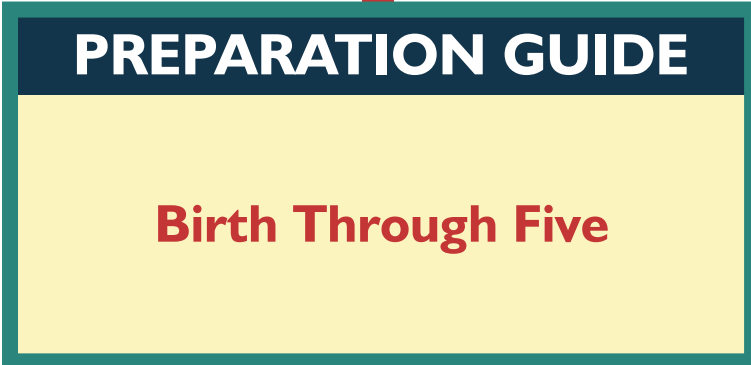





**Georgia Assessments for the
Certification of Educators®**



PREPARATION GUIDE

Birth Through Five

A red vertical line extends from the bottom of the GACE logo down to the top of a rectangular box. The box has a dark blue header with the text 'PREPARATION GUIDE' in white. The main body of the box is yellow and contains the text 'Birth Through Five' in red.



BIRTH THROUGH FIVE

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SECTION I

PREPARING FOR THE TEST

Section I of this preparation guide is contained in a separate PDF file. Click the link below to view or print this section:

[Preparing for the Test](#)



SECTION 2

TEST I SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

QUESTIONS

1. Which of the following is an accurate description of the Georgia Early Learning Standards (GELS)?
 - A. skills and behaviors that infants and one-, two-, and three-year-old children typically develop in each of the major developmental domains
 - B. information about optimal learning environments and caregiver roles for helping toddlers and pre-schoolers attain developmental milestones
 - C. performance indicators and content objectives that can be used by early childhood teachers as the basis for curriculum and assessment
 - D. program standards and guidelines for certifying and licensing child care providers who serve children age birth through five in Georgia

2. To ensure that an early childhood program is successful in obtaining accreditation by the National Association for the Education of Young Children (NAEYC), it is of primary importance that the early childhood program manager be skillful in:
 - A. helping families build relationships with one another.
 - B. keeping records and collecting data for the program.
 - C. communicating with organizations in the community.
 - D. marketing and raising money for the program.

3. Which of the following strategies would best help a preschool teacher build a productive relationship with children's families while involving the families in the children's education?
 - A. recommending that families attend seminars about the effective parenting of young children
 - B. providing frequent written updates to families about their children's academic progress
 - C. consulting with families on an ongoing basis about the goals that they have for their children
 - D. suggesting that families become involved with their local parent teacher organization

4. Which of the following strategies could a preschool teacher use to inform families most effectively about their children's development and learning?
 - A. Compile portfolios of children's work and send these back and forth from preschool to home regularly.
 - B. Create a Web site that families can visit to get information about what their children are doing.
 - C. Provide families with handouts that feature information about typical child development.
 - D. Develop homework assignments that require families to work with their children on particular tasks.

5. If a three-year-old girl was born prematurely with low birth weight, which of the following developmental characteristics is she most likely to exhibit?
- A. increased aggression and anxiety
 - B. decreased sociability with adults and other children
 - C. increased cognitive and sensorimotor dysfunction
 - D. decreased levels of energy and attention
6. Which of the following activities would be most appropriate for a caregiver to use in helping an 18 month old develop expressive language skills?
- A. reading simple words in children's books while pointing them out to the toddler
 - B. making the sounds made by familiar animals and encouraging the toddler to mimic them
 - C. humming nursery rhymes and encouraging the toddler to move in rhythm
 - D. showing the toddler the shapes that the mouth makes while saying simple words
7. When identified in a daily informal health check, which of the following conditions or symptoms would warrant the exclusion of a young child from school for at least a 24-hour period?
- A. rash without fever or changes in behavior
 - B. fever in the absence of any other signs or symptoms of illness
 - C. slightly red eyes with a clear watery discharge and no fever
 - D. sore throat with fever and swollen glands
8. In a preschool classroom that includes children from a variety of cultural backgrounds as well as children with special needs, which of the following strategies would be most effective for enhancing young children's learning and development?
- A. implementing a daily schedule that is easy for children to follow
 - B. creating activities based on the interests of each of the children
 - C. matching all children with a peer buddy with similar abilities
 - D. establishing clear expectations for the children's behavior

