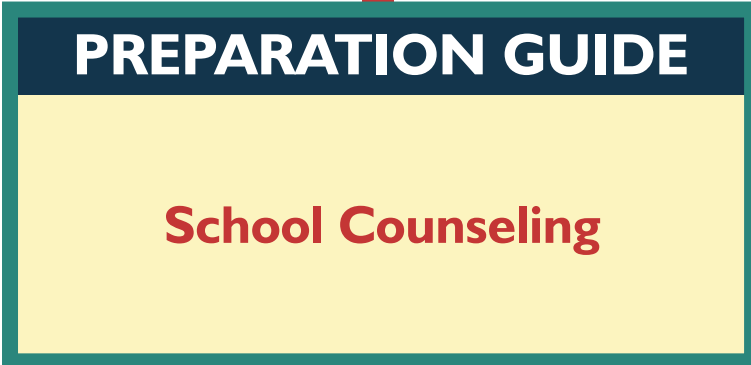





**Georgia Assessments for the
Certification of Educators®**

A rectangular box with a dark blue top section and a yellow bottom section, all enclosed in a green border. The top section contains the text 'PREPARATION GUIDE' in white, bold, sans-serif font. The bottom section contains the text 'School Counseling' in red, bold, sans-serif font.

PREPARATION GUIDE

School Counseling





SCHOOL COUNSELING

TABLE OF CONTENTS

SECTION 1

- **Preparing for the Test** 1-1
 Understanding the Design and Content of the Test
 Strategies for Success on the Day of the Test

SECTION 2

- **Test I Sample Questions**..... 2-1
 Questions
 Annotated Answer Key

SECTION 3

- **Test I Sample Constructed-Response Assignments**..... 3-1
 Constructed-Response Assignment Directions
 Constructed-Response Assignment One
 Constructed-Response Assignment Two
 Criteria for Scoring Your Response

SECTION 4

- **Test II Sample Questions** 4-1
 Questions
 Annotated Answer Key

SECTION 5

- **Test II Sample Constructed-Response Assignments**..... 5-1
 Constructed-Response Assignment Directions
 Constructed-Response Assignment One
 Constructed-Response Assignment Two
 Criteria for Scoring Your Response

Readers should be advised that this preparation guide, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2006 by National Evaluation Systems, Inc. (NES®)

"Georgia Assessments for the Certification of Educators®," "GACE™," and the "GACE™" logo are trademarks of the Georgia Professional Standards Commission and National Evaluation Systems, Inc. (NES®).

"NES®" and its logo are registered trademarks of National Evaluation Systems, Inc.™



SECTION I

PREPARING FOR THE TEST

The purpose of the Georgia Assessments for the Certification of Educators® (GACE™) is to assess the knowledge and skills of prospective Georgia public school educators. The GACE program helps the Georgia Professional Standards Commission (PSC) meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum (Georgia Performance Standards).

This preparation guide provides information to help you prepare to take the GACE as follows:

- ▶ This section includes information about available resources and their use in understanding the design and content of the assessment, and strategies for success on the day of the test.
- ▶ The following sections contain sample test questions and additional test materials to assist you in your preparation.

UNDERSTANDING THE DESIGN AND CONTENT OF THE TEST

The content knowledge assessed by the GACE is described in the test design and framework for each assessment. You may view, print, or download the test design and framework for any GACE assessment by selecting "Test Designs and Frameworks" on the GACE Web site at www.gace.nesinc.com. This section describes how to use the test design and framework to understand both the design and content of each GACE assessment.

■ Test Design

Read the test design to familiarize yourself with the structure of the **assessment**. The test design outlines the **content areas covered on each test** within the assessment, the **approximate number of questions** for each content area, and the **types of questions** (selected response and constructed response) contained on each test.

Section I: Preparing for the Test

The following example illustrates the information provided by the test design.

