








## 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.

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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.

Richard is attending a new high school in a town where his family has recently moved. On several occasions, Richard has been taunted and harassed in the school hallways by a group of boys that tend to travel together. Up to this point Richard has ignored their behavior, as have the other students who have witnessed the taunting and harassment.

- Describe how this situation is likely to affect Richard's emotional and psychological well-being; and
- describe an effective conflict-resolution strategy that Richard could use to improve this situation.



**Strong Response to Sample Constructed-Response Assignment One**

The taunting and harassment experienced by Richard is likely to be very emotionally upsetting and cause Richard to feel tense, anxious, and afraid for his safety in the new environment. Dealing with the stress of trying to fit in at a new high school combined with being bullied may damage his self-esteem and cause Richard to become withdrawn and depressed. In addition, if other students who witness the bullying are ignoring the behavior, Richard probably feels socially isolated from his peers. As a result, he is likely to harbor frustration and anger and have difficulty making friends and feeling connected to the school community.

Richard's current strategy of ignoring the bullying is a good short-term remedy, but is unlikely to resolve the problem. He should inform his parents/guardians and a school authority figure such as a teacher, coach, administrator, or guidance counselor. Bullying is an unacceptable behavior that threatens the well-being of students, so Richard should not hesitate in alerting school personnel. He should describe the bullying incidents and the feelings he is experiencing, and offer to help resolve the conflict. For instance, Richard could suggest that the guidance counselor organize group counseling or peer mediation sessions to help him and others who might be victims of bullying and other inappropriate behaviors. One conflict-resolution strategy that Richard could try in the meantime is to stand up for himself and confront the bullies verbally. He could learn the bullies' names, and when they confront him in school, Richard could remain in place, look directly at them, and assertively tell them to stop, making sure to use their names. This may motivate some of the students who ignore the bullies to stand up to them also.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

The number of teenagers using the Internet at home continues to grow, yet many teenagers are unaware of the potential dangers associated with the Internet.

- Describe two risks or dangers associated with teenagers' use of the Internet; and
- describe one strategy to reduce the risks or dangers associated with teenagers' use of the Internet.



## Section 5: Test II Sample Constructed-Response Assignments

### ■ Strong Response to Sample Constructed-Response Assignment Two

The Internet allows access to a tremendous amount of information and provides opportunities for many types of interactions. But it also poses a number of real risks and dangers to teenagers. One risk is exposure to pornography and other types of inappropriate content through unsolicited spam or pop-up advertisements. Also, some Internet Web sites and blogs promote hate, violence, and unhealthy or illegal behaviors. Another danger is potential contact with online predators via chat rooms or chat lines, news groups, or message boards. Many of these Internet sites or areas are unsupervised and, because of the anonymous nature of screen names, teenagers cannot be certain who they are chatting with. Online predators often pretend to be teenagers themselves and use persuasive techniques to extract personal information from young Internet users.

The most important strategy to use in reducing risks associated with Internet use involves instruction, guidance, and monitoring by adults. Parents/guardians should make their children aware of dangers on the Internet, set rules for Internet use (e.g., never provide personal or household information, do not register for prizes with unknown sources), and periodically check sites that their children visit. They could also monitor the content of teenagers' online profile information, instant messages, e-mails, and personal Web sites or home pages. Parents/guardians may want to limit online time or restrict access to certain chat rooms or Web sites. Teenagers should be reminded that not everything they see and read online is true and that talking to screen names is the same as talking to strangers. They should also be explicitly warned to never agree to actually meet someone they have met online.

## 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**.