



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

**PREPARATION GUIDE**

**Family and Consumer  
Sciences Education**





FAMILY AND CONSUMER SCIENCES EDUCATION

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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)		Approximate Number of Selected-Response Questions	Constructed-Response Assignments
<b>Subareas:</b>	<b>Objectives</b>		
➤ 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)			
<b>Subareas:</b>	<b>Objectives</b>	<b>Approximate Number of Selected-Response Questions</b>	<b>Constructed-Response Assignments</b>
➤ 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>

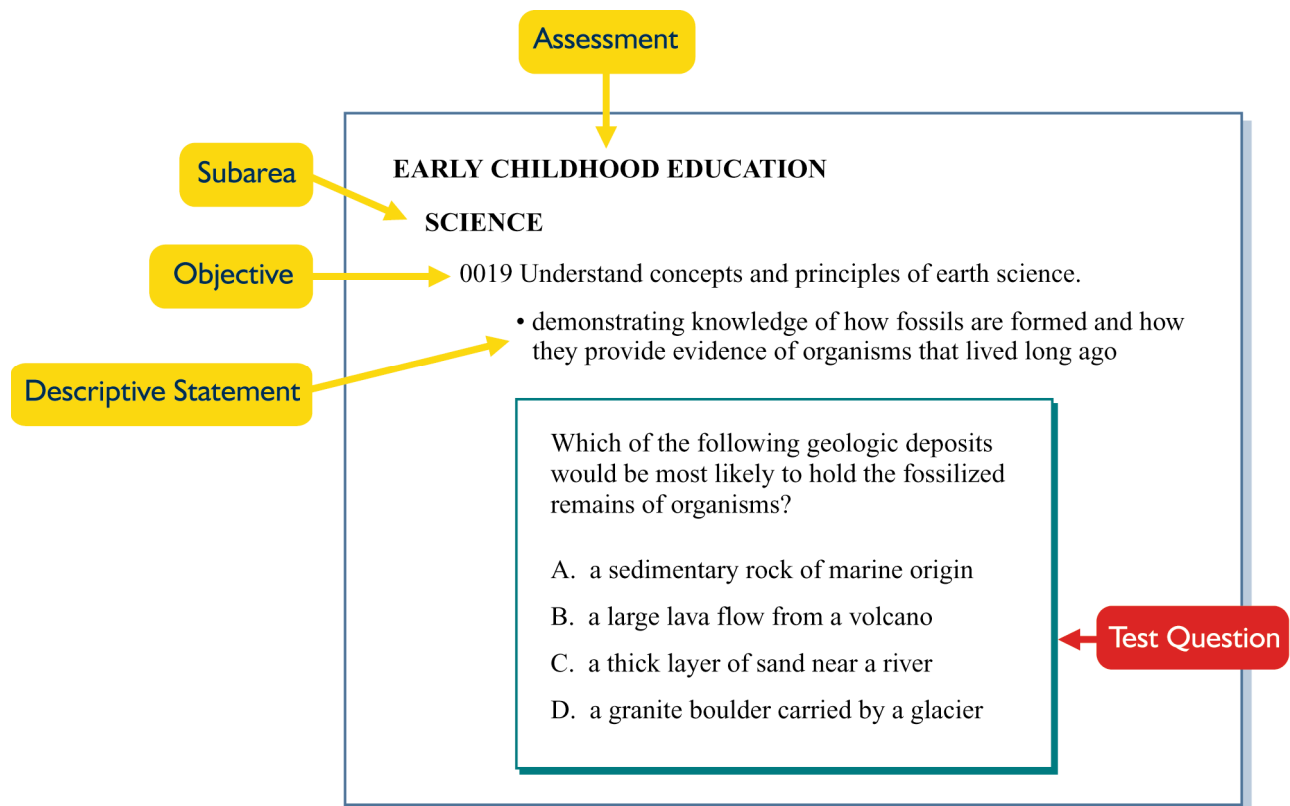
## ■ Test Framework

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.

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## QUESTIONS

1. Several weeks ago Todd's sister said something to him that hurt his feelings. Although she has offered a sincere apology, Todd is still bothered by the incident. In order for Todd to maintain a positive relationship with his sister, it is most important that he:
  - A. forgive her and put the issue in the past.
  - B. work on ways to avoid having conflicts with her in the future.
  - C. determine what she can do to make up for the comment.
  - D. insist that she see the situation from his perspective.
  