Section 2: Test I Sample Questions

9. The parents of a girl who is an English Language Learner meet with their child's preschool teacher. They want to help their daughter learn English, but they also want her to continue to communicate effectively with them in their native language. In this situation, the preschool teacher should advise the parents to:
- A. limit the use of their native language in the home until their child becomes proficient in English.
 - B. speak both languages in the home if possible, but discourage the child's use of their native language.
 - C. allow their child to use English in the home and maintain their cultural traditions.
 - D. continue using their native language in the home, but be supportive of the child's use of English.
10. A preschool child has difficulty making transitions from one activity to another during the school day. She cries and protests when it is time to move on to a new activity. Which of the following strategies would be most appropriate for her teacher to implement to address this difficulty?
- A. Post a schedule for the day and review it each morning with the child when she arrives.
 - B. Set a timer for each transition and encourage the child to be the first to beat the timer.
 - C. Give the class a warning before each transition and make eye contact with the child each time.
 - D. Play a recording of a song for each transition so the child knows that music is a cue for change.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	The Georgia Early Learning Standards (GELS) present a systematic organization of the skills and behaviors typically demonstrated by children from birth to age three in the domains of physical, emotional, social, cognitive, language, and literacy development.	0001
2	B	To be accredited by the National Association for the Education of Young Children (NAEYC), an early childhood program must adhere to a comprehensive set of requirements. Keeping detailed records regarding staff, facilities, children, accounting, and curriculum will help a manager document compliance with the NAEYC standards.	0002
3	C	The family is the child's primary teacher. Consistently reviewing achievement goals with families creates a collaborative partnership and promotes the reinforcement of children's educational goals at home.	0003
4	A	The portfolio is a collection of a child's work products over a period of time. A portfolio allows a family to see the progress their child is making and it gives family members an opportunity to discuss the work with their child.	0004
5	C	Premature birth and low birth weight are directly linked to smaller brain size and slowed brain development, both of which increase the risk for learning and sensorimotor disabilities.	0005
6	B	At this stage in language development, an 18-month-old child needs to be immersed in interactive activities that are rich with sound and language. In this case, the child listens to and then mimics sounds that do not require the production of words.	0006
7	D	Swollen glands, a sore throat, and fever are all symptoms of an infection. This child must be assumed to be contagious and should be excluded from school to avoid the spread of the infection to others.	0007
8	B	Presenting children with activities based on their interests will focus their attention, prompting them to participate enthusiastically and learn more readily. Individualized activities allow children of all ability levels to participate more actively in learning.	0008

Section 2: Test I Sample Questions

For question	The correct response is	Reason	Test Objective
9	D	A primary predictor of successful second language acquisition is a child's proficiency with his or her first language. The language skills acquired in the native language will transfer positively to the learning of a second language.	0009
10	C	Giving warnings to preschool children gives them an indication of what is coming next so they can make necessary adjustments. Eye contact between the teacher and the child allows the teacher to be sure the child has heard and understands that a transition is coming.	0010



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.

According to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct, early childhood educators have an ethical responsibility to respect the dignity of each family and its culture, customs, and beliefs.

- Explain why it is important that early childhood educators respect the dignity of each family and its culture, customs, and beliefs; and
- describe one specific strategy an early childhood educator can use as part of a general approach to fulfilling this ethical responsibility.

■ Strong Response to Sample Constructed-Response Assignment One

A family's culture, customs, and beliefs have a profound affect on the development and learning of their children. Early childhood teachers typically have significant interactions with children's families, so it is crucial for teachers to demonstrate respect for them. If a teacher respects the dignity of every family, that respect will lead to greater family involvement in the education of their children.

One specific strategy early childhood teachers could use to fulfill this ethical responsibility would be learning about the cultures, customs, and beliefs of the families with children in their classrooms. This proactive approach can have one immediate benefit: a teacher is less likely to offend a family member if he or she has some understanding of each family's worldview and expectations. Reading and other types of research can supply a teacher with basic information about world religions, cultural groups, and culture-specific customs. If the teacher can speak with someone who has personal experience as a member of a cultural group, the information is likely to be more useful. Making the effort to understand families is a clear demonstration of respect.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

Lilly is a four-year-old child who is experiencing typical development in all domains.

- Describe two developmental characteristics that Lilly is most likely demonstrating; and
- explain how the characteristics you described will likely affect Lilly's learning.

Section 3: Test I Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

One of the developmental characteristics that four-year-old Lilly is most likely demonstrating is an ability to use the past tense of verbs correctly in her oral communication. It is also very likely that she is displaying an ability to understand the concepts of "largest," "tallest," "same," "more," "most."

