



**Georgia Assessments for the  
Certification of Educators®**

**PREPARATION GUIDE**

**German**





GERMAN

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## SECTION I

### PREPARING FOR THE TEST

The purpose of the Georgia Assessments for the Certification of Educators® (GACE™) is to assess the knowledge and skills of prospective Georgia public school educators. The GACE program helps the Georgia Professional Standards Commission (PSC) meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum (Georgia Performance Standards).

This preparation guide provides information to help you prepare to take the GACE as follows:

- ▶ This section includes information about available resources and their use in understanding the design and content of the assessment, and strategies for success on the day of the test.
- ▶ The following sections contain sample test questions and additional test materials to assist you in your preparation.

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### UNDERSTANDING THE DESIGN AND CONTENT OF THE TEST

The content knowledge assessed by the GACE is described in the test design and framework for each assessment. You may view, print, or download the test design and framework for any GACE assessment by selecting "Test Designs and Frameworks" on the GACE Web site at [www.gace.nesinc.com](http://www.gace.nesinc.com). This section describes how to use the test design and framework to understand both the design and content of each GACE assessment.

#### ■ Test Design

Read the test design to familiarize yourself with the structure of the **assessment**. The test design outlines the **content areas covered on each test** within the assessment, the **approximate number of questions** for each content area, and the **types of questions** (selected response and constructed response) contained on each test.

**Section I: Preparing for the Test**

The following example illustrates the information provided by the test design.

**Assessment** → **Early Childhood Education**

**Test I (Test Code 001)**

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Reading and English Language Arts	0001–0008	40	1
➤ Social Studies	0009–0012	20	1
<b>TOTAL</b>		<b>60</b>	<b>2</b>

**Test II (Test Code 002)**

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Mathematics	0013–0017	25	1
➤ Science	0018–0021	20	1
➤ Health, Physical Education, and the Arts	0022–0024	15	
<b>TOTAL</b>		<b>60</b>	<b>2</b>

