



SECTION 3

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.

Decoding skills play an important role in reading comprehension.

- Describe one instructional strategy that would develop students' decoding skills; and
- explain why the strategy you described would be effective in developing students' decoding skills and supporting their reading comprehension.

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■ **Assignment Response Sheet for Sample Constructed-Response Assignment One**

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

END OF ASSIGNMENT

■ Strong Response to Sample Constructed-Response Assignment One

Middle school students are beginning to encounter many new multisyllabic words in texts. To help them decode a multisyllabic word, a useful strategy is to teach them to break the word down into syllables sequentially, looking for recognizable word parts, including common phonics patterns and common affixes (pre-, -tion, -able), which will aid in their pronunciation of the word. By decoding the word accurately, students will often recognize it as a word they already know in their aural/oral vocabulary.

This strategy is effective in developing middle school students' decoding skills because it builds on phonics knowledge and skills that the students developed in the primary grades and on their oral vocabulary knowledge, which is typically larger than their reading vocabulary at this stage. Efficient decoding aids in reading comprehension because the reader is able to hold on to the greater meaning of the text as he/she quickly identifies most unfamiliar words, rather than interrupting his/her train of thought to run to the dictionary or to the teacher for help with every unfamiliar word. While students will need to use additional strategies beyond decoding to get at the meaning of some words (especially new content-area words), decoding is still generally the most effective starting point in the process of word identification.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

Different types of classroom reading assessments have different purposes, features, and uses.

- Describe the purpose and key features of a retelling, including whether this type of reading assessment is most appropriate to use in the context of individual students, a small group of students, or a whole class; and
- explain in what instructional situation a teacher could use a retelling, based on the purpose and key features you have described.

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■ Strong Response to Sample Constructed-Response Assignment Two

A retelling is used to assess an individual student's ability to comprehend and recall a passage or a text. The student should do the retelling directly after reading the selection silently. A retelling should be a summary rather than a rote reciting of the passage and should include key vocabulary from the passage, the main idea and details, and correct sequence of ideas or events. At the middle school level, the retelling could be oral or written. If oral, the teacher should ensure that other students do not overhear a student's performance, as their retellings then could reflect comprehension based on listening rather than reading.

A teacher can use retelling to assess a student's comprehension skills, including both the ability to recall literal details and to make inferences based on the text that is read. A retelling can also provide the teacher with information about the student's vocabulary knowledge (with respect to vocabulary used in the text), and how that may be affecting the student's comprehension. The teacher can use the results of the retelling to plan instruction in comprehension skills that address students' specific needs.

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**.