Assessment → **Early Childhood Education**

Test I (Test Code 001)		Approximate Number of Selected-Response Questions	Constructed-Response Assignments
Subareas:	Objectives		
➤ Reading and English Language Arts	0001–0008	40	1
➤ Social Studies	0009–0012	20	1
TOTAL		60	2
Test II (Test Code 002)			
Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Mathematics	0013–0017	25	1
➤ Science	0018–0021	20	1
➤ Health, Physical Education, and the Arts	0022–0024	15	
TOTAL		60	2

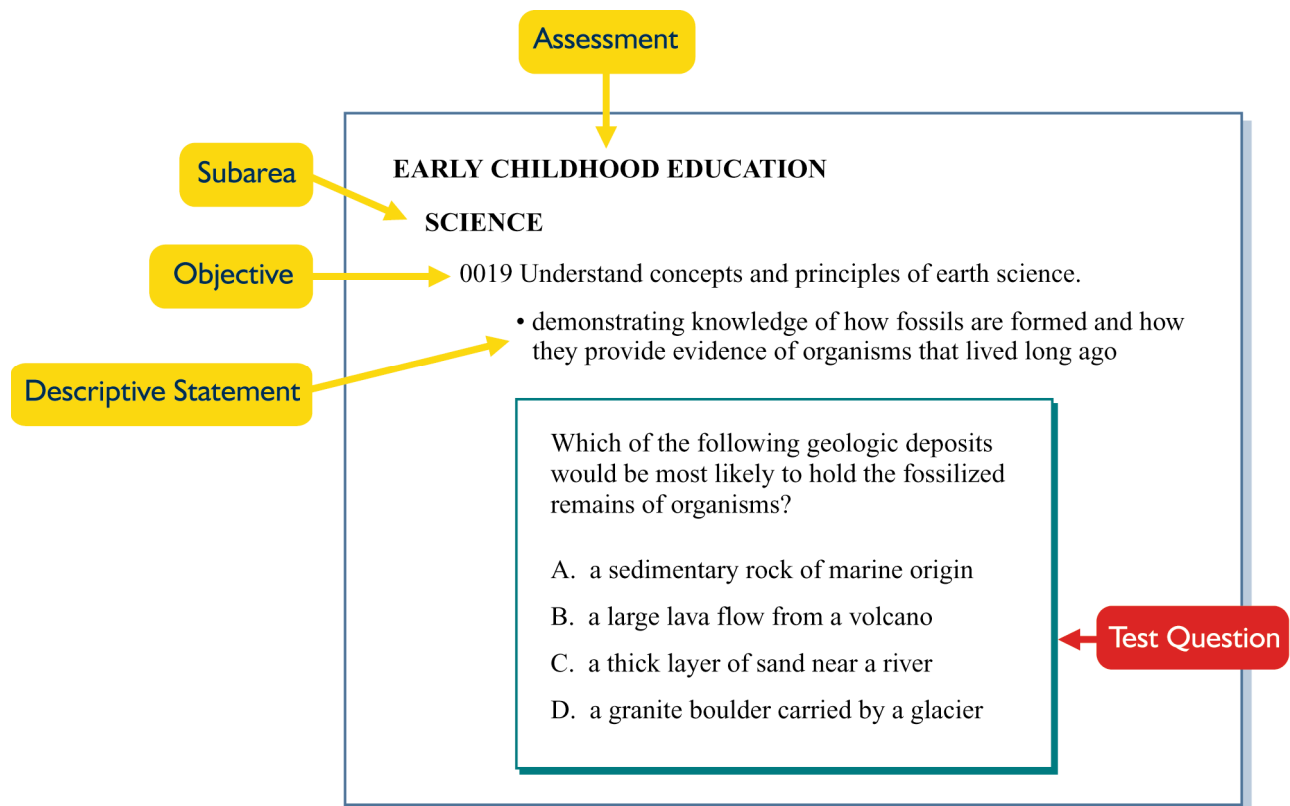
■ Test Framework

Read the test framework to understand the content covered by the assessment and to determine your preparedness to test. The test framework for each **assessment** is organized into subareas, objectives, and descriptive statements as follows:

- ▶ **Subareas** define the major content domains of the test. Subareas typically consist of several objectives. The number of objectives may vary, depending on the breadth of content contained in the subarea.
- ▶ **Objectives** define the knowledge and skills that Georgia educators and teacher educators have determined to be important for educators to possess. Each objective is expanded upon by descriptive statements.
- ▶ **Descriptive statements** provide examples of the range, type, and level of content that may appear on the test for questions measuring the objective.

