

The Praxis® Study Companion

Library Media Specialist

5311



Welcome to the *Praxis*® Study Companion

Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis*® test.

Using the *Praxis*® Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you 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 *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

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 dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at www.ets.org/praxis/states.

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 37).

What should I expect when taking the test on computer?

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the [What to Expect on Test Day](#) video to see what the experience is like.

Where and when are the *Praxis* tests offered?

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at www.ets.org/praxis/register.

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1. Learn About Your Test

Learn about the specific test you will be taking

Library Media Specialist (5311)

Test at a Glance			
Test Name	Library Media Specialist		
Test Code	5311		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Program Administration II. Collection Development III. Information Access and Delivery IV. Learning and Teaching V. Professional Development, Leadership, and Advocacy	21 26 26 33 14	18% 21% 21% 28% 12%

About This Test

The Library Media Specialist test is designed to measure the knowledge and abilities of examinees who have had preparation in a program for school library media specialists, grades K–12. Because programs in school librarianship are offered at both the undergraduate and graduate levels, the test is appropriate for examinees at either level.

The test is aimed at the level of knowledge appropriate for the person who is responsible for administering the library media program at the individual school level. The content generally parallels the knowledge and skills in *Empowering Learners: Guidelines for School Library Media Programs* and the *ALA/AASL Standards for Initial Preparation of School Librarians* (2010).

The test content is aimed at the level of knowledge appropriate for the person who is responsible for administering the library media program at the individual school level. The material in the test, therefore, would not be suitable for those in systems with differentiated staffing or for those at the district level.

The 120 selected-response questions cover program administration; collection development; information access and delivery; learning and teaching; and professional development, leadership, and advocacy.

This test may contain some questions that will not count toward your score.

Test Specifications

Test specifications describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 28.

I. Program Administration

- A. Organization, administration, and evaluation of the library media center
- B. Shared decision making, mission and philosophy statements, goals and objectives for services and programs, short- and long-range planning
- C. Methods for assessing needs, evidence-based assessment modes
- D. Promoting library services, resources, and programs
- E. Managing the library media center: budgeting, alternate means of funding, managing the library media center staff and volunteers
- F. Rationale for library media center policies: developing and revising policies, legal and ethical issues relating to policies

II. Collection Development

- A. Function, structure, and components of the selection policy
- B. Selecting and maintaining resources: relationship between school curriculum and collection development; guidelines for deselection; using standard collection development, review, and bibliographic tools
- C. Developing and maintaining a professional collection
- D. Selection criteria for all resources, including equipment and services, materials acquisition sources, ordering and budgeting procedures
- E. Descriptive and subject cataloging, related tools, and digital cataloging data
- F. Purpose and format of MARC records
- G. Physical arrangement of resources
- H. Loan, renewal, and reserve procedures
- I. Promoting resources

III. Information Access and Delivery

- A. Knowledge of print, nonprint, and digital resources and their uses
- B. Knowledge of current and emerging technologies: jargon, equipment, the digital community

- C. Knowledge of information retrieval processes, search strategies, and evaluative criteria
- D. Information resource sharing: interlibrary loan, networks, school/public library cooperation
- E. Equal access to resources, programs, and services for all learners
- F. Scheduling
- G. Library media center environment
- H. Legal and ethical issues related to information use: copyright, plagiarism, intellectual property, confidentiality, acceptable use
- I. Bibliographic citation

IV. Learning and Teaching

- A. Knowledge of children's and young adult literature: print and media awards, works of prominent authors and illustrators, literary genres
- B. Knowledge of trends, issues, and research related to reading and information literacy
- C. Knowledge of information literacy models and principles
- D. Alignment of library media center program with information literacy standards; alignment of programs with school curriculum
- E. Collaborative teaching and planning
- F. Instructional design: characteristics of learners, predominant learning theories, elements of lesson planning, meeting the needs of diverse learners, assessment methods and tools
- G. Theory and practice of classroom management

V. Professional Development, Leadership, and Advocacy

- A. Role and function of professional organizations related to school library media
- B. Purposes and examples of professional development activities, role of reflective practice
- C. Initiating and facilitating collaborative opportunities: action plans, building consensus, characteristics of the adult learner
- D. Implications and provisions of major legislation and court cases affecting libraries and education
- E. Codes of ethics
- F. Advocacy

2. Familiarize Yourself with Test Questions

Become comfortable with the types of questions you'll find on the Praxis tests

The *Praxis* assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. 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 Computer-Delivered Questions

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. 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.

For most questions, you respond by clicking an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- **Clicking more than one oval** to select answers from a list of choices.
- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. 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 choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.
- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of choices and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting answer choices from a drop-down menu.** You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](#) on the *Praxis* web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

Understanding Selected-Response Questions

Many selected-response questions 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 choices 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 the choices 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 choices 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 choices 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 choices provided. You are supposed to find the choice 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. So 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 choice 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

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, noting places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. 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.

