



## 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.

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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.

Anorexia nervosa is an eating disorder that affects primarily young women. It is estimated that approximately one percent of teenage girls in the U.S. are affected by anorexia.

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



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

Anorexia nervosa is an eating disorder characterized by a distorted body image. Anorexic individuals perceive themselves to be overweight and socially unacceptable, and typically practice self-starvation through continuous dieting, compulsive exercise, abuse of weight-reduction drugs, and episodes of bingeing and purging. The disorder is associated with a preoccupation with food, an obsessive need to control one's body, and an irrational desire to be very thin. Even when confronted with photographs or when looking in the mirror, anorexic individuals perceive themselves to be overweight and undesirable. Anorexia nervosa can result in emaciation; malnutrition; tooth and gum corrosion; heart, kidney, and liver damage; and sometimes even death. It also results in feelings of shame and guilt, withdrawal, depression, and loss of self-esteem.

The prime contributing factors to anorexia nervosa may be social-cultural in nature. The popular media often depict thin persons as beautiful, successful, desirable, and socially skilled. Individuals with anorexia nervosa strive relentlessly to become thinner to try to achieve a culturally idealized body image. Teenagers experiencing physical and emotional changes that make them feel anxious and out of control may develop anorexia as they attempt to impose order in their lives by controlling their own bodies. Treatment is often a lengthy and difficult process because affected individuals tend to deny the reality of the disorder and their altered perceptions of body image.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

Early symptoms of teen depression are often difficult to detect because they can be perceived as part of the moodiness and melancholy that adolescents typically experience. But a variety of significant events and factors in adolescence can trigger depression, and national data indicate that as many as 8.3 percent of teenagers in the United States suffer from depression.

- Describe one way in which teen depression is likely to affect an individual's health and well-being and one way it is likely to affect family health; and
- describe how one private, community, or government support system or service could provide help to a depressed teenager.



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

Occasional episodes of moodiness or withdrawal are common adolescent behaviors, so it may be difficult to identify depression in teens. Symptoms may include withdrawal from friends and family, eating or sleeping disorders, lack of energy and motivation, and abrupt shifts in mood. One effect of depression on individual health and well-being is the potential for drug and/or alcohol abuse, used to self-medicate while coping with feelings of worthlessness, guilt, anger, anxiety, and hopelessness. A depressed teenager will often act out, fight or argue with family members, or withdraw from family activities. These behaviors confuse and challenge parents/guardians, who may wonder if their teen is being melodramatic, just trying to get attention, or is seriously troubled. Disrupted routines, anxiousness and irritability among family members, depleted energy levels, and lack of parental attention to other children or family matters may result.

An important support system for a depressed teen is a parent or other trusted adult family member. A caring, concerned parent is often the person most able to distinguish between a teen's normal moodiness and depression. The parent who suspects depression can respond with love and support by spending additional time with the teen, by urging the teen to discuss his or her problems, by listening, and by encouraging activities and friendships that will help break down the social isolation the teen is probably experiencing. The family can also seek help from a school counselor or psychologist, a doctor, or a mental health professional if the teen's depression requires further intervention. Group therapy can often show the teen that he or she is not alone.

## 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**.