GACE® Study Companion
Media Specialist Assessment

For the most up-to-date information, visit the ETS GACE website at gace.ets.org.
# Table of Contents

Welcome to the GACE Study Companion ................................................................. 4

*Get Ready to Show What You Know* ................................................................. 4

Know What to Expect .......................................................................................... 6

Familiarize Yourself with Test Questions ............................................................ 8

*Understanding Selected-response Questions* .................................................. 8

*Understanding Constructed-response Questions* ............................................. 11

GACE Scores ...................................................................................................... 12

*What Your GACE Scores Mean* .................................................................... 12

Determine Your Strategy for Success ................................................................. 14

*Would a Study Group Work for You?* .............................................................. 15

Develop Your Study Plan .................................................................................. 17

Review Smart Tips for Success ....................................................................... 19

*Smart Tips for Taking the Test* ..................................................................... 19

Check on Testing Accommodations ................................................................. 21

Do Your Best on Test Day ................................................................................ 22

Other Questions You May Have ....................................................................... 24

About the Assessment ...................................................................................... 26

*Content Specifications* ............................................................................... 27

Test I Subareas ................................................................................................. 28

Test I Objectives ............................................................................................... 28

Test II Subareas ............................................................................................... 31

Test II Objectives ............................................................................................. 31

Approaches to Answering Selected-response Questions .................................. 35

*Question Formats* ......................................................................................... 36

Practice Questions .......................................................................................... 40

Answer Key and Rationales ......................................................................... 54

Study Plan Sheet ............................................................................................. 62

Preparation Resources ...................................................................................... 63

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**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Welcome to the GACE Study Companion

Get Ready to Show What You Know

You have gained the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking the Georgia Assessments for the Certification of Educators® (GACE®).

Using the GACE Study Companion is a smart way to prepare for the test so you can do your best on test day. The Study Companion can help you stay on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools including:

- An overview of the assessments
- Descriptions of different types of test questions
- Information about scores and how to understand them
- Test-taking tips and strategies
- Frequently asked questions
- Specific information about the assessment you are taking
- Practice questions and explanations of correct answers
- A study plan template
- Additional resources to help you study

So where should you start?

Begin by reviewing the Study Companion in its entirety, paying particular attention to the content specifications in About the Assessment beginning on page 26. The content specifications detail the knowledge and skills to be measured on the assessment. These specifications are aligned with the:

- Common Core Georgia Performance Standards (CCGPS) — these standards are available on the Georgia Department of Education website at www.doe.k12.ga.us under Curriculum and Instruction
- Content standards for Georgia’s state-approved educator preparation programs — see Educator Preparation Rules in the Rules section on the Georgia Professional Standards Commission (GaPSC) website at www.gapsc.com

To identify the areas you may need to study, go through the standards and note the specific areas that you need to review.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Once you have reviewed the Study Companion and the standards, you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day. Be sure to also seek other resources to strengthen your content knowledge. See the Preparation Resources section of this Study Companion.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group setting. You may have more energy early in the day, but another test taker may concentrate better in the evening. Use the Study Companion to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!
Know What to Expect

These questions and answers will give you an overview of the GACE assessments.

Why do I need to take a GACE assessment?
GACE is the educator certification assessment program for the state of Georgia. The purpose of the GACE assessments is to help the Georgia Professional Standards Commission (GaPSC) ensure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia’s public schools. Professionals serving in most public schools must hold a valid certificate, appropriate to their field of employment.

Which assessments should I take?
Before you register for an assessment, identify which assessment(s) you need to take. Note that some assessments contain more than one test, and that you will be required to pass all of the tests within an assessment to meet the certification requirements. Educator testing requirements for Georgia are available from the GaPSC website at [www.gapsc.com](http://www.gapsc.com) under Educator Assessment.

How do I find out what is covered on the assessment I need to take?
Each Study Companion contains the content specifications for the assessment that detail the knowledge and skills to be covered. These specifications are aligned with the Common Core Georgia Performance Standards and the content standards for Georgia’s state-approved educator preparation programs.

What are the Common Core Georgia Performance Standards (CCGPS)?
The CCGPS is a set of core standards for kindergarten through high school in English language arts, mathematics, and grades 6-12 literacy in science, history, social studies, and technical subjects that have been formally adopted by Georgia and 44 other states, including the District of Columbia (D.C.), and two territories, along with the Department of Defense Education Activity. The CCGPS provide a consistent framework to prepare students for success in college and the 21st century workplace.

What are the content standards for Georgia’s state-approved educator preparation programs?
A set of content standards has been adopted by the GaPSC on which state-approved educator preparation program providers prepare their candidates. These standards are adapted from national content standards.

How are the GACE assessments administered?
All GACE assessments are administered via computer at specially equipped test centers throughout Georgia, in neighboring states, and internationally.
Where and when are the GACE assessments offered?

Test dates and test center locations are available on the GACE website at [www.gace.ets.org](http://www.gace.ets.org). When you register for a test, you can select the test center that is most convenient for you.

How do I get my scores?

Your scores are available through your ETS GACE testing account on the GACE website at [www.gace.ets.org](http://www.gace.ets.org) on the score reporting date listed in the Registration Bulletin. Your test results are released to you, the GaPSC, and your program provider, if you have one.
Familiarize Yourself with Test Questions

The GACE assessments include several types of test questions, which can be broken into two categories: **objective items** (for which you select or produce an answer that is scored either correct or incorrect) and **constructed response** (for which you write or record a response of your own that is scored by trained raters based on scoring guidelines). You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don’t spend time during the test figuring out how to answer them.

Understanding Selected-response Questions

The majority of the questions in the GACE assessments are selected-response questions. The single-question format presents a direct question or an incomplete statement. This type of question may begin with the phrase “Which of the following . . .” Take a look at this example:

```
Which of the following is a flavor made from beans?

A. Strawberry
B. Cherry
C. Vanilla
D. Mint
```

How would you answer this question?

All of the answer options are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

1) **Limit your answer to one of the options given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the options given (“Which of the following . . .”).

2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.

3) **Verify your answer.** You can substitute “vanilla” for the phrase “Which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other options to see if they make sense.

You may want to use this technique as you answer selected-response questions on the practice tests.
Try a more challenging example

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

A. Literal and inferential  
B. Concrete and abstract  
C. Linear and recursive  
D. Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the options provided. You are supposed to find the option that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is D.

QUICK TIP ➔ Don’t be intimidated by words you may not understand. It might be easy to be thrown by words like “recursive” or “inferential.” Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. Remember to slow down, and use what you know.

Watch out for selected-response questions containing “NOT,” “LEAST,” and “EXCEPT”

This type of question asks you to select the option that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages

Some questions include introductory information such as a map, table, graph, or reading passage (often called a stimulus) that provides the information the question asks for. In the case of a map or graph, you might want to read the question first, and then look at the map or graph. In the case of a long reading passage, you might want to read the passage first, make notes about places you think are important, and then review your notes and answer the question.

You may also encounter several questions that relate to a single table, graph, or reading passage. There may also be a group of questions that has an initial stimulus that sets the scene and provides information, with a second stimulus at some later point in the questions that provides more information or a subsequent development.

The important thing is to be sure you answer the questions as they refer to the material presented. Be sure to read each question carefully.
How to approach other objective question formats

New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture. Pay attention to the directions on each screen to be sure you understand how the information is being presented for each question or group of questions.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection selected-response questions. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

The interactive question types may ask you to respond by:

- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.

- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one option within a set of answers can be selected.

- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.

- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.

- **Dragging and dropping answer options into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text, or graphic.

- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond. See the GACE Computer-delivered Testing Demonstration on the GACE website to learn how a GACE test works and see examples of some of the types of questions you may encounter.