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 *Praxis* tests. 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 creating your own response to particular topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay 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 one another 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. Otherwise, no matter how well you write, you will not be awarded full credit.
- 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) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

QUICK TIP: You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

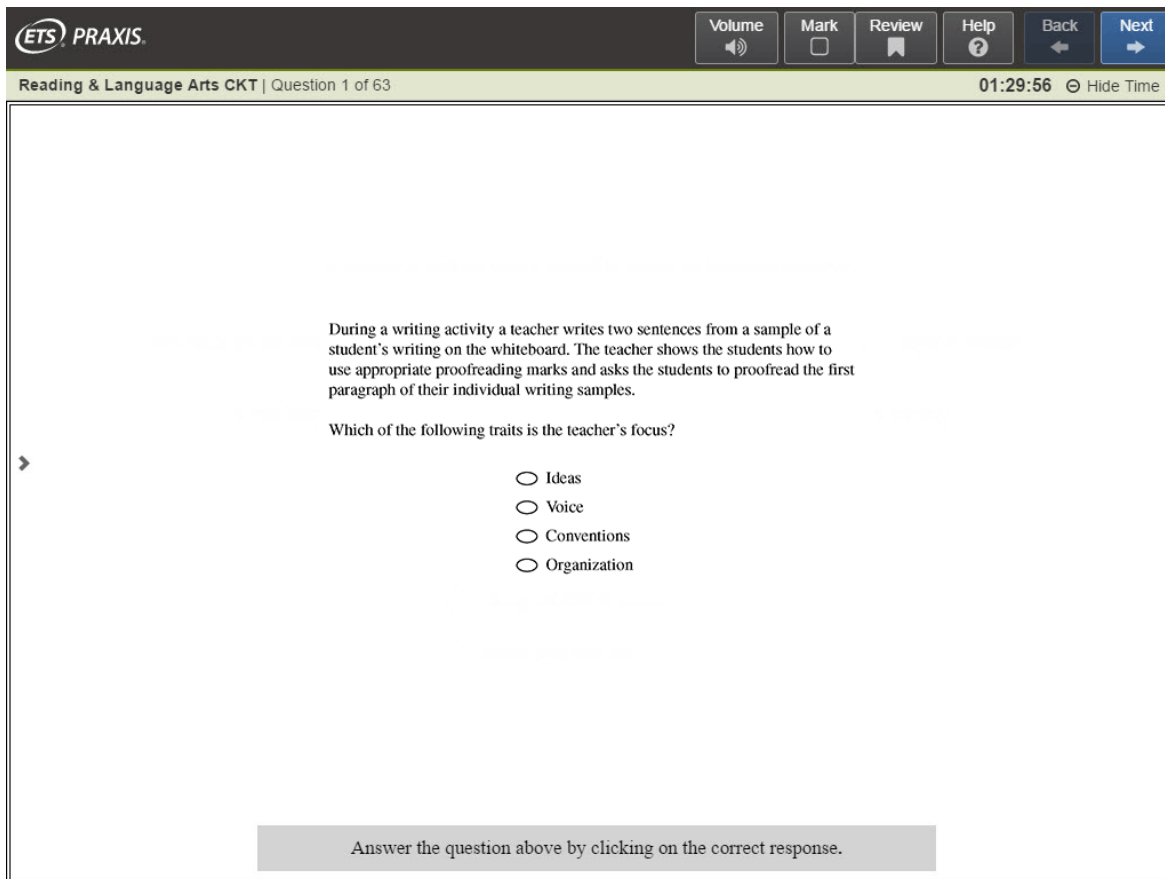
For tests that have constructed-response questions, more detailed information can be found on page 40.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Computer Delivery

This test is available via computer delivery. The following sample question provides a preview of an actual screen used in a computer-delivered test. For the purposes of this Study Companion, the sample questions are shown as they would appear in a paper-delivered test



The screenshot displays a test interface for the ETS PRAXIS Reading & Language Arts CKT. The top navigation bar includes buttons for Volume, Mark, Review, Help, Back, and Next. The current question is identified as "Question 1 of 63" with a timer showing "01:29:56" and a "Hide Time" option. The question text reads: "During a writing activity a teacher writes two sentences from a sample of a student's writing on the whiteboard. The teacher shows the students how to use appropriate proofreading marks and asks the students to proofread the first paragraph of their individual writing samples. Which of the following traits is the teacher's focus?" The answer choices are: Ideas, Voice, Conventions, and Organization. A grey instruction box at the bottom states: "Answer the question above by clicking on the correct response."

ETS PRAXIS

Volume Mark Review Help Back Next

Reading & Language Arts CKT | Question 1 of 63 01:29:56 Hide Time

During a writing activity a teacher writes two sentences from a sample of a student's writing on the whiteboard. The teacher shows the students how to use appropriate proofreading marks and asks the students to proofread the first paragraph of their individual writing samples.

Which of the following traits is the teacher's focus?

- Ideas
- Voice
- Conventions
- Organization

Answer the question above by clicking on the correct response.

Sample Test Questions

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

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.

