








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.

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

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■ 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**.