



## 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.

After observing and assessing students' fitness, a physical education teacher concludes that most of her fifth- and sixth-grade boys and some of the girls have minimal flexibility. The teacher wants to use a variety of activities to improve this area of fitness.

- Describe one developmentally appropriate activity or exercise and how it could be implemented to help the teacher improve the students' flexibility; and
- explain why this activity or exercise would be appropriate and effective in helping these students achieve the health-related goal of improved flexibility.



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

Flexibility entails moving joints and muscles through a full range of motion to enhance efficiency of movement, coordination, speed, and agility. Choosing appropriate activities to improve the flexibility of fifth- and sixth-graders can be challenging because the students may be at various levels of motor and physical development and possess a range of abilities and skills. Static stretching followed by dance and martial arts activities is likely to capture the interests of children of this age. A light aerobic warm-up should precede the stretching exercises. The stretches should progressively work each major joint area and muscle group (e.g., knees, shoulders, hips, quadriceps, pectorals) and could include individual exercises such as the back-saver sit and reach and calf stretch, or partner-resisted stretches. Following the stretching, students could participate in dance and martial arts that involve a full range of body movements to further enhance flexibility and coordination.

Static stretching is appropriate at this level because it is gentle, safe, and suitable for most fitness levels. It is effective for improving flexibility because it involves slow, gradual, and controlled elongation of muscles and joints. Stretching helps prepare the body for more vigorous activity, helps minimize the risk of injury, and enhances coordination. Optimal flexibility allows joints, and the muscles and tendons surrounding joints, to move freely and comfortably through their intended full range of motion (ROM), thereby increasing the efficiency of movement. Stretching exercises provide a foundation for lifelong health-related fitness and help children develop a greater understanding of how muscles and joints work.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

Badminton is a racket sport played by people of any age or skill level in social or competitive settings. Players use a variety of skills and techniques including drives, drops, clears, serves, and smashes.

- Describe two critical elements or movement techniques that are essential for proper execution of the overhead clear in badminton; and
- describe one appropriate practice strategy or activity sequence that would help a player acquire the skill of the overhead clear in badminton.



■ Strong Response to Sample Constructed-Response Assignment Two

In badminton, the overhead clear is an important stroke used to force opponents back. Its trajectory is the highest of the overhead shots; the shuttle should arc high and wide and land well into the opponent's back court. Two critical elements of the overhead clear are the forehand grip and the overhead stroke. The forehand grip involves holding the racket in the non-racket hand, then using the dominant hand to gently "shake hands" with the handle of the racket, forming a "V" between the thumb and index finger. The fingers tighten just before contacting the shuttle--the greater the power needed, the tighter the grip. To perform the overhead clear stroke, a player uses an overhand throwing action. The elbow is raised to shoulder or ear level so that the racket drops behind the head, then the arm swings forward, bringing the elbow up and close to the head. The shuttle is contacted high with an open racket face and the follow-through is upward and out to drive the shuttle high and deep.

One strategy for helping players acquire the overhead clear is teaching the skill in a sequence of steps. The throwing action involved in the clear should be demonstrated, then players could practice the action without a racket, then with a racket, and finally with a racket and a shuttle. Drills could involve partners practicing overhead clears over a net and then within game situations. The practice drills should focus on the major components of the stroke: 1) moving under the shuttle with arms extended to maintain balance, 2) making the backswing, 3) accelerating the racket head through shuttle contact, 4) following through with an upward and outward motion, and 5) assuming the ready position for the next shot.

## CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

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|--|---|
| <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**.