Test questions are designed to measure specific test objectives. The number of objectives within a subarea generally determines the number of selected-response test questions that will address that subarea's content on the test. Subareas that consist of more objectives will receive more emphasis on the test than subareas that consist of fewer objectives.

The following example from the Early Childhood Education test framework illustrates the relationship of a selected-response test question to the subarea, objective, and descriptive statement in the framework to which it corresponds. This same direct relationship between selected-response test questions and their corresponding objectives applies to all GACE assessments.



STRATEGIES FOR SUCCESS ON THE DAY OF THE TEST

Review the following strategies to help you do your best when taking the GACE.

Follow directions

Listen to and follow all test directions. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet.

Pace your work

The test schedule is designed to allow sufficient time for you to complete your test booklet(s). You may wish to page through the test booklet when you are instructed to begin testing to help you gauge how to pace yourself. Remember to leave enough time to respond to any constructed-response assignments.

Read carefully

Do not try to save time by skimming directions or by reading the test questions quickly. You may miss important information and instructions.

Determine the "best answer"

Your response to each selected-response question should be the best answer of the alternatives provided. Read and evaluate all four answer choices before deciding which one is best.

Guess wisely

Your results on the selected-response section of the test will be based on the number of questions you answer correctly. You will not be penalized for guessing. If you are unsure about a question, use your knowledge of the content area to eliminate as many of the alternatives as you can. Then select among the remaining choices.

Mark your answers carefully

Your responses to the selected-response questions will be scored electronically. It is very important for you to mark your answers carefully and to erase any stray marks completely. If you skip a question, be sure that you skip the corresponding row of answer choices on the answer sheet.

Check your accuracy

Use any remaining time at the end of the test session to check the accuracy of your work. Make sure that you have filled in the appropriate bubbles on the answer sheet and that you have completely erased any stray marks.

Respond to the constructed-response assignment(s) fully and clearly

If the test you are taking contains a constructed-response assignment, be sure to read and respond to each part of the assignment. It is important for scorers to be able to understand your response. Also, make sure that you have recorded your response to the constructed-response assignment as instructed.



SECTION 2

TEST I SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

QUESTIONS

1. Which of the following is the most likely indication that a middle school student has begun using drugs or alcohol?
 - A. declining grades and attendance
 - B. new interests in activities
 - C. new clothing and hair styles
 - D. intensifying conflicts with peers

2. When planning strategies to promote students' coping skills, a school counselor needs to consider that the most important factor contributing to a student's resiliency is his or her:
 - A. active participation in an early childhood intervention program.
 - B. connection to a well-developed social network of peers.
 - C. access to adequate health care in early childhood.
 - D. strong attachment to a positive, supportive adult.

3. Which of the following classroom behaviors is typically associated with gifted students who have not yet been identified as such?
 - A. poor attention in class
 - B. exclusive focus on one content area
 - C. difficulty following directions
 - D. self-isolation from peers

4. In a middle school, students from diverse backgrounds who had socialized with each other in previous grade levels now socialize in homogenous racial/ethnic groups. The grade-level team has asked the school counselor to help them develop a response to this change. Which of the following actions would be the most appropriate *first* step for the counselor to take?
 - A. Invite peer mediators to facilitate conversations between students from diverse racial/ethnic groups.
 - B. Initiate an anti-bias workshop for the entire grade level to counter the early signs of racial discord.
 - C. Explain to the team that this behavior is an age-appropriate stage in racial identity formation.
 - D. Organize a multicultural fair to celebrate the diverse heritages of the students at the middle school.

