



## 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.

You have placed two students in a supervised agricultural experience that involves working with several university students who are collecting data on the numbers and health of several species of wildlife in the area. The students will primarily perform tasks outdoors in a variety of habitats, including heavy undergrowth, meadows, swamps, and river bottoms.

- Describe one potential hazard associated with these tasks; and
- describe one action you might take to help ensure the safety of participants.



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

If students will be gathering data in habitats that include heavy undergrowth or swamps, they may encounter poisonous plants (poison ivy, poison oak, poison sumac) and poisonous snakes (copperhead snakes, water moccasins). Even non-poisonous plants such as brambles can cause welts and scratches that should be treated to prevent infection. Insects, such as ticks, chiggers, and mosquitoes, can cause bothersome skin irritations that can last for days and may become infected. In addition, some insects can carry serious disease such as Lyme disease.

First, I would educate students about these hazards by using pictures to teach them how to recognize poisonous plants and how to distinguish between poisonous and non-poisonous snakes that may be found in the area. I would also explain where poisonous snakes are likely to be found—for example, water moccasins inhabit swampy areas. I would review first-aid treatments for snakebite and recommend that students carry a snakebite kit. I would advise students to wear protective clothing when in the field. Long-sleeve shirts and long pants of appropriate seasonal weight should be worn to prevent sun burn and insect bites, and to protect one's legs from being lashed by briars or touched by poisonous plants. Footwear such as high-top, leather boots help protect against snakebites. A hat or cap keeps one's head protected from the sun in summer and prevents heat loss in the winter. Finally, students should use sunscreen and effective insect repellents, remain vigilant during the activity, and check themselves for ticks upon returning home.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

The owner of a 40-acre farm grows a variety of vegetables (e.g., tomatoes, peppers, summer squash, collards). The farm is located on a well-traveled highway near a medium-sized town.

- Identify one likely local target market for the fresh vegetables grown on the farm and briefly describe one way that the farmer could sell his/her fresh vegetables to members of this target market; and
- describe one strategy that the farmer might use to add value to the fresh vegetables and potentially increase the revenue from their sale.



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

Because of the farm's location, a roadside stand would likely be an effective means of marketing the farm's products. The target market would consist of travelers on the road, so marketing strategies should focus on informing these people about the farm and its products and persuading them to stop at the stand. An effective way of accomplishing this would be to post signs along the highway listing some of the produce available and the location of and distance to the stand. Potential customers must quickly make up their minds whether to stop, so it is important that the stand be easy to access and have adequate parking. If possible, the stand should be located along a straight stretch of road where it is safe to get on and off the highway.

Adding value to fresh produce can be accomplished in a variety of ways. Attractive packaging of certain items can increase their value. For example, cherry tomatoes can be sold by the basket rather than by the pound. Adding value by completing initial preparation stages for an item is another viable strategy. For example, refrigerated cut slices of watermelon will bring a higher per pound price than whole watermelons. Lettuce can be carefully trimmed and washed; various types of greens can be washed and sold together as salad mixes or cooking greens; and vegetables such as okra and squash can be cut and packaged as soup mixes. Selling fully prepared products greatly increases the value of the produce used as ingredients. For example, pickled beets would command a much higher price than the same beets sold straight from the field.

## 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**.