**QUICK TIP ➔** Don’t make the questions more difficult than they are. Don’t read for “hidden meanings” or “tricks.” There are no “trick questions” on the GACE assessments. They are intended to be serious, straightforward tests of your knowledge.
Understanding Constructed-response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth explanations on particular topics. Essay, problem-solving, and oral-response are types of constructed-response questions.

For example, an essay or oral-response question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- “Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models.”
- “We are constantly bombarded by advertisements — on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It’s time to put limits on advertising.”
- “Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with each other from computer terminals at home or at work.”

Keep these things in mind when you respond to a constructed-response question

1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.

2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. No matter how well you respond, you will not be awarded full credit if you do not answer the question completely.

3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.

4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.

5) **If your response is written, reread it.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

**QUICK TIP ➔** Scratch paper and pencils will be provided at the test center. You may find that it helps to take notes on this scratch paper about each of the details of the question so that you don’t miss any of them. Then you’ll be sure to have all of the information you need to answer the question.

For more detailed information on constructed-response scoring, see **Understanding Your GACE® Scores** in the Scores section of the GACE website at [www.gace.ets.org](http://www.gace.ets.org).

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
GACE Scores

Of course, passing the GACE assessments is important to you, so you need to understand what those scores mean and what the Georgia state standards are.

How do I know if I passed?

All GACE test results, with the exception of the Assessment of Sign Communication – American Sign Language (ASC–ASL), are reported as scaled scores with a scale of 100 to 300. The ASC–ASL is assigned ratings of 1 to 5. Your official score report will indicate how you performed on the test as a whole and whether or not you passed.

IMPORTANT NOTE: For assessments composed of more than one test, you must pass all tests for that assessment to meet the certification requirements.

What Your GACE Scores Mean

You received your score report. Now what does it mean? It’s important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit the Scores section of the GACE website to see a sample score report and to access Understanding Your GACE® Scores, a document that provides additional information on how to read your score report.

Put your scores in perspective

Your score report indicates:

- the date of the test administration
- your scaled score
- pass/not pass determination
- number of scored questions
- number of questions answered correctly
- number of scored questions in each subarea
- number of questions answered correctly in each subarea
- points possible for constructed-response questions (if your test includes a constructed-response section)
- points earned for constructed-response questions

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
If an assessment consists of more than one test, the following data will be provided if you have ever taken any of the other tests:

- highest score to date on the test (status, scaled score, and date taken)
- passing status based on the highest scaled score for each of the tests

If you have previously taken the same assessment or other assessments, your score report will also list the highest score you earned on each assessment.

**Score scale changes**

ETS updates GACE assessments on a regular basis to ensure they accurately measure the knowledge and skills that are required for certification. Updated assessments cover the same content as the previous assessments. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued assessments are valid and reportable for 50 years.

*Understanding Your GACE® Scores*, found in the Scores section of the GACE website at [www.gace.ets.org](http://www.gace.ets.org), will help you interpret your scores.
### Determine Your Strategy for Success

Effective test preparation doesn’t just happen. You’ll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) **Learn what the assessment covers**

You may have heard that there are several different versions of the same test. It’s true. You may take one version of the test and your friend may take a different version. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You’ll find specific information on the test you’re taking in the About the Assessment section of each Study Companion, which outlines the content areas that the test measures and what percentage of the test covers each area. Visit the GACE website at [www.gace.ets.org](http://www.gace.ets.org) for information on other GACE assessments.

2) **Assess how well you know the content**

Research shows that test takers tend to overestimate their preparedness — this is why some test takers assume they did well and then are surprised to find out they did not pass.

The GACE assessments are demanding enough to require serious review of likely content, and the longer you’ve been away from the content the more preparation you will most likely need. If it has been longer than a few months since you’ve studied your content area, make a concerted effort to prepare.

3) **Collect study materials**

Gathering and organizing your materials for review are critical steps in preparing for the GACE assessments. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered?
- Do you still have your books or your notes?
- Does your college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study Companions are available for all GACE assessments in the Test Prep section of the GACE website at [www.gace.ets.org](http://www.gace.ets.org). Each Study Companion provides a combination of test preparation and practice, including sample questions and answers with explanations.

4) **Plan and organize your time**

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. See information on test dates on the GACE website at [www.gace.ets.org](http://www.gace.ets.org).
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule — and stick to it.

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
5) Practice explaining the key concepts

Those GACE assessments with constructed-response questions assess your ability to explain material effectively. As a teacher, you’ll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored

Scoring information can be found in the Scores section of the GACE website at www.gace.ets.org.

7) Develop a study plan

A study plan provides a roadmap to prepare for the GACE assessments. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the blank study plan template in the back of this Study Companion to organize your efforts.

And most importantly — get started!

Would a Study Group Work for You?

Using this Study Companion as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to each other, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that various people can contribute various kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this Study Companion as part of a study group:

- **Plan the group’s study program.** Parts of the study plan template can help to structure your group’s study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group’s mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column (“Date planned to study this content”), you can create an overall schedule for your group’s study program.

- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the content subareas and objectives in the About the Assessment section to select topics, and then select practice questions.
• **Prepare your presentation for the group.** When it’s your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

• **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone’s confidence. Remember, if you take a practice test, allow only the time that will be allotted for that test on your administration day. You can use the questions in this Study Companion for your practice test.

• **Learn from the results of the practice test.** Check each other’s answers. An answer key for the selected-response questions with explanations for the answers is included in this Study Companion. If your test includes constructed-response questions, look at the constructed-response sample questions, which contain sample responses to those types of questions and shows how they were scored. Then try to follow the same guidelines that the test raters use.
  
  − **Be as critical as you can.** You’re not doing your study partner a favor by letting him or her get away with an answer that does not cover all parts of the question adequately.

  − **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner is doing an inadequate job of answering the question. Writing notes for your study partner may also help.

  − **Be supportive.** Include comments that point out what your study partner got right and that therefore earned them points.

Then plan one or more study sessions based on aspects of the questions on which group members did not perform well. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan you follow should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting these goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.
Develop Your Study Plan

Developing a study plan helps you prepare for the GACE assessments. A blank study plan worksheet is available in the back of this Study Companion. You can use this worksheet to:

1. **Define Content Areas**: List the most important content areas for your test as defined in About the Assessment beginning on page 26.
2. **Determine Strengths and Weaknesses**: Identify where you have thorough understanding and where you need additional study in each content area.
3. **Identify Resources**: Identify the books, courses, and other resources you plan to use to study for each content area.
4. **Study**: Create and commit to a schedule that provides for regular study periods.

Below is an example of a completed study plan that may help you get started with your own.

**GACE Test Name:** Reading  
**GACE Test Code:** 117  
**I am taking the test on:** October 25, 2014

### Literal Comprehension

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for studying this content?</th>
<th>Where can I find the resources I need?</th>
<th>Date planned to study this content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Ideas</td>
<td>Identify summaries or paraphrases of main idea or primary purpose of reading section</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>9/15/14</td>
<td>9/15/14</td>
</tr>
<tr>
<td>Supporting Ideas</td>
<td>Identify summaries or paraphrases of supporting ideas and specific details in reading selection</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
<td>9/17/14</td>
<td>9/17/14</td>
</tr>
<tr>
<td>Organization</td>
<td>Identify how reading selection is organized in terms of cause/effect and compare/ contrast</td>
<td>3</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>9/20/14</td>
<td>9/21/14</td>
</tr>
<tr>
<td>Organization</td>
<td>Identify key transition words/phrases in reading selection and how used</td>
<td>4</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
<td>9/25/14</td>
<td>9/26/14</td>
</tr>
<tr>
<td>Vocabulary in Context</td>
<td>Identify meanings of words as used in context of reading selection</td>
<td>3</td>
<td>Middle and high school English text book, dictionary</td>
<td>College library, middle and high school teachers</td>
<td>9/25/14</td>
<td>9/27/14</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
## Critical and Inferential Comprehension