Section 2: Test I Sample Questions

5. Which of the following activities is most likely to motivate a person to pursue a career that has traditionally been associated with a gender other than his or her own?
- A. watching a video about working in that field
 - B. reading a career forecast suggesting growth potential in that field
 - C. meeting role models of his or her gender who work in that field
 - D. reading a national survey about job satisfaction in that field
6. An eleventh-grade student has asked the school counselor to suggest a career that would make the most of his skills and interest in research. Which of the following suggestions would be most appropriate in this situation?
- A. elementary teacher
 - B. accountant
 - C. software developer
 - D. paralegal
7. Over the last century in Georgia, the quality of career advising for students from diverse backgrounds was affected primarily by:
- A. inadequate funding.
 - B. outdated research.
 - C. geographic isolation.
 - D. institutional bias.
8. Which of the following behaviors on the part of a school counselor suggests a breach of professional boundaries?
- A. counseling a student who has dropped out of school
 - B. prompting a student to spend time with the counselor's family
 - C. offering support to a teacher with marital problems
 - D. providing mental health referrals for a neighbor's child

Section 2: Test I Sample Questions

9. When a school counselor decides to use a behavior modification strategy with an aggressive student, the counseling intervention typically includes:
- A. a program of insight-oriented therapy for the student.
 - B. a set of incentives for the student to meet established goals.
 - C. a series of volunteer activities for the student to complete.
 - D. a regularly scheduled support group of peers for the student.
10. For which of the following students would group counseling likely be an effective alternative to individual counseling?
- A. a high school student who recently completed substance-abuse treatment
 - B. a kindergarten student who is a recent trauma survivor
 - C. a middle school student who is being treated for suicidal behaviors
 - D. an elementary student who has a record of bullying peers
11. Which of the following activities would be developmentally appropriate for a communication skills curriculum for early elementary students?
- A. interviewing other students
 - B. learning to use "I" messages
 - C. practicing telephone etiquette
 - D. making presentations to the class

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	Students in middle school experience emotional and social challenges during this period of development. Changes in students' moods and actions may seem unpredictable, but the pattern of behavior among those who begin using drugs or alcohol typically includes missing school and having difficulty maintaining their academic performance.	0001
2	D	Resilience among children, adolescents, and teens is strongly linked to sustained contact with a caring adult. These adults can demonstrate an interest in a student while modeling coping and problem-solving strategies. These adults communicate a belief that the student will succeed in school and in everyday life.	0002
3	A	Gifted students are often bored by classroom activities that have been developed for students whose abilities fall within a development range that is typical for their age. This boredom is most frequently demonstrated by a lack of attentiveness to classroom tasks.	0003
4	C	For all middle school students, the influence of peers becomes increasingly important. Theories regarding racial identity formation describe this developmental stage as a time when individuals look within their racial/ethnic groups for acceptance, and the establishment, modeling, and normalizing of behaviors. The grade-level team should be aware of this before any further planning.	0004
5	C	Meeting people who enjoy a job that may have seemed unsuitable according to custom can challenge an individual's career preconceptions. A meeting with an individual who is like the student and engaged in a nontraditional career presents a model of career success. It may also provide the chance to develop a mentoring relationship with someone interested in a similar career path.	0005
6	D	Paralegals receive special training to work as assistants to practicing attorneys. It is the job of a paralegal to research current cases, relevant legal precedents, and applicable case.	0006
7	D	For much of the twentieth century, biased traditions and laws led to the denial of educational and job opportunities to students of color in Georgia and elsewhere on the basis of race. The career guidance given to students of color was much more limited than that given to students of the dominant culture.	0007

Section 2: Test I Sample Questions

For question	The correct response is	Reason	Test Objective
8	B	By encouraging the student to spend personal time with his family, the school counselor has violated the ethical standards of his profession. Keeping a professional distance in counseling relationships helps counselors listen to, observe, and offer feedback to students in a manner that is more objective.	0008
9	B	A behavior modification plan typically uses incentives or rewards to motivate a student. The positive behaviors reinforced by the plan can supplant the negative ones that prompted the intervention. This type of plan helps students with aggressive behaviors because it focuses immediately on the elimination of their disruptive or harmful behaviors.	0009
10	A	Substance-abuse treatment programs typically include a group-counseling component. A student who recently completed such a program would likely find that working in this counseling format provides continuity and a supportive environment during what may be a stressful transition.	0010
11	B	"I" messages are statements that individuals can use to express their emotions without assigning blame for those feelings to others. Understanding their own emotions is a developmentally appropriate skill for early elementary students to acquire. Learning to use "I" messages helps the students to articulate their feelings and difficulties clearly and begin to appreciate that others have feelings, too.	0011



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.

