








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 teacher of the deaf in an elementary school. Two months into the school year, a fifth-grade homeroom teacher requests to meet with you regarding Ray, a student with a severe bilateral hearing loss. Ray uses American Sign Language (ASL) and has a sign language interpreter for all of his classes. This is the first year Ray is receiving instruction in general education classes for the full school day. Ray's homeroom teacher reports that he is having difficulty making transitions between his classes. He is often late and does not have all of the supplies he needs for each class. Ray's homeroom teacher asks you for advice regarding strategies that would promote Ray's successful transition between classes throughout the school day.

- Identify one strategy that you would suggest to Ray's homeroom teacher to promote Ray's successful transition between classes throughout the school day; and
- explain why this strategy is likely to be effective.

■ Strong Response to Sample Constructed-Response Assignment One

One strategy that would promote Ray's successful transition between classes would be to suggest that the homeroom teacher discuss the situation with Ray (with the help of his ASL interpreter) and, with his input, create a checklist of the items he needs to take with him to each class. First, the homeroom teacher should help Ray identify the specific materials he needs for each class. Next, the teacher should work with Ray to create a checklist of those materials. The checklist should be simple and clear, allowing Ray to scan the list, find the class in question (e.g., science), and quickly see the needed materials listed below (e.g., science textbook, notebook, 2 pencils, 1 eraser). Once the checklist has been created, the teacher should spend time with Ray reviewing his schedule to identify brief slots of time (approximately 3-5 minutes) when he could assemble his materials for class. These slots could occur during homeroom, study hall, etc. In time, this routine should become automatic, and Ray should be able to prepare his materials for each class quickly and efficiently.

Having Ray help create the checklist will encourage him to take ownership of the situation and will promote his ability to prepare himself independently for his classes. (It will also provide him with a strategy that he can use in other, similar situations.) A checklist would be something concrete that Ray could refer to until the routine of gathering specific supplies for each class becomes automatic. Addressing his problem with materials organization should also help him get to class on time. Building in extra time as he is learning this skill will help Ray remain focused on the task and will enable him to perform it thoroughly because he won't be feeling pressured or stressed.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

Mr. Sanchez is a consultant teacher of the deaf in a middle school. Two months into the school year, he receives a phone call from the parents of Emily, a sixth-grade student with a moderate bilateral hearing loss. Emily made the transition from elementary school to the middle school this fall and attends general education classes. She wears behind-the-ear hearing aids and uses an FM system in each of her classes. Emily's parents are concerned that her friends from grade school are not in any of her current classes, and she has not made any new friends since the beginning of the school year. Emily has told her parents that she feels lonely in the middle school. Mr. Sanchez would like to use a collaborative approach to address this situation.

- Describe two important actions for Mr. Sanchez to take in collaborating with Emily's parents and teachers 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 important action for Mr. Sanchez to take in collaborating with Emily's parents would be to arrange a meeting with them. At the meeting, Mr. Sanchez and Emily's parents could discuss the issue at length and brainstorm after-school and/or community activities that may be of interest to Emily (e.g., school clubs, intramural sports, Girl Scouts). Once a tentative list has been developed, Emily should be included in the discussion and asked what on the list might be of interest to her, as well as whether she has any activities to add.

By working together, Emily's parents and Mr. Sanchez could come up with a wide range of opportunities for making new friends that Emily has perhaps not considered. Encouraging Emily to add her own ideas would increase the likelihood of identifying activities that will offer a chance to meet peers who share her interests.

Another important action would be to meet with Emily's general education teachers to discuss the trouble Emily is having making friends. Mr. Sanchez could ask the teachers what they have observed, and together they could come up with strategies for helping Emily establish peer friendships. For example, teachers could incorporate small-group and partner-based activities more often into their regular classroom instruction.

This action by Mr. Sanchez would be effective because it would ensure that all of Emily's teachers are aware of the problem and would encourage them all to reflect on ways to address it.

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**.