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for studying this content?</th>
<th>Where can I find the resources I need?</th>
<th>Date planned to study this content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection</td>
<td>5</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Determine role that an idea, reference, or piece of information plays in author's discussion/argument</td>
<td>5</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Determine if information presented is fact or opinion</td>
<td>4</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Identify relationship among ideas presented in reading selection</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, course notes, high school teacher, college professor</td>
<td>10/1/14</td>
<td>10/1/14</td>
</tr>
<tr>
<td>Inferential Reasoning</td>
<td>Determine logical assumptions on which argument or conclusion is based</td>
<td>3</td>
<td>High school textbook, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/8/14</td>
<td>10/8/14</td>
</tr>
<tr>
<td>Inferential Reasoning</td>
<td>Determine author's attitude toward materials discussed in reading selection</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/8/14</td>
<td>10/8/14</td>
</tr>
<tr>
<td>Inferential Reasoning</td>
<td>Determine author's attitude toward materials discussed in reading selection</td>
<td>1</td>
<td>High school textbook, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/17/14</td>
<td>10/18/14</td>
</tr>
<tr>
<td>Generalization</td>
<td>Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection</td>
<td>2</td>
<td>High school textbook, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/17/14</td>
<td>10/18/14</td>
</tr>
<tr>
<td>Generalization</td>
<td>Draw conclusions from materials presented in reading selection</td>
<td>3</td>
<td>High school textbook, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/23/14</td>
<td>10/23/14</td>
</tr>
<tr>
<td>Generalization</td>
<td>Apply ideas presented in a reading selection to other situations</td>
<td>3</td>
<td>High school textbook, college course notes</td>
<td>College library, middle and high school teachers</td>
<td>10/23/14</td>
<td>10/23/14</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Review Smart Tips for Success

Learn from the experts. Take advantage of these answers to questions you may have and practical tips to help you navigate the GACE assessment and make the best use of your time.

Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don’t know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. You can use the “Mark” function to note a question you want to come back to later. There is no right or wrong way; use the approach that works best for you.

Are there trick questions on the test?

No. There are no hidden meanings or trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: The answers on selected-response tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper provided to you by the test administrator, make notes to yourself, or write anything at all. You may use your scratch paper in any way that is useful to you, but be sure to enter your final answers on the computer. Your scratch paper will be destroyed after you are finished with the assessment.

Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don’t know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.

2. **Keep track of the time.** Keep an eye on the timer located in the upper right-hand corner of the computer screen, and be aware of how much time you have left to complete your test. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming stuck on one question, you might decide to move on and return to that question later.
3. **Read all of the possible answers before selecting one.** Then, reread the question to be sure the answer you have selected really answers the question. Remember, a question that contains a phrase such as “Which of the following does NOT ...” is asking for the one answer that is NOT a correct statement or conclusion.

4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on other similar-looking (but in fact very different!) tests. It doesn’t matter on the GACE assessments whether you score very high or barely pass. If you meet the minimum passing scores along with any other requirements for obtaining teaching certification, you will receive a license. In other words, what matters is meeting the minimum passing score.

6. **Use your energy to take the test, not to get angry at it.** Getting angry at the test only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching and educational leadership, worked diligently to make the test a fair and valid measure of your knowledge and skills. The best thing to do is concentrate on answering the questions.
Check on Testing Accommodations

What if I have a disability or health-related need?

If you have a disability or health-related need, you may wish to apply for testing accommodations. ETS is committed to serving test takers with disabilities or health-related needs by providing services and accommodations that are reasonable and appropriate given the purpose of the test. Testing accommodations are available for test takers with disabilities or health-related needs who meet ETS requirements. If you are requesting testing accommodations, you must register by mail or fax through ETS Disability Services and have your accommodations approved before you register to test.

The 2013–14 Bulletin Supplement for Test Takers with Disabilities or Health-related Needs for GACE® assessments contains contact information, procedures for requesting testing accommodations, and registration forms. The Supplement should be used in conjunction with the information in the GACE Registration Bulletin. The Supplement and the Registration Bulletin can both be downloaded free of charge from the Testing Accommodations section of the GACE website at www.gace.ets.org.

Disability documentation policy statements and forms are available through the ETS website at www.ets.org/disabilities/documentation. You should also see Tips for Test Takers with Disabilities at www.ets.org/disabilities/tips.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Do Your Best on Test Day

You followed your study plan. You are ready for the test. Now it’s time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you’re sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal — passing the GACE assessment!

On the day of the test, you should:

- be well-rested
- wear comfortable clothes and dress in layers
- eat before you take the test to keep your energy level up
- bring valid and acceptable identification with you that contains your name, signature, and photograph
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

You can’t control the testing situation, but you can control yourself. Stay calm. Test administrators are well trained and make every effort to provide uniform testing conditions, but don’t let it bother you if the test doesn’t start exactly on time. You will be given the necessary amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you’ve trained, prepared, and rested, give it everything you’ve got.

What items am I restricted from bringing into the test center?

You may not bring personal items into the test center such as:

- cell phones, smartphones (e.g., Android™, BlackBerry®, iPhone®), tablets, PDAs, and other electronic, listening, recording, or photographic devices
- handbags, knapsacks, or briefcases
- food or snacks of any kind
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, and scratch paper (the test administrator will provide pencils and scratch paper)
- tobacco
- weapons of any kind

**NOTE:** All cell phones, smartphones, tablets, PDAs, and other electronic, listening, recording, or photographic devices are strictly prohibited at the test center. If you are found to be in
possession of any of these devices before, during, or after the test administration, your device may be inspected and/or confiscated, and you will be dismissed from the test. Your test scores will be canceled, and you will forfeit your test fees. For more information on what you can bring to the test center, visit the On Test Day section of the GACE website at [www.gace.ets.org](http://www.gace.ets.org).

**Are You Ready?**

Review this list to determine if you’re ready to take your assessment.

- Do you know the Georgia testing requirements for your teaching field?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each assessment you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the assessment will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions that you may encounter during your assessment?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in the Study Companion?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these items?
- If you are repeating a GACE assessment, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the GACE assessment, do your best, pass it — and begin your teaching career!
Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the GACE assessments.

What is the purpose of the GACE assessments?
The purpose of the GACE assessments is to assure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE assessments are aligned with state and national standards for educator preparation and with state standards for the P-12 student curriculum — the Common Core Georgia Performance Standards (CCGPS) — and the content standards for Georgia’s state-approved educator preparation programs. In other words, each GACE assessment was developed by Georgia educators to measure competency on what is taught in Georgia’s P-12 classrooms.

Who developed the GACE assessments?
Each GACE assessment was developed with diverse representation of Georgia educators from across the state, including the participation of committees of Georgia educators, educator preparation faculty, and other content and assessment specialists. This included individuals from school systems, local schools, institutions of higher education (public and private), and other stakeholders.

What do the GACE assessments measure?
Each GACE assessment consists of one or more tests designed to assess a candidate’s knowledge and skills as required by the guidelines for Georgia educator certification.

Do some GACE assessments have more than one test?
Yes. Some GACE assessments do consist of more than one test. You may take each individual test at separate administrations, or for assessments that offer a combined test format, you may take the combined version at one administration. You must pass all tests within an assessment to achieve certification.

What is certification?
Certification in any area — medicine, law, architecture, accounting, cosmetology, or education — is an assurance to the public that the person holding the certification possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher certification, a certification tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because certification makes such a serious claim about its holder, certification tests are usually quite demanding. In some fields, certification tests have more than one part and last for more than one day. Candidates for certification in all fields plan intensive study as part of their professional preparation. Some join study groups, while others study alone. Preparing to take a certification test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a certification exam takes planning, discipline, and sustained effort.
How are the assessments updated to ensure the content remains current?

