



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 FOR ASSIGNMENT ONE

A sample of the directions for the aural skills constructed-response assignment is shown in the box below.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

This section of the test consists of a constructed-response assignment that involves listening to a musical excerpt. Read the assignment carefully and listen to the recording before you begin to write. You are to prepare a written response of up to one page and record it in the area provided on the Assignment 1 Response Sheet in your answer document.

Read the 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 the assignment to make notes, write an outline, or otherwise prepare your response. ***However, your final response must be written on the Assignment 1 Response Sheet in your answer document.***

Your 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

Your response will be evaluated on the criteria above, not on writing ability. However, your response must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your response should be written for an audience of educators in the field.

Your response 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 response.

The selected-response section of the answer document containing your name will be removed from your written response 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.

Once the recording has begun, it cannot be stopped, nor can it be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this recording clearly, please raise your hand now.

Please turn the page and begin this section of the test.

CONSTRUCTED-RESPONSE ASSIGNMENT ONE

■ Sample Constructed-Response Assignment One

(The examinee listens to an excerpt of approximately 60 seconds written during the Romantic period.)

Listen to the following musical excerpt; then complete the assignment that follows.

- Identify the period of Western music in which this excerpt was likely composed; and
- describe two characteristics of the excerpt that make it representative of music from the period you identified.

■ Strong Response to Sample Constructed-Response Assignment One

This musical excerpt is from a work composed in the Romantic period. This is probably from a work of program music, carefully created to convey a mood or emotion. It has compositional elements that are typical of the impressionistic style that composers such as Debussy and Ravel developed at the very end of the Romantic period.

The most prominent characteristic that places this excerpt in the late-Romantic period is the composer's expanded harmonic vocabulary. Modal scale usage, polychords, and 9th and 11th chord extensions mark a clear departure from the traditional diatonic harmony of prior periods. The excerpt also features contrasting pianissimo and fortissimo passages. The contrasting dynamic differences are also characteristic of the late Romantic period. Composers, in addition to utilizing an expanded harmonic vocabulary, used differences in dynamics to draw out the emotions of the listener. All of these compositional elements are characteristic of impressionistic music written during the end of the Romantic period and the beginning of the twentieth century.

CRITERIA FOR SCORING YOUR RESPONSE TO ASSIGNMENT ONE

Your 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

Your 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**.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS FOR ASSIGNMENT TWO

A sample of the directions for the music theory constructed-response assignment is shown in the box below.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

This section of the test consists of a constructed-response assignment that involves identifying the chord progression and nonharmonic tones of a music score. You are to record your response on the music score provided on the Assignment 2 Response Sheet in your answer document.

Read the assignment carefully before you begin to write. You may use any blank space provided in this test booklet following the assignment to make notes. *However, your final response must be recorded on the music score on the Assignment 2 Response Sheet in your answer document.*

Your 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

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 response.

The selected-response section of the answer document containing your name will be removed from your constructed response 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.

Turn the page and begin this section.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the example below to complete the assignment that follows.

The musical score is for piano in G major (one sharp) and 4/4 time. It consists of two systems of four measures each. The first system (measures 1-4) is filled with notes: Measure 1 has a treble clef with a G4 quarter note and an F#4 quarter note, and a bass clef with a G2 half note. Measure 2 has a treble clef with a G4 quarter note and an A4 quarter note, and a bass clef with a G2 half note. Measure 3 has a treble clef with a G4 quarter note and a B4 quarter note, and a bass clef with a G2 half note. Measure 4 has a treble clef with a G4 quarter note and a B4 quarter note, and a bass clef with a G2 half note. The second system (measures 5-8) is empty for completion. Measure 5 has a treble clef with a G4 quarter note and an A4 quarter note, and a bass clef with a G2 half note. Measure 6 has a treble clef with a G4 quarter note and a B4 quarter note, and a bass clef with a G2 half note. Measure 7 has a treble clef with a G4 quarter note and a B4 quarter note, and a bass clef with a G2 half note. Measure 8 has a treble clef with a G4 quarter note and a B4 quarter note, and a bass clef with a G2 half note. The piece ends with a double bar line at the end of measure 8.

Using your knowledge of music theory, you are to:

- use Roman numerals and inversion symbols, where needed, to identify the chord progression in the example shown above; and
- circle and label two nonharmonic tones in the chord progression.

■ Assignment Response Sheet for Sample Constructed-Response Assignment Two

The image shows a musical score for a piano piece, consisting of two systems of four measures each. The first system is numbered 1-4 and the second system is numbered 5-8. Each measure has a blank line below it for a response.

System 1 (Measures 1-4):

- Measure 1: Treble clef, G4 quarter, A4 quarter, B4 quarter. Bass clef, G3 half.
- Measure 2: Treble clef, G4 half. Bass clef, G3 half.
- Measure 3: Treble clef, G4 quarter, A4 quarter, B4 quarter. Bass clef, G3 half.
- Measure 4: Treble clef, G4 half. Bass clef, G3 half.

System 2 (Measures 5-8):

- Measure 5: Treble clef, G4 quarter, A4 quarter, B4 quarter. Bass clef, G3 half.
- Measure 6: Treble clef, G4 half. Bass clef, G3 half.
- Measure 7: Treble clef, G4 quarter, A4 quarter, B4 quarter. Bass clef, G3 half.
- Measure 8: Treble clef, G4 half. Bass clef, G3 half.

END OF ASSIGNMENT

Section 3: Test I Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

The image shows a musical score for piano in D major, 4/4 time. It consists of two systems of four measures each. The first system is labeled 1-4 and the second 5-8. Chords are labeled below the bass staff: D, I, vi, IV, iii, IV, ii⁷, V. Nonharmonic tones are circled in measures 1 and 5, labeled 'N' and 'P' respectively.

The response above is a "strong response" in that it

1. correctly identifies the eight chords in the chord progression;
2. correctly identifies (by circling) the two nonharmonic tones; and
3. correctly labels (by naming the type) the two nonharmonic tones.

Please refer to "Criteria for Scoring Your Response to Assignment Two" for a description of how a response to this assignment is evaluated.

CRITERIA FOR SCORING YOUR RESPONSE TO ASSIGNMENT TWO

Your 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

The assignment consists of 12 tasks as outlined below. The score assigned to your response will be based on the number of tasks you complete correctly out of the 12 tasks, as outlined below.

Chord Progression	Eight chords are to be individually identified (8 tasks).
Nonharmonic Tones	Two nonharmonic tones that require: <ol style="list-style-type: none"> 1) Identification of each tone by circling it (2 tasks), and 2) Labeling of each tone by naming its type (e.g., passing, neighbor, suspension) (2 tasks)

Your response is rated on a three-point scale.

Score	Description
3	10–12 of the 12 tasks correctly completed
2	6–9 of the 12 tasks correctly completed
1	0–5 of the 12 tasks correctly completed

Please note: For all 12 tasks, a response to the assignment 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**.