








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.

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. Your responses must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be prepared 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 item 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.

This assignment is intended to evaluate your writing ability. You should demonstrate the ability to develop ideas into a well-organized response that is cohesive and coherent and conforms to the conventions of Standard American English (i.e., adheres to appropriate forms of speech and usage and is free of grammatical and mechanical errors).

- Identify one literary work that you found challenging; and
- explain why you found this literary work challenging.

■ Strong Response to Sample Constructed-Response Assignment One

I have always found all of Shakespeare's plays to be challenging in many respects, but I will limit this response to a brief discussion of King Lear.

As is the case with most of Shakespeare's plays, King Lear was difficult for me to read because the words and phrases that are used in the play can be archaic, and the syntax can take on unconventional forms to meet the demands of iambic pentameter. Furthermore, the edition of King Lear that I used was laden with footnotes designed to explain unusual or antiquated terms and references. Although these footnotes were informative, they were also a bit distracting. So, as an individual who read King Lear almost four hundred years after it was written, I just had to accept the fact that, in order to truly understand and appreciate the story, I needed to read the play at a slower rate and be prepared to consult footnotes frequently. Once I was able to master this approach to "decoding" King Lear, I was rewarded with a deeper understanding of the play's rich imagery and intricate literary conceits and of the characters' sometimes biting sense of humor.

Overall, reading King Lear, though initially frustrating and always challenging, was well worth the effort.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

A high school student has written the narrative piece below.

It was going to be glorious. We were going to camp out at Vick's all night. Vick lived with his parents and brothers on a rugged ten-acre lot in the country, so we would have plenty of room to roam. The rule was that we could not go inside the house for anything. If we forgot the meat, the chips, the playing cards, or if we got scared or it rained, we would tough it out. We all agreed.

We gathered on the lower half of the lot around 3:00 p.m. that Friday. After setting up the tents, playing catch, throwing Frisbees, and running up and down the creek-bed, we built a fire to cook our provisions: hot dogs, beans, marshmallows, and coffee. Most of us had not drunk much coffee in our lives because we were just fifteen years old, but Mackie thought it would help us stay up most of the night instead of wasting the evening sleeping. By 10:00 p.m., we were stuffed and completely wired. Playing cards sounded way too slow and boring.

"Let's take my dad's pickup for a ride," whispered Vick.

"We're fifteen," I said.

"You're a bamboo chicken," Vick replied.

"Why bamboo?" I asked, as the rest of the guys fell out laughing. Vick was known for two things: his bravery and his foolish-sounding insults. I later decided that he picked words just for the sound of them, not because of their meanings. He apparently thought "bamboo" sounded funny with "chicken." The picture of a bamboo chicken never entered his head, as it did mine. No, Vick just liked the sound and never worried about the meaning. That the other boys laughed annoyed me even further. Stupids.

The next hour wore on, giving the seed that Vick had planted just enough time to grow in the minds of the other four heads. Of course, we were going to take the pickup. We had drunk coffee, we were restless and full of energy, and we were destined to learn a lesson we'd never forget.

- Describe one technique that the student has used in the narrative piece to engage and maintain the reader's interest; and
- describe one additional technique that the student could use to improve the narrative effect of the piece.

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■ Strong Response to Sample Constructed-Response Assignment Two

In order to help engage and maintain the reader's interest, the writer of this narrative piece makes effective use of specific detail. We know that the boys will have "plenty of room to roam" because Vick lives on a "rugged ten-acre lot." We gain a sense of what their night will entail by the mention of meat, chips, and playing cards. These details tell the reader something about the characters: they are a rough-and-tumble sort who seem poised for adventure. They also tend toward "group-think" because they all agree to the "no-house" rule.

This piece could be improved if the writer paid closer attention to pace, which also has to do with organization. The wonderful image of the "bamboo chicken" causes the narrator to reflect on his friend's propensity to choose words for their sound rather than their meaning. This is fine because it helps flesh out one character in contrast to the writer, but this part of the narrative goes on too long. The story of the boys' night out stalls out. The writer twice mentions that his friend chose words for their sounds and twice mentions that his friends laughed. This section needs to be tightened.

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**.