**Types of questions**

**Approximate number of questions**

**Content areas covered on each test**

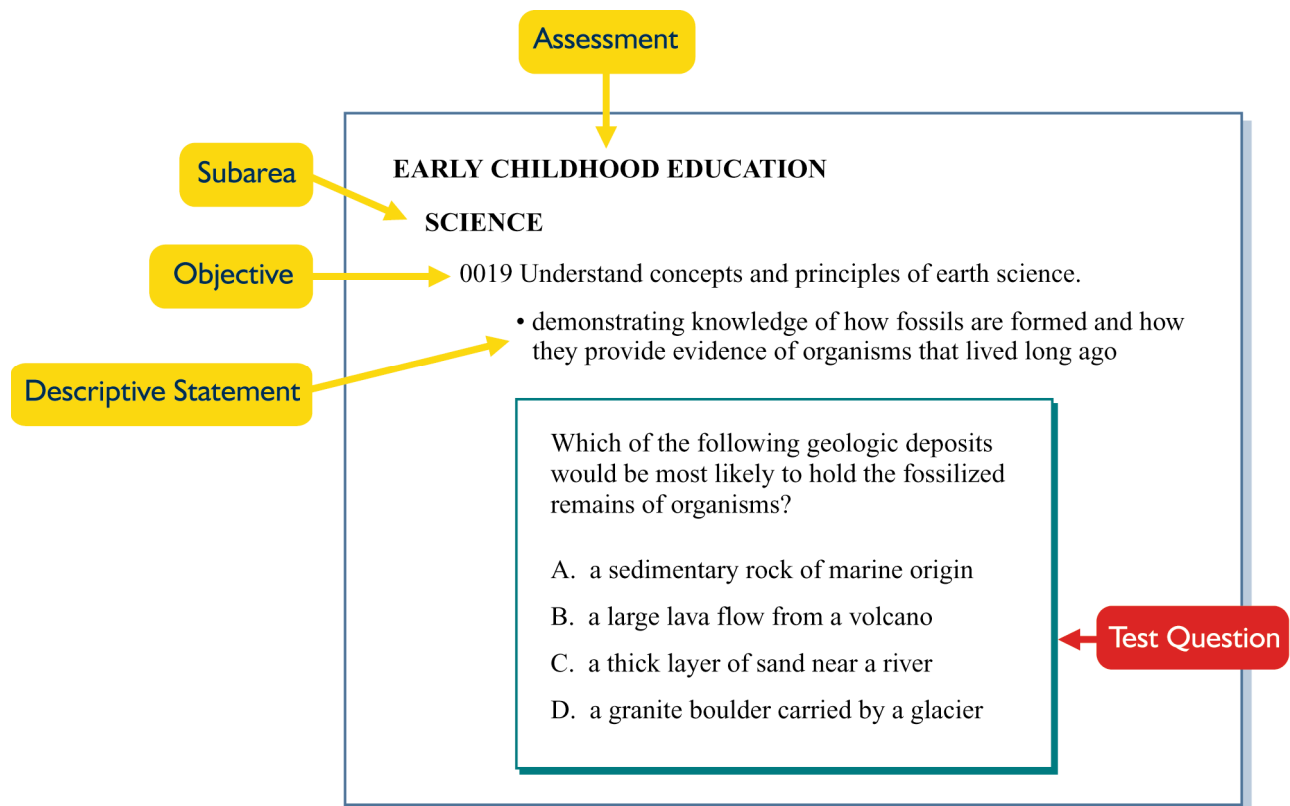
## ■ Test Framework

Read the test framework to understand the content covered by the assessment and to determine your preparedness to test. The test framework for each **assessment** is organized into subareas, objectives, and descriptive statements as follows:

- ▶ **Subareas** define the major content domains of the test. Subareas typically consist of several objectives. The number of objectives may vary, depending on the breadth of content contained in the subarea.
- ▶ **Objectives** define the knowledge and skills that Georgia educators and teacher educators have determined to be important for educators to possess. Each objective is expanded upon by descriptive statements.
- ▶ **Descriptive statements** provide examples of the range, type, and level of content that may appear on the test for questions measuring the objective.

**Test questions** are designed to measure specific test objectives. The number of objectives within a subarea generally determines the number of selected-response test questions that will address that subarea's content on the test. Subareas that consist of more objectives will receive more emphasis on the test than subareas that consist of fewer objectives.

The following example from the Early Childhood Education test framework illustrates the relationship of a selected-response test question to the subarea, objective, and descriptive statement in the framework to which it corresponds. This same direct relationship between selected-response test questions and their corresponding objectives applies to all GACE assessments.



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## STRATEGIES FOR SUCCESS ON THE DAY OF THE TEST

Review the following strategies to help you do your best when taking the GACE.

**Follow directions**

Listen to and follow all test directions. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet.

**Pace your work**

The test schedule is designed to allow sufficient time for you to complete your test booklet(s). You may wish to page through the test booklet when you are instructed to begin testing to help you gauge how to pace yourself. Remember to leave enough time to respond to any constructed-response assignments.

**Read carefully**

Do not try to save time by skimming directions or by reading the test questions quickly. You may miss important information and instructions.

**Determine the "best answer"**

Your response to each selected-response question should be the best answer of the alternatives provided. Read and evaluate all four answer choices before deciding which one is best.

**Guess wisely**

Your results on the selected-response section of the test will be based on the number of questions you answer correctly. You will not be penalized for guessing. If you are unsure about a question, use your knowledge of the content area to eliminate as many of the alternatives as you can. Then select among the remaining choices.

**Mark your answers carefully**

Your responses to the selected-response questions will be scored electronically. It is very important for you to mark your answers carefully and to erase any stray marks completely. If you skip a question, be sure that you skip the corresponding row of answer choices on the answer sheet.

**Check your accuracy**

Use any remaining time at the end of the test session to check the accuracy of your work. Make sure that you have filled in the appropriate bubbles on the answer sheet and that you have completely erased any stray marks.

**Respond to the constructed-response assignment(s) fully and clearly**

If the test you are taking contains a constructed-response assignment, be sure to read and respond to each part of the assignment. It is important for scorers to be able to understand your response. Also, make sure that you have recorded your response to the constructed-response assignment as instructed.