Lilly's ability to use the past tense of verbs correctly will affect her learning by enabling her to use longer sentences with more elaborate structures in her speech. She will also be able to develop a better understanding of sequence because she is able to use verbs to indicate time. Lilly's understanding of the concepts of "largest," "tallest," "same," "more," "most" will help her understanding of comparative language and its function of describing similarities and differences between objects and ideas.

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**.



SECTION 4

TEST II SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

QUESTIONS

1. Which of the following best characterizes the change children experience when they transition from Piaget's sensorimotor stage of development to the preoperational stage?
 - A. a shift from understanding specific concepts to understanding more general ones
 - B. a shift from empirical to logical thought
 - C. a movement from a reactive form of cognitive processing to a more active one
 - D. a movement from an absolute to a relative perspective

2. Use the learning goal below to answer the question that follows.

- able to use language to describe similarities and differences between objects

A preschool teacher decides that the two-year-old children in the program are too young to be expected to achieve the learning goal shown above. Which of the following would be the best substitute goal for this age group?

- A. able to use language to describe the similarities and differences between two people
- B. able to use a balance to compare the weights of different objects
- C. able to use language to describe the process that is used for sorting objects
- D. able to sort objects based on their similarities and differences

3. Trisha is a four year old with a physical impairment that makes holding crayons and pencils difficult, but she is able to operate a computer mouse quite well. Trisha's parents tell her preschool teacher about the drawing program that Trisha loves to use at home, so the teacher arranges to have the same program installed on the classroom computer. The first time Trisha uses the program during art time, several other children are curious and leave their seats to see what Trisha is doing. Which of the following would be the most appropriate teacher response to the children's behavior?
- A. Remind the children that they have their own art materials to work with and ask them to return to their seats.
 - B. Reposition the computer so the children will be less distracted by what Trisha is doing.
 - C. Ask Trisha if she would like to show her classmates how the program works and help them try it.
 - D. Assure the children that they will each have a chance to try the computer program at a later time.
4. Many early childhood experts believe that intense individualized intervention is necessary for children who have persistent behavior problems that do not respond to typical guidance practices. This belief is based on evidence that suggests that:
- A. chronic behavior problems are more often related to specific communication disorders than to social and emotional disorders.
 - B. family-focused or collaborative school/family interventions are far less effective than medical interventions.
 - C. group-guidance strategies are ineffective, even with children who only go through the early stages of challenging behaviors.
 - D. challenging behaviors, especially aggressive ones, escalate throughout childhood unless systemic ongoing interventions are implemented.

Section 4: Test II Sample Questions

5. Use the information below to answer the question that follows.

Preschool children play a variation of the musical chairs game. In this version, each chair has a card on it that is imprinted with a letter. The letters are restricted to only those letters that are the first letters of the children's names. Music is played while the children walk around the chairs. When the music stops, each child picks up the closest card. The children then take turns showing their cards to the group and saying the name of the letter. The group helps any child who is not sure how to say the letter. All children are given positive feedback even if they do not know the name of the letter.

A group of four-year-old children play the game described above several times. The teacher takes notes over time and finds that more than one-third of the children do not know how to say the first letters of their own names. Which of the following actions would be the best way for the teacher to use this information?

- A. Invite small groups of children to use alphabet materials throughout each day.
- B. Find a different game that is easier for the children to play without making errors.
- C. Have all of the children practice writing their names with crayons on paper.
- D. Send a note to families with an assessment of each child's alphabet knowledge.

6. Which of the following physical activities would be most effective for promoting development of body awareness in four year olds?
- A. hopping on two feet in a big circle around the room
 - B. balancing beanbags on their heads or shoulders while moving in various ways
 - C. rolling a ball back and forth to a partner at different speeds
 - D. comparing how high they can reach on a wall when standing flat-footed and on tiptoe
7. Justine, a three-year-old child, struggles to maintain self-control when she is at preschool. She has difficulty following the rules and routines of the various activities and areas. The preschool teacher has an upcoming meeting with Justine's family. When asking for the family's support on this issue, which of the following would be the best suggestion for the teacher to make?
- A. Remind Justine about the rules when she is in different places outside of preschool such as at libraries and stores.
 - B. Write a list of rules for Justine to follow at home and post the list in a prominent place such as on the refrigerator door.
 - C. Send home daily reports of Justine's behavior in preschool so that her family can give her consequences for it at home.
 - D. Limit the amount of time Justine spends in unstructured play at home so that she can learn to be more disciplined.

