



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

PREPARATION GUIDE

Educational Leadership





EDUCATIONAL LEADERSHIP

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SECTION I

PREPARING FOR THE TEST

Section I of this preparation guide is contained in a separate PDF file. Click the link below to view or print this section:

[Preparing for the Test](#)



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 secondary school began using a block schedule several years ago. A few teachers from various departments have voiced concerns about the schedule and have requested that school decision makers consider implementing some other scheduling model that would better meet school needs. The school building leader can best respond by taking which of the following actions *first*?
 - A. Ask the chairperson of each department to review and evaluate the current block schedule and report on results using relevant data.
 - B. Request that faculty who oppose the current schedule talk to colleagues about the issue and prepare a proposal for change to present to the building leader.
 - C. Arrange for an outside expert who supports block scheduling to speak on the topic at an upcoming faculty meeting.
 - D. Provide all faculty with written information about various scheduling models and then raise the issue at the next faculty meeting to solicit ideas and opinions.
2. A school improvement team has recommended that the school allocate money from the budget to support faculty-initiated miniprojects. The school building leader has formed a committee to review faculty proposals and determine which ones to support with the available funds. The building leader can best guide the work of the committee by urging the members to give priority to those proposals that:
 - A. involve faculty from multiple academic departments.
 - B. are most likely to help the school achieve its defined vision and goals.
 - C. emphasize the use of resources already available within the school.
 - D. are developed by teachers with significant experience and seniority.

3. A school district's improvement plan includes expanding the use of volunteers in district classrooms. District administrators can best help ensure faculty support for this aspect of the plan by:
- A. involving teachers in identifying specific volunteer activities to meet their school's needs and guidelines for the volunteers' participation.
 - B. sharing with teachers professional literature from respected sources describing advantages of classroom volunteers for teaching and learning.
 - C. giving teachers autonomy in recruiting and selecting volunteers for their own classrooms and in determining when a volunteer may need to be replaced.
 - D. using various means to communicate the administration's confidence in the ability of volunteers to promote positive school change.

4. An experienced school building leader assigned to a new school has a goal of creating a positive school culture. During the first weeks of school, the building leader senses an undercurrent of negativity among staff members. In response, the building leader decides to use the following questionnaire to survey the staff.

- What is the most effective way for me to communicate with you?
- What do you need from me to be successful in your work?
- What do you consider to be your greatest strengths?
- What do you believe we could do to make our school more successful?

This survey is likely to contribute to a positive school culture primarily by:

- A. helping identify those staff members who are most dissatisfied with the current school environment.
- B. communicating to staff members expectations for professional behavior and a positive approach to problem solving.
- C. preparing staff members to expect significant changes in the current school environment.
- D. demonstrating openness to and respect for staff members' opinions about issues that are important to them.

Section 2: Test I Sample Questions

5. As part of a new teacher orientation program, a middle school building leader advises teachers to become familiar with the curriculum maps that are available on the school's network. In which of the following ways are the curriculum maps likely to be most helpful to the new teachers?
- A. by defining for the teachers the prerequisite knowledge and skills required for the various courses offered by each department
 - B. by providing an efficient means for the teachers to enhance their own content knowledge in areas covered by the school curriculum
 - C. by identifying for the teachers the skills and concepts students must learn in each subject area throughout the school year
 - D. by offering the teachers insight into best practices for developing and implementing the curriculum in each subject area
6. The head of a high school math department has expressed concern to the school building leader about the inappropriate placement of students in upper-level math courses. In speaking with guidance staff, the school building leader learns that each year a significant number of parents/guardians submit requests to override the prerequisite criteria established for the upper-level math courses. The building leader plans a meeting with math and guidance staff to determine whether these overrides constitute a significant problem that needs to be addressed. Access to which of the following types of information would best help the meeting participants make this determination?
- A. data on the number of similar overrides requested and granted for courses in other departments
 - B. a description of each upper-level math course and its established prerequisites
 - C. data on the math achievement of those students who have been granted an override
 - D. a sample of the forms that have been completed by parents/guardians requesting an override

