








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:

- ▶ Test administration information
- ▶ 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

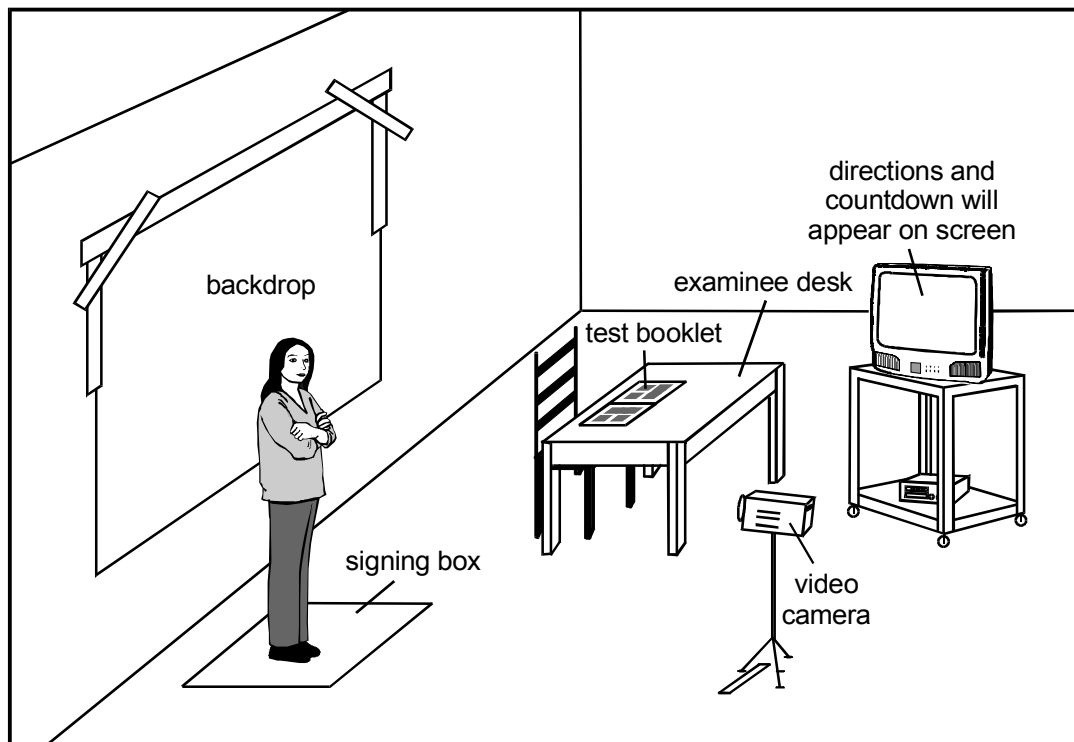
For each sample assignment, you may want to take the following steps to prepare for the test:

-  Review the constructed-response assignment directions.
-  Print the assignment.
-  Use scrap paper to make notes, write an outline, or otherwise prepare your response.
-  Practice signing your response. Time yourself and keep within the two-minute limit.
-  After you complete the assignment, review the strong response description and the scoring criteria.

TEST ADMINISTRATION INFORMATION

Section Three of the American Sign Language assessment consists of two expressive production assignments that require responses in ASL. This section is administered to one examinee at a time in a separate room. The examinee is seated at a table or desk facing a TV monitor and next to a video camera positioned so as to record the examinee's responses (see diagram of a typical room setup below).

Because your responses to the assignments will be videotaped, you should wear clothing that provides a good background against which to demonstrate your sign communication ability, i.e., solid-colored attire that contrasts with your skin tone. Avoid clothing with prints or stripes or shirts with graphics.



Test directions. For Section Three, you will first read the test directions in a test booklet. Then, you will read the directions for the first assignment, which are presented in written English both in the test booklet and on a video recording.

Studying the assignment. The assignment itself is presented only in the test booklet. You will have two minutes to read the assignment and consider how you will respond. The video recording will show a silent two-minute countdown during this time so that you know how much time you have left.

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Responding to the assignment. After the two-minute study period is up, you will have two minutes to respond to the assignment. To provide your response to the assignment, you must stand in a designated space in front of the video camera and sign your response in ASL. Your signed response will be recorded by the test administrator. While you are signing your response, the video recording will again show a silent two-minute countdown so that you know how much time you have left.

