



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

PREPARATION GUIDE

Professional Pedagogy





PROFESSIONAL PEDAGOGY

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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.

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

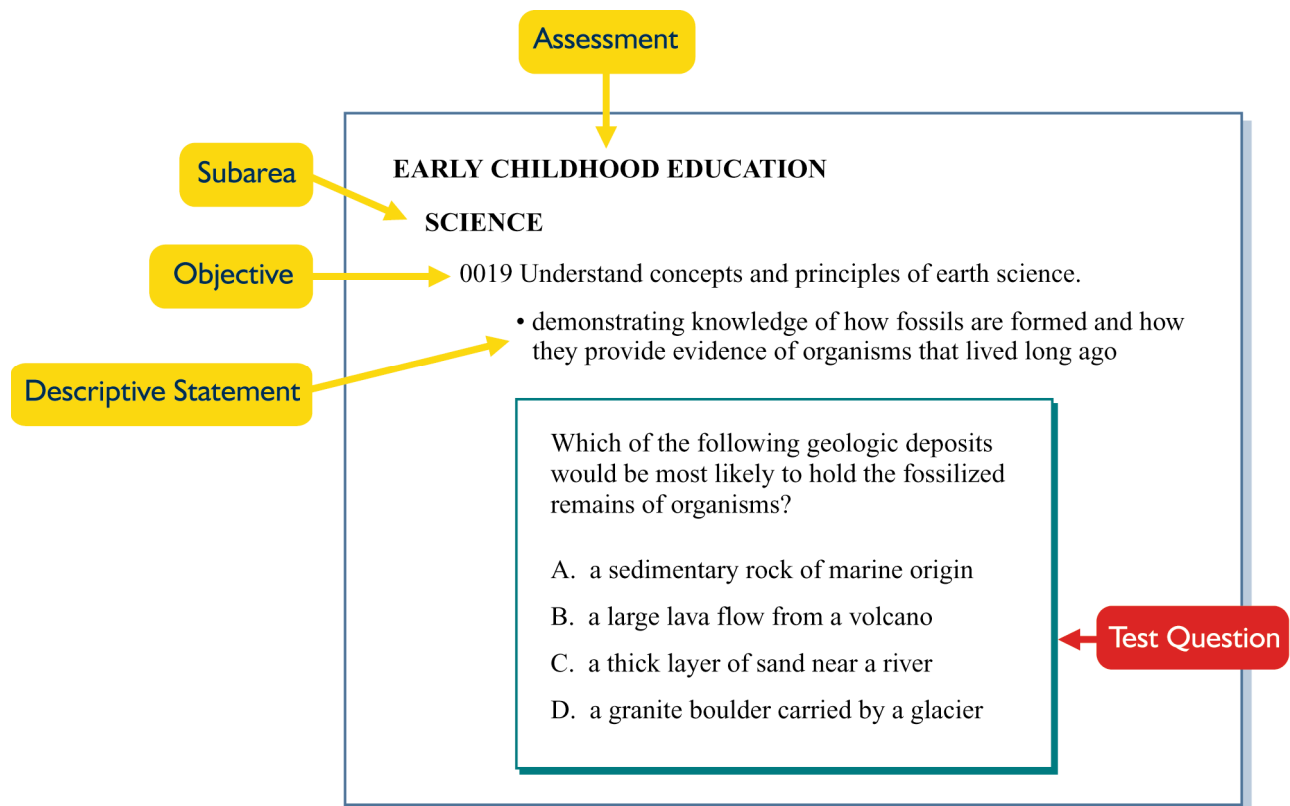
■ Test Framework

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.



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.

QUESTIONS

1. A new teacher has been assigned to a school whose students come from a wide range of economic circumstances. Students from some neighborhoods typically have access to few educational and cultural resources, while students from other neighborhoods have access to an abundance of such resources. The teacher should be aware that students from these different circumstances are likely to differ from one another most in their:
 - A. preferred approaches to learning.
 - B. background knowledge and experiences.
 - C. general aptitude for learning.
 - D. level of motivation and task commitment.

