



## 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.

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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.

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.

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## 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.

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## 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.

<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

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.

<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**.