








## 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.

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.

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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 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.



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#### ■ 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.

<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.

Score	Description
<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**.