2. Which of the following is the most important *first* step for a teacher to take in promoting students' ability to learn a skill through observation?
 - A. Identify for students the most challenging aspects of the demonstrated skill.
 - B. Describe verbally for students the sequence of steps that will occur in the demonstrated skill.
 - C. Ensure that students' attention is focused on the critical features of the demonstrated skill.
 - D. Provide students with examples of real-world applications of the demonstrated skill.

3. A new teacher has been assigned to a class with a large number of English Language Learners. In working with students from linguistically diverse backgrounds, the teacher can best promote learning for all students in the class by:
 - A. having students with similar levels of English proficiency work together in small-group activities.
 - B. using questioning techniques that allow students to respond with brief correct or incorrect answers.
 - C. adopting a consistent format for introducing important lesson concepts to students.
 - D. providing students with frequent opportunities to talk, write, and read about instructional content.

4. Which of the following factors should be a teacher's primary consideration when planning the physical arrangement of the classroom?
- A. the range and distribution of student achievement levels
 - B. the nature of the content and skills to be taught
 - C. the types of learning activities the teacher plans to use
 - D. the level of social interaction the teacher wishes to promote
5. Which of the following strategies is likely to be most effective for promoting positive interdependence among students in a small-group activity?
- A. requiring group members to share materials to complete the task
 - B. having group members evaluate one another's participation and contributions to the task
 - C. specifying that group members will turn in a single product
 - D. creating complex tasks that require group members to rely on one another for information
6. A history teacher often presents content to students in a narrative format, featuring vivid descriptions of inspiring historical figures struggling to accomplish great feats or right societal wrongs. Which of the following statements describes the most likely outcome of using this strategy?
- A. Students are able make their own connections across disciplines, deepening their understanding of broad concepts.
 - B. Students are led to use their imaginations, fostering their ability to apply creative-thinking skills in their learning.
 - C. Content becomes more interesting and accessible to students, increasing their engagement with the subject matter.
 - D. Content becomes more relevant to students' own lives, increasing their ability to recall factual information.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	B	To plan effective instruction, teachers need to know about their students, including the kinds of prior knowledge and experiences the students are bringing to the classroom. In any one school or classroom, different students may have had different amounts of access in their homes and neighborhoods to a range of educational and cultural resources, such as books, computers, libraries, museums, and trips. A student's access, or lack of access, to such resources comprises part of the student's overall experiential base and helps determine the background knowledge the student brings to the learning process.	0001
2	C	Observational learning involves learning by observing and imitating others who model or demonstrate a skill. In demonstrating a new skill for students, such as how to hold a pencil or how to use a graphic organizer when reading a text, the teacher first needs to get the students' attention and guide them to focus on key elements of the skill being taught. After students observe the teacher modeling a targeted skill with their attention focused on its key elements, they can be expected to be ready to try the behavior on their own.	0002
3	D	Teachers can use various strategies to ensure positive, productive learning experiences for the English Language Learners in their classes. Providing students with frequent opportunities to talk, write, and read about instructional content gives all students, including English Language Learners, multiple opportunities to process new information and ideas while enhancing the students' oral language and literacy skills in English.	0003
4	C	When planning any aspect of the instructional environment, teachers should keep in mind that the primary goal of schooling is to promote student learning. Thus, in making decisions about the physical arrangement of the classroom, the teacher should begin by determining what type of arrangement will best facilitate implementation of the kinds of learning activities that will be used. For example, a teacher who emphasizes cooperative learning activities may decide to arrange student desks in small groups, which would help in managing time, materials, and transitions and promoting an organized and productive learning environment. Alternatively, a teacher who emphasizes presentations and demonstrations may find it most appropriate and productive to arrange the classroom with all desks facing the teacher and the board.	0004

