



## 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.

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.



■ 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.

---

## 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.



## 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**.