








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

Complete the assignment that follows.

Using your knowledge of music history and culture, write a response in which you:

- identify one of George Frideric Handel's works; and
- describe two significant musical characteristics (e.g., form, instrumentation, compositional devices) of the work you identified.

■ Strong Response to Sample Constructed-Response Assignment One

One of George Frideric Handel's most important and well-known works is the oratorio, *Messiah*. The piece consists of forty-four movements and features a vocal ensemble along with the Baroque orchestra of strings with a harpsichord and cello continuo. One significant element of the work is the composer's use of word painting, the creation of a melody, harmony, or tempo that is sensitive to the meaning of specific words in the text. During one solo, the word "exalted" is treated with a line of more than forty pitches during which the vocalist moves on, off, and around the rising melodic line. Later, the word "plain" is sung on a single, sustained pitch.

Another important characteristic of *Messiah* is Handel's use of polyphonic, monophonic, and homophonic textures throughout the work. There are elaborate, melismatic vocal lines in solo pieces and layered vocal parts in movements that emphasize the chorus. Handel has composed pieces in *Messiah* that feature voices echoing each other at different octaves or sequences in which a melodic statement or pattern is sung by all parts, beginning on different pitches. The treatment of texture is one of the most significant musical characteristics of this work.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Complete the assignment that follows.

Using your knowledge of music performance, write a response in which you:

- identify an instrument in the woodwind section and describe its sound characteristics; and
- describe one common problem encountered when playing the instrument you identified and a solution for that problem.

Section 5: Test II Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

The flute is an instrument that can produce a very clear, full-bodied tone across a relatively wide range. Sound is produced when a flutist blows a column of air directed at the sharp edge of the embouchure hole. The sound characteristics of the flute can change from a dark, almost brassy quality in the low register to a clear, piercing quality in the upper register. When played well, the flute is extremely versatile in its technical capabilities and expressive tone quality.

One common problem among beginning flutists is establishing a rounded tone. The beginning-level flute player may produce a sound that is hard or thin. This is frequently caused by too much tension in the lips around the embouchure hole. By relaxing the center of the upper lip and centering the airstream, the flutist can solve the problem. A hard or thin tone quality can also be the result of blowing too hard. In that case, the flutist needs to blow more gently while still maintaining air pressure.

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**.