## SECTION 2

### TEST I SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

This test contains questions that involve listening to an audio recording. Please note that at the actual test administration, you will hear rather than read the passages.

## QUESTIONS

1. *(The examinee will hear and read in the test booklet:)*

**Hören Sie sich den folgenden Dialog genau an. Sie werden den Dialog zweimal hören.**

*(The examinee will hear:)*

male: Katharina, ich habe noch eine Karte für die Philharmonie übrig. Hättest du Lust mitzukommen?

female: Ja Frank, sehr gerne. Wann wollen wir uns denn treffen, und wer kommt außerdem noch mit?

male: Wir sollten uns um ca. neunzehn Uhr im Foyer treffen. Norbert und Tina werden auch da sein, und danach können wir noch in ein nettes Cafe gehen.

female: Oh, prima. Die beiden habe ich erst letztens zufällig im Kino getroffen. - Und wessen Stücke werden wir genießen?

male: Hauptsächlich von Mozart. Ich freue mich schon darauf!

**Sie werden den Dialog jetzt noch einmal hören.**

*(Repeat dialogue)*

**Beantworten Sie jetzt die Frage.**

*(The examinee will read in the test booklet:)*

Was ist der Hauptgrund für das eben gehörte Gespräch?

- A. Frank und Katharina verabreden sich gegen sieben Uhr zum Konzert.
- B. Frank und Katharina treffen ihre Freunde um sieben Uhr im Kino.
- C. Norbert und Tina gehen zusätzliche Karten für die Philharmonie kaufen.
- D. Norbert und Tina laden zu Kaffee und Kuchen mit Mozartkugeln ein.

*(The examinee will hear and read in the test booklet:)*

**Hören Sie sich die folgende Passage genau an; dann beantworten Sie die zwei anschließenden Fragen. Sie werden die Passage zweimal hören.**

*(The examinee will hear:)*

Wenn man zum Kurfürstendamm kommt, wird es lauter und lebhafter. Geschäftsleute, Diplomaten, Studenten, Touristen, Einkaufslustige schlendern oder eilen an den vielen Geschäften vorbei. Immer wieder sind englische, französische, türkische, vietnamesische, polnische und russische Wortfetzen zu hören. Die neue Rolle Berlins als Hauptstadt, die zahlreichen Sehenswürdigkeiten, das reiche Kultur- und Bildungsangebot und vielfach die Hoffnung auf ein materiell besser gestelltes Leben ziehen immer mehr Menschen aus der Fremde in die Stadt— sei es für einen kurzen Besuch oder auf Dauer. So entwickelt sich Berlin wieder, wie einst in den Zwanziger Jahren, zum Schmelztiegel der unterschiedlichsten Kulturen und zu einer der aufstrebendsten Metropolen Europas.

**Sie werden die Passage jetzt noch einmal hören.**

*(Repeat passage)*

**Beantworten Sie jetzt die zwei Fragen.**

*(The examinee will read in the test booklet:)*

2. Aus welchem Grund ist Berlin laut Text eine der aufstrebendsten Städte Europas?
  - A. weil sich immer mehr innovative Firmen in Berlin niederlassen
  - B. weil die Einwohner Berlins immer mehr Fremdsprachen sprechen
  - C. weil die Sehenswürdigkeiten Berlins immer internationaler werden
  - D. weil immer mehr Ausländer das Leben in Berlin beeinflussen
  
3. Welcher der folgenden Sätze drückt am besten die Bedeutung des idiomatischen Ausdrucks "Schmelztiegel" in diesem Text aus?
  - A. zahlreiche Kulturveranstaltungen folgen dicht aufeinander
  - B. verschiedene soziale Klassen vermischen sich miteinander
  - C. verschiedene ethnische Gruppen lösen sich ineinander auf
  - D. zahlreiche ausländische Geschäfte reihen sich dicht aneinander

## Section 2: Test I Sample Questions

4. Use the sentences below to answer the question that follows.

Ich höre schon seit mehreren Tagen einen Summton im Ohr. Er macht mich ganz verrückt.

