



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.

Teachers use many different types of reading assessments. Each type is designed to provide specific kinds of information about students' reading strengths and weaknesses.

- Describe an instructional setting (i.e., individual student, small group, or whole class) and situation in which a cloze test would be an appropriate type of reading assessment to use; and
- explain why a cloze test would be an effective form of assessment to use in the instructional setting and situation you have described. Be sure to include information about specific features or characteristics of a cloze test to support your explanation.

■ Strong Response to Sample Constructed-Response Assignment One

A middle school teacher wishes to use a particular novel with his or her students. A cloze test is a quick and efficient tool to use to determine if the reading level of the book is appropriate for the students and to help make student-grouping decisions for teaching the novel. To make the cloze test, the teacher selects a typical page or passage from the book, about 300 words in length. The teacher photocopied the material, blanks out every 5th word, and replaces the blanks with numbered underlines. Often the first and last sentences are left intact. The teacher makes a copy for each student. Students read the passage silently and fill in the blanks with guesses that make sense and are syntactically correct.

The tests are scored by determining the percentage of accuracy (for this purpose, synonyms count as correct). Based on students' performance on the cloze test, the teacher may determine that the book is appropriate for one group of students to read independently, for another group to read with teacher guidance, and for a small group to read with substantial teacher support or with the assistance of a commercial or teacher-made recording. A cloze test is the most efficient test to use for the whole class in this situation. It is a flexible tool because it can easily be developed for use with a specific book.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

A student reads aloud a passage from an unfamiliar text as the teacher notes the student's oral reading performance on a separate copy of the text. Following is an excerpt from the teacher's record.

Tā[Ⓢ] stret|strutted Ben ē/y[Ⓢ] wis[Ⓢ]
 As Taylor stretched near the bench, she closed her eyes and made a wish.

"If I could only hit a home run today!" she thought. She was confident that she could do it. Then, she'd show her dad all the progress she'd made during practice these last few weeks. She really wanted to surprise her dad and make him proud.

Taylor had to admit that her dad was a terrific athlete. She would never forget the story about her dad's first home run. It was the ninth inning and her dad's team was behind by two runs. The bases were loaded and her dad was at bat. He was unable to hit the first two pitches, but he had one shot left. Taylor's dad clenched his teeth as the pitcher threw the ball. Without even blinking, he smacked it hard and sent it flying. It was an incredible story that he had told Taylor countless times. Now it was her turn to shine.

Key:
 ○ deletion | short pause ← repetition Ⓢ self-correction
 ^ insertion || long pause ^{cat}/_{cow} substitution

- Describe one *reading strength* and one *reading weakness* demonstrated in this student's oral reading performance. Be sure to cite specific evidence from the teacher's record to support your response.

■ Strong Response to Sample Constructed-Response Assignment Two

The reader of this passage exhibits strength in using context clues. He/she self-corrected several miscues that didn't make sense semantically (for example, dō for do, tō for two, on for only, add for admit, for for forget), which showed evidence of being able to use semantic context clues. The reader also showed evidence of being able to use syntactic context clues when he/she corrected load to loaded, smack to smacked, and throw to threw.

One very important weakness the reader demonstrates is a lack of fluency. He/she made frequent pauses and repetitions throughout his/her performance. The evidence seems to indicate that these fluency problems are caused in part by a limited sight word vocabulary (he/she initially missed several sight words, such as do, want, two, and first) and in part by poor word identification skills. An example of this is the reader's consistent use of the long vowel sound when attacking the beginnings of words, such as initially pronouncing tō for today, thō for thought, and prō for progress. Although the student stopped and self-corrected the incorrect use of the long vowel sound, the frequent interruption in the flow of sentences inhibited fluency and undoubtedly also interfered with comprehension.

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**.