



## 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.

You are a special education teacher who collaborates with K–5 teachers in an elementary school. Before the school year begins, you meet with the kindergarten teacher who will be teaching Tyler, a student who has an expressive language disorder. A speech-language pathologist will be providing Tyler with therapy three times a week. Tyler's kindergarten teacher has asked you for advice regarding strategies for helping Tyler develop effective communication skills.

- Identify one strategy for Tyler's kindergarten teacher to use that is likely to help develop his communication skills; and
- explain why this strategy is likely to be effective.



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

One strategy for Tyler's kindergarten teacher to use that will help develop his expressive communication skills is to collaborate and coordinate with the speech-language pathologist (SLP) to reinforce in the kindergarten classroom the same skills that the SLP is working on with him during his weekly speech therapy sessions. The SLP can provide Tyler's teacher with specific strategies and even some of the same materials used in his speech therapy sessions. The kindergarten teacher should use the same techniques/strategies and work on the same goals/skills as the SLP, whenever possible. For example, Tyler's teacher could incorporate some of his targeted expressive language goals (e.g., responding to wh- questions, initiating conversations, labeling objects and actions) into a learning center that the entire class is involved in. Sample communication activities could include explaining a picture/object to a friend and telling a story into a tape recorder.

Reinforcing what Tyler is working on with the SLP will help expand his expressive language skills. Such reinforcement also allows for carry-over from the speech room into his classroom, which is a real-life context. In other words, Tyler will be able to use the skills that he is learning with the SLP in his classroom with his teacher and classmates.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

Mr. Parks is a special education teacher in a high school. He teaches Ajani, a student with a traumatic brain injury (TBI), who has recently returned to school six months after the bicycle accident that caused his injury. Ajani's current Individualized Education Program (IEP) provides him with a shortened school day, speech-language therapy twice a week, and reading instruction from Mr. Parks three times a week. Ajani is currently taking classes in earth science, mathematics, and instrumental music. His teachers have told Mr. Parks that Ajani is consistently late to their classes because he gets lost; he does not come prepared with homework, books, and other necessary materials; and he frequently becomes confused during lessons. Mr. Parks plans to use a collaborative approach.

- Describe two important actions for Mr. Parks to take in collaborating with Ajani's IEP committee to address this situation; and
- explain why each of these two actions would be effective in addressing this situation.



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

One action Mr. Parks could take in collaborating with Ajani's Individualized Education Program (IEP) committee would be to suggest amending Ajani's IEP to provide him with additional accommodations. Another action Mr. Parks could take would be to arrange to meet with Ajani's science, math, and music teachers, and speech-language pathologist (SLP) on a weekly basis as a team.

Students with traumatic brain injury (TBI) often need to have their IEPs amended frequently as their disability improves or as new issues arise. In this case, Ajani would likely benefit from some further supports and accommodations. For example, he could meet with someone at the start of the school day to help organize his materials for classes and again at the end of the day to help organize what he needs to take home; he could be provided with an extra set of textbooks to keep at home; and he could be assigned an aide, paraprofessional, or classmate to accompany him from one class to the next.

By meeting with Ajani's other teachers and SLP regularly, Mr. Parks can monitor the effectiveness of the added accommodations on an ongoing basis. He can also suggest additional instructional strategies and classroom modifications to Ajani's teachers as the need arises. A regular meeting would also encourage collaborative problem solving among team members.

## 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**.