- Which of the following is the most effective way for students to learn how to use the library media center?
 - Videotaped instruction supervised by the library media specialist
 - Formal classes conducted by the library media specialist
 - Unit instruction by the classroom teacher
 - Instruction by the library media specialist integrated with a classroom learning project
 - Instruction by the classroom teacher and the remedial reading specialist
- 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
 - open the library media center to the public on weekends
 - establish a friends' group or library advisory committee
 - eliminate fines for lost or damaged materials
 - solicit donations of old books and magazines
 - post community happenings on the media center Web site
- The goals of a library media center program must be
 - based on the school's philosophy
 - performance based
 - identical to national goals
 - developed by the state education agency
 - limited to one-year planning
- Of the following, the most important role of adult volunteers in the school library media center is to
 - help students with research problems
 - conduct story hours for students
 - provide a supplement to the regular library staff
 - shelve books and periodicals
 - substitute for paid clerical staff
- Partnerships between school library media specialists and public librarians are important because
 - their collections can complement each other and thus provide a wider variety of resources for students
 - public librarians have special training in how to conduct research, and this expertise can be made available to students
 - public libraries are usually open after school and on weekends
 - public librarians have stronger ties to community groups
 - school library media specialists know more about children's literature

6. In order to encourage maximum use of print and nonprint materials, library media center collection policies usually include which of the following?
- (A) Limiting circulation of all materials to two weeks, with one renewal allowed for materials not in demand
 - (B) Circulating all print and nonprint materials, with the loan period varying according to the proposed use of the material
 - (C) The limitation of periodicals use to within the center or to overnight loan only
 - (D) Circulating all print materials but limiting the use of nonprint materials to the media center only
 - (E) Circulating nonprint materials to faculty only
7. A primary school library media specialist uses read-aloud story times to address a number of goals in developing emergent literacy. Which of the following practices helps students develop the ability to respond and connect to literature?
- (A) Having students turn pages, make sound effects, or join in repetitive phrases
 - (B) Engaging students in discussion about the setting, characters, and events in the story
 - (C) Allowing students time to examine the quality of the illustrations
 - (D) Reading slowly and expressively, changing voices for different characters
 - (E) Pointing to or running a finger along the print while reading the words aloud
8. A library media specialist is designing a faculty survey to identify weaknesses in the library media center program. The faculty members are most likely to provide valuable responses to the survey if the library media specialist
- (A) defines for them in advance how much data will be analyzed
 - (B) includes a large array of questions on various aspects of the program
 - (C) takes into account that the viewpoints of faculty members will be different from his or her own
 - (D) devises a method for acquiring the data that prevents individual faculty members from being identified
 - (E) returns the results of the survey in a format the faculty will understand
9. A major challenge for users of digital virtual libraries is that
- (A) they lack the uniform access procedures established for print libraries
 - (B) the majority of individual elements in virtual libraries are fee based
 - (C) they allow access to textual information only
 - (D) there are limits on the size and content of information they offer
 - (E) the information offered is limited to only the most current on a given topic

10. High school students have approached the library media specialist to challenge the policy that library media center computers may not be used during school hours for email, message boards, or other forms of Internet communication. The library media specialist's most appropriate response to the students' challenge is that
- (A) digital communication and socialization are wastes of a student's time
 - (B) most students have ample access to digital communication modes outside of school
 - (C) it is unhealthy for students to do all of their communication and socialization on the Internet
 - (D) it is too easy for students to hide unacceptable online activities when the library media center is busy during the school day
 - (E) the policy is designed to protect students' safety and privacy
11. During an orientation meeting, a principal suggests that novice teachers keep portfolios of observations and comments about lesson plans, instructional resources, and classroom management strategies. This is an example of reflective practice because the teachers will
- (A) select what is included in the portfolio
 - (B) think about the effectiveness of their teaching
 - (C) add to the portfolio throughout the school year
 - (D) share their observations with colleagues
 - (E) have a record of their accomplishments
12. A library media specialist frequently compiles recommended reading lists to help teachers and students locate notable books for specific grade levels of readers. A recommended reading list such as this most often contains
- (A) works that every child in a particular grade should read before passing to the next grade
 - (B) a compilation of all award-winning books from the last decade
 - (C) reading materials that are cited in the bibliographies of grade-level textbooks
 - (D) works of quality that reflect and encourage the interests of readers of a certain age
 - (E) works that have been approved by the school board for inclusion in the school's courses of study
13. A library media specialist uses a shared decision-making model when changing an existing library media center policy. Shared decision making is based on the concept that change is most likely to be effective when
- (A) those implementing it have a sense of ownership of and responsibility for the process
 - (B) ownership and control of a decision is given to a group, so no individual bears responsibility for the outcome of that decision
 - (C) the group leader alone assumes responsibility for the outcome of a decision
 - (D) the group leader gives up responsibility for a decision and is therefore not responsible for the outcome
 - (E) individuals not directly affected by the outcome of the decision are able to act objectively

