








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.

The owner of a farm maintains 50 head of cattle. The cattle are turned onto pasture when the vegetation begins to grow. Several of the pastures on which the animals graze are composed predominately of legumes, while others are predominately grass.

- Describe one problem that may be associated with nutrition in cattle that are turned onto lush-growing pasture; and
- describe one possible solution to this problem.

■ Strong Response to Sample Constructed-Response Assignment One

A primary concern in cattle-raising is managing the nutritional needs of the animals. Several problems can occur because of the unique digestive systems and nutritional requirements of cattle. For example, bloat sometimes afflicts cattle that are grazed on lush-growing legume pasture. Bloat is a buildup of gasses in the rumen, one part of the cow's stomach, and can lead to death if not properly treated. Bloat is caused by rapid fermentation in the rumen and is most commonly associated with rapid consumption of large quantities of green legumes. A second nutritional problem of cattle is called grass staggers, or grass tetany. Grass tetany is characterized by trembling and sometimes convulsions and death. This condition most often occurs when cattle are turned into grass pastures and is caused by a deficiency of magnesium in the forage. Grass tetany is most common where soils have low levels of this nutrient.

An animal that is suffering from bloat can be treated by various means, but the best solution to this problem is to prevent the condition by careful management of feeding and grazing practices. The best way to prevent bloat is to keep animals from overeating on lush legume pastures. This can be accomplished by introducing the animals gradually to such pastures, limiting the time they spend in the pasture, and feeding grain or dry roughage before turning them into the pasture. Where grass tetany is a problem, magnesium can be added to the feed, especially to that of lactating animals. Rotating animals between legume and grass pastures may also help prevent both bloat and grass tetany.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

The owner of several large greenhouses grows cut flowers that are sold in local markets. In past seasons, there occasionally have been problems with viral diseases (e.g., yellows, mosaic) in these greenhouses.

- Describe one method that would be appropriate for preventing or controlling viral disease in these greenhouses; and
- describe one advantage and one disadvantage of this method of prevention or control.

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■ Strong Response to Sample Constructed-Response Assignment Two

Among all the diseases and pests that affect plants grown in greenhouses, viral diseases are especially challenging because they tend to be difficult to control chemically. There are basically three strategies for controlling viral diseases in greenhouses. The first is to grow disease-resistant varieties, the second is to use a pest management strategy to prevent transmission of diseases by insect vectors, and the third is to control viral pathogens by sanitary practices. Effective sanitation depends on eliminating viruses from the greenhouse environment and on preventing the spread of disease. To accomplish this, growers must maintain a high degree of cleanliness, disinfect tools and benches, use only sterilized soil and potting mix, and ensure that all plant materials that are brought into the greenhouse are free of viral diseases. In addition, the grower must be knowledgeable of the symptoms of viral diseases and constantly vigilant in order to quickly recognize and remove infected plants before the disease can spread.

Sanitation is an effective component of any strategy to control viral diseases in the greenhouse. Growing only disease-resistant plants is not feasible, as varieties that are resistant to all viral diseases may not exist or may be less desirable in other ways. Control of insect vectors is important to prevent new infestations, but is not sufficient if sanitary practices are not also observed. Maintaining sanitation in a greenhouse is expensive, tedious, and may require shutting down production periodically, but is absolutely necessary for control of viral diseases.

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**.