A seven-year-old girl experiencing typical development is preparing to enter second grade.

- Describe a developmental change that is likely to affect this student in the coming school year; and
- explain how that change will likely affect the student's learning.

■ Strong Response to Sample Constructed-Response Assignment One

One developmental change a girl in the second grade is likely to experience is a rapid refinement of her fine-motor skills. At this stage of development, children have mastered several of the skills needed to dress themselves independently. They begin to learn to play musical instruments and get involved with hobbies such as origami because their level of manual dexterity has improved significantly.

The refinement of fine-motor skills will enable this girl to control and manipulate a pencil or pen. This will affect the student's learning by giving her the ability to express herself and communicate with others through writing. Greater control of a writing implement will also help her acquire a new understanding of the components of words and, over time, learn more about sentences and their structure. Writing development is closely related to other literacy skills, and managing the physical act of writing gives her another way to strengthen her reading abilities.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

When developing a classroom guidance curriculum for fifth-grade students, a school counselor plans to address the issue of impulse control.

- Explain how this issue is relevant to students at this grade level; and
- describe a developmentally appropriate strategy for teaching this subject matter in the classroom.

Section 3: Test I Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

Impulse control is a relevant issue for fifth-grade students because they experience a greater number of peer conflicts at this age. Hormonal changes affect the students' behavior, and peer pressures become more important to them. This can lead to inappropriate behavior, including disruptive outbursts of anger and fighting. Fifth-grade students have difficulty controlling their impulses.

One developmentally appropriate strategy for teaching about this issue would be using an interactive video that discusses the importance of being able to control our impulses. This video would include scenarios in which a student feels a strong urge to act inappropriately. After each scenario is presented, the students would break into small groups to collaborate with peers and develop their own strategies for controlling the impulse addressed in that scenario. The counselor could facilitate group discussions and monitor the students' behavior. Finally, the students would return to the video to see the response that is recommended for the fictional character.

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**.



SECTION 4

TEST II SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

QUESTIONS

1. A middle school team composed of grade-level teachers, school counselors, and school social workers meets weekly to discuss developing concerns about specific students. The best rationale for using this model of consultation and collaboration is that it supports students by:
 - A. promoting effective teamwork between teaching and clinical staff.
 - B. empowering staff to devise and implement family interventions.
 - C. offering informal professional development opportunities for staff.
 - D. encouraging staff to share students' confidential information.

2. A middle school counselor is organizing a health advisory council to consult on schoolwide wellness and prevention programs. This council would likely be most effective if it consisted primarily of:
 - A. representatives from national health organizations such as the Red Cross and Cancer Society.
 - B. parents/guardians, students, teachers, and physicians.
 - C. an administrator, the school improvement coordinator, a curriculum specialist, and a nutritionist.
 - D. representatives from the Division of Family and Children Services and the Department of Community Health.

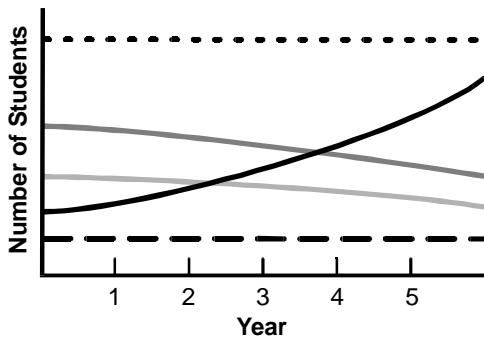
3. A second-grade student has been placed in a foster home while his mother serves an 18-month jail sentence. Which of the following interventions would be the most effective way for the school counselor to support the student while his mother is incarcerated?
 - A. asking the student's teacher to excuse him from family-related projects and assignments
 - B. taking the student for monthly visits with his mother
 - C. facilitating communication between the student and his protective services caseworker
 - D. urging the student to reconnect with other members of his family