14. Which of the following actions by a library media specialist is a possible violation of the ALA's Code of Professional Ethics?
- (A) Restricting students' access to a web site that requires users to register by providing personal information
 - (B) Requiring students to compile a bibliography for all research assignments
 - (C) Limiting the amount of time an individual student can use a computer to surf the Internet if other students are waiting
 - (D) Directing students away from resources that support viewpoints that contradict the values of the community at large
 - (E) Informing a student's parents that an item was returned to the library media center damaged
15. A library media specialist examines the current holdings of the library media center, categorizes them according to age and classification, identifies areas of need, and creates a list of new acquisitions. This process is known as
- (A) deselection
 - (B) bibliographic citation
 - (C) authentication
 - (D) inventorying
 - (E) collection analysis
16. During library orientation, a student asks if the library media center has any hot spots. The student is most likely referring to areas of the library media center where students can
- (A) print, scan, or use other computer peripherals
 - (B) talk on a cell phone
 - (C) connect to a wireless network
 - (D) recharge the battery of a laptop
 - (E) socialize
17. A library media specialist has received a grant to increase the library media center's holdings of children's magazines. On which of the following criteria should the selection be primarily based?
- (A) Advertisements should be relevant to the purpose of the magazine
 - (B) The editor's contact information should be readily available
 - (C) Games and activities should be accompanied with clear, well-written instructions
 - (D) Information should be age appropriate and developmentally appropriate
 - (E) Features should be included for special populations, such as readers with visual impairments
18. According to Bloom's taxonomy, which of the following activities requires the highest level of thinking?
- (A) Using titles and subheadings to locate information
 - (B) Identifying the elements of a catalog record
 - (C) Browsing bookmarked sites on the Internet
 - (D) Assessing data gathered from research
 - (E) Defining copyright and plagiarism

19. A community member offers to donate back issues of *National Geographic* to the high school media center. With a view to promoting good public relations, the library media specialist should do which of the following?
- (A) Thank the donor but explain that the library does not keep back issues of *National Geographic*.
 - (B) Accept only those issues on subjects directly related to the school's curriculum.
 - (C) Accept the issues but do not make them part of the library's collection.
 - (D) Accept the issues, making the donor aware of the district policy on donated materials.
 - (E) Accept the issues and put them out for teachers and students to take.
20. When maintaining a professional collection, a library media specialist should be especially mindful of the currency of resources dealing with
- (A) sample instructional models and strategies
 - (B) laws relating to students' rights
 - (C) materials for enrichment and remediation
 - (D) reviews of research and scholarly works
 - (E) professional development practices
21. Each year, a library media specialist presents the proposed library media center budget to the school principal using the identical format as the year before. The most likely reason for this is so the principal can
- (A) easily compare past figures with the present requests
 - (B) validate the accuracy of the figures present in the budget
 - (C) get as complete a picture of the budgetary needs as possible
 - (D) identify needs that can be addressed through alternate means of funding
 - (E) clearly understand what is being requested in the budget
22. Which of the following features of e-books makes them a good choice for reference works and textbooks?
- (A) They can be put down and read hands-free.
 - (B) They allow readers to adjust the size and font of the text.
 - (C) They can be replicated and stored at little or no cost, therefore keeping them in print indefinitely.
 - (D) There is little risk of the damage or degradation associated with books published on paper.
 - (E) They contain internal hyperlinks that make them easily searched and cross-referenced.
23. The term "dispositions" as used in *Standards for the 21st-Century Learner* refers to students'
- (A) skills
 - (B) attitudes
 - (C) reflections
 - (D) study habits
 - (E) self-esteem
24. To reduce municipal spending, a town council asks the board of education to consider using the existing district library media centers as public libraries. The board asks the district library media specialists for their input before making a decision. Which of the following is the best argument the library media specialists can present for denying the council's request?
- (A) It reduces the available space for students.
 - (B) It lengthens the hours that the library media centers will be open.
 - (C) It increases the duties of the library media specialists.
 - (D) It has the potential to endanger students' safety.
 - (E) It increases the budget needed to equip and run the library media centers.

25. Determine an author's point of view or purpose in a text and analyze how an author advances that point of view or purpose

In which of the following grade ranges should students demonstrate competency in meeting the learning objective above?

- (A) Grades 1–2
 - (B) Grades 3–4
 - (C) Grades 5–6
 - (D) Grades 7–8
 - (E) Grades 9–10
26. A classroom teacher has alerted the library media specialist that two students in her third-grade class have intellectual disabilities. Which of the following practices is most likely to support the success of the students during library lessons?
- (A) Devising a plan in which inappropriate forms of behavior are replaced by appropriate ones
 - (B) Reading aloud and providing copies of information written on the board
 - (C) Using an alternate activity that can be completed with less difficulty but meets the same learning objective
 - (D) Seating the students close to the center of instruction
 - (E) Assigning each student a peer tutor to reteach difficult parts of the lesson
27. Which of the following library media center policy revisions is most likely to require approval by the board of education?
- (A) Loan periods
 - (B) Student conduct
 - (C) Reconsideration process
 - (D) Deselection
 - (E) Donation

28. A library media specialist and a music teacher are co-teaching a research unit on the history of jazz. The class has five English-language learners (ELLs). Which of the following actions by the library media specialist is most likely to support the ELLs' learning?

- (A) Purchasing resources on music history in the primary language of the ELLs
- (B) Holding frequent conversations with the ELLs to ensure their understanding
- (C) Asking the ESL teacher to teach the history of jazz in ESL class
- (D) Placing the ELLs together in a cooperative learning group
- (E) Summarizing an encyclopedia article on jazz in simplified English

**READ THE FOLLOWING DIRECTIONS
BEFORE CONTINUING**

Directions: Questions 29–30 differ from the preceding questions in that each contains the word EXCEPT. So that you understand fully the basis that is to be used in selecting the answer, be sure to read the question carefully.

