



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.

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.

Proficient readers apply various reading comprehension strategies to enhance their understanding of a text.

- Describe one instructional strategy that would promote students' use of visual/graphic features of a text; and
- explain why the strategy you described would be effective in promoting students' use of visual/graphic features of a text and supporting their reading comprehension.

■ Strong Response to Sample Constructed-Response Assignment One

A good strategy for helping upper elementary or secondary students gain understanding of visual and graphic material in an informational text would be to have students work with a partner to develop questions about a particular chart or graph from an informational text. First, the teacher reviews the features and uses of different kinds of charts and graphs with the whole class. Then, the teacher divides the students into pairs and gives each pair a different chart or graph. The partners have to study the chart or graph and then write down as many questions as they can think of that could be answered based on the information conveyed in their chart or graph. They also make note of the answers. Afterward, each pair shares their chart or graph and their questions with the rest of the class and the class tries to answer the questions.

This strategy promotes students' ability to use visual/graphic features of texts, such as charts and graphs, first by reinforcing their prior knowledge of these features (during the review) and then by setting a specific purpose for students' analysis of their assigned chart or graph (they must look for key facts that the chart or graph conveys in order to develop their questions). Finally, the last activity (looking at their classmates' charts and graphs and trying to answer their questions) provides the students with additional valuable practice in interpreting information from a chart or graph. This strategy supports students' reading comprehension because it encourages students to use the visual/graphic features of an informational text to help support their comprehension of the text, rather than to just skip over these features.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

Students face a number of challenges when reading across the curriculum. A classroom teacher can help by developing students' reading skills that facilitate their comprehension of informational texts.

- Describe one instructional strategy that would help students distinguish fact from opinion in an informational text. Be sure to identify what type of informational text you would use to teach this strategy (e.g., textbook, content-specific journal article, content-specific Web site, newspaper article, editorial, point-counterpoint article); and
- explain why the strategy you described would be effective in helping students distinguish fact from opinion in an informational text.

Section 5: Test II Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

I would help students learn how to distinguish fact from opinion by using newspaper editorials. First, I would conduct a guided reading of some editorials to help students identify cue words and phrases that often indicate opinions (e.g., I believe, it seems to me, as everyone knows) and to prompt them to ask themselves questions like, "Is this statement verifiable? What resources could I use to verify this statement?" Next, I'd create a three-column chart on the board with the column headings Fact, Opinion, and Why. After numbering the sentences in a new sample editorial, we'd complete the chart together by deciding if each statement number goes in the Fact column or the Opinion column and then writing an explanation of why it's a fact or opinion in the Why column.

This strategy would be effective in helping students distinguish fact from opinion because the guided reading activity provides them with some basic tools for identifying opinions and facts while the chart activity gives them the opportunity to apply this knowledge and to think critically about it by justifying why they think each statement is a fact or an opinion.

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**.