



## 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.



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#### ■ 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**.