29. A library media specialist is interviewing potential candidates for a paraprofessional position in an elementary school library media center. All of the following questions are legal to ask a candidate EXCEPT:
- (A) Are you a member of any library-related professional organizations?
 - (B) Are you authorized to work in the United States?
 - (C) Do you have any children?
 - (D) How do you work under pressure?
 - (E) What appeals to you about this position?
30. Using CIP, a technical services professional can access all the following bibliographic data about a resource EXCEPT its
- (A) Dewey decimal classification
 - (B) ISBN
 - (C) subject headings
 - (D) pagination
 - (E) edition

Answers to Sample Questions

1. The correct answer is (D). Current philosophy emphasizes that the library media specialist should work in close partnership with the classroom teacher and that library skills should be taught in the context of a topic of study, rather than as a separate study in themselves. An introduction in which the media specialist, teacher, and students work together in a hands-on activity is generally considered most effective.

2. The correct answer is (B). The role of a friends' group or library advisory committee is to make recommendations on the delivery of library programs and services, to review and comment on policies, to act as advocates for the library, and to provide input for future planning..

3. The correct answer is (A). A library media center exists to meet the individual needs of the particular school that it serves, as decided by administration, faculty, and students. Thus, its goals need not conform to national or state goals. There is no general rule that stipulates that a center's goal should be either performance based or limited to any specific time period.

4. The best answer is (C). Volunteers supplement the activities of regular staff by performing in whatever role they are most needed.

5. The correct answer is (A). When a true partnership exists between school and public libraries, the collections of the school and public library complement one another, resulting in a wider variety of resources for students to use. Public librarians do not have stronger ties to the community or more training in research. The fact that public libraries are usually open on weekends and after school is not the determining factor. Nor is it necessarily true that a school library media specialist has more knowledge of children's literature than a public librarian.

6. The correct answer is (B). To ensure maximum use of a collection, all print and nonprint materials should be available for circulation to both teachers and students. In addition, the intended use of the material should play a role in determining the length of the loan period. This policy not only helps provide for the extended use of materials where needed, but also encourages the prompt return of materials that are required by a number of borrowers for a short time, thus helping ensure the greatest availability of materials.

7. The correct answer is (B). Although reading aloud to emerging readers has many benefits, only (B) is likely to create the level of understanding and involvement necessary for students to respond and connect to the key elements of the story.

8. The correct answer is (D). This question asks you to identify factors that contribute to the success of a survey. (A), (C), and (E) are aspects of the survey unrelated to the faculty's responses. Broad surveys, as described in (B), are generally less effective than those targeted at specific aspects of a program because they return an overwhelming volume of data. (D) describes an aspect of the survey likely to make respondents feel comfortable providing honest, and therefore, more valuable responses.

9. The correct answer is (A). Virtual libraries allow access to an unlimited range of information, both historical and current, in a number of formats, including graphical, audio, and visual, as well as textual. Some virtual libraries require a fee to access, but many do not, and when fees are imposed, they do not generally apply to individual elements. Therefore, (B), (C), (D), and (E) would not present a challenge to users. However, most virtual libraries do not conform to the arrangements systems users know from print libraries. Users must determine the arrangement of each before successfully accessing the resources within.

10. The correct answer is (E). This question asks you to determine why a library media center would have a policy limiting social networking. Although the statements in (A) through (D) might be true in some circumstances, policies about the acceptable use of technology are aimed primarily at protecting students' safety and privacy.

11. The correct answer is (B). To answer this question correctly, you must know the primary quality of reflective practice. Selecting items for inclusion and adding to its contents over a period of time are elements of keeping a portfolio, but not specifically of reflective practice. Sharing observations with colleagues also might be part of reflective practice, but is not its primary quality. The primary quality of reflective practice is the examination of the effectiveness of teaching practice.

12. The correct answer is (D). This question asks you to consider what works would be included in a recommended reading list for the purpose described in the stem. The lists described in (A), (C), and (E) would more likely be provided by teachers or the school administration. (B) would contain quality works but would most likely cover a wide range of grade levels. (D) describes worthy and desirable works that appeal to students of a specific age.

13. The correct answer is (A). This question tests your knowledge of the benefits of using shared decision making to bring about change. None of the choices except (A) describes elements of a shared decision-making model. (A) not only describes two elements of shared decision making, but also addresses why change using this model is most likely to be effective.

14. The correct answer is (D). This question asks you to apply your understanding of the ALA's Code of Professional Ethics. The code states that the library media specialist should uphold the principles of intellectual freedom and resist efforts to censor library resources. (A) restricts access to a resource, but only in order to protect students' safety and privacy. (B) supports attributing information to its authors, while (C) and (D) describe actions related to the smooth operation of the library media center. None describes possible violations of the code except (D), which seeks to limit or censor students' access to a body of information.

15. The correct answer is (E). This question requires you to recognize the process described in the stem. The steps—analyzing current holdings based on age and classification, determining need, and recommending works to balance the collection—are the components of collection analysis.

16. The correct answer is (C). This question tests your knowledge of terminology, including informal terminology, related to computer and digital resources. "Hot spot" is an informal term for a geographic location that provides public access to a wireless broadband network service.

