predict a scaled score.

1. Which sentence is punctuated correctly?
A. The committee reviewed the proposal, however it requested more data.
B. The committee reviewed the proposal; however, it requested more data.
C. The committee reviewed; the proposal however, it requested more data.
D. The committee reviewed the proposal however; it requested more data.
2. Choose the sentence with correct subject-verb agreement.
A. A collection of reports are stored in the cabinet.
B. A collection of reports is stored in the cabinet.
C. A collection of reports were stored in the cabinet each day.
D. A collection of reports have been stored in the cabinet.
3. In the sentence "The new schedule may mitigate traffic near the school," mitigate most nearly means:
A. measure
B. increase
C. reduce
D. predict
4. Which sentence avoids a misplaced introductory modifier?
A. After reviewing the data, the plan was revised by the principal.
B. After reviewing the data, revisions to the plan were made.
C. After reviewing the data, the need for revision was obvious.
D. After reviewing the data, the principal revised the plan.

Neighborhood libraries once measured success mainly by the number of books circulated. Many now track a broader set of outcomes. A library may lend tools, host language classes, provide internet access, and offer quiet space for job applications. These services do not make books less important; instead, they reflect the library's expanded role as a shared learning center. Measuring that role is difficult. Attendance totals show how many people enter a program, but interviews and follow-up surveys can reveal whether participants learned a skill or gained access to a needed service. A useful evaluation therefore combines counts with evidence about what visitors were able to accomplish.

5. What is the main idea of the passage?
A. Libraries should stop measuring book circulation.
B. Modern libraries serve expanded functions that require multiple forms of evaluation.
C. Interviews are always more accurate than attendance totals.
D. Job applications are the most important library service.
6. According to the passage, attendance totals are limited because they do not show:
A. how many people entered a program
B. whether books were circulated
C. what participants learned or accomplished
D. whether the library has internet access
7. Which conclusion is best supported?
A. A single numerical measure may miss important effects of a public service.
B. Libraries no longer consider books important.
C. Every program participant needs a follow-up interview.
D. Language classes produce better outcomes than tool lending.
8. The phrase "expanded role" most nearly refers to the library's:
A. larger physical building
B. greater number of books
C. broader range of community functions
D. longer daily schedule

BASELINE

Diagnostic Practice - Mathematics and Essay

9.

A school orders 18 boxes of markers at \$7 per box. What is the total cost?

A. \$25

B. \$96

C. \$112

D. \$126
10.

What is $\frac{3}{4} + \frac{2}{3}$?

A. $\frac{5}{7}$

B. $\frac{13}{12}$

C. $\frac{17}{12}$

D. $\frac{5}{12}$
11.

What is 35% of 80?

A. 18

B. 24

C. 28

D. 35
12.

The mean of 6, 8, 10, and x is 9. What is x?

A. 8

B. 10

C. 12

D. 14
13.

A rectangular garden is 8 feet long and 5 feet wide. What is its perimeter?

A. 13 ft

B. 26 ft

C. 40 ft

D. 80 ft
14.

Solve $4x - 7 = 21$.

A. 3.5

B. 7

C. 14

D. 28
15.

A bag contains 3 red counters and 5 blue counters. What is the probability of selecting a red counter at random?

A. $\frac{3}{5}$

B. $\frac{3}{8}$

C. $\frac{5}{8}$

D. $\frac{5}{3}$
- ## Essay planning diagnostic
- Prompt:

Some schools require students to complete a course in personal finance before graduation. Analyze whether this requirement would be beneficial. Support your position with specific reasons and examples.

Thesis:

State a direct position in one sentence.

Reason 1 and example:

Explain one practical effect and support it specifically.

Reason 2 and complication:

Develop a second point and address a reasonable limitation or objection.
- StudyGuideZone.com
- 8

DIAGNOSTIC KEY

Use the Results to Choose Your Review

Correct answers: 1 B, 2 B, 3 C, 4 D, 5 B, 6 C, 7 A, 8 C, 9 D, 10 C, 11 C, 12 C, 13 B, 14 B, 15 B.

Questions	Review first	Primary skill
1-4	English Language Skills	Sentence boundaries, agreement, vocabulary, and modifiers
5-8	Reading	Main idea, detail, inference, and context
9-15	Mathematics	Operations, fractions, percent, mean, perimeter, equations, and probability
Essay plan	Essay	Focused thesis, development, examples, and complexity

What to record in an error log

- The subtest and exact skill tested.
- The answer or plan you produced and why it appeared reasonable.
- The corrected rule, evidence, equation, or writing decision.
- Whether the problem came from knowledge, interpretation, setup, arithmetic, organization, or pacing.
- A date to redo the item or rewrite the paragraph without notes.