GACE assessments are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State certification areas and the results of any relevant job analysis are also considered. If these reviews indicate that the test content needs to be updated, a state advisory committee is convened to develop revised test content specifications. New test questions are then produced following the standard test development methodology.

How long will it take to receive my scores?

Unofficial scores for tests that contain only selected-response questions can be viewed at the conclusion of the test. Official scores for these tests are reported approximately four weeks later.

Score reporting dates for all testing windows can be found in the Scores section of the GACE website at www.gace.ets.org and in the Registration Bulletin.

Can I access my scores online?

Viewing your scores is easy — simply log in to your ETS GACE testing account on the GACE website at www.gace.ets.org and click on your score report.
About the Assessment

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Media Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>P–12</td>
</tr>
<tr>
<td>Test Code</td>
<td>Test I: 101</td>
</tr>
<tr>
<td></td>
<td>Test II: 102</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and Test II: 601</td>
</tr>
<tr>
<td>Testing Time</td>
<td>Test I: 2 hours</td>
</tr>
<tr>
<td></td>
<td>Test II: 2 hours</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and Test II: 4 hours</td>
</tr>
<tr>
<td>Test Duration</td>
<td>Test I: 2.5 hours</td>
</tr>
<tr>
<td></td>
<td>Test II: 2.5 hours</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and Test II: 5 hours</td>
</tr>
<tr>
<td>Number of Selected-response Questions</td>
<td>Test I: 80</td>
</tr>
<tr>
<td></td>
<td>Test II: 80</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and Test II: 160</td>
</tr>
<tr>
<td>Test Format</td>
<td>Computer delivered</td>
</tr>
</tbody>
</table>

The GACE Media Specialist assessment is designed to measure the professional knowledge of prospective media specialists in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of scored questions is typically lower than the total number of questions on the test. Most tests that contain selected-response questions include embedded pretest questions, which are not used in calculating your score. Including pretest questions in the assessment allows ETS to analyze actual test-taker performance on proposed new questions and determine whether to include them in future versions of the test.
Content Specifications

Each test in this assessment is organized into content subareas. Each subarea is further defined by a set of objectives and their knowledge statements.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

The following is a breakdown of the subareas and objectives for the tests in this assessment.
Test I Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning and Teaching</td>
<td>60%</td>
</tr>
<tr>
<td>II. Collection Development</td>
<td>40%</td>
</tr>
</tbody>
</table>

Test I Objectives

Subarea I: Learning and Teaching

Objective 1: Demonstrates knowledge of children’s and young adult literature

The beginning Media Specialist:

A. Knows major book and media awards, and distinguished recipients
B. Recognizes the work of prominent authors and illustrators
C. Knows the historical and contemporary issues related to reading materials for children and young adults
D. Knows the characteristics of different types of literature; e.g., fiction genres, biography, and folk literature
E. Knows there are a variety of reading instructional models related to children and young adults; e.g., research-based reading programs, workshop approach, and balanced literacy
F. Develops a sense of appreciation for literature in others and for promoting the habit of lifelong reading

Objective 2: Understands fundamentals of curriculum development and collaboration in media and information literacy

The beginning Media Specialist:

A. Knows major research and work of prominent researchers; e.g., Lance, Loertscher, Kuhlthau, in the field of information literacy instruction
B. Aligns library media program curriculum with recognized information literacy standards, e.g., Standards for 21st Century Learners, state and local standards
C. Integrates information problem solving models; e.g., Big6, I-Search, Pitts/Stripling, across the curriculum
D. Aligns the media program and curriculum to the school curriculum
E. Applies knowledge of the development characteristics of learners; e.g., physical, social, cognitive, and emotional, and the variables that affect learning; e.g., gender, ethnicity, socioeconomic status, to instructional design

F. Understands the characteristics of the predominant learning theories; e.g., behaviorism, constructivism, and cognitivism

G. Works in partnership with classroom teachers and other educators to plan, deliver, and evaluate information skills instruction

**Objective 3: Understands the fundamentals of instructional design for all learners**

The beginning Media Specialist:

A. Identifies and applies the basic elements of a lesson plan; e.g., instructional objectives, strategies, and differentiation

B. Develops instructional objectives that are measurable, appropriate, and challenging

C. Adapts materials, strategies, and assessment to meet the needs of diverse learners

D. Incorporates group settings; e.g., collaborative and cooperative learning

E. Designs instruction that promotes authentic, inquiry-based learning

F. Knows strategies and activities for encouraging critical and creative thinking

G. Uses a variety of assessment methods and tools to measure student learning

H. Integrates emerging technologies as a means of effective and creative teaching

I. Understands the theory and practice of classroom management as it applies to the media center

**Subarea II: Collection Development**

**Objective 1: Demonstrates understanding of selecting, acquiring, and maintaining resources**

The beginning Media Specialist:

A. Knows the principles underlying a selection policy; e.g., First Amendment rights, ALA Library Bill of Rights, ALA Code of Ethics

B. Knows the components of a selection policy; e.g. policy statement, criteria, responsibility for selection, and de-selection process and applied them to the collection development process

C. Understands basic guidelines for de-selection of media center materials

D. Understands the interrelationship between the curriculum, the school community, learning resources, and the development of a selection policy

E. Identifies and uses standard collection development and evaluation tools; e.g., Children’s Catalog and Core Collection, Middle and High School Library Catalog, and Core Collection

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
F. Selects and uses standard review sources; e.g., Booklist, School Library Journal, Children’s Technology Review, for resources in multiple formats

G. Selects and uses bibliographic sources; e.g., Titlewave, vendor catalogs, wholesalers, to locate and acquire resources in multiple formats

H. Develops, organizes, and manages a professional collection to promote staff professional growth

I. Applies selection criteria to equipment and services; e.g., library management systems, online database subscription services, audiovisual equipment

J. Applies standard ordering and budgeting procedures; e.g., encumbering funds, purchase order process, board approval

**Objective 2: Understands the fundamental principles and methods of resource organization**

The beginning Media Specialist:

A. Understands the process of descriptive and subject cataloging, as well as the use of cataloging tools; e.g., Sears List of Subject Headings, AACR2, Dewey decimal classification system

B. Understands the purpose and format of MARC records and interprets basic MARC tag fields

C. Organizes the collection according to standard classification and shelving methods

D. Understands and applies criteria; e.g., efficiency, equity, borrower eligibility, when establishing loan, renewal, and reserve procedures

E. Knows how to promote acquisitions and services to students, staff, parents, and the greater school community; e.g., displays, websites and pages, newsletters, podcasts, blogs, and wikis

F. Recognizes the role and use of statistical information in evaluating the collection
Test II Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Program Administration</td>
<td>40%</td>
</tr>
<tr>
<td>II. Professional Development, Leadership, and Advocacy</td>
<td>30%</td>
</tr>
<tr>
<td>III. Information Access and Delivery</td>
<td>30%</td>
</tr>
</tbody>
</table>

Test II Objectives

Subarea I: Program Administration

Objective 1: Understands the fundamentals of organization, management, and evaluation of media programs and services

The beginning Media Specialist:

A. Understands the importance of shared decision making in the administration of the media center program and services
B. Develops a mission statement and philosophy that align with those of the school and district
C. Knows guidelines (national, state, and local standards) on which to base the mission and philosophy statements of a media program
D. Sets goals and objectives for media center programs and services that align with those of the school and district
E. Designs short- and long-range plans for the implementation of media center programs and services
F. Uses research-based data, including action research and needs assessments, to identify, prioritize, and improve curriculum, student, and staff needs
G. Designs evidence-based methods to evaluate the effectiveness of the media program and services

Objective 2: Knows basic fiscal, personnel, legal, ethical, and operational policies and procedures

The beginning Media Specialist:

A. Evaluates, articulates, and justifies budgetary needs
B. Works collaboratively with the school administration to develop and implement a budget
C. Knows alternative means of funding; e.g., grants, fundraisers, donations
D. Trains, manages, and evaluates media center staff, student aides, and adult volunteers
E. Develops, revises, and implements policies and procedures for the operation of the media center

