



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

**PREPARATION GUIDE**

**History**





HISTORY

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## SECTION I

### PREPARING FOR THE TEST

The purpose of the Georgia Assessments for the Certification of Educators® (GACE™) is to assess the knowledge and skills of prospective Georgia public school educators. The GACE program helps the Georgia Professional Standards Commission (PSC) meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum (Georgia Performance Standards).

This preparation guide provides information to help you prepare to take the GACE as follows:

- ▶ This section includes information about available resources and their use in understanding the design and content of the assessment, and strategies for success on the day of the test.
- ▶ The following sections contain sample test questions and additional test materials to assist you in your preparation.

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### UNDERSTANDING THE DESIGN AND CONTENT OF THE TEST

The content knowledge assessed by the GACE is described in the test design and framework for each assessment. You may view, print, or download the test design and framework for any GACE assessment by selecting "Test Designs and Frameworks" on the GACE Web site at [www.gace.nesinc.com](http://www.gace.nesinc.com). This section describes how to use the test design and framework to understand both the design and content of each GACE assessment.

#### ■ Test Design

Read the test design to familiarize yourself with the structure of the **assessment**. The test design outlines the **content areas covered on each test** within the assessment, the **approximate number of questions** for each content area, and the **types of questions** (selected response and constructed response) contained on each test.

**Section I: Preparing for the Test**

The following example illustrates the information provided by the test design.

**Assessment** → **Early Childhood Education**

**Test I (Test Code 001)**

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Reading and English Language Arts	0001–0008	40	1
➤ Social Studies	0009–0012	20	1
<b>TOTAL</b>		<b>60</b>	<b>2</b>

**Test II (Test Code 002)**

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Mathematics	0013–0017	25	1
➤ Science	0018–0021	20	1
➤ Health, Physical Education, and the Arts	0022–0024	15	
<b>TOTAL</b>		<b>60</b>	<b>2</b>