7. A school recently received student results on the Georgia Criterion-Referenced Competency Tests (CRCTs). In reviewing individual student score reports with parents/guardians, a teacher's primary emphasis should be on:
- A. encouraging exploration of potential relationships between the student's test performance and aspects of the home environment.
 - B. placing the student's scores in the context of average scores earned by grade-level peers in the school and across the state.
 - C. interpreting key technical terms that are included in the student's report (e.g., scale score, Lexile) and are likely to be unfamiliar to families.
 - D. describing the student's current learning strengths and needs and how test results will be used to promote progress.
8. An effective system of accountability for a school must include methods for:
- A. accurately measuring progress.
 - B. quantifying effort as well as outcomes.
 - C. appropriately distributing resources.
 - D. comparing results with those achieved by other schools.
9. A school building leader begins the year with a large number of new teachers. Before school begins, the building leader provides the new teachers with a comprehensive orientation program. Which of the following additional actions by the building leader would be most effective in providing ongoing encouragement and support for these teachers?
- A. distributing a self-evaluation checklist for each new teacher to complete at the end of each day and meeting regularly with the teachers to discuss their checklists
 - B. arranging for each new teacher to observe various peers teaching lessons and then meeting with the teachers to discuss the observations
 - C. walking through each new teacher's classroom several times each week to determine if they are having difficulties and facilitate their ability to ask questions as needed
 - D. providing each new teacher with an appropriate mentor who is from the same grade level or department and who shares a common planning time

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	The goal of block scheduling is to help meet student learning needs and support achievement of the school's educational vision. Before making any changes to a schoolwide block scheduling system, it would be important for decision makers to gather evidence from individuals with varied perspectives about what is and is not working in the current system. In a secondary school, having department chairpersons gather data and report on the effectiveness of block scheduling in each department would help staff throughout the school work together to identify specific problems, share ideas about alternatives, and propose solutions to meet identified needs.	0001
2	B	A school's educational vision should be the compass that guides the actions and decisions of all members of the school community. By urging committee members to give priority to funding faculty proposals that support the school's vision and goals, the building leader is helping members of the school community stay focused on common goals and helping ensure that the vision remains at the forefront in teachers' thinking.	0002
3	A	Teachers are likely to be the main point of contact for classroom volunteers and will be expected to oversee volunteer activities in their classrooms. Teacher involvement in the early stages of planning this initiative will help ensure that volunteers will be used in ways that effectively support teachers and enhance student learning. It will also promote teachers' sense of ownership regarding the initiative and will encourage the positive teacher attitudes that will be required for the initiative to fully achieve its intended goals.	0003
4	D	Positive school cultures reflect the core values of staff collegiality, professionalism, and continuous learning. In inviting staff members to use the questionnaire to share information about their own needs, strengths, and priorities, the new school building leader acknowledges staff members as valued colleagues and demonstrates respect for their views and ideas. This type of questionnaire also sets the stage for future collaboration and improved school and staff functioning.	0004

For question	The correct response is	Reason	Test Objective
5	C	<p>A curriculum map is a reporting tool that provides information about the content, skills, and assessments taught or administered by the faculty in a school over the course of a year. The map is usually organized as a timeline of instruction by teacher and course. Becoming familiar with curriculum maps for the school can help a new teacher quickly determine what is taught and when in all subject areas and grade levels. In this way, new teachers will know what content and skills their own students will be expected to learn, as well as what the students should have mastered in preceding grades to prepare them for new learning.</p>	0005
6	C	<p>In the situation described, data on the math performance of students who have been granted an override would provide the best information for determining the appropriateness of the students' placement in upper-level math courses. If students who take upper-level math courses without the prerequisites experience significant problems in math achievement, then the granting of overrides may indeed be a problem. On the other hand, if most or all students who are granted an override maintain adequate achievement levels in math, then school staff can conclude that the students' placement in upper-level math courses is appropriate and no significant problem exists.</p>	0006
7	D	<p>In reviewing student test results, parents/guardians are primarily concerned about how their child is performing. The teacher should help parents/guardians interpret test results by pointing out which scores indicate that their child has achieved grade-level standards and which scores indicate areas of need in their child's learning. Teachers should further explain that the Georgia Criterion-Referenced Competency Tests (CRCTs) can help promote student progress in learning by providing them with the diagnostic information required to plan instruction that addresses each student's specific needs.</p>	0007
8	A	<p>For any system of educational accountability to function effectively, stakeholders must have access to data that accurately reflects educational quality and progress over time. Only by reviewing and analyzing such data can stakeholders make good judgments about which improvement strategies are working, which individuals or groups are doing an adequate job in making progress toward defined goals, and which additional changes may be needed to further enhance school performance and progress.</p>	0008

