








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, 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.

One of the most important liberties guaranteed by the U.S. Constitution is freedom of the press.

- Describe the concept of freedom of the press as established by the U.S. Constitution; and
- explain one way in which the Constitution and/or the courts have sought a balance between the individual's right to freedom of the press and broader public interests.

■ Strong Response to Sample Constructed-Response Assignment One

The people who founded the U.S. government believed that an informed citizenry is necessary to prevent governmental tyranny. According to the First Amendment of the U.S. Constitution, Congress can pass no laws restricting the freedom of the press. This means that newspapers and other media should be free to inform the public about the actions of government. They should also be free to express opinions about the wisdom of government policies and the conduct of public officials.

As with all rights, however, this one must be exercised responsibly, and the courts have sought to maintain a balance between the individual's right to freedom of the press and broader public interests. Although the courts have, for example, generally upheld protections against government censorship of material before publication, they have also ruled that such restrictions may be justifiable in wartime or when published material is likely to promote civil disorder or violence.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

Although France and the United States have governments based on similar principles, their political systems differ in several important respects.

- Describe an important difference between the structure of the executive branch of government in France and in the United States; and
- explain how the difference you have described affects executive leadership in each government.

■ Strong Response to Sample Constructed-Response Assignment Two

One major difference between the structure of the executive branch of government in France and the United States is that executive power in France's national government is divided between an elected president and a prime minister appointed by the president. By contrast, in the United States an elected president alone directs the executive branch of government.

This difference strongly affects the exercise of executive leadership in each country. In France, executive authority is shared. The French president has broad appointive powers and can negotiate treaties and dissolve the National Assembly. Yet the prime minister also has considerable authority and is mainly responsible for French government policy. This is much different from the U.S. system, in which the president is the primary executive official and is seen as the center of governmental authority. As chief executive, the president appoints Cabinet members and other officials of the executive branch, enforces laws passed by Congress, and carries out U.S. foreign policy. As commander in chief, the president is the nation's military leader, heading up the armed forces and controlling the use of the nation's military resources.

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**.