**Types of questions**

**Approximate number of questions**

**Content areas covered on each test**

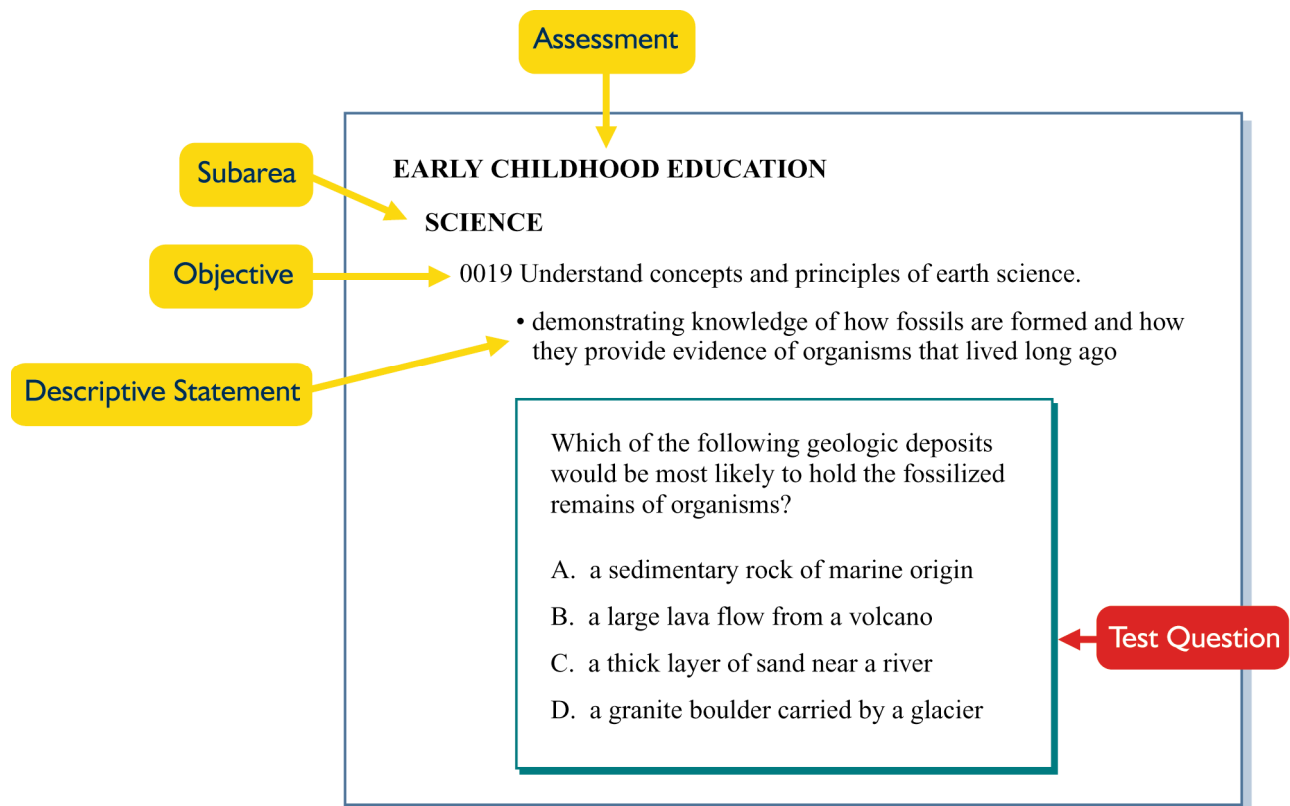
## ■ Test Framework

Read the test framework to understand the content covered by the assessment and to determine your preparedness to test. The test framework for each **assessment** is organized into subareas, objectives, and descriptive statements as follows:

- ▶ **Subareas** define the major content domains of the test. Subareas typically consist of several objectives. The number of objectives may vary, depending on the breadth of content contained in the subarea.
- ▶ **Objectives** define the knowledge and skills that Georgia educators and teacher educators have determined to be important for educators to possess. Each objective is expanded upon by descriptive statements.
- ▶ **Descriptive statements** provide examples of the range, type, and level of content that may appear on the test for questions measuring the objective.

**Test questions** are designed to measure specific test objectives. The number of objectives within a subarea generally determines the number of selected-response test questions that will address that subarea's content on the test. Subareas that consist of more objectives will receive more emphasis on the test than subareas that consist of fewer objectives.

The following example from the Early Childhood Education test framework illustrates the relationship of a selected-response test question to the subarea, objective, and descriptive statement in the framework to which it corresponds. This same direct relationship between selected-response test questions and their corresponding objectives applies to all GACE assessments.



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## STRATEGIES FOR SUCCESS ON THE DAY OF THE TEST

Review the following strategies to help you do your best when taking the GACE.

**Follow directions**

Listen to and follow all test directions. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet.

**Pace your work**

The test schedule is designed to allow sufficient time for you to complete your test booklet(s). You may wish to page through the test booklet when you are instructed to begin testing to help you gauge how to pace yourself. Remember to leave enough time to respond to any constructed-response assignments.

**Read carefully**

Do not try to save time by skimming directions or by reading the test questions quickly. You may miss important information and instructions.

**Determine the "best answer"**

Your response to each selected-response question should be the best answer of the alternatives provided. Read and evaluate all four answer choices before deciding which one is best.

**Guess wisely**

Your results on the selected-response section of the test will be based on the number of questions you answer correctly. You will not be penalized for guessing. If you are unsure about a question, use your knowledge of the content area to eliminate as many of the alternatives as you can. Then select among the remaining choices.

**Mark your answers carefully**

Your responses to the selected-response questions will be scored electronically. It is very important for you to mark your answers carefully and to erase any stray marks completely. If you skip a question, be sure that you skip the corresponding row of answer choices on the answer sheet.

**Check your accuracy**

Use any remaining time at the end of the test session to check the accuracy of your work. Make sure that you have filled in the appropriate bubbles on the answer sheet and that you have completely erased any stray marks.

