








## SECTION 3

### TEST I SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENT

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 assignment on the test. Included in this section are:

- ▶ Constructed-response assignment directions
- ▶ A sample constructed-response assignment
- ▶ An assignment response sheet
- ▶ An example of a strong response to the sample assignment
- ▶ Scoring criteria that will be used in evaluating your response to the assignment

For the 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 assignment is shown in the box below.

### CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For the constructed-response assignment in this section, you are to prepare a response of up to one page and record it in the area provided on the Assignment 1 Response Sheet in your answer document.

Read the assignment carefully before you begin. Think about how you will organize your response. You may use any blank space provided in this test booklet following the assignment to make notes, make preliminary sketches, write an outline, or otherwise prepare your response. ***However, your final response must be recorded on the Assignment 1 Response Sheet in your answer document.***

Your 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

Evaluation of your response will be based on the criteria above. Your response must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your response should be prepared for an audience of educators in the field.

Your response should be your original work 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 response.

The selected-response section of the answer document containing your name will be removed from your constructed response 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.

Defense mechanisms are key components of individual development and behavior.

- Briefly describe the psychological concept of defense mechanisms; and
- analyze two ways in which defense mechanisms influence individual development and/or behavior.



■ Strong Response to Sample Constructed-Response Assignment One

Defense mechanisms such as compensation (ignoring negative feelings about one area of life by emphasizing positive feelings about another), regression (reverting to behavior that is characteristic of lower levels of maturity), and projection (attributing one's faults, inadequacies, and undesirable actions to another person) are unconscious psychological processes that help people cope with stressful situations or events.

The use of defense mechanisms can have both positive and negative effects on individual behavior. On the one hand, defense mechanisms can temporarily protect individuals from the adverse consequences of emotionally stressful situations. By relieving anxiety and bolstering self-esteem, they enable individuals to continue functioning when they might otherwise be too distracted, fearful, or despondent to respond effectively to everyday demands. On the other hand, defense mechanisms are based on self-deception, and an excessive reliance on them can prevent individuals from realistically coming to terms with a personal setback or source of stress. The energy used to maintain one's defenses could be much more profitably employed in directly confronting the actual causes of one's problems. Thus, however helpful they may be as a short-term response to emotional distress, the use of defense mechanisms often hinders the development of more effective coping strategies and keeps people from making appropriate changes in their behavior.

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

## CRITERIA FOR SCORING YOUR RESPONSE

Your 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

Your 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**.