



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

**PREPARATION GUIDE**

**School Psychology**





SCHOOL PSYCHOLOGY

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## 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.

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### 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](http://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)**

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Reading and English Language Arts	0001–0008	40	1
➤ Social Studies	0009–0012	20	1
<b>TOTAL</b>		<b>60</b>	<b>2</b>

**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	
<b>TOTAL</b>		<b>60</b>	<b>2</b>

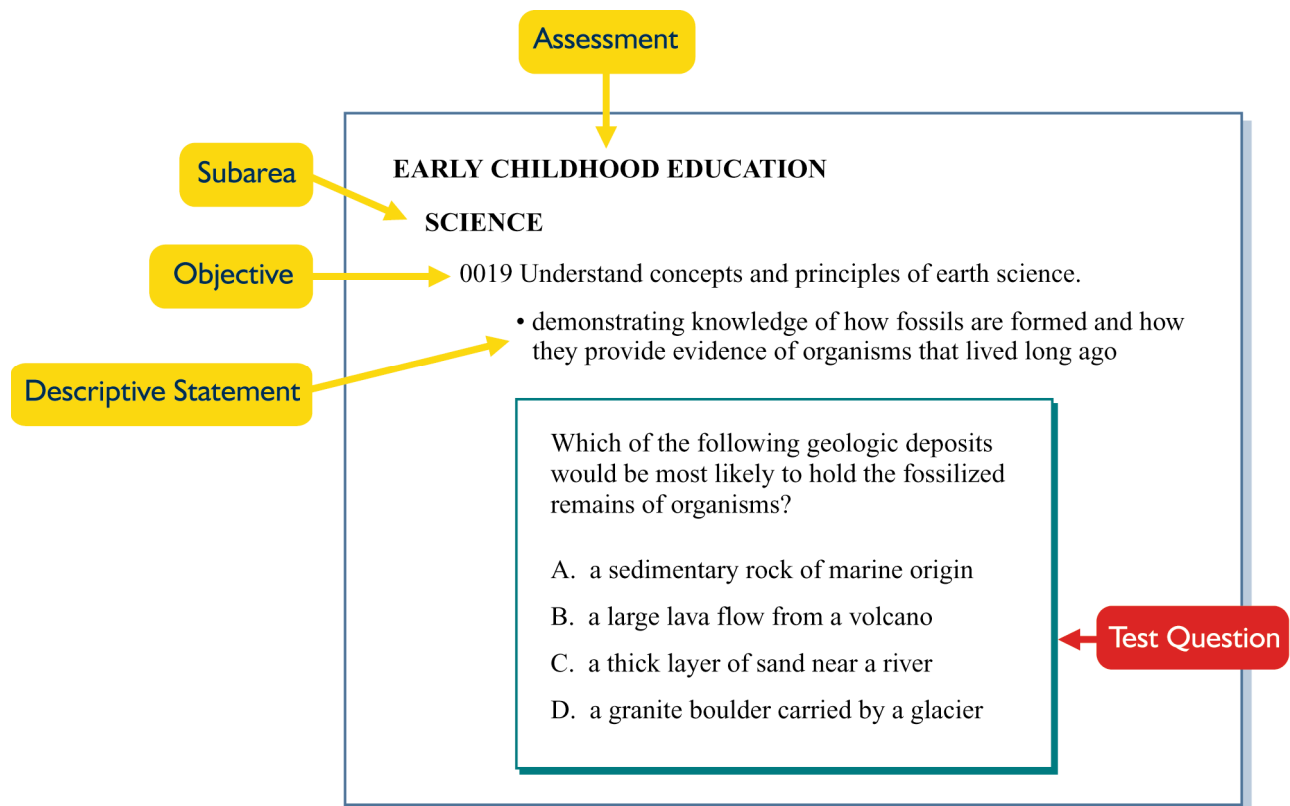
## ■ Test Framework

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.



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## 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.

