








## SECTION 5

### TEST II 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.

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## 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.

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## CONSTRUCTED-RESPONSE ASSIGNMENT ONE

### ■ Sample Constructed-Response Assignment One

Use the information below to complete the assignment that follows.

You are a special education teacher in an elementary school. A student with attention deficit disorder (ADD) has been placed in a third-grade classroom, and the student's general education teacher has asked you for general information regarding ADD.

- Identify two characteristics commonly associated with students with ADD; and
- describe how each of the characteristics you have identified is likely to affect the student's educational experience.



■ **Strong Response to Sample Constructed-Response Assignment One**

Students with ADD commonly have difficulty organizing tasks and activities. In addition, they may also speak or act impulsively.

The limited organizational skills exhibited by students with ADD can cause them to become frustrated when faced with long-term projects. They have difficulty planning their work over an extended period of time, which can result in their being unable to complete their work. Students with ADD who speak impulsively may blurt out an answer before hearing the entire question. Their impulsive actions, such as getting up from their desks, may disrupt classroom activities.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

You are a special education teacher who collaborates with K–5 teachers in an elementary school. Before the school year begins, you meet with the second-grade teacher who will be teaching Joel, a student with a mild intellectual disability that affects his social skills. Joel's second-grade teacher has asked you for advice regarding strategies for helping Joel develop effective social skills.

- Identify one strategy for Joel's second-grade teacher to use that is likely to help develop his social skills; and
- explain why this strategy is likely to be effective.

■ Assignment Response Sheet for Sample Constructed-Response Assignment Two

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

END OF ASSIGNMENT

## Section 5: Test II Sample Constructed-Response Assignments

### ■ Strong Response to Sample Constructed-Response Assignment Two

The teacher could have Joel and one of his peers who has no disability practice the use of specific social skills, such as appropriate greetings, that are typically important in the classroom setting. Once both students understand what they will be rehearsing, the teacher can mediate the process to ensure that Joel recognizes what his responses to his peer's social actions should be.

Teaching social skills by partnering Joel with a peer in the classroom setting provides a natural, authentic environment in which Joel can rehearse. Teacher-mediated practice will help ensure that Joel will be more comfortable with and communicate more effectively in a variety of social situations.

## CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

<b>PURPOSE</b>	The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
<b>APPLICATION OF CONTENT KNOWLEDGE AND SKILLS</b>	The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
<b>SUPPORTING EVIDENCE</b>	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.

<b>Score</b>	<b>Description</b>
<b>3</b>	<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"> <li>• The response fully achieves the purpose of the assignment.</li> <li>• The response demonstrates an accurate and effective application of relevant content knowledge and skills.</li> <li>• The response provides appropriate, specific supporting evidence of relevant content knowledge and skills.</li> </ul>
<b>2</b>	<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"> <li>• The response largely achieves the purpose of the assignment.</li> <li>• The response demonstrates a generally accurate, generally effective application of relevant content knowledge and skills.</li> <li>• The response provides some appropriate and general supporting evidence of relevant content knowledge and skills.</li> </ul>
<b>1</b>	<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"> <li>• The response partially achieves or fails to achieve the purpose of the assignment.</li> <li>• The response demonstrates limited, inaccurate, and/or ineffective application of relevant content knowledge and skills.</li> <li>• The response provides limited or no appropriate, specific supporting evidence of relevant content knowledge and skills.</li> </ul>

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**.