







## SECTION 3

### 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
- ▶ An assignment response sheet (for Assignment One only)
- ▶ An example of a strong response to the sample written assignment (Assignment One) and a description of a strong response to the sample oral reading assignment (Assignment Two)
- ▶ 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.
-  For Assignment One, print the assignment response sheet and use it 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 scoring criteria and the sample strong response (for Assignment One) or the strong response description (for Assignment Two).

---

## CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS FOR ASSIGNMENT ONE

A sample of the directions for the written assignment is shown in the box below.

### CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

This section of the test contains a constructed-response assignment for which you are to prepare a written response of up to one page and record it in the area provided on the Assignment 1 Response Sheet in your answer document.

Read the 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 the assignment to make notes, write an outline, or otherwise prepare your response. ***However, your final response must be written on the Assignment 1 Response Sheet in your answer document.***

Your 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

Evaluation of your 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 response should be written for an audience of educators in the field.

Your response 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 response.

The selected-response section of the answer document containing your name will be removed from your written response 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.

The long reign of Augustus (31 B.C.E.–14 C.E.) was a period of great stability and prosperity in the Roman world. Using your knowledge of Roman history and culture, write a response in which you:

- briefly describe one major achievement or event in Roman society during the reign of Augustus; and
- explain how this achievement or event influenced the development of the Roman world.



**■ Strong Response to Sample Constructed-Response Assignment One**

Augustus boasted that he found Rome a city of clay and left it a city of marble. His monumental, unprecedented building program transformed the city from one almost ruined by years of civil war to a new height of civilized living. By using materials like stone and marble, he made Rome bright, white, clean, and orderly. Buildings included a new forum, temples, a theatre, baths, porticoes, and garden. He also expanded the system of aqueducts that brought clean water to public baths and fountains. In addition, Augustus established cohorts to care for the city-cadres of men who fought fires, maintained water and sewer systems, and policed the streets day and night.

These improvements influenced the development of the Roman world by enhancing individual citizens' views of themselves and their society, thereby transforming the Roman world, over time, into a civilization. Rather than reflecting life as a state of war and marginal existence, the city's new structures supported Augustus' ideology that life should include peace, stability, health, rest, and reflection. Although one cannot credit the reconstruction of the city to Augustus alone, his efforts in this achievement did contribute significantly to his reputation as a "good emperor," and to the peace and prosperity that lasted into the next century.

### Section 3: Sample Constructed-Response Assignments

## CRITERIA FOR SCORING YOUR RESPONSE TO ASSIGNMENT ONE

Your response will be evaluated based on the following criteria.

<b>PURPOSE</b>	The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
<b>APPLICATION OF CONTENT KNOWLEDGE AND SKILLS</b>	The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
<b>SUPPORTING EVIDENCE</b>	The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Your 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.

<b>Score</b>	<b>Description</b>
<b>3</b>	<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"><li>• The response fully achieves the purpose of the assignment.</li><li>• The response demonstrates an accurate and effective application of relevant content knowledge and skills.</li><li>• The response provides appropriate, specific supporting evidence of relevant content knowledge and skills.</li></ul>
<b>2</b>	<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"><li>• The response largely achieves the purpose of the assignment.</li><li>• The response demonstrates a generally accurate, generally effective application of relevant content knowledge and skills.</li><li>• The response provides some appropriate and general supporting evidence of relevant content knowledge and skills.</li></ul>
<b>1</b>	<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"><li>• The response partially achieves or fails to achieve the purpose of the assignment.</li><li>• The response demonstrates limited, inaccurate, and/or ineffective application of relevant content knowledge and skills.</li><li>• The response provides limited or no appropriate, specific supporting evidence of relevant content knowledge and skills.</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**.

---

## CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS FOR ASSIGNMENT TWO

A sample of the directions for the oral reading assignment is shown in the box below.

### CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For this section of the test, you will read aloud onto an audiotape a Latin passage that is printed in your test booklet. You will have ten minutes to read the passage silently, then three minutes to read it aloud. Your score for this section will be based solely on the oral reading that you provide on the audiotape after the announcer instructs you to begin speaking.

Your oral reading will be evaluated on the basis of the following criteria:

- **PRONUNCIATION:** Accuracy and consistency in the articulation of individual sounds and words
- **PHRASING:** Appropriateness of the grouping and phrasing of syntactic constructions and accuracy of the placement and duration of pauses
- **RHYTHM:** Appropriateness of rate and tone of speech in accordance with the sense of the text
- **FLUENCY:** Coherence and ease of expression
- **EXPRESSIVENESS:** Accuracy of comprehension of the meaning and mood of the text

You may use either classical or ecclesiastical pronunciation, but whichever you choose, it should be used consistently. Through your oral reading, you are expected to demonstrate your comprehension of the text and your facility with Latin as a spoken language.

Once recording 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.