LONGER BASELINE

Use a free mixed practice test to confirm whether the same weaknesses repeat.

TAKE FREE PRACTICE

STRUCTURED REMEDIATION

Use the online course when you need guided lessons, more practice, videos, and tracking.

VIEW ONLINE COURSE

ESSAY

Current Essay Scoring and Expectations

The Essay is a separate subtest. A polished response must do more than avoid grammar errors; it must develop a focused and organized argument.

50 min

WRITING TIME

2 raters

INDEPENDENT HOLISTIC SCORES

6 / 8

PASSING COMBINED SCORE

What raters evaluate

Dimension	What effective writing shows
Ideas and focus	A clear controlling idea that directly addresses the complete task.
Organization	A logical progression with purposeful paragraphs and transitions.
Support	Relevant reasons, explanations, examples, and details rather than assertions alone.
Style	Appropriate diction, sentence variety, clarity, and consistent point of view.
Mechanics	Control of grammar, usage, punctuation, capitalization, and spelling.

CURRENT SCORING SCALE

Effective January 1, 2025, each rater uses a 1-4 rubric. The two scores are combined, and at least 6 of 8 total points are required to pass.

ESSAY

Plan, Draft, and Revise

A 50-minute workflow

Time	Primary work
5-7 min.	Analyze the prompt, choose a position, and create a paragraph plan.
34-37 min.	Draft the introduction, developed body paragraphs, and conclusion.
6-8 min.	Revise for focus, support, organization, sentence control, and mechanics.

Build the argument

1. State a direct thesis that answers the exact question.
2. Give each body paragraph one distinct reason.
3. Explain why the reason matters before adding an example.
4. Connect the example back to the thesis.
5. Acknowledge a limitation or counterpoint when useful.

Protect the score

- Do not spend the introduction restating the prompt.
- Avoid examples that are merely named but not explained.
- Use transitions to show logic, not as decoration.
- Remove repeated claims and inflated vocabulary.
- Leave time to correct fragments, run-ons, agreement, and missing words.

DEPTH BEATS A LIST

Two well-developed reasons with specific explanation are stronger than four undeveloped claims.

ESSAY

Practice Prompts and Self-Review

Original practice prompts

Prompt A: Some schools are considering later start times for secondary students. Analyze whether changing the start time would improve student learning and well-being. Support your position with specific reasons and examples.

Prompt B: Public agencies increasingly provide services through online portals. Analyze the benefits and limitations of replacing some in-person services with digital options.

Prompt C: Some employers allow workers to complete a portion of their schedule remotely. Analyze whether this policy generally improves organizational effectiveness.

Self-review before moving on

Question	Evidence of control
Did I answer the full prompt?	The thesis takes a clear position and every paragraph serves it.
Did I develop ideas?	Each reason includes explanation, a specific example, and a link to the claim.
Is the organization visible?	Paragraph purposes are distinct and transitions express real relationships.
Is the writing controlled?	Sentences are complete, varied, precise, and mechanically sound.

REWRITE ONE PARAGRAPH

After scoring your draft, completely rewrite the weakest paragraph. Improvement comes from producing a better version, not merely identifying flaws.

ENGLISH LANGUAGE SKILLS

Language Structure

Sentence structure

- Identify independent and dependent clauses.
- Correct fragments, comma splices, and fused sentences.
- Use coordination and subordination to show relationships.
- Place modifiers beside the words they describe.
- Maintain parallel structure in lists and comparisons.

Agreement and reference

- Match verbs to grammatical subjects, not nearby nouns.
- Maintain pronoun agreement in number and person.
- Make every pronoun reference clear.
- Use consistent verb tense unless the time frame changes.
- Distinguish possessives from contractions.

Problem	Reliable check
Sentence boundary	Find subjects and verbs; determine whether each clause can stand alone.
Agreement	Ignore interrupting phrases and identify the true subject.
Modifier	Ask what noun the introductory or descriptive phrase logically modifies.
Parallelism	Compare the grammatical form of every item in a series.

STRUCTURE BEFORE PUNCTUATION

Do not choose punctuation by sound alone. Identify the clause structure first, then select an allowed boundary.

