



## 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.

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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

Read the poem below, "Memory," by Margaret Walker; then complete the assignment that follows.

I can remember wind-swept streets of cities  
on cold and blustery nights, on rainy days;  
heads under shabby felts and parasols  
and shoulders hunched against a sharp concern;  
seeing hurt bewilderment on poor faces,  
smelling a deep and sinister unrest  
these brooding people cautiously caress;  
hearing ghostly marching on pavement stones  
and closing fast around their squares of hate.  
I can remember seeing them alone,  
at work, and in their tenements at home.  
I can remember hearing all they said:  
their muttering protests, their whispered oaths,  
and all that spells their living in distress.

- Identify the tone in this poem; and
- describe two examples from the poem in which the author's use of imagery helps create the tone that you identified.



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

The tone of Margaret Walker's "Memory" is mainly one of darkness and bitterness. Although the speaker in the poem is empathizing with the distressed people whom she describes, she is also observing them from a perspective that is detached in time--she is remembering them. The things that she is "seeing," "hearing," and "smelling" extend beyond concrete sights and sounds to include abstract thoughts and ideas, and emotional and intellectual states.

For instance, in the first few lines of the poem, city dwellers are described as bracing themselves against "cold and blustery nights." The image of the people bowed under their "shabby felts and parasols" suggests that the people are physically depleted, while the image of their "shoulders hunched against a sharp concern" suggests that they are in an emotionally and spiritually depressed state as well. Both the inner and outer worlds of these people are dreary and burdensome. The speaker also senses "a deep and sinister unrest" that "these brooding people cautiously caress." The people "caress" this uncomfortable state, this "unrest," not because they relish it but because it has become a regular, inescapable part of their lives; they are intimately familiar with it. Finally, the speaker senses the "ghostly marching" of these people, which reflects their spiritual state of isolation, distress, and despair. They appear to be trapped by their unhappy circumstances, confined to their "work," their "tenements at home," and "their squares of hate."

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

**Read the excerpt below; then complete the assignment that follows.**

All ethics so far evolved rest upon a single premise: that the individual is a member of a community of inter-dependent parts. His instincts prompt him to compete for his place in that community, but his ethics prompt him also to co-operate (perhaps in order that there may be a place to compete for).

The land ethic simply enlarges the boundaries of the community to include soils, waters, plants, and animals, or collectively, the land.

This sounds simple: do we not already sing our love for and obligation to the land of the free and the home of the brave? Yes, but just what and whom do we love? Certainly not the soil, which we are sending helter-skelter downriver. Certainly not the waters, which we assume have no function except to turn turbines, float barges, and carry off sewage. Certainly not the plants, of which we exterminate whole communities without batting an eye. Certainly not the animals, of which we have already extirpated many of the largest and most beautiful species. A land ethic of course cannot prevent the alteration, management, and use of these 'resources,' but it does affirm their right to continued existence, and, at least in spots, their continued existence in a natural state.

In short, a land ethic changes the role of *Homo sapiens* from conqueror of the land-community to plain member and citizen of it. It implies respect for his fellow-members, and also respect for the community as such.

- Describe the main idea in this excerpt; and
- analyze a rhetorical strategy that the author uses to develop the main idea.



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

The main idea of this excerpt is the need for a "land ethic," which would obligate individuals to act not merely as consumers of natural resources and exploiters of the land ("conqueror of the land-community") but as "fellow members" in an environment or land-community that consists of many "interdependent parts."

One rhetorical device that the author uses in this excerpt to develop the main idea is contrast. In the first two paragraphs, the author establishes a distinct contrast between human "instincts," which can reflect short-sightedness and a primitive, competitive spirit, and human "ethics," which reflect a more high-minded, cooperative spirit. This contrast is developed further in the third paragraph, where the author points to our professed "love" of the land and then describes the unloving ways in which we treat it ("we exterminate whole communities"). The contrast is reiterated and resolved in the last paragraph, where the author describes two potential roles for human beings in the "land-community": we can either try to lord over it or admit that we are immersed in it and dependent on it, a "plain member and citizen of it." To become a true member, though, we must begin to show respect, "respect for...fellow-members, and also respect for the community as such."

### ■ Acknowledgments

Assignment Number	Copyright Information
1	"Memory" from <i>For My People</i> by Margaret Walker, copyright 1942 Yale University Press. Reprinted by permission of Margaret Walker Alexander. Now appears in <i>This is My Century: New and Collected Poems</i> . Athens, GA: University of Georgia Press, 1989. Reprinted with permission.
2	From <i>A Sand County Almanac: and Sketches Here and There</i> by Aldo Leopold, copyright 1949, 1953, 1966, renewed 1977, 1981 by Oxford University Press, Inc. Used by permission of Oxford University Press, Inc.

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## 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**.