Which of the following correctly combines the two sentences above with a relative pronoun?

- A. Ich höre seit mehreren Tagen einen Summton im Ohr, dass mich ganz verrückt macht.
- B. Ich höre schon seit mehreren Tagen einen Summton im Ohr, der mich ganz verrückt macht.
- C. Ich höre schon seit mehreren Tagen einen Summton im Ohr, der macht mich ganz verrückt.
- D. Ich höre schon seit mehreren Tagen einen Summton im Ohr, das macht mich ganz verrückt.

5. The German word *Weltanschauung* would most likely be used in English to describe:

- A. a philosophical view of the world.
- B. a scientific theory of the natural world.
- C. a vision of the end of the world.
- D. a profound sense of world-weariness.

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	Frank begins this dialogue by offering Katharina an extra ticket to a concert. After she accepts, they arrange to meet in the lobby at 7:00 p.m.	0001
2	D	The author of this passage focuses on the aspects of Berlin that attract people of all nations to the city. The author concludes that Berlin will develop into one of the most influential and important metropolises in Europe because it is becoming a truly international city.	0002
3	C	The German term <i>Schmelztiegel</i> is used metaphorically to refer to a place where people of different cultural backgrounds come together to form an integrated society.	0003
4	B	The relative pronoun that begins the subordinate clause needs to be masculine to match the subject to which it refers, <i>der Summton</i> . It needs to be in the nominative case because it serves as the subject of the subordinate clause. The syntactic structure of the subordinate clause requires the verb to be placed at the end of the clause.	0004
5	A	<i>Weltanschauung</i> is a comprehensive concept or picture of the universe and the relationship between it and humanity. A true <i>Weltanschauung</i> integrates all disciplines and beliefs into an organic whole.	0005







## 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.

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## 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.

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## 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 German. 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 German-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 German, 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 differences in the workplace and in daily life that your friend will encounter (for example, schedules, transportation, meals, family time, and cultural aspects)
- An analysis of some advantages and disadvantages of living and working in Georgia
- Advice to consider regarding the legalities and details of moving to the United States (for example, packing and transportation of furniture versus buying new furniture, legalities in regard to immigration and advice on how to obtain the appropriate visa)

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## 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 German. 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 German-speaking country. At a meeting with teachers from the school, one teacher asks you about changes that have occurred in the use of technology in the United States during the last fifty years. Speaking in German, 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 ways technology is used in the United States; and
- your opinion on the advantages and/or disadvantages of these changes.

### 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.

<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 AND SYNTAX</b>	The extent to which the response demonstrates control of grammatical forms and syntax
<b>VOCABULARY</b>	The extent to which the response demonstrates command of vocabulary and idiomatic expressions
<b>FLUENCY</b>	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"> <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, 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> <li>• The candidate consistently maintains a steady rate of speech. There are few, if any, errors.</li> </ul>
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"> <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. 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> <li>• The candidate generally maintains a steady rate of speech. There may be some errors in pronunciation and intonation.</li> </ul>
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"> <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. Frequent errors impede communication.</li> <li>• Vocabulary is limited, simple, and inadequate. Word usage errors and misformations impede communication.</li> <li>• The candidate fails to maintain a steady rate of speech. Frequent errors in pronunciation and intonation impede meaning.</li> </ul>

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**.



## SECTION 4

### TEST II SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

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## QUESTIONS

1. **Lesen Sie die folgende Passage; dann beantworten Sie die anschließende Frage.**

Eine neue Studie der Universität Frankfurt ergab, dass die meisten Menschen freiwillig deutlich mehr leisteten, als von ihnen verlangt wurde—jedoch nur, wenn sie selten überprüft würden. Ein ständiges Kontrollieren der Mitarbeiter werde nämlich so interpretiert, dass der Vorgesetzte seinen Mitarbeitern nicht genügend vertraue. Eigenmotivation werde aber erst durch Vertrauen wirklich gefördert. Ein zusätzliches direktes Motivieren der Mitarbeiter durch den Vorgesetzten, damit diese mehr Einsatz zeigten, sei dann gar nicht mehr nötig. Das gelte auch für gut ausgebildete Manager. Vorgesetzte, die ihren Mitarbeitern eine freiere Hand ließen, würden daher mit höheren Leistungen belohnt—und beliebter seien sie meistens auch.