ENGLISH LANGUAGE SKILLS

Vocabulary Application and Word Choice

Vocabulary in context

- Use nearby contrast, cause-effect, definition, and example clues.
- Replace the tested word with a simple prediction before checking choices.
- Match connotation and intensity, not only a broad dictionary meaning.
- Distinguish commonly confused words and idiomatic forms.

Precision and concision

- Remove repetition and empty introductory wording.
- Prefer specific verbs and nouns over vague phrases.
- Choose wording appropriate to audience, purpose, and tone.
- Avoid slang, unnecessary jargon, and inflated diction.

A reliable word-choice method

1. Read the complete sentence and enough surrounding context.
2. State the needed meaning or tone in plain language.
3. Test each choice in the sentence.
4. Reject choices that are too broad, too strong, redundant, or grammatically incompatible.

THE FANCIEST WORD IS NOT THE BEST WORD

Choose the most precise and natural fit. Formal writing rewards clarity, not decoration.

ENGLISH LANGUAGE SKILLS

Conventions, Organization, and Editing

Standard conventions

- Use commas for introductory elements, nonessential information, and items in a series.
- Use semicolons between related independent clauses.
- Use colons after complete clauses to introduce explanations or lists.
- Apply capitalization, apostrophe, spelling, and number conventions consistently.

Editing and organization

- Choose transitions by naming the relationship between ideas.
- Place sentences where references and logic connect.
- Remove irrelevant or repetitive material.
- Match introductions and conclusions to the passage's actual scope.

Transition relationship	Typical signals
Addition	also, furthermore, in addition
Contrast	however, nevertheless, in contrast
Cause or result	therefore, consequently, because
Example	for example, specifically, for instance

GRAMMATICAL IS NOT ENOUGH

When more than one choice is grammatical, select the option that best serves the paragraph's focus, logic, tone, and purpose.

READING

Key Ideas, Details, and Inferences

Central ideas and details

- Identify the passage's main claim or purpose.
- Distinguish central ideas from examples and background.
- Locate explicitly stated evidence.
- Summarize without becoming broader or narrower than the source.

Inference

- Combine relevant facts without inventing motives.
- Prefer cautious conclusions when evidence is limited.
- Reject answers that convert possibility into certainty.
- Limit conclusions to the population, period, and conditions described.

Four-step passage method

1. Identify the topic, claim, and major paragraph functions.
2. Translate the question into a task: locate, infer, summarize, compare, or evaluate.
3. Predict a plain-language answer.
4. Return to the evidence and verify every part of the choice.

TEXTUAL EVIDENCE OUTRANKS BACKGROUND KNOWLEDGE

A statement can be true in the real world and still be wrong because the passage does not support it.

READING

Craft, Structure, and Argument

Craft and structure

- Determine word and phrase meaning from context.
- Identify tone, point of view, and author purpose.
- Explain what a sentence or paragraph contributes.
- Recognize sequence, comparison, cause-effect, and problem-solution organization.

Argument and evidence

- Separate claims, reasons, examples, and assumptions.
- Evaluate whether evidence is relevant and sufficient.
- Identify information that strengthens or weakens a conclusion.
- Recognize bias, overgeneralization, and correlation treated as cause.

Common function	Useful verb
Provides a specific case	illustrates
Limits a broad claim	qualifies
Presents another position	contrasts
Explains why evidence matters	interprets

NAME THE RELATIONSHIP

For structure questions, summarize the surrounding sentences in a few words and identify whether the target introduces, supports, contrasts, qualifies, or concludes.

READING

Data, Evidence, and Pacing

Reading tables and graphics

Step	Action
1. Read the title	Identify the population, period, or quantity being described.
2. Check labels and units	Distinguish counts, percentages, rates, dollars, and time intervals.
3. Describe the pattern	Find maximums, minimums, changes, exceptions, and comparisons.
4. Match the claim	Choose only a statement supported by the displayed information.

Pacing target

Fifty-five minutes for about 30 questions averages roughly 1 minute 50 seconds per item. Passage groups vary, so use checkpoints rather than rigid limits.

- At 18 minutes: about 10 questions completed.
- At 37 minutes: about 20 completed.
- Reserve the final minutes for marked and unanswered items.

When stuck

- Return to the sentence or data point named by the question.
- Eliminate choices that are too broad, too strong, partly true, or based on outside information.
- Make the best evidence-based choice and continue.

DO NOT REREAD EVERYTHING

Use keywords and passage structure to relocate the relevant evidence. Full rereading wastes time and can blur the specific task.

