



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.

Developing knowledge and skills in English pragmatics is an essential component of learning English as a new language.

- Describe one instructional strategy that an ESOL teacher could use to promote English Language Learners' development of knowledge and skills in English pragmatics; and
- explain why the strategy you described would be effective in developing English Language Learners' knowledge and skills in English pragmatics and supporting their development of English as a new language.

■ Strong Response to Sample Constructed-Response Assignment One

One strategy for building students' pragmatic competence is giving them practice using different levels of formality in the context of particular speech functions (e.g., giving and receiving thanks). First, the teacher introduces informal and formal phrases for saying and responding to "thank you" and explains contexts in which each phrase would be appropriate. The teacher also explains other pragmatic features associated with a particular context, such as appropriate eye contact and whether a handshake should be offered. Students then practice using the phrases appropriately by role playing various situations (e.g., thanking an adult for a gift, thanking a friend for sharing a snack).

English Language Learners who have pragmatic competence can interpret and use pragmatic features of language (e.g., different language styles, nonverbal cues, idioms) appropriately, depending on the situation, place, and other speakers. The strategy described would be effective for developing English Language Learners' pragmatic competence and English language skills because it helps them understand how social context affects language choices (both verbal and nonverbal) and explicitly teaches them how to adapt their language depending on the situation and their relationship with the other person.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

The process of acculturation can have a significant effect on English Language Learners' school experience and academic achievement.

- Describe one strategy an ESOL teacher could use to support students in the process of acculturation; and
- explain why the strategy you described would be effective in supporting a positive school experience for English Language Learners and promoting their academic achievement.

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■ Strong Response to Sample Constructed-Response Assignment Two

One strategy an ESOL teacher can use to support English Language Learners in the process of acculturation is to maintain an open-ended dialogue journal with each student, which focuses on the student's experiences in the new school and culture. The teacher would encourage students to use this dialogue journal to ask questions about aspects of the new culture (including the school culture) that they are curious about or are having difficulty understanding.

This strategy would be effective in supporting a positive school experience for students and promoting their academic achievement because it provides them with a safe "place" in which to reflect on their experiences and ask questions about the new school and culture. Also, the journal allows the teacher to tailor responses to meet the needs of individual students, thus easing their transition through each stage of acculturation. For example, when a student is in a particularly difficult stage (e.g., culture shock, adaptation), the teacher can use the dialogue journal to provide the student with strategies for dealing with particular situations or to set up a meeting with the student to explore ideas in greater depth. Developing strategies for coping with the acculturation process will reduce students' anxiety and allow them to focus on learning.

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**.