



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.

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.

You are a special education teacher in an elementary school. A student with a receptive language disorder has been placed in a second-grade classroom, and the student's general education teacher has asked you for general information regarding receptive language disorders.

- Identify two characteristics commonly associated with students with receptive language disorders; and
- describe how each of the characteristics you have identified is likely to affect the students' educational experience.

■ Strong Response to Sample Constructed-Response Assignment One

Students with receptive language disorders often have difficulty understanding spoken language. Such students also frequently have difficulty learning and retaining new vocabulary. Both of these characteristics will have a negative effect upon students' educational experience.

Because students have difficulty understanding spoken language, they are often unable to follow spoken classroom rules, directions, and procedures accurately. Such students may appear to be not listening during classroom instruction and discussions. They often seem disinterested in the world around them and in classroom activities. Also, they may have difficulty following social conversations, which will cause them difficulty in developing friendships. In general, having a receptive language disorder can keep students from fully participating in school activities due to their difficulties in making sense of spoken language.

Having difficulty learning and retaining new vocabulary can result in students having problems in many aspects of school. For example, they will have difficulty learning new words and concepts in all academic classes. Likewise, they will also experience difficulty learning to read and comprehending what they read. Students with receptive language disorders tend to read below grade level, and they fall further and further behind as vocabulary and concepts become more advanced. Such students may also have difficulty expressing their needs and ideas to others due to their lack of vocabulary.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

You are a special education teacher who is a member of a committee developing an annual Individualized Education Program (IEP) for Rosa, a 13-year-old student who has cerebral palsy. Rosa experiences muscle tightness and has difficulties associated with the voluntary movement of her arms and legs. Committee members include you, Rosa, her parents, one of her general education teachers, an occupational therapist, a local education agency representative, and a physical therapist. The committee is discussing assistive technology devices to include in Rosa's IEP.

- Identify one important factor for the committee to consider in planning assistive technology devices to include in Rosa's IEP; and
- explain why this factor is important for the committee to consider.

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■ Strong Response to Sample Constructed-Response Assignment Two

One important factor for the committee to consider when discussing assistive technology devices to include in Rosa's Individualized Education Program (IEP) is the impact Rosa's disability has on her present level of performance. Present level of performance includes such factors as her cognitive, communication, social, and physical skills. In particular, the committee needs to consider how Rosa's disability affects her progress in the general curriculum.

Present level of performance is an important factor for the committee to consider because Rosa needs to be able to access the general curriculum in the least restrictive environment possible. Many students with cerebral palsy are able to perform at a similar academic level as their nondisabled peers given appropriate supports and accommodations such as assistive technologies. By understanding the impact of Rosa's disability on her present performance level, the committee can select appropriate assistive technology devices to help Rosa access and progress in the general curriculum as well as to be more independent in various settings—school, home, and community.

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**.