Section 2: Test I Sample Questions

For question	The correct response is	Reason	Test Objective
9	D	A mentoring relationship benefits new teachers in several ways. Mentors share with new teachers their own knowledge, values, and technical skills, and a common planning time provides a regular opportunity for this sharing to occur. Having an experienced colleague comment on one's practice provides an objective perspective and promotes reflection and self-analysis on the part of the new teacher. Mentors also offer new teachers encouragement and moral support as they face the stresses that are part of a new teacher's adjustment to the profession.	0009








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.

An effective educational leader understands how to lead people in the development and implementation of an educational vision for a school or district. Imagine that you are an educational leader who wishes to engage faculty and staff in ongoing assessment of the school's or district's progress in achieving its educational vision.

- Identify one strategy you would use to engage faculty and staff in ongoing assessment of the school's or district's progress in achieving its educational vision.
- Give two reasons why the strategy you identified would be effective in engaging faculty and staff in ongoing assessment of the school's or district's progress in achieving its educational vision.

■ Strong Response to Sample Constructed-Response Assignment One

As a principal, I would use various strategies to engage faculty and staff in ongoing assessment of the school's progress in achieving its educational vision. One strategy would be to form study groups to focus on specific components of the vision. Faculty and staff would be assigned to study groups based on their individual interests and areas of expertise. The study groups would arrange with teachers to visit their classrooms periodically to observe methods being used to address a targeted component of the school vision. After each observation, study group members would discuss their observations with the teacher. After a study group completes an entire round of observations, the group would report to the whole faculty and staff on its observations and discussions. Each study group could decide how often to observe (e.g., twice a year versus once each grading period) and how to report results (e.g., presentation versus written report).

This strategy would be effective in engaging faculty and staff in ongoing assessment of school progress in various ways. First, it would allow each faculty and staff member to play an active role in the assessment process and to focus on an area of particular knowledge and/or interest. Having the study groups determine their own observation cycles and reporting methods would also encourage ownership of the process. Second, this strategy would provide a steady flow of information to all faculty and staff about how each component of the vision is being addressed. This cycle of informal observation and information sharing would help ensure that faculty and staff maintain a focus on the school's progress in achieving its educational vision.

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 as an educational leader. One of your priorities is to foster a positive, supportive learning environment for all students in your school or district.

- Identify one step you would take to foster a positive, supportive learning environment for all students in your school or district.
- Explain why the step you identified would be effective in fostering a positive, supportive learning environment for all students in your school or district.

Section 3: Test I Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

One step I would take to provide a positive, supportive learning environment for all students in my school or district would be to put in place programs for acknowledging and celebrating improved or outstanding student performance in various areas, such as academic achievement, extracurricular activities, citizenship (in the classroom, school, or larger community), etc. I would invite faculty and others to nominate students for recognition who have shown significant improvement or excellent performance in some particular area. This approach would focus the attention of staff and students on positive behaviors and success and would extend opportunities for recognition and celebration to students who might otherwise "fall through the cracks." Recognition could be as simple as a short item in the school or district newsletter or as significant as receiving an award at an end-of-year assembly or going out to lunch with the principal or district leader. These programs would also reinforce a vision that the school or district is a place where all students deserve recognition for outstanding effort and a job well done.

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. An elementary school building leader is putting in place a data management system that will provide teachers with ongoing access to various types of performance data for each student. The goal of the system is to improve teaching and learning at the school. Which of the following actions by the building leader would best help ensure the success of the new system in achieving this goal?
 - A. establishing procedures for merging student data across district schools to enlarge the database and thereby facilitate analysis of factors influencing student performance
 - B. providing teachers with training and support focusing on how to interpret the data and formulate action plans based on analysis of the data
 - C. devising and implementing procedures for involving students and their parents/guardians in analyzing and interpreting the data for each individual
 - D. purchasing advanced data analysis software to allow each teacher to engage in higher-level manipulation and analysis of student data
2. A school recently initiated a mentoring program that pairs students with adult volunteers from the community. The purpose of the program is to provide participating students with a positive, supportive adult presence in their lives. The mentors have received training in how to fulfill their mentoring role, and they have begun meeting regularly with their students. Which of the following actions by school personnel would best help ensure the ongoing success of the mentoring program in achieving its goals?
 - A. reassigning mentors and students periodically so that each student will have opportunities to interact with multiple adult role models
 - B. putting into place procedures for conducting formal evaluations of each mentor's effectiveness and reporting on results
 - C. planning regular meetings with each mentor in which the mentor can share his or her experiences and seek and receive advice
 - D. establishing a system for keeping each mentor informed about his or her student's current coursework and academic achievement