MATHEMATICS

Number Concepts and Proportional Reasoning

Number sense

- Classify integers, rational numbers, and real numbers.
- Use factors, multiples, prime factorization, and divisibility.
- Compare fractions, decimals, percentages, and signed numbers.
- Apply order of operations and exponent rules.
- Estimate to judge magnitude and reasonableness.

Rates and proportional reasoning

- Use ratios, proportions, and unit rates.
- Calculate percent of a quantity and percent change.
- Convert units using dimensional analysis.
- Interpret direct variation and scale relationships.
- Translate practical situations into equations.

Skill	Reliable rule
Percent change	$\text{change} / \text{original} \times 100\%$
Unit rate	desired quantity divided by one unit of comparison
Fraction division	multiply by the reciprocal
Negative numbers	track sign separately from magnitude

ESTIMATE FIRST

Even with an on-screen calculator, an estimate exposes wrong operations and misplaced decimals before they cost time.

MATHEMATICS

Geometry and Measurement

Geometry

- Use angle relationships, triangle properties, and the Pythagorean theorem.
- Classify polygons and recognize symmetry.
- Work with circles, coordinate geometry, and scale drawings.
- Use similarity and proportional dimensions.

Measurement

- Calculate perimeter, circumference, area, surface area, and volume.
- Convert among customary and metric units.
- Use elapsed time and rate relationships.
- Attach correct linear, square, or cubic units.

Figure	Key relationship
Rectangle	Area = length x width; perimeter = 2(length + width)
Triangle	Area = 1/2(base)(height); interior angles total 180 degrees
Circle	Circumference = 2(pi)(radius); area = pi(radius squared)
Rectangular prism	Volume = length x width x height

DRAW AND LABEL

Convert verbal descriptions into a labeled diagram. Mark known lengths, units, right angles, and the quantity requested before choosing a formula.

MATHEMATICS

Algebra and the Coordinate Plane

Algebraic thinking

- Simplify expressions using distribution and like terms.
- Solve linear equations and inequalities.
- Translate verbal relationships into variables and equations.
- Evaluate functions and recognize equivalent forms.
- Use systems of equations in practical contexts.

Coordinate plane

- Plot and interpret ordered pairs.
- Calculate slope as change in y over change in x.
- Use slope-intercept form $y = mx + b$.
- Interpret intercepts and rates of change in context.
- Match tables, equations, graphs, and verbal descriptions.

Reliable equation method

1. Define the variable and write the relationship.
2. Simplify both sides before isolating the variable.
3. Perform the same operation on both sides.
4. Substitute the result into the original relationship.

INEQUALITY SIGN

Reverse the inequality only when multiplying or dividing both sides by a negative number.

MATHEMATICS

Probability, Statistics, and Data

Statistics and probability

- Calculate and interpret mean, median, mode, and range.
- Recognize how outliers affect measures of center.
- Compute simple and compound probabilities.
- Distinguish independent from dependent events.
- Use complements when the opposite event is easier to count.

Data interpretation

- Read tables, bar graphs, line graphs, scatterplots, and circle graphs.
- Compare quantities, rates, and percentage changes.
- Evaluate sampling methods and potential bias.
- Distinguish association from causation.
- Limit conclusions to what the study design supports.

Design feature	What it supports
Representative random sample	Generalization to the population sampled
Random assignment	Stronger cause-and-effect conclusions about a treatment
Observational association	A relationship, not proof that one variable caused the other
Larger valid sample	Usually less sampling variability, not automatic freedom from bias

READ LABELS BEFORE NUMBERS

Confirm the variable, unit, scale, and time period before calculating or describing a trend.

PRACTICE

English Language Skills Questions 1-8

Choose the best answer. Work without checking explanations.

1. Which choice correctly completes the sentence? The workshop ended early _____ participants had time to discuss the final activity.
A. , participants
B. , so participants
C. ; because participants
D. : and participants
2. Which punctuation correctly completes the sentence? The committee requested three documents _____ a budget, a timeline, and a staffing plan.
A. ,
B. ;
C. :
D. no punctuation
3. Which sentence uses commas correctly?
A. The principal, who began in July introduced a new schedule.
B. The principal who began in July, introduced a new schedule.
C. The principal, who began in July, introduced a new schedule.
D. The principal who, began in July introduced a new schedule.
4. Choose the correct verb: The set of revised guidelines _____ available online.
A. are
B. were
C. is
D. have been
5. Which revision has the clearest pronoun reference?
A. When Mia spoke with Elena, she explained the policy.
B. Mia explained the policy to Elena.
C. When Mia spoke with Elena, the policy was explained by her.
D. She explained it when Mia spoke with Elena.
6. Which sentence is parallel?
A. The role requires planning lessons, to assess learning, and communication with families.
B. The role requires planning lessons, assessing learning, and communicating with families.
C. The role requires to plan lessons, assessment of learning, and communicating.
D. The role requires planning lessons, assessment, and to communicate with families.
7. By the time the meeting began, the staff _____ the proposal.
A. reviews
B. reviewed
C. had reviewed
D. will review
8. Which sentence uses the apostrophe correctly?
A. The teachers lounge was renovated.
B. The teacher's' lounge was renovated.
C. The teachers' lounge was renovated.
D. The teachers's lounge was renovated.

