



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

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.

Rachel is a 14-year-old high school freshman. She is five feet two inches tall and weighs 107 pounds. She is a distance runner on the school track team and runs at least four miles a day. Three days a week she lifts light weights under a coach's supervision. She often misses dinner but snacks while she does her homework at night.

- Describe an appropriate sample daily meal plan to meet Rachel's unique nutritional needs; and
- explain why this meal plan would be appropriate for meeting Rachel's nutritional needs.

■ Strong Response to Sample Constructed-Response Assignment One

An appropriate daily meal plan to meet Rachel's unique nutritional needs would include

Breakfast: fresh fruit or 100% juice, 1 egg, 1 slice whole wheat toast, 1 cup oatmeal with 1/2 cup low fat milk

Snack: 1 cup yogurt or cottage cheese, graham crackers, water

Lunch: 1 cup tuna salad, 1 cup coleslaw, 2 fig bars, 1 cup low fat milk

Snack: peanut butter sandwich on whole wheat bread

Dinner: grilled chicken breast, carrots, green salad, rice pilaf, water or sports drink

Snack: apple, cookies, 1 cup low fat milk

Rachel's daily meal plans should include at least 3 meals and 3 snacks throughout the day to ensure a steady supply of energy to address the demands of her vigorous physical schedule. Rachel requires a greater caloric intake than most adolescents; additional calories should include complete proteins to meet her growth needs and simple and complex carbohydrates to meet her energy needs. An important part of her diet should include sources of calcium, such as milk and other dairy products, for bone growth and health. Iron is also an important mineral nutrient for adolescent girls, so Rachel's diet should include various sources of iron such as dried fruits, fish, poultry, legumes, and lean red meat. To achieve a nutritious, well-balanced diet with adequate levels of calories, vitamins, minerals, and fiber, Rachel should strive to eat a variety of foods from each of the major food groups as well as fruits and vegetables from each of the color groups.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

Type II diabetes is a growing health problem in the United States, with well over a million new cases diagnosed each year. Although Type II diabetes has historically been a problem among older adults, there is evidence that it is becoming more common among children and teenagers.

- Describe the characteristics and effects of Type II diabetes; and
- explain how any one of the following—genetic factors, environmental factors, or personal choices—contributes to Type II diabetes.

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■ Strong Response to Sample Constructed-Response Assignment Two

Type II diabetes, or non-insulin-dependent diabetes, is a metabolic disorder characterized by an insufficient response to the hormone insulin. The pancreas secretes insulin, but the body's ability to use it is compromised. The body tries to overcome this tissue resistance by secreting more insulin, and type II diabetes develops when the pancreas can no longer secrete enough insulin to cope with the increased demands. This results in an inability to regulate blood glucose levels and leads to hyperglycemia, or excess levels of blood sugar. The symptoms of type II diabetes include increased urinary volume and frequency, thirst, hunger, weight loss or gain, and weakness. Type II diabetes can be controlled with a nutritious diet, regular physical activity, weight loss, and oral medications. Some individuals require insulin to control their blood glucose levels. If not managed, the disease can lead to serious complications including visual impairment due to retina damage, circulatory problems, kidney disease, heart disease, and stroke.

The personal choices that individuals make are significant factors in acquiring type II diabetes. A high-fat high-calorie diet, obesity, and a sedentary lifestyle are among the leading risk factors for type II diabetes. The onset of type II diabetes is gradual and until recently typically occurred in individuals over age 40; however, over the last few decades there has been a significant increase in the number of adolescents developing the disease. Some people who develop type II diabetes may have a genetic predisposition to the disease. Many individuals can either delay the onset of type II diabetes or prevent it altogether by limiting their intake of carbohydrates and fats, maintaining a healthy weight, and exercising regularly.

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**.