3. As part of the budget development process, a school district leader is attempting to forecast district revenues and expenditures for the upcoming year. To accurately estimate state revenues from Quality Basic Education (QBE) "Earnings," it would be most important for the district leader to calculate the:
- A. total assessed valuation of all taxable property in the district.
 - B. weighted Full Time Equivalent (FTE) count of students enrolled in district schools.
 - C. median annual income of families residing within the district.
 - D. total number of students enrolled in district schools at the beginning of the school year.
4. According to Georgia State law, a school district could use revenues generated by a Special Purpose Local Option Sales Tax (SPLOST) to:
- A. supplement the general fund of the school district budget.
 - B. help finance construction of a new wing at a district middle school.
 - C. meet higher-than-expected expenses for special education.
 - D. hire new teachers to reduce class sizes at an elementary school.
5. Which of the following best describes an appropriate role of district staff in administering the employee health insurance plan?
- A. deciding which benefits and health maintenance organizations will be included in the health insurance plan offered to district employees
 - B. advising employees about which health care providers included in the plan are likely to provide the highest quality medical care
 - C. processing employees' health insurance claims and receiving and disbursing payments from health maintenance organizations
 - D. providing information to employees about the plan and helping them complete paperwork necessary to enroll in the plan and access benefits

Section 4: Test II Sample Questions

6. An education reporter from a local newspaper contacts a school district leader for comment about the district's performance on the most recent administration of the Georgia Criterion-Referenced Competency Tests (CRCTs). The recently released data indicate a decline in student scores in English language arts, reading, and mathematics compared with data from the previous year. The district leader can best respond to the reporter's questions about the disappointing test results by:
- A. stressing the roles and responsibilities of all stakeholders, including family and community members as well as district staff, in determining the success of district programs.
 - B. highlighting the idea that many individual students deserve recognition for performing well on the test despite generally disappointing scores.
 - C. accepting responsibility for the test results and providing a brief overview of goals and plans for improving student performance in the coming year.
 - D. clarifying the broad range of factors that affect the district's ability to be successful, including those that are beyond the district's control, such as limited funding.
7. In recent months, an eighth-grade student has been suspended twice by the district board of education for bullying other students. According to Georgia State law, if the student is found to have engaged in bullying a third time in the same school year, the district board of education must:
- A. take the necessary steps to assign the student to an alternative school.
 - B. evaluate the student for learning or other disabilities.
 - C. provide constant supervision of the student when he or she is on school grounds.
 - D. require the student to participate in an approved anger management program.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	B	Student performance data can be used to evaluate student, class, and school progress against defined educational goals and identify specific areas in need of improvement. In the situation described, the school's new data management system will help achieve the desired results only if teachers know how to read and interpret the newly available data and use the data to make informed decisions. Providing teachers with training that helps them engage in thoughtful analysis of student data will help ensure that the new system will be used as intended and will enable teachers to develop appropriately targeted action plans to promote improved student performance.	0010
2	C	A volunteer mentoring program such as the one described represents a significant investment of time and resources for recruitment, screening, and initial training activities. Even with initial training, however, mentors may encounter problems or situations in the mentoring relationship that they do not know how to handle. Regular interaction with school personnel encourages continued commitment to the program by providing opportunities for mentors to share their successes, tap into the knowledge and expertise of professionals, and feel connected to the overall work of the school and the program.	0011
3	B	The Quality Basic Education (QBE) Act is intended to provide funds for direct and indirect instructional costs to Georgia's public schools. Most QBE funds are used to pay salaries for instructional and other staff. The formula used to determine funds for a district is driven by the number of "Full Time Equivalents," or FTEs, which is defined as the number of students who are enrolled in each segment (or class) during the school day. The QBE foundation formula is the revenue earned from the state for one regular high school student. The QBE foundation formula is "weighted" to allow for differences in cost between grade levels, classes, and/or students with different needs.	0012
4	B	A Special Purpose Local Option Sales Tax (SPLOST) can be levied by any county in Georgia for the purpose of funding the building and maintenance of parks, schools, roads, and other public facilities. A SPLOST is passed by a county commission and voted up or down by residents in a referendum. Of the options listed in the item, only the construction of a new wing for a district school would be eligible to be financed through a SPLOST.	0013