If you finish your response before the two minutes are up, you may sit down at the desk while waiting for the two minutes to expire and the next assignment to begin.

Completing the test. When the two-minute response period for the first assignment is over, you will be directed to the second assignment in the test booklet, which is administered in the same manner. When the response time for the second assignment is over, your test administrator will check to be sure that your responses have been properly recorded; then your test materials will be collected and you will be dismissed.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

A sample of the directions for the constructed-response assignments is shown in the box below.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

You will respond to the two assignments in this section in American Sign Language (ASL). Your responses will be video recorded. You will have two minutes to read each assignment in your test booklet and consider your response, then two minutes to sign your response in ASL. You should provide a response to each assignment that allows you to show your proficiency in ASL. You must respond only in ASL; use of non-ASL signing, including non-ASL grammar, vocabulary, and sign production, may result in an unscorable response. Below each assignment, you will find several suggestions to help direct your response. It is not necessary that you address every point in the list, nor are you limited to the points provided. However, what you sign must be relevant to the situation that is presented to you.

After you have completed signing your responses, you may be seated.

Your responses will be evaluated on the basis of the following criteria:

- **Purpose:** The extent to which the response addresses the assignment in a culturally appropriate manner for the intended audience and purpose
- **Coherence and Development:** The extent to which the response delivers a clear, organized, and coherent message that is developed using specific, relevant details
- **Grammar and Syntax:** The extent to which the response demonstrates accurate and appropriate use of ASL syntax and grammatical forms as well as non-manual modifiers and morphemes
- **Vocabulary:** The extent to which the response demonstrates a wide range of accurate, precise ASL vocabulary and appropriate use of idiomatic expressions
- **Fluency:** The extent to which the response demonstrates a steady rate and appropriate pace of sign production in connected discourse
- **Articulation and Use of Space:** The extent to which the response demonstrates clear, correctly formed articulation of ASL with appropriate use of the signing space

Once the 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.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

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 American Sign Language. 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 signing.

Imagine that you are having a conversation in American Sign Language with a close friend about whether to move closer to work or school or to commute a long distance. Using American Sign Language, offer your friend your thoughts on this question. In your response you may wish to include, but are not limited to, the following topics:

- factors to consider in whether to move closer to work or school or to commute a long distance;
- advantages and disadvantages of moving versus commuting a long distance; and
- which decision you would make and why.

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■ Description of a Strong Response to Sample Constructed-Response Assignment One

A strong response to this expressive production constructed-response assignment would address the assigned topic in American Sign Language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The signer would sign fluently, using a variety of sentences and linguistic structures, including appropriate idiomatic expressions. The signer's vocabulary would show mastery of a broad range of signs and usages. The signer would handle simple and complex linguistic constructions, avoiding errors that interfere with communication and avoiding influence from forms of manually coded English. The signer would exhibit good to excellent articulation and control of aspect.

A response to Assignment One could include, but is not limited to, the following topics:

- factors to consider in whether to move closer to work or school or to commute a long distance. These factors could include the cost of living in each area; the cost of gas, insurance, and car maintenance; the time it takes to commute; and the frequency of travel.
- advantages and disadvantages of moving versus commuting a long distance. These advantages and disadvantages could include saving money on gasoline if one moves closer to work or school; saving the expense and inconvenience of moving by staying where one is; the environmental impact of driving; or the distance to family and friends.

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 American Sign Language. 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 signing.

Imagine that you are being interviewed for a position as a teacher of American Sign Language. During the interview, you are asked to describe what you anticipate will be the most satisfying aspects of becoming a teacher of American Sign Language. Using American Sign Language, respond to the interviewer. In your response, you may wish to include, but are not limited to, the following topics:

- a description of what you anticipate to be the most satisfying aspects of becoming a teacher; and
- reasons why those aspects will be particularly satisfying.

Section 3: Sample Constructed-Response Assignments

■ Description of a Strong Response to Sample Constructed-Response Assignment Two

A strong response to this expressive production constructed-response assignment would address the assigned topic in American Sign Language and develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The signer would sign fluently, using a variety of sentences and linguistic structures, including appropriate idiomatic expressions. The signer's vocabulary would show mastery of a broad range of signs and usages. The signer would handle simple and complex linguistic constructions, avoiding errors that interfere with communication and avoiding influence from forms of manually coded English. The signer would exhibit good to excellent articulation and control of aspect.

