



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.

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.

An essential goal for effective library media programs is to promote responsible and ethical information-seeking behavior by members of the learning community.

- Describe one strategy a media specialist can use to promote responsible and ethical information-seeking behavior by members of the learning community; and
- describe how the strategy you identified would help achieve this goal.

■ Strong Response to Sample Constructed-Response Assignment One

One strategy a media specialist can use to promote responsible and ethical information-seeking behavior by members of the learning community is collaborating with teachers, administrators, and students to create an acceptable use policy for use of the Internet in the school. A good acceptable use policy can help protect resources, limit liability, and clarify rights and expectations for both students and staff members. The policy should communicate clear guidelines for using the Internet for educational purposes and should include specific examples of acceptable and unacceptable uses.

This strategy would help promote responsible and ethical information-seeking behavior by clarifying many of the legal and safety issues associated with inappropriate Internet use. Also, involving teachers, administrators, and students in the creation of the policy would ensure that the concerns of all these groups is represented within the policy. Finally, placing guidelines within the context of specific examples helps members of the learning community articulate activities that constitute acceptable use of the Internet.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

A media specialist and a middle school language arts teacher are preparing for a student multimedia project. Students will collect information about a contemporary author from a variety of print and nonprint sources. At the conclusion of the project, students will use the information to create a multimedia presentation for classmates about the author they chose to study. One goal of this project is to teach students to develop a multimedia presentation that effectively communicates what they have learned.

- Describe one teaching strategy the media specialist could use in the instructional context described above to help students learn how to develop a multimedia presentation that effectively communicates what they have learned; and
- explain why this teaching strategy would likely be effective in this situation.

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■ Strong Response to Sample Constructed-Response Assignment Two

One teaching strategy the media specialist can use to help students develop a multimedia presentation that effectively communicates what they have learned is to show students several examples of high-quality presentations and lead students in identifying the characteristics that help to make each presentation effective. The media specialist should guide students' attention in this process to text, graphic, and audio components in each presentation as well as how the information is organized.

This approach would likely be effective because it helps to focus students on the positive characteristics of each presentation and promotes the development of their critical-viewing skills. By identifying characteristics that contribute to a presentation's effectiveness, students are prompted to analyze the discrete parts that form a whole presentation. Having students assume the role of viewer encourages them to become more aware of how an audience is likely to view their presentations.

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**.