17. The correct answer is (D). This question asks you to identify which of several criteria for the selection of children's magazines is most important. Although (A), (B), (C), and (E) are desirable features, none is more important than selecting magazines that are appropriate for the students using the resource.

18. The correct answer is (D). This question asks you to apply Bloom's Taxonomy of Educational Objectives to a group of activities to determine which asks students to use the highest level of thinking. (A) and (C) describe application, (B) and (E) describe knowledge, and (D) describes evaluation. As evaluation is a higher-level thinking skill in the hierarchy defined by Bloom's taxonomy than either application or knowledge, the answer is (D).

19. The correct answer is (D). A gift and donation policy addresses the circumstances and conditions under which a library media center accepts, uses, and disposes of donated materials. Accepting the items, with the explanation that there is a policy in place and that it will be followed, promotes both good public relations and reasonable practice regarding donated materials.

20. The correct answer is (B). This question asks you to recognize which resources in a professional collection are most important to keep current. Currency is an important consideration for all resources, but since laws relating to student discipline and to students with learning disabilities or medical or social problems change frequently, and since incorrect information in these areas would affect teachers' safe practice, the answer is (B).

21. The correct answer is (A). This question asks you to consider the elements of an effective budget presentation. Although valuable components of a budget presentation, all the choices other than (A) are not related to the use of a consistent format year to year. Using the same format year to year enables the school principal to make comparisons readily.

22. The correct answer is (E). This question tests your knowledge of the characteristics of e-books. (A) through (D) describe characteristics of e-books, but not within the context of their strengths as reference works and textbooks. (E) describes the e-book's accessibility and searchability, desired features of both reference works and textbooks.

23. The correct answer is (B). *Standards for the 21st-Century Learner* outlines four competencies that are further divided into four aspects of each competency: skills, dispositions in action, responsibilities, and self-assessment strategies. Dispositions in action describe the “ongoing beliefs and attitudes that guide thinking and intellectual behavior that can be measured through actions taken.”

24. The correct answer is (D). A school is not a public place. School administrators have the discretion to restrict the entry of outsiders, particularly while the school is in session, as part of their duty of care. Opening the library to members of the public during school hours exposes students to potential dangers from members of the public who might use the library.

25. The correct answer is (E). The competency described in the statement requires critical thinking skills that are not developed until most students reach high school. It is listed in the Common Core State Standards as an appropriate expectation for students in grades 9 and 10.

26. The correct answer is (C). The strategies described in choices (A), (B), and (D) are appropriate for students with behavioral disorders, perceptual disorders, and hearing impairments respectively. (E) is incorrect because it is not appropriate for students to provide instruction to others. However, students with intellectual disabilities generally benefit when the difficulty level of the activities is reduced.

27. The correct answer is (C). The reconsideration process can have legal ramifications and generally involves a committee of board members or those designated by the board. Therefore, it is necessary to seek board approval for any change in the policy.

28. The correct answer is (B). When students are engaged in a challenging task, it is essential for the library media specialist to plan ways to frequently check how well students are mastering the task. (A) is incorrect because it is impractical for the library media specialist to purchase materials in the students’ home language. (C) isolates the ELLs from their classmates, and the ESL teacher is not likely to have the breadth of resources that are available in the library media center. (D) does not provide the ELLs with any instructional support. (E) limits the resources the ELLs can learn to complete the assignment to a single one.

29. The correct answer is (C). This question tests your knowledge of laws prohibiting an employer from asking candidates personal questions that are not related to the job they are seeking. Questions about a candidate’s race, religion, age, disability, sexual preference, ethnicity, or, in this case, family status, are illegal under federal anti-discrimination laws.

30. The correct answer is (D). Cataloging in Publication (CIP) is a prepublication cataloging record created from galley proofs submitted by publishers. Data on the item’s pagination may be unavailable at the time of submission or may change when the item is published. Therefore, this information is not included in CIP.

4. Determine Your Strategy for Success

Set clear goals and deadlines so your test preparation is focused and efficient

Effective *Praxis* 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 test 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 a few months later. 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 on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other *Praxis* tests.

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 find out they did not pass.

The *Praxis* tests 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 *Praxis* tests. Consider the following reference sources as you plan your study:

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

Practice materials are available for purchase for many *Praxis* tests at www.ets.org/praxis/testprep. Test preparation materials include 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. Test dates can be found at www.ets.org/praxis/register/centers_dates.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

Praxis tests 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 on page 40.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 26 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide 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 one another, 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 multiple people can contribute different 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 guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 26, 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 ("Dates I will study the 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 topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 11.
- **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, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them 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(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. 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 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 those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

5. Develop Your Study Plan

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "Learn about Your Test" and "Test Specifications" information beginning on page 5 to help complete it.