PRACTICE

English Language Skills Questions 9-15

Choose the option that is correct and best suited to the sentence or paragraph.

9. In the sentence "The committee sought a concise summary," concise most nearly means:
A. brief and clear
B. highly technical
C. strongly critical
D. carefully hidden
10. The proposed schedule is feasible because the required buses and drivers are available. Feasible means:
A. controversial
B. practical
C. temporary
D. expensive
11. Which sentence is most concise?
A. The reason the event was postponed was because of rain.
B. Due to the fact that rain occurred, the event was postponed.
C. Rain caused the event to be postponed.
D. The event was postponed on account of the occurrence of rain.
12. The first program increased attendance. _____ the second program reduced operating costs.
A. For example,
B. In addition,
C. However,
D. Therefore,
13. Which sentence is the best topic sentence for a paragraph explaining how a school reduced paper waste?
A. Paper is made from wood fibers.
B. The school reduced paper waste through digital forms, double-sided printing, and supply tracking.
C. Many students use notebooks.
D. The principal spoke at an assembly last year.
14. Where should the following sentence be placed? "This change allowed staff to compare results across all grade levels." (1) Each grade had previously used a different survey. (2) The district adopted one common set of questions. (3) Administrators then reviewed the combined data. (4) The next survey will be given in May.
A. Before sentence 1
B. After sentence 1
C. After sentence 2
D. After sentence 4
15. Which sentence uses capitalization correctly?
A. The Florida department of education published the report.
B. The Florida Department Of Education published the report.
C. The Florida Department of Education published the report.
D. The florida Department of Education published the report.

PRACTICE

Reading Questions 16-20

Read the passage, then choose the best-supported answer.

A city converted several unused lots into community gardens. Officials initially reported success by counting the number of plots assigned. That measure was useful but incomplete. Some gardens also served as outdoor classrooms, stormwater demonstration sites, and meeting spaces. To evaluate these broader effects, the city added soil tests, attendance records, interviews, and observations of how the sites were used. The new data did not prove that every garden produced the same benefits. Instead, it helped officials identify which designs and programs worked under particular neighborhood conditions. The evaluation became more complicated, but it also became more useful for future decisions.

16. What is the main idea of the passage?
- A. Community gardens should be evaluated only by the number of plots assigned.
 - B. A broader evaluation can reveal benefits and limitations that a single count misses.
 - C. Soil testing is the most important measure of garden success.
 - D. All community gardens produce the same neighborhood benefits.
17. Why did the city add interviews and observations?
- A. To replace all numerical data
 - B. To determine who owned each lot
 - C. To evaluate uses and effects not captured by plot counts alone
 - D. To prove that every garden was successful
18. Which conclusion is best supported?
- A. More complicated evaluation is always less useful.
 - B. The value of a program may depend partly on local conditions.
 - C. Attendance records establish cause and effect.
 - D. Unused lots should never be developed for other purposes.
19. As used in the passage, "incomplete" most nearly means:
- A. not covering all relevant information
 - B. incorrect in every respect
 - C. too expensive to continue
 - D. impossible to measure
20. The final sentence primarily:
- A. introduces a new problem
 - B. explains why the expanded evaluation was worthwhile
 - C. argues that garden programs should end
 - D. provides a definition of stormwater

PRACTICE

Reading Questions 21-25

Use the passage as the only authority. Avoid answers that are broader or stronger than the evidence.

Several districts have considered starting secondary schools later in the morning. Supporters point to research on adolescent sleep patterns and argue that a later schedule may improve alertness. Opponents note that transportation, athletics, after-school employment, and family schedules are interconnected. A change that benefits one group may create difficulties for another. For that reason, some districts test the schedule at a small number of schools before expanding it. A pilot cannot answer every question, but it can reveal local effects that general research does not predict, such as changes in bus efficiency, attendance, and participation in after-school programs.

