



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.

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■ 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**.