---

## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Read silently the passage below. You will have ten minutes to practice reading the passage. Then, when you are told to do so, begin reading the passage aloud at a normal speed and with appropriate pronunciation. Your oral reading will not be evaluated on the basis of its dramatic qualities. You may use either classical or ecclesiastical pronunciation, but whichever you choose, you should use it consistently. Note elisions in your reading. You will be given a total of three minutes to complete your reading. You will be told when your three minutes are up. You may begin reading silently the passage now. You will be told when to begin reading aloud.

Multās per gentēs et multa per aequora uectus  
adueniō hās miserās, frāter, ad inferiās,  
ut tē postrēmō dōnārem mūnere mortis  
et mūtā nēquīquam alloquerer cinerem,  
quandōquidem fortūna mihi tētē abstulit ipsum,  
heu miser indignē frāter adempte mihi,  
nunc tamen intereā haec, priscō quae mōre parentum  
trādita sunt tristī mūnere ad inferiās,  
accipe frāternō multum mānantia flētū,  
atque in perpetuum, frāter, avē atque ualē.

(Catullus 101)

■ **Strong Response to Sample Constructed-Response Assignment Two**

A strong response of the Latin passage read aloud would be an oral reading delivered with an awareness of the author's use of language, i.e., varying the vocal tone and rate of the reading to produce a spoken rhythm that matches the sense of the text. The reader would articulate words accurately and place the proper stress on syllables. The reader's phrasing would reflect an awareness of the grouping of words linked syntactically and semantically. The reader would pause the oral reading where appropriate. The oral reading would have few stumbles over words, and the passage would be read with a fluency and ease of expression that demonstrates an appreciation of the phrasing of sentences and clauses. There would be coherence in the reader's reading expression that reflects an accurate understanding of the meaning and expressed mood of the passage.

**Section 3: Sample Constructed-Response Assignments**

**CRITERIA FOR SCORING YOUR RESPONSE TO ASSIGNMENT TWO**

You may use either classical or ecclesiastical pronunciation, but whichever you choose, it should be used consistently. Overall, you are expected to demonstrate through your reading your comprehension of the text and your facility with Latin as a spoken language.

<b>PRONUNCIATION</b>	<ul style="list-style-type: none"> <li>Accuracy and consistency in the articulation of individual sounds and words</li> </ul>
<b>PHRASING</b>	<ul style="list-style-type: none"> <li>Appropriateness of the grouping and phrasing of syntactic constructions</li> <li>Accuracy of the placement and duration of pauses</li> </ul>
<b>RHYTHM</b>	<ul style="list-style-type: none"> <li>Appropriateness of rate and tone of speech in accordance with the sense of the text</li> </ul>
<b>FLUENCY</b>	<ul style="list-style-type: none"> <li>Coherence and ease of expression</li> </ul>
<b>EXPRESSIVENESS</b>	<ul style="list-style-type: none"> <li>Accuracy of comprehension of the meaning and mood of the text</li> </ul>

Your 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.

<b>Score</b>	<b>Description</b>
<b>3</b>	<p>The "3" response reflects strong command of oral reading as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> <li>The candidate pronounces all words accurately and consistently, with proper syllabic stress.</li> <li>The candidate consistently groups words that are linked syntactically and semantically, pausing accurately in placement and duration.</li> <li>The candidate appropriately varies rate and vocal tone to produce a spoken rhythm that thoroughly matches the sense of the text.</li> <li>The candidate consistently demonstrates coherence and ease of expression, reading the text as whole phrases and clauses rather than as isolated words.</li> <li>The candidate demonstrates comprehension and expresses the meaning and mood of the text accurately.</li> </ul>
<b>2</b>	<p>The "2" response reflects general command of oral reading as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> <li>The candidate pronounces most words accurately and consistently, generally with proper syllabic stress, although word, syllable, and/or stress inaccuracies may be present.</li> <li>The candidate generally groups words that are linked syntactically and semantically; pauses generally are placed and timed accurately.</li> <li>The candidate generally varies rate and vocal tone to produce a spoken rhythm that matches much of the sense of the text.</li> <li>The candidate generally demonstrates coherence and ease of expression, reading much of the text as whole phrases and clauses, but may isolate a few words.</li> <li>The candidate generally demonstrates comprehension and an ability to express the meaning and mood of the text.</li> </ul>
<b>1</b>	<p>The "1" response reflects limited or no command of oral reading as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> <li>The candidate pronounces few or no words accurately or consistently, omits and/or confuses syllables, and places stress improperly.</li> <li>The candidate exhibits limited or no ability to group words that are linked syntactically and semantically; pauses are inaccurately placed and/or random.</li> <li>The candidate demonstrates limited or no ability to vary rate and vocal tone in accordance with the sense of the text.</li> <li>The candidate demonstrates limited or no coherence or ease of expression, reading the text as little more than isolated words.</li> <li>The candidate demonstrates limited or no comprehension or ability to express the meaning and mood of the text.</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**.