2. Carole's company can no longer offer her employment in their office in her community. However, the company has offered her employment in one of its offices in a different part of the country. Her husband, Jake, is upset because if they relocate, he will have to find a new job. However, Carole and Jake have agreed to consider the company's offer. It would be most appropriate for them to begin the decision-making process by:
  - A. discussing the reasons for the company's decision.
  - B. making a list of points in favor of and against relocating.
  - C. informing important people in their lives about the situation.
  - D. identifying all possible solutions to their problem.
  
3. Gayle is a twenty-one-year-old woman who has recently graduated from college. She is creating a life plan that consists of community-centered goals that she feels will contribute to equality and justice in her community. To ensure that her life plan is realistic and manageable, it is most important that Gayle include which of the following in her life plan?
  - A. an inventory of the skills, knowledge, and dispositions she possesses that relate to her community goals
  - B. a personal statement regarding expressing her motivation to achieve her community goals
  - C. ideas for incorporating her goals regarding family, learning, leisure, and career with her community goals
  - D. a list of the people in her life who can assist her in achieving her community goals

4. Which of the following statements is best supported by Piaget's theory of cognitive development?
- A. Exposure to positive stimuli within the first few years of life is essential for a child's long-term overall development.
  - B. Children learn primarily through observing the behaviors of others and the outcomes that result from those behaviors.
  - C. Thinking and reasoning skills are taught to children through social interactions with adults.
  - D. Children think and reason about situations and experiences differently at different ages.
5. According to the U.S. Centers for Disease Control and Prevention, the spread of the common cold among children can be controlled most effectively by:
- A. teaching children proper handwashing techniques.
  - B. making sure children receive required immunizations.
  - C. making sure children get at least eight hours of sleep each night.
  - D. providing children with a varied and nutritious diet.
6. Jalissa has recently returned to the workforce in a full-time job that offers benefits. The health insurance provided by her employer would cost her family less in both premiums and out-of-pocket expenses than the plan her husband currently carries. In evaluating which health plan is best for the family, it is most important that Jalissa and her husband first determine:
- A. how soon Jalissa is eligible for enrollment in her employer's plan.
  - B. where in the family budget the extra money could be used.
  - C. how long the family can continue to carry each plan if Jalissa's or her husband's employment status changes in the future.
  - D. which physicians, specialists, and facilities are affiliated with each plan.
7. Jamar has switched to buying lean red meat instead of other cuts of red meat in an effort to reduce the amount of saturated fat in his diet. This change may reduce his risk of developing which of the following health problems?
- A. diabetes
  - B. an iron deficiency
  - C. heart disease
  - D. a magnesium deficiency

## Section 2: Test I Sample Questions

8. The primary benefit of anaerobic exercise is that it:
- A. increases oxygen intake to muscles.
  - B. burns calories effectively.
  - C. increases blood flow to the brain.
  - D. builds muscle strength.
9. Which of the following steps should be taken *first* to minimize costs and conserve time in purchasing food for a family?
- A. Take an inventory of household staple goods.
  - B. Create a menu plan on which the shopping list will be based.
  - C. Consider dietary restrictions and personal food preferences.
  - D. Determine when to go shopping in order to make best use of sales.
10. In commercial settings, food portions are determined primarily by:
- A. ensuring that equal amounts of each menu item are provided.
  - B. considering the nutritive value of each component of the meal.
  - C. considering the overall aesthetic qualities of the meal.
  - D. calculating the costs associated with serving each menu item.
11. HACCP guidelines suggest that the *first* step in developing a food-safety management system at a food service establishment should be to:
- A. develop a system to document food-safety-related procedures.
  - B. create procedures to monitor compliance with food-safety regulations.
  - C. identify potential hazards in current food-safety procedures.
  - D. consider ways to correct various types of food-safety problems.

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	Todd's sister has made an effort to resolve the conflict between them by offering Todd an apology for hurting his feelings. Todd's continuing to focus on his negative feelings about the incident creates a barrier between himself and his sister. While he does not need to change his opinion of his sister's remark, if Todd wishes to have a positive relationship with his sister, he will need to accept her apology and let go of the issue.	0001
2	B	At this point, in order for Carole and Jake to make a good decision, they should carefully consider the possible benefits and consequences of relocating and of remaining in their current community. This will help Carole and Jake assess both options in relation to their values and goals, and help them make the decision that is best for them.	0002
3	C	Although Gayle's goal of eliminating injustice in her community is her passion, it is important for her to think about how this goal may affect her goals in other areas of her life and plan accordingly to ensure that she can both pursue this goal and maintain a well-balanced life. This will help her avoid potential burnout by making sure she plans time for herself (e.g., building and maintaining relationships, enjoying recreational activities, pursuing other interests).	0003
4	D	According to Piaget's theory, children pass through a series of stages in their cognitive development. Each stage is typically reached within a certain age range and is marked by greater cognitive abilities in processing, retaining, and understanding information.	0004
5	A	The common cold is easily spread when a person comes into contact with a cold virus, then touches his or her eyes, nose, or mouth. According to the Centers for Disease Control and Prevention, teaching children proper hand-washing techniques and encouraging frequent hand-washing is the most effective way to prevent the spread of this illness.	0005
6	D	Jalissa's family will save money in health insurance costs if it switches to her employer's health plan. However, these financial savings need to be evaluated in terms of the plan's coverage. By comparing the physicians, specialists, and facilities offered by both plans, Jalissa and her husband can determine which plan best meets the needs and preferences of their family.	0006