F. Understands the rationale for key media center policies and procedures; e.g., circulation, selection, challenged materials, and acceptable use

G. Applies knowledge of legal and ethical issues; e.g., confidentiality of records, intellectual freedom, and copyright, relating to media center policies and policies

**Subarea II: Professional Development, Leadership, and Advocacy**

*Objective 1: Knows how to facilitate professional development and demonstrate leadership*

The beginning Media Specialist:

A. Knows professional organizations and literature related to school library media; e.g., AASL, YALSA, AECT, and state and local organizations

B. Uses a variety of professional development practices; e.g., study groups, learning communities, mentoring, reflective practice

C. Educates adults in the use of new technologies and their integration into instructional design

D. Initiates, facilitates, and supports collaborative activities with students, staff, media committees, and the community

E. Knows major legislation relating to school library media; e.g., Children’s Internet Protection Act, Individuals with Disabilities Education Act, Patriot Act, and how it impacts policies, programs, and procedures of the media center

F. Knows the implications of major court cases and challenges relating to school library media; e.g., *Island Trees v. Pico*, *Tinker v. Des Moines*, *ALA v. U.S. Department of Justice*

*Objective 2: Knows how to be an advocate for libraries and media centers within both school and community*

The beginning Media Specialist:

A. Obtains or creates promotional materials in print, nonprint, and electronic formats

B. Promotes the media center program, resources, and services to students, administration, faculty, and the greater community

C. Observes occasions related to libraries and reading

D. Designs and implements advocacy strategies for communication and marketing of school media programs and services

E. Communicates the status and needs of the media program to the larger learning community and advocates for ongoing administrative support for the media program

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Subarea III: Information Access and Delivery

Objective 1: Understands the fundamentals tools and concepts for locating and sharing resources

The beginning Media Specialist:

A. Knows the types, characteristics, and uses of various print, and nonprint resources; e.g., books, periodicals, DVDs, maps, posters
B. Knows the types, characteristics, and uses of Galileo, and other web-based, networked, and stand-alone electronic resources,
C. Uses community resources; e.g., guest authors, storytellers, information consortia, to support the media center program
D. Builds collaborative relationships with other libraries
E. Knows the purpose, general process, and responsibilities of interlibrary loan
F. Understands the processes and application of remote access; e.g., reference services, virtual libraries, distance learning

Objective 2: Understands the fundamental concepts related to using and validating online and other resources

The beginning Media Specialist:

A. Knows terminology, including jargon; e.g., OPAC, wi-fi, blog, related to electronic resources, equipment, and the electronic community
B. Uses technology hardware; e.g., scanners, interactive whiteboards, computer peripherals, in the media center
C. Knows how to navigate and search the Internet using a variety of strategies
D. Applies current and emerging technologies; e.g., automated library management systems, media for teaching and learning, collaboration and presentation tools, to media center management, program, and services
E. Applies the theories and strategies of information retrieval; e.g., Boolean operators, indexes and abstracts, truncation
F. Applies a variety of criteria; e.g., relevance, authority, currency, bias, to validate information gathered from various resources and technologies

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Objective 3: Understands the fundamental concepts of equal access and ethical use of information

The beginning Media Specialist:

A. Provides equal access as relevant to services; e.g., circulation policies, accommodations for users with disabilities, procedures for assisting users

B. Provides a physical arrangement; e.g., travel routes, signage, furniture, of the media center that promotes equal and efficient access

C. Knows the environmental factors; e.g., décor, sound control, lighting, climate control, that promote learning

D. Knows issues, laws, and practices related to intellectual property, copyright, and plagiarism for various formats of materials

E. Knows how to use tools to create bibliographic citation; e.g., APA, MLA, Chicago, for various formats of materials
Approaches to Answering Selected-response Questions

The purpose of this section is to describe selected-response question formats that you will typically see on the GACE assessments and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success is knowing the content that is covered on the assessment. This content has been carefully selected to align with the knowledge required to begin a career as a beginning teacher in the state of Georgia.

The questions on this assessment are designed to assess your knowledge of the content described in the subareas and objectives in each test. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, to consider it carefully, to compare it with other knowledge you have, or to make a judgment about it.

The questions on this assessment are all selected-response questions. When you are ready to respond, you must choose one of the answer options listed. You may also encounter some questions that use alternate response types; e.g., questions that require you to select multiple options, enter a numeric answer into a text box, or drag and drop options. Be sure to read the directions carefully to ensure you know what is required for each test question. Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Question Formats

You may see the following types of questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table, or a combination of these. The answer options appear below the question.

The following question is an example of the single-question format.

Example

Which of the following is the most important consideration for students and teachers with regard to students’ use of the Internet as a research tool?

A. The name of a website does not always give a clear indication of the contents of the site
B. The rapid expansion of the Internet makes it difficult to obtain the very latest information on a given topic
C. Different search engines use different formulas for matching websites to search strings
D. Much of the information on the Internet has not been reviewed and verified by experts in relevant fields

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice, and mark your answer.

This question addresses students’ use of the Internet as a research tool. Since there are few controls over what information may be posted on the Internet and by whom, information obtained through this medium cannot be assumed to be accurate. Therefore, students who are using the Internet as a research tool must be made aware of the importance of consulting sources that have been reviewed by experts to verify the accuracy of any information obtained. Therefore, option D is the single best answer.
With regard to the other responses, it is true that the name of a website may not accurately represent the information it presents (option A), and it is also true that search engines use different formulas for matching websites to search strings (option C). While these issues may affect how easy it is to find information, they are not relevant to the more critical issue of accuracy. With regard to option B, the question of whether students have located the very latest information, which may or may not be substantiated, is less important than whether they have consulted a variety of up-to-date, accurate resources in a variety of media.

**Clustered Questions**

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material may be a reading passage, sample of student work, description of a student and/or program, graphic, table, or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

**Strategy 1**  
Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.

**Strategy 2**  
Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.

**Strategy 3**  
Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this Study Companion and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.
Example

First read the stimulus (a description of a class activity planned by a teacher).

Use the information below to answer the questions that follow.

A science teacher and a computer teacher teach the same group of eighth graders. The teachers will be addressing some related content with these students, so they agree to create an interdisciplinary unit with coordinated instruction between the two classes.

Now you are prepared to address the first of the two questions associated with this stimulus.

1. The teachers begin planning the interdisciplinary unit by deciding on student learning goals that both teachers will emphasize in their classrooms. To help ensure an effective, well-coordinated unit, the teachers should also decide about which of the following before the unit begins?

A. How to sequence and pace topic coverage during the unit
B. How much time to devote to individual, small-group, and whole-class instruction during the unit
C. What methods to use to communicate with parents and students about learning expectations
D. What presentation methods and teaching styles to use during the unit

Suggested Approach

Read the question carefully and critically. Think about the question that is being asked. Eliminate any obviously wrong answers, select the correct answer choice, and mark your answer.

This question tests understanding of effective collaborative practices. The teachers have agreed on their learning goals for students. Now they need to agree on the sequence and pace of instruction (option A) so that students will be able to build on previously presented content as new content is taught. Students will be much more likely to understand the topic of any given lesson if they are able to fit the new information into a framework of existing knowledge. Therefore, option A is the single best answer.

None of the other responses addresses ways to coordinate instruction effectively. Once the teachers have agreed on student learning goals and on the sequence and pace of topic coverage, students will be able to benefit from instruction whether or not the teachers coordinate their grouping practices (option B) or employ similar presentation methods and teaching styles (option D). With regard to option C, although it is important for each teacher to determine mastery criteria for his or her own subject-area objectives, coordination of instruction during the unit will not depend on agreement between the teachers with regard to the specific criteria each has identified.
Now you are ready to answer the second question.