Section 2: Test I Sample Questions

For question	The correct response is	Reason	Test Objective
5	D	<p>One important goal of small-group activities is to promote students' ability to apply collaborative skills that are useful in many contexts. The extent to which students have opportunities to use various collaborative skills during a small-group activity depends largely on how the teacher has designed and organized the activity. By creating complex learning tasks that give each group member a unique role and require group members to rely on one another for information and ideas, teachers can promote positive interdependence among students as they do what is necessary to complete the task successfully.</p>	0005
6	C	<p>Teachers can use various types of instructional strategies to enhance student engagement and promote learning. In the example given, the teacher "brings history to life" by focusing on narratives or stories about the lives and actions of inspiring individuals and their efforts to change their world. In this context, the use of stories can be expected to make complex content more concrete for students and thus more accessible and easier to grasp. Such stories are also likely to be inherently interesting to students, which promotes their engagement and their ability to relate to the content.</p>	0006



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
- ▶ 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.

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 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 each 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 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

Use the information below to complete the assignment that follows.

Student learning during the school years is influenced by many factors. Educators are likely to be most effective in working with their students when they understand how students learn and recognize specific factors that affect learning.

- Identify a grade level for which you are prepared to teach;
- describe one classroom grouping practice that can be expected to influence student learning at the grade level you have identified; and
- explain two important ways in which the grouping practice you have identified is likely to affect student learning at that grade level.

■ Strong Response to Sample Constructed-Response Assignment One

I'm prepared to teach at the fourth-grade level. One grouping practice I would use in my classroom is small-group choral reading. I would separate the class into groups of 5-6 students, with each group including students who read at different levels. Using choral reading, the students in each group would read aloud together a grade-level reading selection (fiction or nonfiction). This grouping practice would allow all students a chance to read aloud regularly, which helps improve students' oral reading fluency, especially reading rate, voice inflection and intonation, and attention to punctuation. Choral reading in a small group is less threatening to students than reading aloud independently, so small-group choral reading would help promote fuller participation and greater comfort for many students. Also, unlike in a whole-class setting, by doing this activity in small groups, the weaker readers can hear the stronger readers more clearly, which provides them with a scaffold for improving their own performance by observing and following strategies used by the stronger readers. Meanwhile, the stronger readers would reinforce their own oral reading skills as well as their own self-confidence and motivation to continue improving. Finally, in a small group, the teacher can discern individual students' voices in order to monitor their progress, which helps inform future planning and instruction.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

You are preparing to begin your first year of teaching. One of your goals is to establish an organized and productive learning environment for your students.

- Identify a grade level for which you are prepared to teach;
- identify one important strategy you could use to establish an organized and productive learning environment for students at the grade level you have identified; and
- explain two important ways in which the strategy you have identified would likely be effective in establishing an organized and productive learning environment.

Section 3: Test I Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

I plan to teach second grade. One important strategy I will use to establish an organized and productive learning environment is to use lots of visuals around the classroom. Specific areas like the reading center, puzzle center, and math center will be labeled with large, colorful signs. Colored boxes will be labeled for different kinds of supplies and learning materials. I will also use large posters with diagrams or outlined steps to specify procedures for the students to follow for particular areas or activities. The strategy of using visuals will be effective in various ways. First, it will clarify expectations for students regarding where and how to do things in the classroom. It will also give me a simple, straightforward way of reinforcing expectations when students are not behaving appropriately. For example, if a couple of students are engaged in a noisy activity in the reading area, I can show them the "Reading Area" sign and remind them that only reading should occur in that part of the room. Another important benefit of using visuals as described is to promote students' autonomy in the classroom. Having signs indicating directions and procedures for different activities will allow students to be more independent learners and not depend as much on the teacher.

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 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

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 above criteria.

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

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**.



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.

QUESTIONS

1. A classroom teacher uses a variety of informal and formal methods to assess students' understanding and progress throughout each instructional unit. The primary benefit of this approach to assessment is that it is likely to:
 - A. help students develop an accurate perception of their own learning abilities and potential.
 - B. allow the teacher to monitor instructional effectiveness and make adjustments as needed.
 - C. minimize students' anxiety levels with regard to the overall assessment process.
 - D. ensure the teacher access to ample assessment data for assigning students an appropriate grade.