**Section 2: Test I Sample Questions**

<b>For question</b>	<b>The correct response is</b>	<b>Reason</b>	<b>Test Objective</b>
7	C	Many scientific studies have identified a link between a diet high in saturated fat and the development of heart disease. Therefore, consuming less saturated fat may help reduce Jamar's risk of developing this disease.	0007
8	D	Anaerobic exercises, such as weight lifting, sprinting, and calisthenics are activities that use the muscles at high intensity for a short period of time. Anaerobic exercises are an effective way to develop or improve muscle strength and endurance.	0008
9	B	Creating a shopping list based on planned menus conserves time by ensuring that the foods needed for meals are purchased in advance and available for meal preparation. In addition, having a grocery list helps curb impulse shopping and prevents buying food in excess or purchasing items that are not needed.	0009
10	D	When selling prepared foods, a food service business begins determining food portion size by calculating the costs of ingredients, labor, and overhead involved in preparing and delivering the portion to a consumer. Once those costs are calculated, the portion size is determined to allow the portion to be prepared and served profitably.	0010
11	C	According to HACCP guidelines, potential hazards within a food service establishment need to first be identified before a food-safety management system can be adequately planned. Once those potential hazards have been identified, the food service establishment can develop a safe and effective food safety management system.	0011



## 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.

Eliza is an eight-month-old girl who has recently started babbling. Her development in this area is typical for her age and she shows no signs of developmental delays in other areas of development.

- Describe two milestones in language development Eliza can be expected to achieve over the next two years; and
- for each of the milestones you have identified, explain one strategy Eliza's caregivers can use to help her achieve it.



■ Strong Response to Sample Constructed-Response Assignment One

One milestone Eliza will likely reach in language development within the next several months is the ability to say her first recognizable word. Eliza's caregivers can encourage her to say her first recognizable word by specifically naming, and then repeating the names of people and objects around Eliza while pointing to them. This activity will help her learn the sounds of specific words and attach meaning to them, which will likely lead her to eventually speak these words in an effort to communicate what she sees, needs, and wants.

Another milestone Eliza will likely reach by the time she is about one and a half years old is the ability to form two-to-three-word sentences. One strategy her caregivers can use to promote sentence formation is to repeat certain meaningful word combinations when engaged in various activities with her. For example, while dressing Eliza, a caregiver could say "I'm dressing you in your red shirt. Do you like your red shirt?" This will help to promote her understanding of the meanings of various word combinations.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the menu below to complete the assignment that follows.

*Buttermilk biscuits*  
*Southern fried chicken*  
*Candied sweet potatoes*  
*Diced turnips*

- Describe two changes that would improve both the nutritional content and sensory appeal of this menu, providing specific examples of each; and
- explain how the changes you have recommended would improve the nutritional content and sensory appeal of this menu.



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

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

One change that would improve both the nutritional content and sensory appeal of this menu would be to change the way the chicken is prepared and cooked. Country fried chicken is traditionally breaded skin-on, and deep- or pan-fried in oil. By removing the skin and coating it with a mixture of crushed wheat bran cereal, egg whites, herbs, and spices, the fat is significantly reduced and more fiber is added to this menu. The use of herbs and spices in the coating mixture (e.g., garlic powder, cilantro, chili powder) will compensate for the change in flavor caused by removing the chicken skin. Also, instead of deep- or pan-frying the chicken, baking the chicken will reduce the amount of fat in this menu.

Another change that would improve both the nutritional content and sensory appeal of this menu would be to substitute collard greens for the diced turnip. This will increase the color variation in this menu by replacing the yellowish/orangish color of the diced turnips with the collard greens' dark green color. Making this substitution will also increase the folate, calcium, and beta-carotene in this menu.