Section 4: Test II Sample Questions

4. Which of the following interventions is the best example of a school counselor's advocacy on behalf of a middle school student with behavioral issues?
- A. developing a behavior contract with the student
 - B. assisting in administering consequences for the student's misconduct
 - C. making a referral to the Student Support Team (SST)
 - D. encouraging the student to take responsibility for her actions
5. As an informal, qualitative assessment technique, observation across school settings is typically most useful in helping to determine which of the following?
- A. the degree of a student's cognitive development
 - B. the level of a student's academic achievement in class
 - C. the range of a student's interests and career goals
 - D. the nature of a student's social skills and peer relationships
6. Historically, learning disabilities were diagnosed on the basis of a marked discrepancy in a student's scores on aptitude and achievement assessments. The best rationale for this assessment method was that it quantified the difference between the student's:
- A. work in class and at home.
 - B. scores on standardized and curriculum-based measurements.
 - C. capabilities and current skills.
 - D. academic performance and self-reported areas of difficulty.
7. Which of the following is a high school counselor's primary responsibility when sharing the results of an assessment with a student?
- A. interpreting the results using language that the student understands
 - B. learning whether the student wants to have the results shared with other people
 - C. emphasizing that the results are just one picture of the student's overall skills
 - D. explaining that test results will be kept on file until the student graduates

Section 4: Test II Sample Questions

8. Use the graph below to answer the question that follows.



Key	
---	After-School Program Enrollment
—	Free and Reduced Lunches
—	Students Graduating
—	Students with IEPs
····	Total Enrollment

The school district's administration and counseling team review student enrollment data to identify ways to improve student performance. Based on this graph, the staff should *first* plan to assess the relationship between poverty and:

- A. total enrollment.
- B. special education referrals.
- C. the drop-out rate.
- D. the availability of child care.

9. Which of the following is considered the primary objective of requiring a practicum/internship as part of the credentialing standards for school counselors?
- A. to ensure that counselors will have a network of professional contacts who can help them secure jobs
 - B. to provide counselors access to student subjects for research on effective techniques and strategies
 - C. to encourage counselors to develop professional portfolios using school-based programs and experiences
 - D. to ensure that counselors work with challenging issues under supervision before addressing them on the job

Section 4: Test II Sample Questions

10. A school counselor would be required to obtain a release of information to discuss a middle school student with which of the following people?
- A. a clinical supervisor
 - B. the student's parents
 - C. the Student Support Team (SST)
 - D. a pediatrician
11. A high school counselor collects parents'/ guardians' e-mail addresses as an easy and cost-effective way to invite families to upcoming career and college nights. Which of the following issues is most important for the counselor to keep in mind as she builds this e-mail list?
- A. The invitation process should also accommodate those without e-mail.
 - B. The invitations should be directed specifically to students.
 - C. The invitations should require that participants reply to reserve a space.
 - D. The invitation process should be delegated to student volunteers.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	Regular team meetings are a useful venue for participants to exchange observations, ideas, and suggestions to improve instruction and clinical service delivery to students. These meetings also foster the development of positive and effective working relationships among the participants.	0012
2	B	Ideally, a middle school health advisory council would include participants who represent the home, school, and community systems. This model encourages input from individuals with diverse viewpoints so that a more complete understanding of the students' health needs can be used for the advisory council's consultations.	0013
3	C	A second-grade student will have difficulty understanding some concepts associated with the justice and child-welfare systems. To facilitate the student's communication with the protective services worker, the school counselor can contact the child-welfare agency regularly and prompt the caseworker to share relevant information with the student. The school counselor can also clarify any information that may be too conceptually sophisticated for the student to understand.	0014
4	C	By making a referral to the Student Support Team (SST), the school counselor is giving the student active support. This referral initiates a broad review of the student's academic and behavioral strengths and needs. The SST then identifies and provides services to address the student's needs.	0015
5	D	Observations of a student during class, the lunch period, and free activities typically provide significant insight into that student's behavior around others. The information from these observations, combined with data from other sources, can be used to develop a more complete picture of the student's social interactions and needs.	0016
6	C	The discrepancy model of diagnosing learning disabilities focused on the use of IQ and achievement tests to measure a student's capacity for learning. If the student's potential was considered "normal," it was assumed that any academic difficulties the student was having were the result of an organic disorder rather than a cognitive impairment.	0017
7	A	The jargon used in assessment is highly specialized. The school counselor's task is to make the results comprehensible so that the student can understand the strengths and needs that have been identified through the assessment process.	0018