2. A team of middle school teachers wants to use an interdisciplinary approach to instruction for an upcoming unit. Which of the following is the most important *first* step for the team to take in planning this type of instructional unit?
 - A. Develop global questions to define the scope of the unit.
 - B. Identify activities to support students' understanding of unit content.
 - C. Create rubrics to evaluate students' learning progress during the unit.
 - D. Define a single set of unit objectives that can be applied across the curriculum.

3. Because of their excitement about an upcoming school holiday, the students in a fourth-grade class are having trouble focusing on the writing activities the teacher had planned for the day's language arts lesson. In this situation, the teacher's most effective approach would be to:
 - A. incorporate several choices of holiday-related topics into the planned writing activities.
 - B. remind students of the importance of paying attention to the lesson in spite of the holiday and continue with the planned writing activities.
 - C. allow students time to discuss the holiday and assign the planned writing activities as homework.
 - D. postpone the planned writing lesson until after the holiday and provide students with various enrichment activities instead.

4. A tenth-grade teacher receives a phone call from the parents of one of his students. The parents are upset about an incident in the teacher's classroom in which they believe their child was disciplined unfairly. The teacher arranges to meet with the parents to address their concerns. The teacher wishes to take steps to ensure effective communication with the parents and a productive meeting overall. The teacher can best help achieve these goals if he *begins* the meeting by:
- A. asking the parents to explain what they think would have been a more appropriate teacher response to the incident.
 - B. allowing the parents to express their views and emotions and to describe their understanding of what occurred.
 - C. reviewing with the parents the school and classroom rules that were violated during the incident in question.
 - D. describing in detail for the parents his perspectives regarding the incident and the reasons for his response.
5. A first-year teacher sometimes asks more experienced colleagues to observe in her classroom and offer constructive feedback. The most important benefit of this practice is that it will likely:
- A. contribute to the teacher's familiarity and sense of comfort with the evaluation process.
 - B. help the teacher learn to apply instructional principles effectively in real classroom contexts.
 - C. provide the teacher with access to and insight about diverse views and philosophies of teaching.
 - D. communicate to colleagues the teacher's desire to be an effective team member.
6. Two high school students are facing suspension for alleged violations of school rules. According to due process, the students have a right to which of the following?
- A. an informal hearing with school administrators
 - B. makeup assignments to replace any missed classroom assignments
 - C. legal representation provided by the school district
 - D. placement in an alternative educational setting

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	B	A primary purpose of classroom assessment is to help the teacher determine whether students have mastered the concepts and skills that have been taught. Using various types of assessment throughout an instructional unit allows the teacher to monitor instructional effectiveness by providing ongoing feedback about exactly what students have learned and where misunderstandings still exist. Such ongoing assessment enables the teacher to reteach content students are finding challenging and thus helps promote students' achievement of instructional goals.	0007
2	A	Interdisciplinary units integrate subject areas to enable students to apply content and skills from various disciplines of knowledge to their work. To begin creating an interdisciplinary unit, teachers from multiple disciplines typically identify a set of goals for student learning and select a unifying theme (e.g., justice, change, culture, conflict) that will serve as a vehicle for pursuing achievement of the goals. The next step is to develop a set of global questions or statements related to the theme that will in turn guide the selection of information and activities from the various disciplines included in the unit.	0008
3	A	Instruction is likely to be particularly effective when learning activities relate to students' own lives and interests. In the situation described, the students are excited about an upcoming school holiday and are having trouble settling down for a planned writing lesson. If the goal of the original lesson was to enhance students' writing skills, the teacher's best response would be to redirect the writing lesson in ways that take advantage of the students' enthusiasm. The students may well benefit more from a holiday-related writing lesson than from the original lesson because their energy and motivation would be higher.	0009
4	B	In the situation described, the parents have identified a concern about a specific classroom incident involving their child. When meeting with the parents, the teacher should strive to promote effective communication and respond to the parents' concerns in a positive, professional manner that leads to mutual understanding. The teacher cannot communicate or respond effectively until he or she has a full and clear understanding of the parents' thoughts and perceptions regarding the incident. Therefore, the teacher can best begin the meeting by giving the parents an opportunity to describe their understanding of what occurred and express their views about it.	0010