Section 4: Test II Sample Questions

For question	The correct response is	Reason	Test Objective
5	D	In Georgia, employee health insurance plan options for school districts are determined at the state level. In terms of administering these plans, district staff are mainly expected to give employees information about their plans and help them with the paperwork required for enrolling and accessing benefits.	0014
6	C	A district leader is ultimately responsible for the effectiveness of a district's programs and operations. Acknowledging this responsibility to the media communicates honesty and accountability to stakeholders. By providing an overview of the district's goals and plans for addressing the problem, the district leader demonstrates awareness of the importance of the issue and a commitment to enhanced student learning and achievement going forward.	0015
7	A	According to Georgia State law, each local board of education must adopt policies for students in grades 6–12 that prohibit bullying of a student by another student. Furthermore, if a student has committed the offense of bullying for the third time in a given school year, that student must be assigned to an alternative school. Information about the prohibition against bullying, as well as the penalties for violating the prohibition, must be posted at each middle school and high school and must be included in student and parent handbooks.	0016








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:

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-  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.

An effective educational leader understands how to manage the organization, operations, and resources of the school or district. Imagine that you are an educational leader who wishes to evaluate the transportation program of your school or district.

- Identify one step to take in evaluating the transportation program of your school or district.
- Explain why taking this step would be effective in evaluating this program.

■ Strong Response to Sample Constructed-Response Assignment One

Periodic evaluation of a school district's transportation system is important to ensure that all components of the system are safe and efficient. One step I would take in evaluating the transportation program of my district would be to collect data on the length of each bus route, the time it takes each bus to complete its route, the number of children who ride each school bus in the morning and after school, and the amount of time each bus rides empty.

This step would be effective in evaluating the current operational efficiency and effectiveness of the district's transportation system. Bus routes should be designed to ensure the safety of all children and minimize the amount of time children must spend riding the bus. Once these criteria have been met, the next priority is to minimize the cost of operating the transportation system. The length of the routes, the time it takes each bus to complete its route, the number of children each bus carries, and the amount of time buses ride empty are all important factors in determining costs for fuel, bus maintenance, and drivers' pay, as well as the total number of buses the district needs to operate. Collecting data on these factors would allow district staff to evaluate the cost-effectiveness of the current transportation system and would also provide information for altering bus routes to improve efficiency, as appropriate.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

You are a school building leader. Your school is preparing to implement a more inclusive approach to providing instruction for students with special needs. With this change, increasing numbers of students with special needs will receive instruction in the general education classroom.

- Identify a key legal issue to consider in this situation.
- Describe how you would apply relevant legal principles or guidelines to address the situation.

■ Assignment Response Sheet for Sample Constructed-Response Assignment Two

A large rectangular box containing 25 horizontal lines for writing a response.

END OF ASSIGNMENT

Section 5: Test II Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

As increasing numbers of students with special needs receive instruction in the general education classroom, it will be important for staff to understand and adhere to special education laws, especially regarding implementation of students' Individualized Education Programs (IEPs). Each student with a disability who is found eligible to receive special education services has an IEP that is developed specifically for that student. The IEP describes special education and related services to meet the student's unique educational needs and defines appropriate instructional adaptations for the student. With an inclusion model, all instructional staff must understand the significance of the IEP and the importance of strict adherence to it. They must also have access to special education staff, as needed, to determine how to implement students' IEPs as intended.

I would respond to an increased emphasis on inclusion in my school by providing a professional development program for all staff on their responsibility for implementing students' IEPs and their use of different kinds of instructional adaptations for students with various needs. I would also take steps to facilitate ongoing communication and collaboration between special education staff and general education staff. This would help ensure that classroom teachers will be able to provide students with special needs with appropriate access to the general curriculum and opportunities to participate in the instructional and social life of the classroom to the greatest extent possible.

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**.