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## QUESTIONS

1. In planning interventions to promote concept development in students in an early childhood program, a school psychologist should be aware that children at this age learn best when they:
  - A. have ample opportunity to engage in active exploration using concrete materials.
  - B. are helped to recognize and articulate their own learning needs and goals.
  - C. have ample opportunity to identify links among related ideas.
  - D. are helped to understand reasons why the learning is important.
2. Which of the following intervention scenarios best demonstrates the principle of general transfer?
  - A. A student applies skills she learned as a peer mediator to help students referred for mediation.
  - B. A student applies skills she learned in a social skills group to resolve a fight with her sister.
  - C. A student applies skills she learned in a study skills group to track her homework assignments effectively.
  - D. A student applies skills she learned through positive behavior support to limit off-task behavior in class.
3. Several families relocate to a school district in rural Georgia after a natural disaster destroyed their homes in a mid-western city. In their new community, the students experience unfamiliar activities, values, and levels of cultural diversity. To help the students make the transition to this new environment, which of the following would be the most effective step for the school psychologist to take *first*?
  - A. interviewing each new student and screening him or her for symptoms of posttraumatic stress disorder
  - B. organizing an event in which the new families share their expectations and experiences with the community
  - C. providing group counseling to the new students and diversity training to the school staff
  - D. training teachers to understand the adjustment issues students face and to recognize signs of distress

## Section 2: Test I Sample Questions

4. For which of the following purposes is it most appropriate and effective to perform a functional behavioral assessment (FBA) on a student?
- A. to determine the biological cause of a specific behavior
  - B. to develop a behavior intervention plan
  - C. to diagnose a disruptive behavior disorder
  - D. to help the student evaluate his or her behavior choices
5. A school psychologist would most likely select a curriculum-based assessment to measure a student's academic performance:
- A. across broad content areas.
  - B. relative to national benchmarks.
  - C. over time in specific skills.
  - D. relative to his aptitude.
6. When an Individualized Education Program (IEP) committee develops the annual goals for a student's IEP, it is most important for the committee to consider which of the following questions?
- A. Will the school have the means to help the student achieve this goal?
  - B. Does this goal address a significant element of the state standards?
  - C. Is there enough time in the school year to address this goal?
  - D. Can the student's progress toward achieving this goal be guaranteed?

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	Preschool children learn by using their daily experiences to build specific knowledge. The insights they gain from manipulating concrete objects will form the foundation for their ability to develop conceptions and generalizations about groups and classes of objects.	0001
2	B	General transfer is the process by which individuals take knowledge or skills learned in one context and apply them in a different situation. As an example, if learning to bake foods helps a person learn math more easily because both use a variety of measurements, general transfer is taking place.	0002
3	D	Teachers' sustained engagement with students in the classroom predisposes them to witness students' decompensating behaviors. By training teachers to recognize and report such behaviors, the school psychologist can focus early and effective interventions on those students who need them.	0003
4	B	A functional behavioral assessment (FBA) is used to identify the conditions that prompt certain problematic behaviors and the reinforcers those behaviors provide for the student. This information constitutes the basis on which appropriate interventions would be based.	0004
5	C	Curriculum-based assessment uses tools derived from existing course content. The goal is to measure a student's continuous performance in acquiring particular skills.	0005
6	B	The state learning standards must be the basis of the educational goals for <i>every</i> student. When establishing annual goals for an Individualized Education Program (IEP), each one must be intended to support the student's achievement of the state standards.	0006



## 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.

A school psychologist has been asked to consult on the case of a 12-year-old seventh-grade student who has difficulty organizing her classwork and turning in daily homework assignments. She also has difficulty managing long-term assignments, which are often turned in late or incomplete. Although she generally earns As and Bs on tests, she is currently receiving failing grades in two classes due to incomplete work.

- Describe one classroom intervention the school psychologist could suggest to address the student's learning needs; and
- explain why that intervention would likely be effective in promoting the student's success.