2. The teachers wish to ensure that their unit will proceed smoothly. They are most likely to achieve this goal by using which of the following strategies?

A. Before the unit begins, create a plan specifying the learning activities that will occur in each teacher’s classroom each day
B. Make arrangements to meet on a regular basis to discuss how the unit is progressing and to address any issues that may arise
C. Before the unit begins, identify any teacher tasks that will need to be done during the unit and assign each task to a teacher
D. Make arrangements to work together to create all of the lesson plans that will be used in both classrooms throughout the unit

Suggested Approach

Again, carefully consider the information presented in the stimulus, and then read the second question, which focuses on the principles of effective collaboration in an interdisciplinary teaching situation. Ongoing communication is essential so that the teachers can share information about and identify ways to address such issues as unanticipated directions students’ interests have taken, concepts students are having trouble with, and so forth. Establishing a regular meeting schedule to discuss progress and make necessary adjustments (option B) is an effective means of ensuring that such communication will occur. Therefore, **option B is the single best answer.**

None of the other strategies listed would facilitate the ongoing exchange of information necessary to address issues that arise as the unit proceeds. Since teachers are unlikely to be able to accurately predict the specific issues that will arise during a unit, brainstorming teacher responses before the unit begins (option A) would probably be a very inefficient use of planning time. Jointly creating all lesson plans in advance (option D) would not allow the flexibility necessary to adapt activities and lessons to changing circumstances and would also require a large and unnecessary investment of the teachers’ time. Identifying and assigning specific teacher roles ahead of time (option C), while it might help increase efficiency, would not enhance the teachers’ ability to address student learning issues effectively as they arise.
Practice Questions

This section presents some sample questions for you to review as part of your preparation for the assessment. You will probably find it helpful to simulate actual testing conditions. For each sample test question, there is a correct answer and a rationale.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person’s performance in any given testing situation.

The sample questions are included to illustrate some of the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.
Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

1. Which of the following qualities of a library media center is most likely to influence use of the center by students?

   A. It operates efficiently and optimally, with clear policies and procedures in place
   B. It serves as a resource for parents, teachers, administrators, and members of the greater school community
   C. It fosters an environment that is welcoming, supportive, and user-friendly
   D. It provides a variety of print, nonprint, and electronic resources for use in classroom instruction
   E. Its paraprofessionals and volunteers are well trained and supervised

Answer and Rationale

2. A library media specialist is designing a rubric for use with high school students working on a research-based assignment. Here are the evaluation criteria for the first section:

   • Can distinguish between fact and opinion
   • Can identify inaccurate or misleading information
   • Recognizes that differing resources may have conflicting information
   • Uses identification of point of view to assess validity of information

Which of the following information literacy skills is the focus of this section of the rubric?

   A. Accesses information accurately and effectively
   B. Appreciates literature and other creative expressions of information
   C. Practices ethical behavior in regard to information and information technology
   D. Evaluates information critically and competently
   E. Uses information accurately and creatively

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
3. The following job description appears in a library media center’s operating manual.

- Assists users in locating library materials
- Performs materials processing
- Prepares bindery orders and supply requisitions
- Formats and prepares bulletins, forms, and letters

These duties are generally assigned to which of the following library media center staff?

A. Library media specialist  
B. Library paraprofessional  
C. Technology specialist  
D. Community volunteer  
E. Coordinator of media services

**Answer and Rationale**

4. A library media specialist and the human resources director are working together to hire a paraprofessional for the library media center. Which of the following should be the first step in this process?

A. Deciding how and where to find qualified applicants  
B. Writing the job description  
C. Analyzing the job’s essential functions and qualifications  
D. Determining the salary and hours for the position  
E. Collecting and reviewing applications

**Answer and Rationale**
5. The most effective method for a library media specialist to use to keep the library media center attuned to the community it serves is to
   A. open the library media center to the public on weekends.
   B. establish a friends’ group or library advisory committee.
   C. eliminate fines for lost or damaged materials.
   D. solicit donations of old books and magazines.
   E. post community happenings on the media center website.

**Answer and Rationale**

6. A standard guideline that states that a library media specialist should “protect each user’s right to privacy with respect to information sought or received, and material consulted, borrowed, or acquired” is found in the
   A. ALA Code of Ethics.
   B. Freedom to Read Statement.
   C. Children’s Online Privacy Protection Act.
   D. Library Bill of Rights.
   E. First Amendment to the Constitution.

**Answer and Rationale**

7. A work characterized by ingenious plotting, swift action, and continuous suspense, where the main character is often pitted against a villain, is most likely which of the following genres?
   A. Realistic fiction
   B. Thriller
   C. Fantasy
   D. Horror
   E. Science fiction

**Answer and Rationale**
8. A science teacher and the library media specialist are co-planning a research project on famous people of science. They want students to think critically about the information they gather. Which of the following final assessments would best meet this goal?

A. A storyboard for a film biography of the scientist  
B. A chart depicting the major work of the scientist  
C. A timeline of developments in the scientist’s field of study  
D. A bibliography of works about the scientist  
E. An essay discussing how the scientist’s work related to his or her historical context

**Answer and Rationale**

9. Students in a middle school computer club have asked to decorate the school’s Web page with images from a clip art CD that is part of the media center collection. The library media specialist should respond by

A. refusing their request since using the images for that purpose violates the publisher’s copyright.  
B. allowing the students full use of the images since the CD was purchased for that purpose.  
C. reviewing the licensing agreement that came with the CD and advising the students accordingly.  
D. recommending that the students substitute images downloaded from the Internet.  
E. advising the students to include a copyright statement in their website.

**Answer and Rationale**

10. Products of the mind that belong exclusively to the originator and are protected by law are known as

A. public domain works.  
B. trademarks.  
C. derivative works.  
D. intellectual property.  
E. copyrights.

**Answer and Rationale**
11. A library media specialist new to a school is anxious to collaborate with teachers on instructional planning. Which of the following actions is most likely to begin this process?

A. Volunteering to conduct staff development workshops
B. Seeking administrative support for flexible scheduling to allow time for teachers to collaborate
C. Submitting articles that showcase collaborative activities to the school newsletter or website
D. Establishing a relationship with one teacher and developing a collaborative project
E. Joining a committee on curriculum planning

Answer and Rationale

12. Library media center selection policies frequently refer to “standard selection tools.” Which of the following describes a standard selection tool?

A. A catalog of materials offered through a publisher or book wholesaler
B. An online source for locating reviews of recently published works
C. A book, serial, or report published by an official governing body
D. An authoritative reference used to evaluate the quality and suitability of a collection
E. A handbook illustrating the accepted form of citation for several types of resources

Answer and Rationale

13. A physical education teacher has asked the library media specialist to purchase a selection of biographies of Olympic athletes. Which of the following bibliographic resources will the library media specialist find most helpful in locating these biographies?

A. *American Book Publishing Record*
B. *Guide to Sources in Educational Media*
C. *Junior Authors & Illustrators*
D. *Guide to Characters in Fiction*
E. *Subject Guide to Children’s Book in Print*

Answer and Rationale
14. A geology teacher and a library media specialist are co-planning a research project in which students are asked to compare the composition, size, color, texture, and origin of several types of rock. Which of the following graphic organizers would be most effective in displaying the information gathered from the students’ research?

A. Matrix  
B. Venn diagram  
C. Timeline  
D. Flowchart  
E. Spider map

**Answer and Rationale**

15. A library media specialist is planning activities to promote student interest in informational texts. Which of the following is most likely to achieve this goal?

A. Designating a page on the media center’s website for announcing new informational titles  
B. Assigning students an informational text to read and report on to the class  
C. Using informational texts in a readers’ theater workshop  
D. Featuring informational titles on bulletin boards and displays  
E. Scheduling a visit from an author who researches, writes, and illustrates informational texts

**Answer and Rationale**

16. Which of the following reporting features of the library media center’s automation system will a library media specialist find most helpful when weeding items from the collection?