Section 4: Test II Sample Questions

For question	The correct response is	Reason	Test Objective
8	C	The data described by the graph indicates that the number of students who graduate from school has been slowly, but steadily, declining. During that same time, the number of students in the Free and Reduced Lunches program has risen sharply. Because students qualify for this program based on household income, these data can be an indicator of the poverty rate in the school district. Other data represented in the graph show no changes aside from a reduction in the number of students with Individualized Education Programs (IEPs). Examining the relationship between the drop-out rates and poverty in the school district would be the logical first step for the counseling team.	0019
9	D	The school counseling profession requires a particular level of education, but some of a practitioner's knowledge is gained while on the job. A practicum or internship provides the counselor with an opportunity to act in a professional capacity with supervision and support. In this context, the counselor can confer with an experienced school counselor as he or she learns to address challenging counseling issues or situations.	0020
10	D	The medical profession follows a strict policy of maintaining the confidentiality of patient information. A child's pediatrician will only be able to provide information about a student to a school counselor if the counselor gets a release of information signed by the student's parent or guardian.	0021
11	A	While technologies like e-mail can facilitate home-school communication for many, not every family is able to afford to have these technologies in their homes. When organizing any school program, the school counselor should ensure that all families are included in communications by using the modes that the families have available.	0022



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.

An overnight fire has destroyed several rooms, including the cafeteria and the library media center, in the local high school. The school principal has requested assistance in helping students and their families cope with this traumatic event.

- Describe one consultation strategy that would be appropriate in this situation; and
- explain why that strategy is likely to be effective.

■ Strong Response to Sample Constructed-Response Assignment One

Under these circumstances, the school counselors should advise the principal to share information about the incident and transition plans with students, families, and school staff as soon as possible. This information should be communicated through several types of media including television, radio, school web sites, local newspapers, and personal contact by telephone. Question-and-answer information sessions could be presented to students and families at meeting halls within the high school's service area.

For students, families, and school staff, this consultation strategy will be effective in promoting their sense of confidence that the school administration is managing the aftermath of the fire. This confidence can lessen the fire's disruption of the school schedule and activities. More importantly, it can help families and school staff feel comfortable discussing with the administration any student who may need support from the school counselor.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

A middle-school principal requests ongoing progress reports from the school counselor regarding individual students in an anger-management counseling group.

- Describe an element of the American School Counselor Association's (ASCA's) Ethical Standards that would apply to this situation; and
- describe the school counselor's responsibility in this situation.

Section 5: Test II Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

The ethical standard that applies in this situation involves confidentiality. It is the school counselor's responsibility to keep information about the group process and the individuals involved in it confidential. For the counselor, the principal's desire to learn about the group's sessions must be secondary to the need to preserve the trust of the students in the anger-management group.

It can be challenging to get students to reveal personal information and discuss their actions with peers and an adult in a group setting. A failure to protect the privacy of all members would violate their trust and limit their willingness to be open and honest in group sessions. Even though the principal may have a legitimate interest in the progress of the group, any information provided by the counselor should be expressed in generalities. It would be appropriate for the counselor to make statements such as "the group is working hard and seems to be progressing satisfactorily." Detailed comments regarding the group or the individuals in it must be avoided. There are exceptions to the school counselor's ethical standard about confidentiality. In this situation, the school counselor could disclose information discussed in a group session if an issue arises within the group that could constitute potential harm to one or more group members or others outside of the group.

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**.