**Respond to the constructed-response assignment(s) fully and clearly**

If the test you are taking contains a constructed-response assignment, be sure to read and respond to each part of the assignment. It is important for scorers to be able to understand your response. Also, make sure that you have recorded your response to the constructed-response assignment as instructed.



## 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.

## Section 2: Test I Sample Questions

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### QUESTIONS

1. Which of the following best identifies an important cause-and-effect relationship in nineteenth-century European history?
  - A. the Congress of Vienna (1815) and the rise of the Chartist movement in Great Britain
  - B. the Revolutions of 1848 and the Crimean War of the 1850s
  - C. the abolition of serfdom in Russia (1861) and the creation of revolutionary parties
  - D. the Franco-Prussian War of 1870 and the formation of a unified German state

**Section 2: Test I Sample Questions**

2. Which line on the table below best matches a print or archival source, the period in which it was created, and the way in which a historian could appropriately use the information likely to be found in such a source?

<b>Line</b>	<b>Source</b>	<b>Period</b>	<b>Use for Information Contained in the Source</b>
1	newspaper editorials	1830s	analyzing party ideology during the Jacksonian Era
2	personal diaries	1880s	analyzing changes in Gilded Age voting patterns
3	personal correspondence	1910s	evaluating the effects of Progressive reform legislation
4	public addresses	1930s	assessing the motives of New Deal political leaders

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

## Section 2: Test I Sample Questions

3. Which of the following best describes a major development in China during the Zhou dynasty (1122–256 B.C.E.)?
  - A. The adoption of Legalist principles by Chinese rulers resulted in the destruction of aristocratic power.
  - B. Territorial expansion into Southeast Asia considerably enlarged China's land area.
  - C. The disorder caused by warfare among feudal lords prompted the rise of philosophical schools that made lasting contributions to Chinese social thought.
  - D. The growth of a merchant trading class expanded economic contacts with Europe and invigorated Chinese arts and culture.
4. Which of the following were major factors in the decline of the Sudanic kingdoms of Ghana, Mali, and Songhai?
  - A. internal rivalries and rebellions by subject states
  - B. natural disasters and the collapse of trade
  - C. overpopulation and declining agricultural output
  - D. religious dissension and ideological conflict
5. The formation of the Byzantine Empire resulted from which of the following?
  - A. prolonged civil disorder among disaffected segments of the Roman Empire
  - B. the disintegration of the Roman Empire in the face of military threats by Germanic tribes
  - C. severe economic dislocations in Western Europe brought on by inflation and increased taxes
  - D. the schism of the early Christian Church over doctrinal differences among Christian bishops

6. The seventeenth-century governments established by Tokugawa Ieyasu in Japan and Louis XIV in France were most similar in:
- A. the limitations they placed on aristocratic power.
  - B. their adoption of an isolationist approach to foreign affairs.
  - C. the massive sums they devoted to military spending.
  - D. their undermining of organized religion to bolster royal authority.
7. Which of the following questions prompted the greatest disagreement in the diplomatic negotiations among Allied nations that took place during World War II?
- A. Was it necessary for Allied forces to continue fighting until their enemies surrendered unconditionally?
  - B. Should the leaders of the Axis governments be tried as war criminals after the war?
  - C. How much control should a nation be allowed over areas conquered by its armies?
  - D. Should plans be made to establish an organization for postwar international cooperation?
8. As prime minister of Great Britain from 1979 to 1990, Margaret Thatcher became a leading figure in a broader international movement to promote:
- A. globalization and expand the political and economic power of the European Community.
  - B. private enterprise and reduce the role of government in economic affairs.
  - C. world peace and reduce Cold War tensions between the Soviet Union and the West.
  - D. women's rights and expand the role of women in business and government.