A. Item inventory  
B. Daily circulation statistics  
C. Records of items requested through interlibrary loan  
D. Catalog of items by classification number  
E. Item circulation history

**Answer and Rationale**
17. A library media specialist plans to transition the library program from traditional to authentic assessment methods. Which of the following factors best distinguishes a traditional assessment from an authentic assessment?

A. The student population taking the assessment  
B. The subject content evaluated by the assessment  
C. The methodology by which skills and knowledge are assessed  
D. The teacher administering the assessment  
E. The way the assessment results are used

Answer and Rationale

18. According to Bloom’s taxonomy, which of the statements below is true of the following set of activities?

• Identify the parts of a nonfiction text (table of contents, index, etc.)
• Define a database
• Name the elements of a domain name
• Recall the major Dewey decimal classifications

A. They progress from lower to higher levels of thinking  
B. They all require high levels of thinking  
C. They progress from higher to lower levels of thinking  
D. They all require low levels of thinking  
E. They represent several different levels of thinking, in no particular order

Answer and Rationale

19. In which of the following situations might a user consider a domain search when seeking information in a search engine?

A. The user wants only websites that originate in a certain country  
B. The user wants the most relevant websites to be listed at the top of the results page  
C. The user wants to allow for variations in spelling or word forms  
D. The user wants to eliminate any results that contain a specific term  
E. The user wants only documents in which chosen words appear side by side

Answer and Rationale
20. A library media specialist in an elementary school is building the collection’s online subscription databases. One database has received an excellent review for use with students in grades 2 through 5. The library media specialist should next consider

A. how well the database supports or enhances the school’s curricular programs.
B. whether the database subscription is offered at a discount for schools.
C. whether other library media centers in the district already subscribe to the database.
D. whether the licensing agreement allows students to access the database from home.
E. whether students can use the database without adult guidance.

Answer and Rationale

21. Which of the following is a common theme in fantastic fiction?

A. Finding one’s place in the universe
B. The struggle between good and evil
C. Man’s inhumanity to man
D. The unpredictability of life
E. Coming to terms with death

Answer and Rationale

22. A library media specialist uses the three Cs — clarity, consistency, and comprehensiveness — to develop the library media center budget. Which of the following aspects of the budget demonstrates comprehensiveness?

A. Retaining the same format from year to year so comparisons can be made easily
B. Including documentation to support the validity of budget figures
C. Making sure the budget covers all expenditure and revenue categories
D. Identifying sources of possible outside funding, such as grants and donations
E. Projecting future budget expenditures

Answer and Rationale
23. Which of the following should be the school library media specialist’s guiding document when considering reading materials for inclusion in the library media center collection?

   A. Free Access to Libraries for Minors (ALA)
   B. First Amendment to the Constitution
   C. The board-approved selection policy
   D. Library Bill of Rights
   E. Children’s Books in Print

   **Answer and Rationale**

24. Which of the following should be the library media specialist’s initial decision when designing a library media center website?

   A. Who will be the audience
   B. Who will be responsible for website maintenance
   C. Will there be communication options, such as email
   D. Will the site announce or support events in other libraries
   E. Will the site provide information not available elsewhere

   **Answer and Rationale**

25. A library media specialist has recommended the school adopt a sustained silent reading program as one option for addressing students’ declining reading scores. This recommendation is based on research that supports that

   A. silent reading stimulates growth and understanding of vocabulary and language patterns.
   B. students’ reading proficiency increases most rapidly through explicit teaching.
   C. students learn best when they are presented with learning opportunities that are purposeful.
   D. students who read recreationally have higher reading proficiency than students who do not.
   E. reading instruction is more meaningful when it is integrated across the curriculum.

   **Answer and Rationale**

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**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
26. Which of the following areas is generally addressed within a library media center’s borrowing policy?

A. Assessment of damages and replacement of library materials  
B. Use of library facilities, furnishings, and equipment  
C. Access to electronic resources  
D. Acceptance of donations and gifts  
E. Confidentiality of user records

**Answer and Rationale**

27. A library media specialist is compiling statistics on reference services performed. Which of the following services should be included?

A. Reviewing and selecting nonfiction resources  
B. Updating the library media center catalog  
C. Processing interlibrary loan requests  
D. Performing readers’ advisory  
E. Instructing faculty on the uses of Web logs for research

**Answer and Rationale**

28. The mission statement of a library media center should

A. reiterate the mission statement of the school district.  
B. describe the state and function of the library media center once it has fully implemented all its plans and goals.  
C. represent the library media center’s core priorities, including justifications for those priorities.  
D. outline the overarching principles guiding the goals and objectives of the library media center.  
E. delineate the strategic plan for achieving a library media center’s short- and long-term goals.

**Answer and Rationale**
29. Which of the following Dewey classifications is most likely to be adversely affected by aging copyright dates?

A. 200-299  
B. 300-399  
C. 400-499  
D. 500-599  
E. 800-899

**Answer and Rationale**

30. A library media specialist is planning a workshop for teachers on copyright guidelines. She will find the teachers most motivated to learn if she

A. schedules long sessions over a short period of time rather than short sessions over a long period of time.  
B. keeps the teachers learning at the same pace and controls the start and stop times of activities.  
C. provides a broad overview of the content rather than focusing on the solutions to specific problems.  
D. frames the instruction as a means to an end rather than as an end in itself.  
E. focuses instruction on changing the teachers’ beliefs or value systems.

**Answer and Rationale**

31. Which of the following should be the library media specialist’s initial step when participating in a reflective teaching experience?

A. Keeping a teaching and learning log  
B. Observing and assessing a peer’s teaching practice  
C. Examining his or her beliefs and values related to teaching and learning  
D. Conducting action research in a problematic area of practice  
E. Eliciting feedback from students on their beliefs and expectations about learning

**Answer and Rationale**
32. A library media specialist is weeding the professional collection. Which of the following titles should be the first to go?

B. *Big Book of Bulletin Board Displays for Holidays and Every Day* (1991)
D. *Discovering the Masters: Teaching Children Art in the Style of Great Artists* (1977)

**Answer and Rationale**

33. A library media specialist has placed students with different levels of ability in small groups with the instruction that each group use a variety of resources to locate the answer to a set of research questions. Group members are responsible for the learning of their group mates as well as their own. This instructional method is known as

A. service learning.
B. distance learning.
C. guided learning.
D. problem-based learning.
E. cooperative learning.

**Answer and Rationale**

34. Which of the following statements describes the purpose of authority control in cataloging and classification systems?

A. It unifies the assignment of bar codes or other identification numbers to items in the collection.
B. It allows individual libraries to classify and arrange their collections according to their unique needs.
C. It increases the number of access points a library user has to the resources in the collection.
D. It allows for the inclusion of translators, illustrators, paper engineers, and other contributors to a work who are not included in standard author fields.
E. It assures that resources on the same subject will be found in one place in the library catalog.

**Answer and Rationale**

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
35. School library media specialists should participate in the development of subject area curriculums primarily because

A. they regularly conduct research on educational innovations and trends.
B. their participation validates them as part of the school’s teaching faculty.
C. the library media center is a centralized location with easy access to resources necessary for curriculum development.
D. their flexible schedules allow them to work with different groups throughout the school day.
E. they are responsible for developing and maintaining a library collection that supports instruction.

Answer and Rationale

36. When teaching students how to scan, a library media specialist suggests that they read the first and last paragraphs of a magazine article. The goal of this activity is for students to

A. eliminate unnecessary words when note taking.
B. refine their reading comprehension skills.
C. gain an overview of the subject of the article.
D. skim the article for a keyword or concept.
E. determine if the article answers a specific research question.