21. What is the passage mainly arguing?
- A. Later start times are always the best policy.
 - B. Districts should reject research on adolescent sleep.
 - C. A pilot can help districts evaluate local benefits and tradeoffs before a broad change.
 - D. Transportation is the only important factor in school scheduling.
22. Which concern is explicitly mentioned by opponents?
- A. Textbook costs
 - B. After-school employment
 - C. Classroom temperature
 - D. Teacher certification
23. Which statement would most strengthen the case for a pilot?
- A. Every district has exactly the same transportation system.
 - B. A small trial can measure schedule effects before the district commits to a costly systemwide change.
 - C. General research should never influence local decisions.
 - D. Students prefer schedules that require no changes.
24. The phrase "interconnected" emphasizes that:
- A. schedule changes can affect several linked activities
 - B. athletics and employment are identical
 - C. families control district transportation
 - D. research findings are impossible to interpret
25. The author's tone is best described as:
- A. dismissive and sarcastic
 - B. strongly opposed
 - C. balanced and analytical
 - D. celebratory and emotional

PRACTICE

Mathematics Questions 26-35

Use the on-screen-calculator mindset: set up the relationship first, then calculate.

26. A \$48 supply order is discounted by 25%. What is the discounted price?
A. \$12
B. \$24
C. \$36
D. \$42
27. Simplify $7/9$ divided by $14/27$.
A. $1/6$
B. $2/3$
C. $3/2$
D. 6
28. A class has a ratio of 3 laptops for every 5 students. How many laptops are needed for 30 students at the same ratio?
A. 12
B. 18
C. 25
D. 50
29. A vehicle travels 210 miles in 3.5 hours. What is its average speed?
A. 55 mph
B. 60 mph
C. 65 mph
D. 73.5 mph
30. Which expression equals 2 to the fifth power?
A. 2×5
B. $2 + 2 + 2 + 2 + 2$
C. 5×5
D. $2 \times 2 \times 2 \times 2 \times 2$
31. Two angles form a straight line. One angle measures 68 degrees. What is the other angle?
A. 22 degrees
B. 68 degrees
C. 112 degrees
D. 292 degrees
32. A rectangle is 12 feet long and 7 feet wide. What is its area?
A. 19 sq ft
B. 38 sq ft
C. 84 sq ft
D. 168 sq ft
33. A right triangle has legs of 5 and 12. What is the hypotenuse?
A. 7
B. 13
C. 17
D. 60
34. A rectangular prism measures 4 inches by 3 inches by 5 inches. What is its volume?
A. 12 cubic in.
B. 20 cubic in.
C. 47 cubic in.
D. 60 cubic in.
35. What is the slope of a line through (2, 5) and (6, 13)?
A. $1/2$
B. 2
C. 4
D. 8

PRACTICE

Mathematics Questions 36-45

Check signs, units, and whether the result is reasonable.

36. Solve $3x + 7 = 31$.
A. 6
C. 10
B. 8
D. 12
37. Solve $-2x + 5 \leq 13$.
A. $x \leq -4$
C. $x \leq 4$
B. $x \geq -4$
D. $x \geq 4$
38. If $f(x) = 2x^2 - 3$, what is $f(4)$?
A. 13
C. 29
B. 21
D. 35
39. What is the solution to $x + y = 11$ and $x - y = 5$?
A. (3, 8)
C. (6, 5)
B. (8, 3)
D. (5, 6)
40. Which equation has slope 3 and y-intercept -2?
A. $y = -2x + 3$
C. $y = 3x - 2$
B. $y = 2x - 3$
D. $y = -3x + 2$
41. The mean of five values is 18. What is their total?
A. 23
C. 90
B. 72
D. 108
42. What is the median of 4, 7, 9, 12, 15, 18?
A. 9
C. 12
B. 10.5
D. 13.5
43. A box contains 4 green, 3 yellow, and 5 blue tokens. What is the probability of selecting a yellow token?
A. $\frac{1}{4}$
C. $\frac{3}{5}$
B. $\frac{1}{3}$
D. $\frac{5}{12}$
44. Enrollment increased from 240 to 300. What was the percent increase?
A. 20%
C. 30%
B. 25%
D. 60%
45. A survey of cafeteria preferences is given only to students who buy lunch every day. What is the main problem?
A. The sample may not represent students who bring lunch or buy lunch less often.
C. Preferences cannot be measured with surveys.
B. The survey includes too many students.
D. Daily customers are never allowed to answer questions.

