



## 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 teacher of the deaf in a high school. Malcolm is a 15-year-old student who will soon return to school after having been in the hospital for several weeks due to bacterial meningitis. The illness caused him to lose much of his hearing. Recently, Malcolm was evaluated by an audiologist and was found to have a severe bilateral hearing loss. He received behind-the-ear hearing aids and an Individualized Education Program (IEP) was written to reflect his current needs. Malcolm's parents have requested to meet with you prior to his return to school and would like information regarding Malcolm's hearing loss as it relates to his education.

- Identify two characteristics you might typically expect to observe in a student with a severe bilateral hearing loss associated with the factors described above; and
- describe one significant implication of each of the characteristics you have identified.



■ Strong Response to Sample Constructed-Response Assignment One

Students who, like Malcolm, suddenly develop severe bilateral hearing loss in the teenage years often have difficulty adjusting to their new circumstances. One characteristic often observed in such students is a sense of isolation and frustration. Another is a reluctance to wear hearing aids.

For teenagers especially, the sudden loss of a primary mode of communication with peers can be devastating, as can the sudden inability to participate in favorite activities with friends (e.g., listening to music or going to the movies). The resulting social isolation may lead to withdrawal and depression, which may in turn interfere with the student's ability to focus on schoolwork. In addition, the frustrating challenge of learning a whole new set of skills in order to participate in learning activities may result in a loss of confidence and motivation in school.

Also, students who suddenly experience a severe postlinguistic hearing loss as teenagers often have difficulty accepting the fact that they need to wear hearing aids. Self-conscious adolescents who want to be like their peers in every respect may find it impossible to wear any item, including hearing aids, that makes them look "different." Such students will need to work closely with specialists (e.g., the teacher of the deaf, the speech language pathologist) to gain an understanding of the importance of wearing their hearing aids and to learn to use them effectively. Ongoing support and understanding from family and friends will also be of critical importance in helping these students accept their need for hearing aids.

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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 teacher of the deaf who is part of a committee developing an annual Individualized Education Program (IEP) for Anna, a first-grade student who has a moderate bilateral hearing loss. Anna currently attends a class for deaf and hard of hearing students full time. Anna wears behind-the-ear hearing aids and is learning speech skills and signed communication. Currently, Anna's expressive language is significantly delayed, and she rarely verbalizes her wants or needs. Committee members include you, Anna's parents, her speech-language pathologist, the school psychologist, a general education teacher, and a family advocate. Anna's parents would like her IEP goals to focus on developing her speech skills. The committee is discussing speech and language services to include in Anna's IEP to address Anna's expressive language needs.

- Identify one important factor for the committee to consider in planning speech and language services to include in Anna'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 in planning speech and language services to include in Anna's IEP is what speech and signed communication skills are currently being taught in her classroom.

This would, in fact, be the most critical factor to consider, because it is clear that the instruction Anna is currently receiving is not adequately addressing her delays in expressing language. Given the information provided, Anna probably should be receiving at least three individual sessions per week with the speech-language pathologist to address her speech and language goals. Two additional sessions with small groups of peers would allow her to practice using her newly acquired skills. Another aspect of her current services that needs to be examined is the consistency with which the goals are being addressed across environments. Her speech and language goals need to be addressed continuously, not only in one-on-one and group sessions with the speech-language pathologist, but throughout the normal course of the school day by her teacher of the deaf, classroom aides, and any other teachers who may work in her classroom.

In order to plan speech and language services that will address Anna's delayed expressive language skills and minimal verbalizations, the committee needs to take a close look at her current services. These services, which are clearly not meeting her needs in the area of concern, can serve as indicators of the nature and level of services that will be required in order to foster Anna's development of spoken language.

## 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**.