Wie lässt sich das Ergebnis der Universitätsstudie am besten zusammenfassen?

- A. Vorgesetzte sind beliebter, wenn sie Mitarbeiter richtig ausbilden.
- B. Vorgesetzte sind erfolgreicher, wenn sie Mitarbeiter oft überprüfen.
- C. Mitarbeiter sind einsatzfreudiger, wenn Vorgesetzte sie motivieren.
- D. Mitarbeiter sind leistungsstärker, wenn Vorgesetzte ihnen vertrauen.

**Lesen Sie die folgende Passage aus *Vor dem Gesetz* (1935) von Franz Kafka; dann beantworten Sie die drei anschließenden Fragen.**

Vor dem Gesetz steht ein Türhüter. Zu diesem Türhüter kommt ein Mann vom Lande und bittet um Eintritt in das Gesetz. Aber der Türhüter sagt, daß er ihm jetzt den Eintritt nicht gewähren könne. Der Mann überlegt und fragt dann, ob er also später werde eintreten dürfen. "Es ist möglich", sagt der Türhüter, "jetzt aber nicht." Da das Tor zum Gesetz offensteht wie immer und der Türhüter beiseitetritt, bückt sich der Mann, um durch das Tor in das Innere zu sehn. Als der Türhüter das merkt, lacht er und sagt: "Wenn es dich so lockt, versuche es doch, trotz meines Verbotes hineinzugehn. Merke aber: ich bin mächtig. Und ich bin nur der unterste Türhüter. Von Saal zu Saal stehn aber Türhüter, einer mächtiger als der andere. Schon den Anblick des dritten kann nicht einmal ich mehr ertragen." Solche Schwierigkeiten hat der Mann vom Lande nicht erwartet; das Gesetz soll doch jedem und immer zugänglich sein, denkt er, aber als er jetzt den Türhüter in seinem Pelzmantel genauer ansieht, [...] entschließt er sich, doch lieber zu warten, bis er die Erlaubnis zum Eintritt bekommt.

2. Welche der folgenden Beschreibungen trifft auf den Türhüter am besten zu?
  - A. Er ist dürr und ängstlich.
  - B. Er ist stark und selbstsicher.
  - C. Er ist groß und schüchtern.
  - D. Er ist fett und bequem.
  
3. Welche der folgenden Begründungen erklärt am besten, warum der Mann vom Lande nicht in das Gesetz hineingeht?
  - A. weil er keine Erlaubnis hat
  - B. weil es schon zu spät ist
  - C. weil das Tor abgeschlossen ist
  - D. weil er sich drinnen verlaufen könnte
  
4. Welcher der folgenden Literaturformen gleicht diese Erzählung am ehesten?
  - A. einer sozialkritischen Allegorie
  - B. einer spannenden Kriminalgeschichte
  - C. einer tragischen Ballade
  - D. einer aufregenden Abenteuergeschichte

## Section 4: Test II Sample Questions

5. The novels and other writings of Christa Wolf can best be used to:
- A. examine the influence of literature on anthropology and German philosophy.
  - B. examine the influence of literature on historical writing and German filmmaking.
  - C. explore the relationship between literature, psychology, and West-German economy.
  - D. explore the relationship between literature, politics, and East-German history.
6. Which of the following has contributed most to the development of the multi-ethnic character of contemporary German society?
- A. the social and economic dislocation caused by World War II
  - B. the population movements induced by Cold War era tensions
  - C. the guest-worker program initiated in the 1950s and 1960s
  - D. the open-border policy adopted by the European Union in the 1970s