## 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.

## QUESTIONS

1. Wendy's application for a personal loan has been approved by her bank. The bank has offered her the option of paying back the loan over 24, 36, or 48 months. It is likely that the 48-month loan will have the:
  - A. greatest collateral requirement.
  - B. lowest annual percentage rate.
  - C. highest total finance charges.
  - D. lowest late-payment penalties.
  
2. Eric is a single parent who relies on his mother to watch his two-year-old daughter and four-year-old son while he is at work during the day. Although Eric is financially unable to compensate his mother for the care she provides for the children, he routinely takes care of household chores, yard work, and errands that his mother needs done. Eric's situation could best be used to illustrate which of the following resource management strategies?
  - A. sharing resources to meet various needs
  - B. defining goals to plan resource use
  - C. conserving resources to reflect personal values
  - D. accomplishing goals through careful resource planning
  
3. Margaret receives a charge on her credit card for a service she has no recollection of purchasing. In this situation, her first course of action should be to:
  - A. call the credit card provider to report fraudulent usage of her card.
  - B. request a credit report from each of the three credit reporting bureaus.
  - C. call the credit card provider to request further information about the charge.
  - D. stop payment on the charge until the matter has been investigated and resolved.
  
4. The emerging trend of high-performance housing has resulted from consumer interest in living spaces designed to:
  - A. meet higher energy-use demands.
  - B. reduce utility costs and environmental pollution.
  - C. require less maintenance work.
  - D. increase accessibility and multipurpose use.

## Section 4: Test II Sample Questions

5. In the event of a major fire within the home, it is most important that children understand how to:
- A. use a fire extinguisher.
  - B. call 911.
  - C. exit the building.
  - D. identify flammable materials.
6. Which of the following best illustrates the use of proportion in fashion design?
- A. a shirt that has the same number of sequins on each shoulder
  - B. a dress that has a narrow bodice and a wide skirt
  - C. a suit that displays repetition of line and color throughout
  - D. a sweater that includes a decorative ribbon belt around the waist
7. Changes in the median population age in the United States most directly affect consumer demand for professional services in:
- A. financial planning.
  - B. accounting.
  - C. advertising.
  - D. tax preparation.
8. Cristos is starting a child-care business and is researching what information is necessary and important to keep in each child's personal record. After determining what to include, Cristos's next step should be to:
- A. decide how and when records will be archived or destroyed.
  - B. develop a system to keep track of the information.
  - C. schedule a regular time to maintain and update his records.
  - D. determine what information needs to be kept private and confidential.

#### Section 4: Test II Sample Questions

9. A senior in high school has selected a career to pursue. His next step in formulating long-term career goals should be to:
- A. conduct a job search.
  - B. determine education or training requirements.
  - C. develop workplace skills.
  - D. create a résumé, a cover letter, and a list of references.
10. In addition to job competence, which of the following do employers generally view as being most important to an employee's long-term job success?
- A. an advanced degree
  - B. the ability to master new technologies
  - C. a professional image
  - D. the ability to get along with others
11. In the delivery of a spoken message, varying pitch can be used most effectively to:
- A. convey knowledge about the topic.
  - B. clarify difficult concepts for the listener.
  - C. present information in a polite and courteous manner.
  - D. maintain the attention of the listener.

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	C	Finance charges are the costs a consumer agrees to pay in order to borrow money from a lender. Finance charges include the interest paid on the amount borrowed and any other related fees. Typically, the longer the term of a loan is, the more interest and finance charges the consumer will pay over the life of the loan. Wendy will likely pay the most in finance charges for a 48-month loan than she will for a 24- or 36-month loan because she will be making more payments and paying interest on the amount borrowed for a longer period of time.	0012
2	A	Sharing and exchanging resources with others is a method that can be used to meet various needs and wants an individual or family may have. In this situation, Eric has limited financial resources but needs childcare. His mother gives him some of her resources (i.e., skill, ability, and time) to help him meet his childcare needs. In exchange, she benefits from Eric giving her some of his resources (i.e., time and ability) to help her with household tasks and errands.	0013
3	C	As a consumer, Margaret is responsible for determining whether she actually purchased the service for which she has been charged. It may be that Margaret did purchase the service, and further information will help her verify that fact. However, the charge may be a billing error, or an instance of fraudulent usage of her credit card number. By calling the credit card provider to request further information, she is taking proactive steps to resolve the situation, demonstrating consumer responsibility, and exercising her right to information.	0014
4	B	Rising utility costs have increased consumer demand for conservation technologies within the home. Also, growing awareness of environmental problems has increased concern about how the environment is affected, altered, and changed by new home construction, renovation, and by the manner in which people live. High-performance housing has emerged in response to these concerns and seeks to address these issues through energy efficient technologies and new construction methods.	0015
5	C	Children should be taught that when a fire is present in the home, their own personal safety is their first concern. It is important to plan escape routes from every area of the home, as well as to designate a safe meeting place outside of the home. Children should participate in fire drills on a regular basis to practice and maintain their knowledge of emergency evacuation procedures.	0016

