



## 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.

You are a special education teacher in a self-contained classroom who teaches elementary school students with significant developmental disabilities. During the upcoming school year, your class will include a student who has a moderate intellectual disability.

- Identify two characteristics related to cognition that you might typically expect to observe in a student who has a moderate intellectual disability; and
- describe how each of the characteristics you have identified is likely to affect the student's educational experience.



■ Strong Response to Sample Constructed-Response Assignment One

One characteristic related to cognition that is typical of students with moderate intellectual disabilities is difficulty paying attention to the key features of a learning task. Because these students are often distracted by irrelevant information, they may entirely miss the major concept being taught. Teachers who work with this population of students should therefore make a practice of explicitly pointing out the key feature(s) of the task at hand and repeatedly reinforcing or redirecting students' attention during the lesson.

Another typical cognitive characteristic of students with moderate intellectual disabilities is difficulty generalizing information from one context to another. For example, a student who is able to count money in the classroom may not be able to perform that task in the context of paying for lunch in the school cafeteria. Teachers need to ensure that these students have opportunities to practice the targeted skills in a wide variety of situations, especially in the "real world" situations where they are most likely to need to use the skills (e.g., buying a movie ticket, paying for food in a convenience store).

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## 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 part of a committee developing an annual Individualized Education Program (IEP) for Tyson, a five-year-old student who has a moderate intellectual disability. During the upcoming school year, Tyson will be making the transition from a special education preschool to a general education kindergarten class. Committee members include you, Tyson's parents, his future kindergarten teacher, his occupational therapist, his speech-language pathologist, and the school psychologist. The committee is discussing a statement of transition needs to include in Tyson's IEP.

- Identify one important factor for the committee to consider in planning the transition component of Tyson'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 to consider when developing Tyson's IEP transition component is that, for students with moderate intellectual disabilities, transitions are often confusing and disorienting. This factor is important to consider because there are a number of anticipatory steps the committee can take to make the transition less difficult for Tyson. For example, Tyson could be introduced to his new instructional environment over a period of time, beginning with a pre-visit to the kindergarten classroom to allow him to meet his new teacher and become familiar with the new setting. A social story, with pictures of his new teachers and environment, could then be developed for him to keep. In addition, when school begins, Tyson might benefit from a shortened school day, which could increase in length as he becomes more comfortable with the routines and gets to know the other children. Transitions between schools represent very large changes in children's lives. Providing Tyson and his family with carefully planned support as he moves to a general education kindergarten will help minimize the anxiety and distress that such a large change can cause.

## 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**.