■ Strong Response to Sample Constructed-Response Assignment One

Most seventh-grade students have multiple classes and teachers during the school day, leading some students to feel overwhelmed and disorganized. The school psychologist could meet with the consulting teacher and suggest that this student use a checklist system to manage her schoolwork. If this girl's teacher helped her create a list of her current assignments and their due dates, the student would be able to identify separate tasks that she needs to complete in each of her classes. That may reduce her sense of being overwhelmed by a seemingly impossible amount of work. As she completes each task, she would be able to check it off, and this should provide her with a sense of accomplishment. Attaching the checklist to the inside of a folder or a notebook could help the student see that she is completing her assignments and allow her to add information about new assignments as they are given. As she internalizes the checklist strategy, her ability to manage daily and long-term assignments would improve.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

A school psychologist has been asked to assess a fifth-grade male who has become chronically absent halfway through the school year. The student demonstrates grade-level skills in all core academic areas, and he began the year with average to above-average grades. One month prior to the start of the absences, his grades on quizzes and tests fell noticeably, and he began to show much less initiative in class.

- Describe two appropriate steps for the psychologist to take next to determine the student's strengths and needs; and
- explain why those steps would be effective in promoting the student's success.



### Section 3: Test I Sample Constructed-Response Assignments

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

Past performance shows that the student has adequate intellectual and academic abilities. The school psychologist should first interview the student to determine if the student can or will offer any possible explanations for his declining school performance. At this age, it might be difficult to get the student to share a great deal of information, but the psychologist needs to ask the questions. Depending on what information the student provides, the psychologist's next step would be interviewing the student's parents or guardians. This is one way to learn if the boy has any medical problems, if he seems to be unusually anxious or depressed, and if any unusual problems or conditions exist at home that could be related to the problem. For a student with grade-level academic skills, a decline in school performance is often the result of social or emotional turmoil. However, if the student discloses abuse at home, the psychologist must follow the legal and ethical guidelines about reporting child abuse.

## 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**.



## 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.

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## QUESTIONS

1. As part of a middle school's crisis-prevention program, the school psychologist plans to identify students who may be at risk of developing internalizing disorders that may interfere with their learning. Which of the following approaches would be most effective in accomplishing this goal?
  - A. interviewing parents about their children's behavior
  - B. observing student behavior outside the classroom
  - C. tracking individual student achievement
  - D. training teachers in intervention screening procedures
2. A school district is conducting a yearlong reading intervention for all fourth-grade students. The most effective way to evaluate this program would be by comparing:
  - A. students' norm-referenced achievement test scores with those from another district.
  - B. students' report card grades with those from the previous year.
  - C. students' scores on pre- and post-administrations of a standardized achievement test.
  - D. students' scores on teacher-made quizzes with those of students in other grades.

3. A ninth-grade student has recently been placed in a residential facility for foster children. Since placement, the student has stopped completing homework assignments. Which of the following is the most effective way for the school psychologist to communicate with the staff of the facility about the student's difficulties?
- A. visiting the facility to collaborate with the staff in identifying the cause of the student's problem
  - B. reminding the staff that the school can report the student's difficulties to the Division of Family and Children Services (DFCS)
  - C. sending a letter to the staff explaining the consequences of noncompliance with the school's homework policy
  - D. insisting the staff attend a Student Support Team (SST) meeting to explain the student's situation
4. A sixth-grade student has been referred for school psychological services. The student's parents tell the principal and the school psychologist that they have strong personal objections to their child being served through this program and that they decline services. According to the Professional Conduct Manual of the National Association of School Psychologists (NASP), the school psychologist should address the parents' objections by:
- A. explaining to them why their child should be treated in a school setting.
  - B. reiterating the concerns raised by school staff about their child.
  - C. suggesting they may be in denial about their child's difficulties.
  - D. attempting to guide them to alternative community resources.

## Section 4: Test II Sample Questions

5. A school principal requests the school psychologist's advice for dealing with a third-grade teacher whose behavior is undermining efforts to implement a new mathematics curriculum. The teacher often shares personal information inappropriately and uses personal difficulties to excuse her lapses in the classroom. The teacher's colleagues have complained to the principal that her behavior is adversely affecting the third-grade students. To foster a positive learning environment, which of the following suggestions would be best for the school psychologist to make to the principal?
- A. Help the teacher obtain support to address issues in her private life.
  - B. Hire a consultant who can give the staff guidance as they work to implement the new curriculum.
  - C. Create a peer-mentoring program in which teachers collaborate to implement the new curriculum.
  - D. Meet privately with the teacher to discuss her colleagues' complaints.
6. A group of kindergarten teachers has asked the school psychologist for ideas on using classroom computers with students who are experiencing difficulty with reading. In this situation, the school psychologist should suggest that the teachers have their students practice:
- A. visual skills by watching animated stories on DVD software.
  - B. letter formation skills by using drawing software.
  - C. narrative writing skills by dictating stories to voice-recognition software.
  - D. phonemic awareness skills by using research-based instructional software.

