







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
- ▶ A description 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.
-  Use scrap paper to make notes, write an outline, or otherwise prepare your response.
-  After you complete the assignment, review the strong response description 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 this section of the test, you will speak on tape in the target language in response to two assignments presented in your test booklet. You will read each assignment in your test booklet and will have two minutes to consider your response, then two minutes to speak. You will be told when the two minutes are up. A list of suggestions is provided to help direct your response. It is not necessary that you address every suggestion on the list, nor are you limited to the suggestions provided. However, what you say must be relevant to the situation that is presented, and part of your score will be based on the degree to which you elaborate on the topic by addressing either the suggestions provided or points of your choosing. You may NOT write in this test booklet. **You will be scored only on the responses you provide on the audiotape after the announcer instructs you to begin speaking.**

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 and Syntax:** The extent to which the response demonstrates control of grammatical forms and syntax
- **Vocabulary:** The extent to which the response demonstrates command of vocabulary and idiomatic expressions
- **Fluency:** The extent to which the response demonstrates the ability to maintain a steady rate of speech with smooth and connected discourse, including pronunciation and intonation

Once the tape has begun, it cannot be stopped, nor can you re-record your response.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.

Look up when you are ready to begin this section.

CONSTRUCTED-RESPONSE ASSIGNMENT ONE

■ Sample Constructed-Response Assignment One

Read the instructions below. You will have two minutes to study these instructions. Then, when you are told to do so, begin to respond in French. You may take up to two minutes to complete your response. You will be told when the two minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.

Imagine that you are talking with a close friend from a French-speaking country. Your friend, who has always lived in a small town, is considering moving to a large city and asks you for your advice. Speaking in French, offer your friend your opinion about the possible move. In your response you may wish to include, but are not limited to, the following topics:

- factors to consider in choosing a place to live;
- the advantages and disadvantages of living in a large city; and
- your opinion about what your friend should do.

Section 3: Test I Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment One

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to Assignment 1 could include:

- A description of factors that would be important to consider when choosing a place to live (for example, proximity to employment, entertainment, shopping, restaurants; availability of public transportation; cost of housing)
- An analysis of some advantages and disadvantages of living in a large city (for example, the greater availability of cultural events, the challenge of making friends)
- Advice based on your knowledge of your friend's personality and situation (for example, whether you think s/he would enjoy living in a large city or should stay where s/he is living now?)

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Read the instructions below. You will have two minutes to study these instructions. Then, when you are told to do so, begin to respond in French. You may take up to two minutes to complete your response. You will be told when the two minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.

Imagine that you are visiting a school in a French-speaking country. While meeting with teachers from the school, one teacher asks you about your understanding of the changes that have occurred in the use of technology in the United States during the last fifty years. Speaking in French, respond to the teacher's question. In your response you may wish to include, but are not limited to, the following information:

- two changes that have occurred in the way technology is used in the United States; and
- your opinion on whether or not these changes have been beneficial.

Section 3: Test I Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

A strong response to this oral expression constructed-response assignment would address the assigned topic in the target language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

Examples that might be mentioned in a response to Assignment 2 could include:

- Comments on and examples of changes in the way technology has been used in the United States in the last 50 years.
- Comments on different ways people communicate and examples of how new technology has affected communication (such as computers, e-mail, cellular phones, and text messages).
- Opinions about how changes in technology provide a broad spectrum of choices in communication and how these have been beneficial to U.S. society.

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 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 AND SYNTAX	The extent to which the response demonstrates control of grammatical forms and syntax
VOCABULARY	The extent to which the response demonstrates command of vocabulary and idiomatic expressions
FLUENCY	The extent to which the response demonstrates the ability to maintain a steady rate of speech with smooth and connected discourse, including pronunciation and intonation

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

Please note: A response that is unrelated to the assigned topic, unintelligible or inaudible, 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**.