








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.

Blaze is a popular downtown restaurant in the center of a heavily populated city. The restaurant has a reputation for its upbeat atmosphere and original menu offerings. The owner has created several new menu items and would like to get feedback from customers about these new items.

- Describe one appropriate method the owner could use to gather this information; and
- explain why this method would be an effective way to gather this information.

■ Strong Response to Sample Constructed-Response Assignment One

With Blaze's name, atmosphere, location, and reputation for original menus, its owner must know it is considered a true "hot spot" downtown and a destination for locals as well as visitors. For this reason, the owner probably has a good, steady repeat business and should be able to entice customers to give feedback fairly easily. The owner could put announcements on each table, and perhaps in the local paper and downtown visitors' magazine, advertising a 3-night "Blaze Graze" - an opportunity to come in and sample new menu items at seriously reduced prices. Customers could purchase any number or combination of small-sized samples to allow them to taste a variety of items and still feel satisfied by their meal. Customers would be asked to fill out a survey about the items' taste and quality and to rank them in comparison to each other. This method would be effective because the owner would be obtaining information about the menu from a representative sample of Blaze's target market. The owner could feel fairly confident that the information obtained could be used to help make important decisions about the new menu.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Read the information below to complete the assignment that follows.

Refresh is a U.S. soft drink manufacturer that has been in business for more than 20 years. The owners of Refresh believe that the international market is filled with potential consumers for its line of soft drinks and are researching distributors in other countries who could license and sell the company's line of soft drinks.

- Describe one cultural issue that the company should consider while researching the possibility of selling its products in another country; and
- describe an effective strategy for addressing this issue.

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■ Strong Response to Sample Constructed-Response Assignment Two

The story goes that when Chevrolet marketed its new small car, the Nova, in Mexico, the effort failed miserably. Why? Because "no va" in Spanish means "no go" or "won't move." Who would want to spend money on such a vehicle? "No one!" Chevrolet would have been well advised to research the meaning of the name of the new car in every language in the world to learn whether the construction had any offensive or negative connotations. Chevy learned the hard way that one cultural issue that must be considered when researching the possibility of selling a product in another country is to find out "what's in a name." The Refresh company will need to learn whether its company name and its various products' names, logos, and slogans have different, negative, or offensive meaning in other languages. This must be their first step, because all else in marketing flows from the products' identity. Refresh must consult with multilingual, multicultural experts with international trade and marketing experience to research how its products translate, literally, into any of the world markets it seeks to enter. If it does not have staff with such expertise, it must hire them or train existing staff who will work with these accounts. Refresh must also be prepared to change, reconfigure, or even abandon its plans as a result.

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**.