PRACTICE

Essay Practice Prompts

Use the review on pages 10-12 to plan, draft, and revise.

Complete one under a 50-minute limit

Prompt 1: Some school districts require all teachers to complete a minimum number of professional-development hours each year. Analyze whether a fixed annual requirement is an effective way to improve teaching.

Prompt 2: Public libraries sometimes eliminate late fees for children and teenagers. Analyze the potential benefits and drawbacks of this policy.

Prompt 3: Some communities use public funds to provide free wireless internet in parks and civic spaces. Analyze whether this is an appropriate use of public resources.

Prompt 4: Schools are increasingly using digital textbooks instead of printed books. Analyze whether the advantages of this shift outweigh the disadvantages.

Before drafting	Check
Direct response	Can the thesis be stated in one focused sentence?
Development	Are there at least two distinct reasons with specific examples?
Complexity	Have you acknowledged a reasonable limitation or condition?
Scope	Can the plan be drafted and revised within 50 minutes?

ENGLISH LANGUAGE SKILLS

Answers and Explanations 1-8

Use the explanation to correct the rule or editing decision, not merely record the answer letter.

1. B EXPLANATION

The sentence contains two independent clauses with a result relationship. A comma plus the coordinating conjunction so correctly joins them.

2. C EXPLANATION

The words before the blank form a complete clause, and the list explains "three documents," so a colon is correct.

3. C EXPLANATION

The clause "who began in July" is nonessential and should be enclosed by commas.

4. C EXPLANATION

The singular subject set requires the singular verb is. The phrase "of revised guidelines" does not change the subject.

5. B EXPLANATION

This version directly states that Mia explained the policy to Elena and avoids an ambiguous pronoun.

6. B EXPLANATION

All three elements use parallel gerund forms: planning, assessing, and communicating.

7. C EXPLANATION

Past perfect shows that the review occurred before another past event, the beginning of the meeting.

8. C EXPLANATION

The lounge belongs to multiple teachers, so the apostrophe follows the plural noun teachers.

ENGLISH LANGUAGE SKILLS

Answers and Explanations 9-15

Redo any missed item without notes, then write a new sentence that uses the same rule.

9. A EXPLANATION

Concise means expressing the necessary information briefly and clearly.

10. B EXPLANATION

The buses and drivers make the schedule practical or capable of being implemented.

11. C EXPLANATION

Choice C communicates the full meaning directly without redundant phrases such as "the reason is because" or "due to the fact that."

12. B EXPLANATION

The second sentence adds another positive result, so In addition expresses the relationship.

13. B EXPLANATION

Choice B states the paragraph's controlling idea and previews the three methods the paragraph would explain.

14. C EXPLANATION

"This change" refers to the adoption of one common set of questions, and the next sentence explains what administrators did with the resulting data.

15. C EXPLANATION

The full official name Florida Department of Education capitalizes Florida, Department, and Education, but not the preposition of.

READING

Reading Answers and Explanations

Return to the exact sentence or relationship that supports each answer.

16. B EXPLANATION

The passage argues that multiple measures reveal effects and limitations that plot counts alone cannot show.

18. B EXPLANATION

The passage says the data identified which designs and programs worked under particular neighborhood conditions.

20. B EXPLANATION

The last sentence acknowledges complexity and explains that the richer evaluation improved future decision-making.

22. B EXPLANATION

After-school employment is explicitly listed with transportation, athletics, and family schedules.

24. A EXPLANATION

Interconnected means the schedule affects several linked systems and activities rather than one isolated issue.

17. C EXPLANATION

Interviews and observations were added to assess uses and outcomes not represented by the number of assigned plots.

19. A EXPLANATION

The plot count was useful but did not cover every relevant effect, so incomplete means not fully comprehensive.

21. C EXPLANATION

The passage presents benefits and tradeoffs, then argues that a pilot can reveal local effects before expansion.

23. B EXPLANATION

Measuring local effects before a costly systemwide commitment directly supports the purpose of a pilot.

25. C EXPLANATION

The author presents both sides and recommends careful local evaluation, creating a balanced analytical tone.

MATHEMATICS

Mathematics Answers 26-35

Redo missed questions without looking at the answer, then solve a similar problem.

26. C EXPLANATION

A 25% discount leaves 75% of the price: $48 \times 0.75 = 36$.

27. C EXPLANATION

Divide by multiplying by the reciprocal: $7/9 \times 27/14 = 3/2$.