Section 4: Test II Sample Questions

8. A preschool teacher is sharing a book about birds with Robbie, a three year old. The teacher has given the book to the child to hold and turn the pages. Each time the page is turned the teacher asks Robbie open-ended questions to encourage him to comment on what he notices on the pages. This activity is most likely to be effective for helping Robbie learn to:
- A. connect text to illustrations.
 - B. use oral language to communicate.
 - C. relate stories to real life.
 - D. practice book-handling skills.
9. Which of the following would be the best way to promote four-year-old children's understanding of the different roles of people working in the community?
- A. Provide costumes for children to use to dress up as different types of community workers.
 - B. Create a map of the town showing all of the buildings where people work.
 - C. Assign each child to interview one adult and then report back to the class.
 - D. Invite community workers to come into the class and share information about their jobs.
10. While singing a simple children's song, a caregiver makes eye contact with an infant and gently moves the infant's arms and then legs to the beat of the music. Regular practice of this activity would typically promote the development of the infant's:
- A. awareness of rhythm in music.
 - B. ability to express emotions through movement.
 - C. ability to assign meaning to words.
 - D. awareness of the conventions of interpersonal interactions.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	C	During the sensorimotor stage, children use sucking, grasping, and gross-body activities to learn by reacting to their environment. While transitioning to the preoperational stage, children experience accelerated language development. They can internalize events through thought and act more consciously in their environment.	0011
2	D	Two year olds experiencing typical development have receptive language skills that are more developed than their expressive language skills. Sorting objects is the precursor to talking about sorting objects. The children may perform the action, but they cannot describe it.	0012
3	C	Asking Trisha if she would like to share the computer program with her classmates is a way for the teacher to both empower Trisha as an expert and give the class an opportunity to learn something new.	0013
4	D	Persistent behavior problems demonstrated by a child in preschool are a predictor of delinquency in adolescence. If the noncompliant behaviors have not been altered by age nine, they represent a chronic condition that needs to be addressed with long-term interventions.	0014
5	A	Small-group activities with alphabet materials will help those who have not acquired the alphabetic principle. By including everyone, the teacher ensures children are not singled out based on their knowledge of this principle.	0015
6	B	Balancing objects while moving engages the entire body and requires the coordination of the senses and major muscle groups. This activity is developmentally appropriate for building children's body awareness.	0016
7	A	Ongoing family support is crucial for modifying a child's behavior at school. If Justine receives consistent reinforcement of rules from her family, she is more likely to improve her behaviors across all settings.	0017
8	B	The open-ended questions the teacher asks require responses of more than a single word. Using this type of question engages Robbie in a discussion of a book and promotes his oral language development.	0018
9	D	Asking community workers to talk about their work is a developmentally appropriate way for four-year-old children to add new information to their current understandings about the community.	0019
10	A	Regular practice moving an infant's arms and legs to musical beats will habituate the child's muscular response to rhythm and that, in turn, will help develop the child's cognitive awareness of rhythm.	0020



SECTION 5

TEST II SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS

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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.

CONSTRUCTED-RESPONSE ASSIGNMENT ONE

■ Sample Constructed-Response Assignment One

Use the information below to complete the assignment that follows.

A preschool teacher with a class of four-year-old children wants to create a learning experience that will promote the children's interpersonal skills in recognizing the needs and wants of others.

- Describe one learning experience the teacher could use to promote the children's interpersonal skills in recognizing the needs and wants of others; and
- explain why this learning experience would be effective for this purpose.

■ Strong Response to Sample Constructed-Response Assignment One

The teacher could design brief role-playing activities in which children enact classroom and playground situations containing realistic social conflict. These conflicts could include a child being excluded from a game, a child accusing another child of stealing, a child being bullied, or a child unable to find a seat at snack time. The children would role-play one of these scenarios, and then the class would discuss how each person in this scenario might feel, what they might want, and what they might need.

This learning experience would be effective because the children would be active participants in the learning process, and it would help them think about how it feels to be one of the people in each side of the scenario. It would help children develop the empathetic skills that are needed to recognize other peoples' needs and wants. It would also give them practice for using appropriate and effective language in particular situations.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

A teacher working with three-year-old children wants to promote their cognitive skills by having them describe the physical properties of objects.

- Describe an activity that would promote the children's skills in describing the physical properties of objects; and
- explain why this activity would be effective for this purpose.

Section 5: Test II Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

One activity that the teacher could use with three-year-old children would be creating a 'touch box.' A 'touch box' is simply a box into which an object is placed. A hole in one side of the box allows children to reach their hands in to touch and feel the object without being able to see it. Children are then asked to describe the object inside the box.

Having children describe what they feel inside the 'touch box' would help build their expressive language skills. Children most often use information from visual cues to describe the world around them. This activity would help them focus on other properties of objects and prompt them to use new ways to describe objects.

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**.