



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.

There are a variety of instructional methodologies and approaches ESOL teachers can use to promote English Language Learners' English language development.

- Describe an instructional setting (i.e., individual student, small group, or whole class), including language-proficiency level of student(s), and a situation in which it would be appropriate for an ESOL teacher to use differentiated instruction; and
- explain why differentiated instruction would be effective in the instructional setting and situation you have described. Be sure to include information about specific features, characteristics, or goals of differentiated instruction to support your explanation.

■ Strong Response to Sample Constructed-Response Assignment One

One setting and situation for using differentiated instruction would be to provide explicit instruction to a student who lacks specific knowledge or skills related to a lesson or unit. For example, an ESOL teacher is planning a sheltered-content science unit for an advanced-level ESOL class and he/she knows from informal assessments that one student in the class lacks mastery in interpreting graphs. A key component of the unit will involve interpreting and using data from various kinds of graphs, so the teacher provides that student with individualized, direct instruction in the vocabulary and skills he/she needs to be able to interpret various types of graphs successfully.

Good teachers strive to differentiate instruction for all students. It's based on the idea that new learning builds on "old learning" (i.e., students' prior learning, prior experiences, and existing skills) and that a teacher needs to provide different instruction to a student who lacks the "old learning" necessary for new learning to occur. Differentiated instruction in the form of direct, explicit instruction would be effective in the situation described because it would provide the individual student with the academic language and content skills he/she needs for successful learning during the new science unit.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

ESOL teachers use a variety of strategies to promote English Language Learners' oral language development.

- Describe one instructional strategy that an ESOL teacher could use to develop English Language Learners' English speaking skills in social situations; and
- explain why the strategy you described would be effective in developing English Language Learners' English speaking skills in social situations.

Section 5: Test II Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

To develop English Language Learners' speaking skills in social situations, an ESOL teacher can use "family style" or "team" grouping in class. This is particularly effective for shy students or students who are at early levels of English language development. In this strategy, a small heterogeneous group of students sits together over a period of time. To promote team building, the teacher regularly engages each team in cooperative games, such as word searches, scavenger hunts, and interview challenges (e.g., find out your teammates' favorite foods, find out what your teammates did on vacation).

This strategy is effective in developing English Language Learners' speaking skills in social situations because it creates an environment that fosters the development of peer relationships. English Language Learners are more likely to speak spontaneously to peers with whom they feel comfortable and safe (e.g., greeting and saying goodbye to peers before and after class, engaging in sustained conversations during breaks or outside of class). Also, the cooperative games provide fun, purposeful contexts to promote team-building and provide opportunities for the development of a variety of social speaking skills in English (e.g., asking and responding to questions, stating personal information, expressing opinions, using humor).

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**.