28. B EXPLANATION

Scale $3/5$ to a denominator of 30: $30 \times 3/5 = 18$ laptops.

29. B EXPLANATION

Average speed = distance / time = $210 / 3.5 = 60$ miles per hour.

30. D EXPLANATION

An exponent of 5 means five factors of 2 multiplied together.

31. C EXPLANATION

Angles on a straight line total 180 degrees, so $180 - 68 = 112$ degrees.

32. C EXPLANATION

Area = length $\times$ width = $12 \times 7 = 84$ square feet.

33. B EXPLANATION

By the Pythagorean theorem, 5 squared + 12 squared = $25 + 144 = 169$, so the hypotenuse is 13.

34. D EXPLANATION

Volume = length $\times$ width $\times$ height = $4 \times 3 \times 5 = 60$ cubic inches.

35. B EXPLANATION

Slope = $(13 - 5) / (6 - 2) = 8 / 4 = 2$.

MATHEMATICS

Mathematics Answers 36-45

Check setup, sign, unit, and the limits of any data conclusion.

36. B EXPLANATION

Subtract 7: $3x = 24$. Divide by 3: $x = 8$.

37. B EXPLANATION

Subtract 5: $-2x \leq 8$. Divide by -2 and reverse the inequality: $x \geq -4$.

38. C EXPLANATION

Substitute 4: $f(4) = 2(4 \text{ squared}) - 3 = 2(16) - 3 = 29$.

39. B EXPLANATION

Add the equations to get $2x = 16$, so $x = 8$. Then $y = 3$.

40. C EXPLANATION

Slope-intercept form is $y = mx + b$. With $m = 3$ and $b = -2$, the equation is $y = 3x - 2$.

41. C EXPLANATION

Total = mean $\times$ count = $18 \times 5 = 90$.

42. B EXPLANATION

The middle values are 9 and 12, so the median is $(9 + 12) / 2 = 10.5$.

43. A EXPLANATION

There are 12 tokens total and 3 are yellow, so the probability is $3/12 = 1/4$.

44. B EXPLANATION

The increase is 60. Divide by the original 240: $60/240 = 0.25 = 25\%$.

45. A EXPLANATION

Surveying only daily purchasers excludes other students whose preferences may differ, creating selection bias.

STUDY PLAN

Eight-Week Plan and Final Checklist

Use this plan as a framework. The error log should determine which subtest receives the most time.

Week	Primary focus	Main output
1	Verify requirements, take baseline, create error log	Diagnostic plus longer free/official practice
2	Language structure and conventions	Three focused ELS sets
3	Reading ideas, evidence, and inference	Four timed passage sets
4	Number concepts, ratios, and percent	Three mixed mathematics sets
5	Geometry, algebra, and coordinate relationships	Three targeted mathematics sets
6	Statistics, probability, and data interpretation	Three data-focused sets
7	Essay planning, drafting, and revision	Two timed essays plus paragraph rewrites
8	Timed retest and targeted repair	One final rehearsal early in the week

FREE PRACTICE

Use current mixed practice to diagnose weaknesses and complete targeted review.

START FREE PRACTICE

GUIDED DIGITAL PREP

Lessons, videos, flashcards, full tests, and progress tracking.

EXPLORE ONLINE COURSE

Final-week checklist

- Complete the final timed practice early enough to correct it and recover.
- Redo recurring errors instead of chasing obscure new topics.
- Confirm the exact subtests, appointment, identification, route, and current policies.
- Practice locating the mathematics reference information and using the on-screen calculator.
- Protect sleep, meals, and normal routines during the final 24 hours.

REFERENCES

Official References and Important Notes

Official references

FTCE Test Structure Information - effective January 1, 2026

Approximate item counts, testing times, scheduled break, and mathematics tools.

FTCE/FELE Scoring and Reporting

Scale-score policy, passing score of 200, Essay scoring, and score-report information.

Florida Department of Education FTCE/FELE FAQ

General Knowledge preparation, subtest retakes, score reporting, and official-resource guidance.

Florida General Knowledge certification options

Current ways candidates may demonstrate mastery of general knowledge.

Official FTCE Test Information Guides

Current test blueprint, competencies and skills, sample questions, and Essay rubric.

About this guide

Exam facts were checked against current public Florida Department of Education and FTCE/FELE materials in August 2026. Requirements, item counts, fees, policies, appointments, and score-report dates can change.

All practice questions and prompts in this guide are original. They are designed to exercise publicly described FTCE General Knowledge skills and are not copied from official or secure test materials.

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