



## 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.

You are a special education teacher who teaches in an inclusion kindergarten class. During the upcoming school year, your class will include Anna, a student with quadriplegic cerebral palsy and an associated moderate intellectual disability. Anna is nonverbal, and she communicates by accessing a communication board. She uses a wheelchair for mobility. One of Anna's Individualized Education Program (IEP) goals related to communication states that she will communicate choices using her communication board.

- Identify and briefly describe one instructional strategy that you would use to assist Anna in learning to communicate choices using her communication board; and
- explain why this instructional strategy is likely to be effective.



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

All people need to feel that they have control over their own lives, and being given choices helps promote this sense of control. For a student with disabilities such as Anna, who uses a communication board, it would be extremely important to include options on the board that allow her to make personally meaningful choices. I would therefore make sure that the communication board includes pictures of activities that she especially likes. I would ask her to show me what she would like to do using her primary communication mode with the board (e.g., eye gaze, mouth pointer). I would offer support as necessary and would check to make sure I understood her choice. Then I would immediately involve her in her chosen activity.

One reason this strategy would be effective for Anna is that it is based on her own primary mode of communication. Another reason is that it provides immediate reinforcement of her wishes, thus helping her make the connection between her own action and the desired result and motivating her to continue making such choices.

---

## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

Ms. Lee is a special education teacher who teaches high school students with intellectual disabilities. Kurt is a 19-year-old student with a severe intellectual disability who has a minimal ability to communicate (e.g., uses single words and short phrases). Kurt has been participating in a supported work experience ten hours a week at a local grocery store bagging groceries for customers and stocking the shelves. Recently Kurt's job coach called Ms. Lee to inform her that Kurt had suddenly refused to ride the special transportation bus to work. He has already missed two days of work, and his job coach is concerned about the effect this will have on his work experience. Ms. Lee would like to use a collaborative approach to address this situation.

- Describe two important actions for Ms. Lee to take in collaborating with Kurt and his Individualized Education Program (IEP) committee to address this situation; and
- explain why each of these two actions would be effective in addressing this situation.

■ Assignment Response Sheet for Sample Constructed-Response Assignment Two

A large rectangular box containing 25 horizontal lines for writing a response.

END OF ASSIGNMENT

## Section 5: Test II Sample Constructed-Response Assignments

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

Ms. Lee should begin by arranging for an IEP committee meeting to explore whether anyone has any insights into what may be bothering Kurt. If Kurt is willing and able to communicate about the issue, he should be encouraged to do so. In addition, Kurt's parents or guardians should be asked about his mood in general, as well as about any specific behaviors they have noticed associated with riding the bus.

The information-sharing permitted by such a meeting may help the group to develop a clearer picture of what is going on. It would also ensure that Kurt has an opportunity to communicate about the situation.

Next, Ms. Lee or another committee member should plan to observe Kurt on the bus. When riding the bus, the observer should sit unobtrusively in the back, where he or she can note any interactions between Kurt and other riders. In addition, the observer may want to have a quiet conversation with the bus driver to see if he or she can shed light on the problem.

An observer riding the bus and speaking with the bus driver may further help the committee identify the source of the problem. Once the source of the problem has been identified, Ms. Lee and the committee will be able to design a strategy to resolve it.

## 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**.