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	D	Prussia's triumph in the Franco-Prussian War of 1870 not only removed French opposition to Prussian control of the South German states but also added the border provinces of Alsace and Lorraine to the German national domain. The victory was one of several major events that resulted in the formation of a unified German state.	0001
2	A	Jacksonian Era newspaper editorials, particularly those appearing in newspapers aligned with specific political parties, provide considerable information on a party's values, beliefs, and legislative objectives—the type of information that historians typically use to analyze party ideology.	0002
3	C	A major development of the later Zhou dynasty in China was the rise of Confucianism and Taoism. Both philosophical schools were a response to the disorder of the period. Confucianism, in particular, established guidelines for social relations and the conduct of government that would have a profound influence on Chinese historical development.	0003
4	A	The Sudanic kingdoms of Ghana, Mali, and Songhai all faced similar problems during their period of decline. In each case, factional conflict among ruling groups weakened the kingdom's ability to respond effectively to the growing rebelliousness of vassal states and the incursions of powerful regional competitors.	0004
5	B	As part of his effort to strengthen the Roman Empire during a period of disintegration when the imperial government was threatened by civil war and Germanic invasions, the Roman emperor Diocletian (285-305 C.E.) divided the Empire in two, moving the court to Asia Minor, where he formed what would become the Byzantine Empire.	0005
6	A	In their efforts to create powerful central governments, both Tokugawa Iyasu and Louis XIV had to overcome opposition from nobles who resented any diminution of their traditional privileges and authority. In doing so, each found it necessary to place some limitations on aristocratic power.	0006
7	C	Questions concerning how much control the Soviet Union should have over Eastern European countries that had been conquered and occupied by the Soviet army were a persistent source of disagreement among Allied nations during World War II. Their failure to resolve these differences was a major cause of the Cold War.	0007

**Section 2: Test I Sample Questions**

<b>For question</b>	<b>The correct response is</b>	<b>Reason</b>	<b>Test Objective</b>
8	B	During the late twentieth century, numerous Western nations adopted policies designed to promote private enterprise by reducing government's role in economic affairs. As prime minister of Great Britain, Margaret Thatcher provided models for many of these initiatives through her privatization of state-owned enterprises and efforts to limit government responsibility in areas such as education, health care, and housing.	0008



## 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

Use the information below to complete the assignment that follows.

Beginning around 1000 C.E., Muslim traders and warriors extended Islamic influence throughout sub-Saharan Africa as far south as the modern state of Zimbabwe.

Explain two ways in which the spread of Islam influenced the development of African civilizations.



■ Strong Response to Sample Constructed-Response Assignment One

The spread of Islam into sub-Saharan Africa influenced the development of African civilization in several ways. The most important influence was the introduction of new religious practices that stressed the importance of community among believers. Another significant feature of Islam was the principle of religious equality. There were no priests and everyone who worshipped Allah and followed Muslim rules concerning proper conduct could achieve salvation.

The spread of Islam also influenced the development of African cities. This was particularly so in the East African areas where Islamic merchants established trading operations that linked Africa to the Middle East, India, and other parts of Asia. As these cities grew, local leaders created governments based on Islamic law. At the same time, they introduced major architectural changes. These can be seen in the great stone mosques, large mansions, and elaborate palaces that they constructed.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

During World War II, Allied and Axis armies fought each other from North Africa to the Pacific. The postwar period witnessed the growth of anticolonial independence movements in Asia and Africa.

Explain two ways in which these historical developments were related.



### Section 3: Test I Sample Constructed-Response Assignments

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

World War II seriously weakened major colonial powers such as Great Britain, France, and Japan. After the war, the main concern of these nations was to rebuild their own societies. As a result, they no longer had the financial or military resources needed to maintain control of colonies in which nationalist movements were seeking to create independent governments.

The leaders of these nationalist movements were strongly influenced by the democratic ideals that Allied powers had claimed they were trying to uphold during the war. Perhaps the most important of these ideals was the Atlantic Charter's principle of self-determination, which provided the peoples of Asia and Africa with a persuasive argument for their own independence. As they set about attempting to achieve that goal, nations that had fought for freedom from fascist tyranny found that they could no longer impose their rule on others.

