



## 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. You will write your response in the target language.

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 and is appropriate for the intended audience
- **Development:** The extent to which the response is elaborated using specific, relevant supporting detail
- **Coherence:** The extent to which the response communicates meaning through ideas that are organized and clearly expressed
- **Grammar, Syntax, and Mechanics:** The extent to which the response demonstrates control of grammatical forms and syntax, spelling, diacritical marks, and punctuation
- **Vocabulary:** The extent to which the response demonstrates command of vocabulary and idiomatic expressions

Evaluation of each response will be based on the criteria above. Your responses 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

**Complete the assignment that follows.**

Imagine that you have received an e-mail from a friend in a Spanish-speaking country who is a teacher. Your friend is collecting stories from around the world to share with his students, and has asked you to describe a memorable experience you have had while learning a language. Writing in Spanish, respond to your friend. In your response, you may wish to include, but are not limited to, the following topics:

- a description of the experience; and
- reasons why this experience was so memorable.



■ Strong Response to Sample Constructed-Response Assignment One

Querida amiga:

Me da gusto escuchar de ti. Si buscas información sobre mi experiencia en Florida, aquí te envío estas líneas. Cuando salí de Puerto Rico hacia la Universidad de Florida, pensé que todos sabían donde quedaba la isla. Para mi sorpresa, varios compañeros de clase me preguntaron dónde estaba Puerto Rico. El hijo de un diplomático de Saudi Arabia me preguntó, ¿qué cuántas horas se taradaba uno en cruzar el puente desde Miami hasta Puerto Rico? El pensaba que era parte de los cayos. Me quedé "boca abierta". Otro compañero pensó que estaba en el norte, cerca de Nueva York. Ninguno sabía que Puerto Rico es una isla, colonia de los Estados Unidos. Mientras aprendía a comunicarme en inglés, mis compañeros aprendían geografía. Escuchando estas preguntas y conceptos sobre el mundo latino, comprendí más cómo visualizaban los estadounidenses a los hispanoparlantes. La falta de información de parte de mis compañeros universitarios me pareció tan increíble que nunca pude olvidar este evento.

Sinceramente,

Tu amiga Luisa

---

## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

**Complete the assignment that follows.**

Imagine that a proposal has been made to extend the school day by two hours. Writing in Spanish for an audience of educated adults, take a position for or against this proposal. In your response, you may wish to include, but are not limited to, the following topics:

- advantages and disadvantages of the proposal; and
- an explanation of why you support or oppose the proposal.



■ Strong Response to Sample Constructed-Response Assignment Two

Es un honor presentarles mi opinión en cuanto a la ley propuesta, que supuestamente alargaría la jornada escolar. En mi opinión tal cambio no es necesario y, en realidad, podría perjudicar a los niños. Luego de tantas horas de escuela, éstos llegarán a sus casas cansados, y no tendrían suficiente energía para poder compartir y beneficiarse de la vida familiar. Tampoco podrían dedicar tanto tiempo, como antes, a realizar sus tareas escolares, en compañía de sus padres. Al contrario del aumento de horas que el plan propone, me resulta evidente que se puede elevar el nivel de preparación de nuestros hijos sin alargar la jornada escolar, ni financiar el costo adicional de agregar personal, como el plan requeriría.

Por ejemplo, si examinamos las actividades permitidas ahora en nuestras escuelas, resulta extraordinariamente obvio que los estudiantes pasan bastante tiempo en actividades con sus compañeros de clase en círculos sociales, como en el club de Español. Si bien, éstos llevan nombres relacionados con materias escolares, resultan ser excusas para que los estudiantes festejen sin aprender mucho (por ejemplo, ir a comer en restaurantes de estereotipo mexicano). Si se controlaran mejor estas actividades, se podrían reemplazar por otras que fueran verdaderamente educativas. Podríamos también reducir el número de horas que se utilizan en esas actividades que no son tan importantes. En algunas escuelas el número de horas en estas actividades es realmente excesivo. Actividades relacionadas con los deportes y otros equipos deportivos (como las actividades de la banda y de las porristas).

Así, damas y caballeros, sugiero que reformemos la jornada escolar, pero que no gastemos si no es necesario.

## CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

<b>PURPOSE</b>	The extent to which the response fulfills the purpose of the assignment and is appropriate for the intended audience
<b>DEVELOPMENT</b>	The extent to which the response is elaborated using specific, relevant supporting detail
<b>COHERENCE</b>	The extent to which the response communicates meaning through ideas that are organized and clearly expressed
<b>GRAMMAR, SYNTAX, AND MECHANICS</b>	The extent to which the response demonstrates control of grammatical forms and syntax, spelling, diacritical marks, and punctuation
<b>VOCABULARY</b>	The extent to which the response demonstrates command of vocabulary and idiomatic expressions

## Section 5: Test II Sample Constructed-Response Assignments

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 criteria on the previous page.

Score	Description
3	<p>The "3" response reflects thorough understanding and strong command of written performance as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"><li>• The response fully achieves the purpose of the assignment and is appropriate for the intended audience.</li><li>• The response is fully developed, providing specific, relevant details.</li><li>• The response effectively communicates meaning through ideas that are clearly expressed and well organized.</li><li>• The response demonstrates thorough control of grammar and syntax, including mechanics, with only minor errors that do not interrupt communication.</li><li>• Vocabulary reflects broad command of the language and appropriate use of idiomatic expressions.</li></ul>
2	<p>The "2" response reflects general understanding and command of written performance as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"><li>• The response generally achieves the purpose of the assignment and is generally appropriate for the intended audience.</li><li>• The response is generally developed, with some elaboration of relevant, specific points.</li><li>• The response communicates meaning through ideas that are generally clear and organized.</li><li>• The response generally demonstrates control of grammar and syntax, including mechanics. Some errors may cause minor interruptions in communication.</li><li>• Vocabulary reflects general command of the language and generally appropriate use of idiomatic expressions. Minor errors do not impede communication.</li></ul>
1	<p>The "1" response reflects limited or no understanding or command of written performance as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"><li>• The response fails to achieve the purpose of the assignment and is inappropriate for the intended audience.</li><li>• Development is limited, lacking supporting details, or irrelevant.</li><li>• Ideas are unclear and disorganized, resulting in limited or no communication of meaning.</li><li>• The response demonstrates limited control of basic elements of grammar and syntax, including mechanics. Frequent errors impede communication.</li><li>• Vocabulary is limited, simple, and inadequate. Word usage errors and misformations impede communication.</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**.