Use this worksheet to:

- 1. Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
- 2. Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
- 3. Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
- 4. Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5712)

Test Date: 9/15/17

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/17	7/15/17
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/17	7/17/17
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/17	7/21/17
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/17	7/26/17
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/17	7/27/17
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/17	8/1/17
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/17	8/1/17

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/17	8/1/17
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/17	8/1/17
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/17	8/8/17
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/17	8/17/17
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/17	8/24/17
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/17	8/24/17
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/17	8/27/17
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/17	8/30/17
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/17	8/31/17
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/17	9/4/17
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/17	9/6/17

My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): _____

Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

(continued on next page)

6. Study Topics

Detailed study topics with questions for discussion

Using the Study Topics That Follow

The Library Media Specialist test is designed to measure the knowledge and skills necessary for a beginning teacher.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication of the depth and breadth of the knowledge required for success on the test.

Virtually all accredited undergraduate or graduate library media programs address the majority of these topics, subtopics, and even minor topics. Moreover, the content of the Library Media Specialist test generally parallels the knowledge and skills in *Empowering Learners: Guidelines for School Library Media Programs* and in the *ALA/AASL Standards for Initial Preparation of School Librarians* (2010).

You will find much similarity between the content of *Empowering Learners* and the *ALA/AASL Standards* and the content of the Library Media Specialist test. For example, media specialists exhibit specific behaviors with regard to teaching and learning. Goals and principles related to these behaviors are reflected in *Empowering Learners*, and explanations and evidence of these target behaviors are reflected in the *ALA/AASL Standards*. The Library Media Specialist test will assess your knowledge of this content.

The same is true for other critical areas of the test, such as

- Program administration
- Collection development
- Information access and delivery
- Professional development, leadership, and advocacy

Familiarizing yourself with both the *ALA/AASL Standards* and *Empowering Learners*, in addition to reviewing your course work, will give you a good foundation for preparing for your Library Media Specialist test.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. Although a specific term may not seem familiar as you see it here, you might find you can understand it when applied to a real-life situation. Many of the items on the actual test will provide you with a context to apply to these topics or terms.

Discussion Areas

Interspersed throughout the study topics are discussion areas, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

Study Topics

An overview of the areas covered on the test, along with their subareas, follows.

I. Program Administration

Program Administration is the organization, administration, and evaluation of the library media program. Successful library media programs are well organized and reach out to all facets of the learning community, providing materials and services to meet all educational needs. To prepare for items addressing this portion of the test, you should refer to your texts from course work addressing program administration, as well as to chapters 1 and 3 of *Empowering Learners*. Program Administration covers the following areas:

A. Organization, administration, and evaluation of the library media center

1. Organization
 - a. shared decision making
 - b. philosophy and mission statements
 - c. goals and objectives for programs
 - d. short- and long-range planning
 - e. needs assessments
 - f. promotion of programs, resources, and services to students, staff, and community

B. Management

1. Budgeting
 - a. short- and long-term financial objectives
 - b. prioritizing budgetary needs
 - c. articulating and justifying budgetary needs
 - d. tracking spending
 - e. evaluating budget plans
 - f. developing a budget collaboratively
 - g. alternate means of funding
2. Supervising staff
 - a. roles and responsibility of staff, including volunteers
 - b. training and professional growth
 - c. communicating goals and plans to the library staff
 - d. formal and informal evaluation processes

C. Policies and Procedures

1. Policies and procedures for library media center operation
 - a. rationale for key policies
 - circulation
 - borrowing
 - interlibrary loan
 - selection
 - acceptable use
 - reconsideration
 - materials donation
 - conduct
 - b. legal and ethical issues related to policies and procedures
 - local authority approval
 - due process
 - challenged materials
 - confidentiality
 - intellectual freedom
 - equal access

Discussion areas: Program Administration

- What are some of the tools library media specialists use to evaluate the effectiveness of their programs?
- What methods might the library media specialist use to conduct a needs assessment to identify and prioritize curricular, student, and staff needs?
- With whom should the library media specialist consult in formulating the mission and goals of the library media program?
- What aspects of collaboration are involved in administering a school library media program?
- How can the library media specialist promote the library media center program, resources, and services to students, staff, and community?
- Who should be involved in developing and implementing the library media center budget?
- What are some of the considerations involved in developing the budget?
- How does a library media specialist manage staff and volunteers effectively?
- What are the role and responsibilities of staff members and volunteers?

- How are policies and procedures for the operation of the library media center developed?
- What legal and ethical issues are related to library media center policies and procedures?

II. Collection Development

Collection development is defined as “the process of planning and building a useful and balanced collection of library materials over a period of years, based on an ongoing assessment of the information needs of the library’s clientele, analysis of usage statistics, and demographic projections, normally constrained by budgetary limitations. Collection development includes the formulation of selection criteria, planning for resource sharing, and replacement of lost and damaged items, as well as routine selection and deselection decisions.” (Reitz, J. (2004) *Dictionary for library and information science*, Libraries Unlimited)

To prepare for questions addressing information in this classification of the exam, you should study your texts from classes related to the collection development and management process as well as chapters 1 and 3 of *Empowering Learners*. Another good resource for information in this area is the ALA web site, at www.ala.org.