**Section 4: Test II Sample Questions**

For question	The correct response is	Reason	Test Objective
6	B	Proportion, a principle of design, concerns the relationship of scale with various components of a design. Typically, apparel designers use the ratio taken from the head to the waist and from the waist to the feet to create harmonious, well-proportioned designs. There is less distance on the human body structure between the head and waist than there is from the waist to the feet. A dress with a narrow bodice with a wide skirt compliments this ratio by giving the top of the dress less space than the bottom part of the dress.	0017
7	A	Typically, financial planning becomes increasingly important as people become older and financial concerns related to personal goals, family, and retirement become more prevalent. Therefore, the demand for financial planning services will rise and fall, depending on whether the median population age is higher or lower.	0018
8	B	After recognizing the need to keep certain information, developing a system for organizing that information is the logical next step. Planning in advance how information will be organized will make retrieval of the information easy and will help Cristos track what important information is missing from a child's record.	0019
9	B	After making a career choice, the next step should be to determine how to prepare for it. By learning what education and training requirements are necessary for a particular career, an individual can start planning how to meet these requirements in order to achieve his or her career goals.	0020
10	D	An employee's ability to get along with others in a work setting demonstrates to an employer the employee's willingness to work cooperatively with others to accomplish the employer's goals. An employee who has this ability is also less likely to cause conflict and disruption within the workplace, which will result in fewer personnel problems for a business and greater overall productivity.	0021
11	D	Listeners are less likely to stay focused on a message if it is delivered to them in a monotonous tone. Varying pitch can help retain the listeners' attention because it adds sound variation to the message. It also can be used as a tool to emphasize important points within the message to the listener.	0022








## 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.

The Martinezes are in the process of purchasing their first home. They have found a three-bedroom home that they are interested in buying. They have saved money for the cost of the down payment and closing costs. They are planning to finance the remaining amount and are investigating various home mortgage options.

- Describe two features of home mortgages that the Martinezes should evaluate when considering mortgage options; and
- explain how this information can help the Martinezes make a wise consumer decision.



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

Two considerations for the Martinezes are the term of the mortgage and whether the mortgage has a fixed or adjustable interest rate.

Typically, mortgage terms are 15 or 30 years. If the Martinezes get a 15-year mortgage, they will pay considerably less in interest than they would for a 30-year mortgage. However, their monthly payments will be higher on a 15-year mortgage than their monthly payments will be on a 30-year mortgage.

The Martinezes must also consider whether to get a fixed-rate or adjustable-rate mortgage. Fixed-rate mortgages are commonly viewed as being safer because the interest rate remains the same for the life of the mortgage. Adjustable-rate mortgages, however, usually offer a lower initial interest rate than fixed-rate mortgages. The interest rate on adjustable-rate mortgages also has the potential to decrease further if the market interest rate decreases. However, the interest rate may also rise if the market rate increases.

To make a wise consumer decision regarding their mortgage options, the Martinezes should consider their income, goals, and the level of risk they are willing to take. They can then approach examining both fixed- and adjustable-rate mortgages with different terms and choose the mortgage that offers the best combination for them.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

The Dawsons have recently moved into a new home. The rooms are modest in size and the ceilings are low. They would like to give the illusion of greater height in the living room. The room is square and has two standard-sized windows on the wall opposite the entrance to the room. The walls are currently painted a medium olive green and the ceiling is painted white. The floor is covered in wall-to-wall medium-gray carpeting.

- Identify two interior design concepts that can help the Dawsons create the illusion of greater height within this space; and
- describe one specific way the Dawsons could apply each of the concepts you have identified to achieve their goal.



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

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

Two interior design concepts that can help the Dawsons create the illusion of greater height within their living room are color schemes and verticality.

Dark colors tend to condense a space. By painting the walls a lighter color, such as spring green or sky blue, the wall color can be used to visually expand the space overall. The wall color will also help draw attention away from the division between the walls and the ceiling, because a lighter color on the walls will reduce the amount of color contrast between the walls and the white ceiling. This will further help create the illusion of greater height within the space.

Verticality can be used in various ways within the living room to create the illusion of greater height. For example, installing long window curtains with valances above the frames of the windows can create the illusion of having larger, lengthier windows. Another way verticality could be added to the space is to place tall floor lamps in one or two corners of the living room.

## 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**.