Section 4: Test II Sample Questions

For question	The correct response is	Reason	Test Objective
5	B	New teachers typically find it difficult to accurately evaluate their own efforts to apply instructional principles in their own teaching. Having experienced colleagues observe in the new teacher's classroom can provide the new teacher with objective evaluation by knowledgeable individuals and useful advice about strategies for adjusting instruction to meet the demands of the classroom and address student needs.	0011
6	A	The Fourteenth Amendment to the U.S. Constitution states that "[No] State [shall] deprive any person of life, liberty, or property without due process of law." In <i>Goss v. Lopez</i> , the U.S. Supreme Court ruled that since public education is a property interest of all school-age children, public school students must be accorded basic procedural due process before being deprived of that interest. In the situation described, procedural due process refers to the procedures that must be followed before school personnel can deprive the students of their right to a public education. These procedures include, among others, holding an informal hearing before an impartial person who will listen to the arguments of both sides and make a decision about the case.	0012



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.

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 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 each 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 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

Use the information below to complete the assignment that follows.

You are a teacher planning instruction for students at a grade level you are prepared to teach. You are aware of the value of using various types of assessment to enhance instruction in your classroom.

- Identify a grade level for which you are prepared to teach;
- describe one specific instructional situation at the grade level you have identified in which a selected-response test (e.g., multiple-choice, matching) would be an effective form of assessment; and
- explain one important reason why a selected-response test would be an effective form of assessment in the situation you have described.

■ Strong Response to Sample Constructed-Response Assignment One

I am prepared to teach seventh-grade science. In a seventh-grade science class, I would use a selected-response (multiple-choice) test to evaluate my students' mastery of the facts, terminology, and other knowledge that has been covered in the classroom presentations and textbook readings for a particular unit of study. A unit typically contains a great deal of content. A selected-response format is especially useful for unit tests because this format allows the teacher to evaluate a broad sample of student learning from different sections and aspects of the unit. Each question can focus on a different fact, term, concept, or idea presented in the unit, and since students can answer multiple-choice questions quite rapidly, the teacher can ask many questions about many elements in the unit. Limitations of selected-response tests often include difficulty in assessing students' ability to apply what they have learned and to use higher-order thinking skills, but well-written selected-response questions can sometimes overcome these limitations, as can including one or two essay questions on a mostly selected-response test.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

A high school teacher has a class that includes a student who is an English Language Learner. The teacher wants to make instruction as beneficial as possible for the student and has arranged to meet with the English to Speakers of Other Languages (ESOL) teacher to discuss how best to adapt instruction for this student.

- Describe one strategy the teacher could use in planning or conducting the meeting to help ensure effective collaboration with the ESOL teacher regarding instructional adaptations for an English Language Learner; and
- explain two reasons why the strategy you have described would be useful in promoting effective collaboration with the ESOL teacher.

Section 5: Test II Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

One strategy the teacher could use in conducting the meeting is to bring a copy of the course curriculum, including a description of student learning goals and major assignments and exams, to share with the ESOL teacher. This information would provide a foundation for productive discussion between the two teachers and would be useful in promoting effective collaboration in a number of ways. First, it would help clarify the ESOL teacher's understanding of the kinds of content, vocabulary, tasks, etc., that the beginning English Language Learner will be facing in the course. This will allow the ESOL teacher to begin identifying potential problems the student is likely to face, as well as possible strategies for adapting instruction to meet student needs and allow the student to successfully achieve course objectives. Giving the ESOL teacher a written copy of the course curriculum will also help ensure clear, accurate, and productive communication between the two teachers, because it is a way of making sure that the teachers share a common understanding regarding the classroom teacher's goals for the course. This will be useful not only in an initial meeting between the two teachers, but also for later meetings as the year progresses and the teachers continue to collaborate in developing strategies to assist the student.

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 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

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 above criteria.

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

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**.