## 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**.



## 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.

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## QUESTIONS

1. Which of the following best describes an important consequence of Britain's victory in the French and Indian War?
  - A. The acquisition of Canada enabled the British government to unite all of its North American possessions under a single colonial administration.
  - B. The establishment of peace prompted a major surge of immigration that increased the cultural diversity of the colonies.
  - C. The resumption of British purchases of colonial products in exchange for British manufactured goods resulted in a major restructuring of the colonial economy.
  - D. The increased movement of settlers into areas west of the Appalachians led to growing conflict with Native American groups of the region.
2. When John Quincy Adams drafted what became known as the Monroe Doctrine, he was most concerned about establishing a policy that would:
  - A. enable the United States to become the dominant economic power in Latin America.
  - B. prevent European nations from intervening in the affairs of Latin American countries.
  - C. provide a means of arbitrating disputes between European and Latin American nations.
  - D. discourage Latin American nations from taking military action against one another.

## Section 4: Test II Sample Questions

3. Which of the following best matches a Civil War general with a major wartime accomplishment of that commander?
  - A. Thomas J. "Stonewall" Jackson: His cavalry force provided Confederate generals with invaluable intelligence throughout the war.
  - B. William T. Sherman: His aggressive strategy provided the Union with its few important victories at the beginning of the war.
  - C. Robert E. Lee: His leadership enabled the main Confederate army to defeat larger Union forces in a number of major battles.
  - D. Ulysses S. Grant: His tactical decisions as commander of the Army of the Potomac brought the war to a rapid conclusion.
4. Which of the following best describes a major economic consequence of the Great Depression?
  - A. Export earnings became an increasingly important source of national income.
  - B. Federal Reserve Board decisions became the main determinant of national economic policy.
  - C. Federal fiscal policy became an important factor in the operation of the national economy.
  - D. Services replaced manufacturing as the leading sector of the U.S. economy.
5. A major difference between Lyndon Johnson's Great Society and Franklin D. Roosevelt's New Deal was the much stronger emphasis that the Great Society placed on:
  - A. addressing farm problems.
  - B. reducing unemployment.
  - C. correcting regional inequities.
  - D. promoting racial equality.

#### Section 4: Test II Sample Questions

6. The role of the Electoral College in the disputed Gore-Bush presidential contest of 2000 raised questions about which of the following principles of the U.S. system of government?
- A. the rule of law
  - B. separation of powers
  - C. majority rule
  - D. popular sovereignty
7. Which of the following best describes the origins of the sharecropping system that developed in Georgia during Reconstruction?
- A. It was a compromise arrangement that freedmen negotiated with white landowners.
  - B. It was a land distribution scheme devised by social reformers.
  - C. It was a federal mandate that Union officers imposed on freedmen and white landowners.
  - D. It was a land improvement initiative devised by agricultural reformers.
8. Which of the following factors most influenced the economic development of Atlanta in the last quarter of the twentieth century?
- A. its numerous cultural and educational institutions
  - B. its proximity to valuable deposits of mineral resources
  - C. its high mean elevation and temperate climate
  - D. its linkage to three major interstate highways

