








SECTION 3

TEST I SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide is designed to assist you in responding to the constructed-response assignments on the test. Included in this section are:

- ▶ Constructed-response assignment directions
- ▶ Sample constructed-response assignments
- ▶ Assignment response sheets
- ▶ An example of a strong response to each sample assignment
- ▶ Scoring criteria that will be used in evaluating your response to each assignment

For each sample assignment, you may want to take the following steps to prepare for the test:

-  Review the constructed-response assignment directions.
-  Print the assignment and the assignment response sheet.
-  Use scrap paper to make notes, write an outline, or otherwise prepare your response.
-  Use the assignment response sheet to record your response. The assignment response sheet reflects the amount of space available on an actual test.
-  After you complete the assignment, review the sample strong response, your response, and the scoring criteria.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

A sample of the directions for the constructed-response assignments is shown in the box below.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For each constructed-response assignment in this section, you are to prepare a written response of up to one page and record it in the area provided on the appropriate Assignment Response Sheet in your answer document.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use any blank space provided in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. *However, each of your final responses must be written on the appropriate Assignment Response Sheet in your answer document.*

Your responses will be evaluated based on the following criteria:

- **Purpose:** The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
- **Application of Content Knowledge and Skills:** The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
- **Supporting Evidence:** The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Evaluation of each response will be based on the criteria above, not on your writing ability. However, your response must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

The selected-response section of the answer document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

Please turn the page and begin the constructed-response assignment section of the test.

CONSTRUCTED-RESPONSE ASSIGNMENT ONE

■ Sample Constructed-Response Assignment One

Use the information below to complete the assignment that follows.

An important learning standard for second-grade reading is for students to apply their knowledge of letter–sound correspondence to decode unfamiliar words.

- Explain why the above standard is important for the literacy development of students; and
- describe one developmentally appropriate instructional strategy that would be effective in promoting students' ability to apply their knowledge of letter–sound correspondence to decode unfamiliar words.

■ Strong Response to Sample Constructed-Response Assignment One

Second grade students continue to develop and apply their knowledge of letter-sound correspondence. As their decoding skills improve, students can recognize and read a greater number of words quickly and accurately. This will enable them to expand their reading vocabulary and improve their reading fluency.

One developmentally appropriate instructional strategy, involving both reading and writing, is to have students make a personal list of decodable words that have significance for them. Using letter-sound correspondence, the teacher helps students spell the words and asks them to underline the beginning sound (onset) of each word in their list. The teacher then has students select a word from their lists and create several new words that contain the same onset.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

An error has been made in solving the problem below.

Problem $16 + 8(3 - 1) \div 16 \times 2 = n$

Step 1 $16 + 8(2) \div 16 \times 2 = n$

Step 2 $16 + 16 \div 16 \times 2 = n$

Step 3 $16 + 16 \div 32 = n$

Step 4 $16 + \frac{1}{2} = n$

Step 5 $16\frac{1}{2} = n$

- Analyze the problem-solving process above. Describe the conceptual or procedural error that was made in the attempted solution; and
- solve the problem correctly. Show your work.

■ Assignment Response Sheet for Sample Constructed-Response Assignment Two

A large rectangular box containing 25 horizontal lines for writing a response.

END OF ASSIGNMENT

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■ Strong Response to Sample Constructed-Response Assignment Two

The problem-solving process was correct until Step 3. In Step 3, multiplication was performed before division. The correct order of operations is parentheses, exponents, multiplication and division, addition and subtraction. When an equation contains both multiplication and division, these operations are done from left to right in order of appearance.

Problem $16 + 8(3 - 1) \div 16 \times 2 = n$

Step 1 $16 + 8(2) \div 16 \times 2 = n$

Step 2 $16 + 16 \div 16 \times 2 = n$

Step 3 $16 + 1 \times 2 = n$

Step 4 $16 + 2 = n$

Step 5 $18 = n$

CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

PURPOSE	The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
APPLICATION OF CONTENT KNOWLEDGE AND SKILLS	The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
SUPPORTING EVIDENCE	The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Each response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the above criteria.

Score	Description
3	<p>The "3" response reflects thorough understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response fully achieves the purpose of the assignment. • The response demonstrates an accurate and effective application of relevant content knowledge and skills. • The response provides appropriate, specific supporting evidence of relevant content knowledge and skills.
2	<p>The "2" response reflects general understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response largely achieves the purpose of the assignment. • The response demonstrates a generally accurate, generally effective application of relevant content knowledge and skills. • The response provides some appropriate and general supporting evidence of relevant content knowledge and skills.
1	<p>The "1" response reflects limited or no understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response partially achieves or fails to achieve the purpose of the assignment. • The response demonstrates limited, inaccurate, and/or ineffective application of relevant content knowledge and skills. • The response provides limited or no appropriate, specific supporting evidence of relevant content knowledge and skills.

Please note: A response that is unrelated to the assigned topic, illegible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.