A response to Assignment Two could include, but is not limited to, the following topics:

- a description of satisfying aspects of becoming a teacher. This description could include aspects like the pleasure of seeing students learn and grow; or an experience of having a specific student become more interested in learning ASL.
- a reason why those aspects will be particularly satisfying. These reasons could include the satisfaction of knowing that students are better prepared to participate in the larger world after having learned what you have taught them; or the satisfaction of exposing students to a new language and culture they may not have known very much about.

CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

PURPOSE	The extent to which the response addresses the assignment in a culturally appropriate manner for the intended audience and purpose
COHERENCE AND DEVELOPMENT	The extent to which the response delivers a clear, organized, and coherent message that is developed using specific, relevant details
GRAMMAR AND SYNTAX	The extent to which the response demonstrates accurate and appropriate use of ASL syntax and grammatical forms (e.g., ASL word order; indexical pronouns; reduplication; classifiers; numerical incorporation; inflection; verbal aspect; verbal directionality; avoidance of English grammar and grammatical features such as forms of the verb <i>to be</i> , articles, and prepositions) as well as non-manual modifiers and morphemes (e.g., facial expression, body position)
VOCABULARY	The extent to which the response demonstrates a wide range of accurate, precise ASL vocabulary (e.g., semantic accuracy, avoiding excessive use of fingerspelling and circumlocution) and appropriate use of idiomatic expressions
FLUENCY	The extent to which the response demonstrates a steady rate and appropriate pace of sign production in connected discourse
ARTICULATION AND USE OF SPACE	The extent to which the response demonstrates clear, correctly formed articulation of ASL with appropriate use of the signing space

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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 ASL as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response fully addresses the assignment and is culturally appropriate for the intended audience and purpose. • Ideas are consistently clear, well-organized, and coherent and are fully developed with specific, relevant details. • The candidate demonstrates thoroughly accurate and appropriate use of ASL syntax, grammatical forms, non-manual modifiers, and morphemes. Minor errors may exist, but they do not interrupt communication. • The candidate demonstrates broad command and wide range of accurate, precise ASL vocabulary and thoroughly appropriate use of idiomatic expressions. Fingerspelling and/or circumlocution, if they occur, are minimal. • The candidate demonstrates a steady rate and appropriate pace of sign production in connected discourse. • The candidate demonstrates clear, correctly formed articulation of ASL and effective use of the signing space.
2	<p>The "2" response reflects general understanding and command of ASL as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response generally addresses the assignment and is, for the most part, culturally appropriate for the intended audience and purpose. • Ideas are generally clear, organized, and coherent and are generally developed with some specific, relevant details. • The candidate demonstrates generally accurate and appropriate use of ASL syntax and some incorporation of ASL grammatical forms, non-manual modifiers, and morphemes. Some lapses from or errors in ASL grammar and/or syntax may cause minor interruptions in communication. • The candidate demonstrates general command and range of ASL vocabulary and generally appropriate use of idiomatic expressions; although some errors occur, they do not impede meaning. Some unnecessary fingerspelling and/or circumlocution may also occur. • The candidate demonstrates a generally steady rate of sign production, but pauses or efforts to rephrase may disrupt the pace. Discourse is generally connected. • In general, signs are correctly formed and appropriately placed in the sign space. Although some misformed signs may occur, they cause only minor interruptions in communication.
1	<p>The "1" response reflects limited or no understanding or command of ASL as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response partially addresses or fails to address the assignment and may be culturally inappropriate for the intended audience and purpose. • Ideas lack clarity, organization, and coherence; development, if present, includes few to no specific, relevant details. • The candidate demonstrates limited or no accurate or appropriate use of ASL syntax, grammatical forms, non-manual modifiers, and morphemes. Frequent lapses from and errors in ASL grammar and/or syntax significantly impede communication. • The candidate demonstrates limited to no command or range of ASL vocabulary. There may be much imprecision and many inaccuracies. Idiomatic expressions, if used, may be inappropriate. Errors and excessive use of unnecessary fingerspelling and/or circumlocution are distracting, resulting in limited or no meaning. • The candidate does not maintain a steady rate of sign production. Frequent pauses, slow signing, and efforts to rephrase result in fragmented discourse. • Many misformed signs distract from or seriously impede communication. Sign space is used inappropriately.

Please note: A response that is unrelated to the assignment, is unintelligible, is not primarily in the target language, or does not contain 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*.