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	D	The defeat of France in the French and Indian War removed a major barrier to westward expansion. As settlers began moving into areas west of the Appalachians, they encroached on Native American lands. The resulting conflicts, beginning with Pontiac's uprising of 1763, would continue for decades.	0009
2	B	A major reason for issuing the Monroe Doctrine was to inform members of the Quadruple Alliance (Austria, Spain, Prussia, and Russia) that the United States would oppose any effort on the part of European powers to reclaim Spain's former American possessions or to in any other way intervene in Latin American affairs.	0010
3	C	As commander of the Confederacy's main force, the Army of Northern Virginia, General Robert E. Lee defeated larger Union armies in a number of key battles, including the Seven Days' Battles, the Second Battle of Bull Run, and Fredericksburg. A good example of his leadership skills was the Battle of Chancellorsville in May 1863, during which Lee divided his outnumbered forces and conducted a successful flank attack on the Union rear to defeat the army of General Joseph Hooker.	0011
4	C	A major consequence of the Great Depression was the ascendancy of Keynesian economic theory at the federal policy-making level. According to the Keynesian model, government could best eliminate extreme shifts in the business cycle by making appropriate adjustments in fiscal policy—e.g., by increasing spending and reducing taxes during recessions to spur investment and consumer spending.	0012
5	D	Although African Americans benefited from many New Deal programs, the Roosevelt administration made little effort to eliminate racial inequality in U.S. life. By contrast, President Johnson played a major role in the passage of landmark civil rights bills such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Many of his administration's Great Society programs were intended to eradicate economic and social problems resulting from past racial inequities.	0013
6	C	In the Electoral College, the presidential candidate who receives a majority of the electoral votes is declared the winner, regardless of the popular vote for the candidate. Whenever a candidate obtains a majority of electoral votes while receiving fewer popular votes than an opponent—as happened in the 2000 presidential election—it calls into question the principle of majority rule.	0014

#### Section 4: Test II Sample Questions

For question	The correct response is	Reason	Test Objective
7	A	The sharecropping system that developed in Georgia during Reconstruction was initially the result of a compromise arrangement that enabled cash-poor white landowners to meet their labor needs while allowing freedmen a reasonable degree of freedom from the daily oversight of landowners.	0015
8	D	Thanks to the construction of the interstate highway system, Atlanta became a national transportation hub during the second half of the twentieth century. The confluence of Interstates 20, 75, and 85 made Atlanta the center of the regional trucking industry and greatly facilitated the growth of Atlanta's suburbs, providing the city with a transportation infrastructure capable of sustaining long-term economic growth.	0016



## 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.

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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

Use the information below to complete the assignment that follows.

Susan B. Anthony was an important individual in U.S. history.

- Describe the historical context in which Anthony first emerged as an influential figure; and
- explain one significant way in which Anthony influenced the struggle for women's rights in the United States.



■ Strong Response to Sample Constructed-Response Assignment One

Susan B. Anthony first emerged as an influential figure during the women suffrage campaigns of the period following the Civil War. At the time, many women were angry that women had not been included in the Fifteenth Amendment, which guaranteed the voting rights of African Americans. In response, they created local, state, and national organizations dedicated to obtaining the vote for women.

As a leader of the women suffrage movement, Anthony was an effective organizer who traveled the country speaking on behalf of women's voting rights. Her efforts helped secure the enactment of a number of state laws that gave the vote to women. Even more importantly, her unyielding belief in a woman's right to participate in the political process inspired a later generation of suffragists. Although she did not live to see the ratification of the Nineteenth Amendment, its passage owed much to her courageous example.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

The civil rights movement of the 1950s and 1960s was one of the most significant developments in recent U.S. history.

- Identify one major achievement of the civil rights movement of the 1950s and 1960s; and
- explain how the achievement you have identified helped shape U.S. society.

■ Assignment Response Sheet for Sample Constructed-Response Assignment Two

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

END OF ASSIGNMENT

## Section 5: Test II Sample Constructed-Response Assignments

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

One major achievement of the civil rights movement was the passage of the Voting Rights Act of 1965. Although the Fifteenth Amendment had guaranteed voting rights to African Americans, most areas of the South had by the end of the nineteenth century created various ways to limit those rights. The Voting Rights Act gave new life to the democratic promise of the Fifteenth Amendment.

The passage of the Voting Rights Act had a major effect on U.S. political life, particularly in the South. After the law's enactment, many white politicians in the region abandoned the openly racist appeals of an earlier era as they attempted to obtain support from African-American voters. At the same time, the number of African-American officeholders gradually increased. Today, politicians in every part of the country must be aware of and address the concerns of their African-American constituents. This was not the case fifty years ago, and the Voting Rights Act is a major reason for the change.

## 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**.