Answer and Rationale
### Answer Key and Rationales

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<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>1</td>
<td>C</td>
<td><strong>Option C is correct.</strong> No matter how optimally the center or its staff functions, it will not attract users if they do not feel valued and respected and the library service offered is not accessible.</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td><strong>Option D is correct.</strong> The criteria in the rubric require that a student judge or determine the importance, value, or quality of the information gathered.</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Job descriptions of library paraprofessionals generally include a statement such as “assists the library media specialist with the day-to-day activity and operation of the library.” The duties listed describe the day-to-day operation of a library.</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Identifying the job’s essential functions and qualifications will enable the library media specialist and the human resources director to prepare the elements of a job search, such as interview questions and selection criteria.</td>
</tr>
<tr>
<td>5</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Although community members may benefit from the actions in options A, C, D, and E, the library media specialist can best stay attuned to the community by involving community members in its operation and decision-making process.</td>
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<tr>
<td>6</td>
<td>A</td>
<td><strong>Option A is correct.</strong> The purpose of the American Library Association Code of Ethics is to provide a framework for ethical decision making. Article III states, &quot;We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.&quot;</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
<td><strong>Option B is correct.</strong> A thriller is a work of fiction characterized by a sense of suspense that drives the story at an exhilarating pace through skillful, intricate plotting.</td>
</tr>
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<td>8</td>
<td>E</td>
<td><strong>Option E is correct.</strong> The assessments in options A-D ask students to locate and communicate factual information, which does not require critical thinking. Option E asks students to analyze and compare information, both types of critical thinking.</td>
</tr>
<tr>
<td>9</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Although many licensing agreements allow users to freely use graphics from a clip art collection, the best action is to conform to the agreement.</td>
</tr>
<tr>
<td>10</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Intellectual property is the intangible creations of the mind or intellect.</td>
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<tr>
<td>11</td>
<td>D</td>
<td><strong>Option D is correct.</strong> The most effective way for the library media specialist to establish collaborative relationships with staff members is to enlist an ally who can support the library media specialist’s cause and who can work with the library media specialist to resolve any problems or issues. Evidence of success is likely to lead other staff members to collaborate with the library media specialist.</td>
</tr>
<tr>
<td>12</td>
<td>D</td>
<td><strong>Option D is correct.</strong> A standard selection tool is any of several resources, including periodicals, catalogs, and bibliographies, often designated for specific grade levels, that aid a library media specialist in selecting appropriate materials for inclusion in the library collection.</td>
</tr>
<tr>
<td>13</td>
<td>E</td>
<td><strong>Option E is correct.</strong> The Subject Guide to Children’s Books In Print contains subject access to titles on current topics and topics of interest to young readers.</td>
</tr>
<tr>
<td>14</td>
<td>A</td>
<td><strong>Option A is correct.</strong> A matrix is used to condense and organize data about multiple traits associated with many items or topics.</td>
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<tr>
<td>15</td>
<td>E</td>
<td><strong>Option E is correct.</strong> Students connect with books in meaningful ways after they have met an author and had the opportunity to ask questions and engage in dialogue with a book’s creator. To do this, students must dig deeply into the content and design of the books, which is intrinsically motivating.</td>
</tr>
<tr>
<td>16</td>
<td>E</td>
<td><strong>Option E is correct.</strong> One criterion for removing a resource from the collection is lack of circulation.</td>
</tr>
<tr>
<td>17</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Authentic assessment differs from traditional forms of assessment, such as tests and essays, in that the task students perform demonstrates their competency in applying a learned skill or knowledge to a real-world task.</td>
</tr>
<tr>
<td>18</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Identifying, defining, naming, and recalling are all knowledge-level thinking skills, the lowest level on Bloom’s taxonomy.</td>
</tr>
<tr>
<td>19</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Two-letter abbreviations that represent country names are used in addresses seen on the Internet. Searching by domain name limits the search results to only websites that originate in the selected country.</td>
</tr>
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<tr>
<td>20</td>
<td>A</td>
<td><strong>Option A is correct.</strong> The primary purpose of a school library collection is to support the school’s educational goals by supporting, enriching, and extending the school’s curriculum.</td>
</tr>
<tr>
<td>21</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The conflict of good against evil is a theme in the most forms of fantastic fiction, often when evil characters invade the lands of good characters to disrupt their way of life, or good characters venture into the lands of the evil to rescue a valued person or object.</td>
</tr>
<tr>
<td>22</td>
<td>C</td>
<td><strong>Option C is correct.</strong> A comprehensive budget addresses the operating costs of the library broadly and thoroughly.</td>
</tr>
<tr>
<td>23</td>
<td>C</td>
<td><strong>Option C is correct.</strong> While options A, B, D, and E may be consulted when selecting materials for a library media center collection, the guiding document is the board-approved selection policy.</td>
</tr>
<tr>
<td>24</td>
<td>A</td>
<td><strong>Option A is correct.</strong> The target audience of a website defines both its design and the information it will include. A library media specialist cannot proceed with the actions in options B-E without first identifying who the website is for.</td>
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<tr>
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<td>Correct Answer</td>
<td>Rationale</td>
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<tr>
<td>25</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Research indicates the students who participate in SSR improve in reading achievement and attitude toward reading. In addition, SSR broadens students' background knowledge, and builds a strong base for relating to subject areas texts.</td>
</tr>
<tr>
<td>26</td>
<td>A</td>
<td><strong>Option A is correct.</strong> The responsibility of users for damaged or lost materials is addressed in the borrowing policy.</td>
</tr>
<tr>
<td>27</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Reader’s advisory is a reference service during which the library staff provides suggestions and guidance in finding interesting materials for readers in the library.</td>
</tr>
<tr>
<td>28</td>
<td>D</td>
<td><strong>Option D is correct.</strong> A mission statement defines the purpose of an organization and its primary objectives.</td>
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<tr>
<td>29</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Collection weeding models, such as CREW, advise considering deselecting materials in the 500s with publication dates older than three to five years because they contain information on science and technology, both rapidly changing fields.</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Adult learners are more motivated by instruction that yields prompt practical results than instruction that is based on promised future results.</td>
</tr>
<tr>
<td>31</td>
<td>C</td>
<td><strong>Option C is correct.</strong> The initial step in reflective practice is paying attention to the values and beliefs that inform everyday actions.</td>
</tr>
<tr>
<td>32</td>
<td>C</td>
<td><strong>Option C is correct.</strong> The purpose of weeding a collection is to keep resources relevant and accurate. It is likely that the work on technology will be neither relevant nor accurate several years after its publication date.</td>
</tr>
<tr>
<td>33</td>
<td>E</td>
<td><strong>Option E is correct.</strong> Cooperative learning is a method of instruction that has students working together in groups, usually with the goal of completing a specific task.</td>
</tr>
<tr>
<td>34</td>
<td>E</td>
<td><strong>Option E is correct.</strong> Authority control provides consistency of access points to library materials.</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Research by Keith Curry Lance supports that involvement in school leadership activities, such as serving on curriculum committees, has a strong impact on whether or not teachers view the learning media specialist as an instructional partner.</td>
</tr>
<tr>
<td>36</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Authors frequently use the first paragraph to introduce the content of the article and the last paragraph to summarize the article’s conclusions. The information in the first and last paragraphs helps students gain an overview of the subject of the article.</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.
## Study Plan Sheet

<table>
<thead>
<tr>
<th>Content covered</th>
<th>Description of content</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for studying this content?</th>
<th>Where can I find the resources I need?</th>
<th>Date planned to study this content</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
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</table>
Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

Journals


*Knowledge Quest*, American Association of School Librarians.


*Media and Methods*, Media and Methods Publishing.

*School Library Journal*, Media Source.


*Teacher Librarian*: The Journal for School Library Professionals, Scarecrow Press, Inc.

Other Resources


**Online Resources**

Georgia Department of Education — www.doe.K12.ga.us