



## 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.



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#### ■ 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**.