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	D	The indicators of internalizing behaviors (e.g., eating disorders, depression, anxiety) are most easily discerned through informal, extended observation. Classroom teachers have regular contact with students and, if properly trained, can assist in identifying the signs of distress in their students and reporting them to the school's counseling staff.	0007
2	C	Using a standardized assessment tool before and after an intervention produces two sets of relevant, reliable, objective data regarding students districtwide. The results of the two data can be useful for determining whether the intervention has been effective.	0008
3	A	By making a site visit, the school psychologist can observe how aspects of the student's current placement are affecting his academic choices. The psychologist can then meet with the staff to discuss how the student is coping and collaborate with them in determining the cause for his refusal to complete his assignments.	0009
4	D	The Professional Guidelines of the National Association of School Psychologists (NASP) requires school psychologists to respect the wishes of the parents/guardians who object to school psychological services. In this situation, the school psychologist would be expected to work with the parents to help them find alternative programs in the community.	0010
5	C	A peer-mentoring program would help all of the third-grade teachers take ownership in the implementation of the new curriculum. Peer mentoring would also reduce the isolation of the teacher whose behaviors may be problematic, creating opportunities for her to receive support from her colleagues.	0011
6	D	Research-based instructional software programs allow students to work at their own pace and receive immediate feedback about their performance. Many programs offer students additional practice with a particular skill that is difficult for them, and phonemic awareness could be addressed with this type of software.	0012



## 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.

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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.

Studies in a school district indicate a marked upswing in school vandalism. To address this problem, the school psychologist has been asked to participate in a team to develop a districtwide intervention strategy.

- Describe an appropriate, districtwide intervention strategy to address school vandalism; and
- describe an appropriate resource (e.g., state agency, community program) for assisting the school with the intervention strategy to address school vandalism.

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

**■ Assignment Response Sheet for Sample Constructed-Response Assignment One**

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

END OF ASSIGNMENT

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

A "decrease in vandalism" contest can be created in the district. Schools would keep a public tally of the number of incidents of vandalism that occurred each week. Each school would also organize a "cleanup and recovery team" made up of students who would remove the damage caused by vandals. At the end of each semester, the school with the smallest number of incidents would receive recognition from the administration and a privilege or activity that rewards all students at that school. After the first semester, another award could be offered for the school with the greatest decrease in the number of incidents.

Before initiating this sort of strategy, it would be useful to contact local law-enforcement agencies for information about their experiences with vandalism. They could offer valuable insights into the problem and solutions that have worked in other communities. These agencies might even sponsor the rewards for the contest.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

A school psychologist has been asked to consult with parents on the educational needs of a child with a suspected disability.

- Describe the role of the school psychologist in consulting with parents on the educational needs of a child with a suspected disability; and
- describe one way the school psychologist could appropriately incorporate the use of technology as part of that role.

■ Assignment Response Sheet for Sample Constructed-Response Assignment Two

A large rectangular box with a black border, containing 25 horizontal lines for writing.

END OF ASSIGNMENT

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

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

When a child is referred with a possible disability, one of the school psychologist's roles is to describe for the parents the process that would be used to assess their child. The psychologist is knowledgeable about assessment methods, instruments, and results. The psychologist should tell the student's parents why an assessment has been recommended and the types of tests that may be used. The psychologist needs to discuss these issues using easily understood language rather than complicated terminology to avoid confusing or frustrating the parents. While it is not the role of the psychologist to convince parents to give their consent, it is appropriate to describe the potential consequences for their child if an assessment is not done.

Word processing software can be very useful to school psychologists. In this situation it can be used to document contacts with students and families. If the school psychologist takes a few minutes to record brief notes following the appointment, he or she would be preserving information that could be useful in the future. Word processing software also allows for the protection of files through the use of a password. The school psychologist can safely store confidential information in electronic files so that it cannot be accessed by people who are not authorized to view 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**.