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	D	The study described in the passage concludes that most people perform better at their jobs if they are not under constant supervision. The study suggests that greater trust on the part of employers leads to better performance from employees.	0007
2	B	After the man from the country takes a closer look at the gatekeeper, he decides to wait rather than enter without permission. This indicates that the gatekeeper is a strong and imposing person. The gatekeeper also shows his strength and confidence when he very directly states, "I am powerful."	0007
3	A	The final sentence of this passage ends with the statement that the man from the country has decided to wait until he gets permission to enter the gate.	0008
4	A	The allegorical nature of this passage is evident in Kafka's use of a building to represent the law. Kafka's critique is evident in the man's inability to gain access to the law despite his belief that the law is supposed to be accessible to everyone at all times.	0009
5	D	Central themes in the works of Christa Wolf include women's lives, German fascism, and the government of the German Democratic Republic. Many of her works examine the relationship between the individual and the state.	0010
6	C	With the implementation of Germany's first international guest-worker agreement in 1955, immigration into Germany increased. Under this agreement, workers arrived from other countries, including Italy, Spain, Yugoslavia, and Turkey. The presence and contributions of immigrants who arrived during the guest-worker program are reflected in many aspects of contemporary German culture, including the multiethnic nature of contemporary German society.	0011



## 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.

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## 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.

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## 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 German-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 in school. Writing in German, 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**

Lieber Hans,

Vielen Dank für deine E-Mail. Deine Anfrage nach einer beeindruckenden Schulerfahrung, die du deinen Schülern erzählen kannst, finde ich sehr interessant. Wie du weißt, ist mein Vater im Krieg umgekommen, und meine Mutter hat einen amerikanischen Soldaten geheiratet. Er ist nach El Paso in Texas versetzt worden. Ich bin also durch meine Eltern als Zehnjährige von Deutschland in die USA ausgewandert. Ich war im fünften Schuljahr, mein Bruder im sechsten. Wir konnten beide fast kein Wort Englisch. Meiner Mutter war es gar nicht recht, dass wir sofort nach unserer Ankunft in die Schule sollten. Sie war besorgt, weil alles so fremd für uns Kinder war. Sie hat sehr geweint, als mein Stiefvater uns beide in der Schule in El Paso angemeldet hat.

Der Direktor und die Lehrerinnen waren sehr nett und geduldig. Es war doch alles fremd - die Sprache, neuer Sport (Baseball), der lange Tag, und die komischen Schreibtische. Ich denke oft mit Nostalgie an diese Zeit zurück, wie wir den Sprung über den großen Teich unternommen haben, und deswegen hat sich unser ganzes Leben verändert. Die Lehrerinnen in El Paso haben uns mit offenen Armen aufgenommen. Wegen ihnen bin ich selbst auch Lehrerin geworden.

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## 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 German 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

Meine Damen und Herren!

Vielen Dank für die Gelegenheit, in ihrem Stadtverein zu sprechen. In diesem Schulbezirk versuchen die Direktoren und LehrerInnen immer das Schulprogramm zu verbessern.

Bedingungen wie Klassengröße, zutreffende Materialien und gut ausgebildete LehrerInnen sind sehr wichtig, um den Erfolg für die SchülerInnen zu garantieren. Im Moment fügen einige Direktoren dieser Liste einen längeren Schultag hinzu. Es gibt natürlich Gründe einen längeren Schultag zu unterstützen. Zwei zusätzliche Schulstunden am Tag würden es möglich machen unser Lehrangebot zu erweitern, Nachhilfestunden anzubieten oder mehr Sporttraining mit einzuplanen. Außerdem wäre ein längeres Mittagessen oder eine Pause eine Möglichkeit.

Andererseits müssen die SchülerInnen jetzt schon acht Stunden jeden Tag in der Schule sein. Mit einem Zehnstunden-Schultag wäre es wahrscheinlich, dass SchülerInnen vor Sonnenaufgang und nach Sonnenuntergang im Schulbus sitzen müssten. Auch wäre es zu erschöpfend, so viele Stunden in der Klasse zu verbringen. Meiner Meinung nach wäre es besser, sich auf Qualität in den Klassen zu konzentrieren und nicht einen längeren Schultag einzuführen. Hoffentlich werden Sie gleicher Meinung sein.

## 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**.