A. Selecting and Maintaining Resources

1. Applying the principles underlying a selection policy
 - a. first Amendment rights
 - b. ALA Library Bill of Rights
 - c. ALA Right to Read/View Statements
 - d. ALA Code of Ethics
 - e. ALA position statements
2. The components of a selection policy
 - a. policy statement
 - b. responsibility, criteria, and procedures for selection
 - c. organization and maintenance of materials
 - d. deselection criteria and process
 - e. policy review and revision
3. Relationship between the curriculum, the school community, and the development of a selection policy

4. Selecting and maintaining resources
 - a. supporting and enhancing the curriculum
 - b. meeting the needs of diverse learners
 - c. using statistical information to evaluate the collection
 - d. using standard selection and collection development tools
 - *Children’s Core Collection*
 - *Middle and Junior High School Core Collection*
 - *Senior High Core Collection*
 - digital resources, such as Bookfinder and Titlewave
5. Using standard review tools for resources in multiple formats
 - a. *Booklist*
 - b. *School Library Journal*
 - c. *The Horn Book*
 - d. *Bulletin of the Center for Children’s Books*
 - e. *Children’s Technology Review*
 - f. *Kirkus Reviews*
 - g. *New York Times Book Review*
6. Using bibliographic sources for resources in all formats
 - a. *Books in Print* series
 - b. Library of Congress catalog
 - c. periodical directories
 - d. vendor catalogs
7. Developing a professional collection
8. Selection criteria for equipment and services
 - a. library management systems
 - b. online subscription services
 - c. audiovisual materials
 - d. computer materials
 - e. book processing services

B. Acquiring resources

1. Materials acquisition sources
 - a. publishers
 - b. wholesalers
 - c. subscription services
 - d. vendors
 - e. government agencies
2. Ordering and budgeting procedures for acquiring resources
 - a. bidding process
 - b. encumbering funds
 - c. types of budgets, such as line item or program
 - d. purchase order process

C. Organizing resources

1. Descriptive and subject cataloging, and using cataloging tools
 - a. CIP (Cataloging in Publication)
 - b. Sears List of Subject Headings
 - c. Resource Description and Access (RDA)
 - d. Anglo-American Cataloging Rules, Second Edition (AACR2)
 - e. Dewey decimal classification system
2. Purpose and format of MARC records
 - a. authorship
 - b. bibliographic control
3. Interpreting basic MARC tag fields
 - a. Library of Congress card number
 - b. ISBN
 - c. author main entry
 - d. title information
 - e. edition
 - f. imprint
 - g. physical description
 - h. annotation
 - i. topical subject heading
4. Shelving

D. Circulating Resources

1. Loan, renewal, and reserve procedures
2. Promoting new acquisitions and services to students, staff, and the community

Discussion areas: Collection Development

- What is a selection policy and why should a library media center have one in place?
- Who should approve and adopt the selection policy?
- What is the relationship between the curriculum, the school community, and the development of a selection policy?
- What is the value of collection development?
- What is the importance of developing and maintaining a profession collection in the library media center?
- How does a library media specialist acquire and import digital cataloging data?
- What are the standard procedures for the physical arrangement and placement of materials?

- What should a library media specialist consider when determining borrowing, renewal, and reserve procedures?
- What are some methods for promoting new resources and services to the school and the greater community?

III. Information Access and Delivery

Information access and delivery covers a large field of knowledge. Review your course materials on accessing, using, and evaluating information from resources in all formats. Also familiarize yourself with ethical and legal issues related to the availability and use of information. Chapters 1 and 3 of *Empowering Learners* can be helpful in preparing for items in this part of the exam, as is the ALA web site, at www.ala.org.

A. Knowledge of information resources and their uses

1. Print and nonprint resources
 - a. books
 - b. journals, periodicals
 - c. videos, DVDs, CDs
 - d. databases
 - e. maps, posters
 - f. reference resources
2. Web-based, networked, and stand-alone digital resources
 - a. accessing different digital resources
 - b. locating information
 - c. evaluating information
 - d. downloading and uploading files
 - e. netiquette

Terminology, including jargon, related to digital resources, digital equipment, and the digital community

- f. search engine strategies
- g. accessing directories
- h. managing email and listservs
- i. criteria for validating information
- j. elements of Web 2.0
3. Community resources
 - a. guest authors/illustrators
 - b. speakers/readers
 - c. storytellers
4. Building collaborative relationships with other libraries
5. Purpose and general process of interlibrary loan

6. Remote access
 - a. online catalogs
 - b. databases
 - c. Web links
 - d. distance learning
7. Equal access to services and programs
 - a. adaptations for diverse learners
 - b. procedures for assisting users
 - c. compliance with the Americans with Disabilities Act and other federal regulations
 - d. physical arrangement of the library media center
8. Environmental factors that promote learning
 - a. safety
 - b. lighting and sound control
 - c. signage
 - d. decor
9. Legal and ethical issues
 - a. confidentiality of records
 - b. copyright, plagiarism, and intellectual property
 - c. acceptable use policy
 - d. use of filters
10. Bibliographic citation for resources in various formats

Discussion areas: Information Access and Delivery

- What methods can be used to efficiently navigate the Internet?
- What criteria can be used to validate information gathered from various technologies?
- How can a library media specialist apply current and emerging technologies to library media center management, program, and services?
- What are the benefits of developing relationships with other libraries?
- How does the physical arrangement of the library media center affect equal access?
- What are the legal and ethical issues related to intellectual property, copyright, and plagiarism for various formats of materials?

IV. Learning and Teaching

This category of the test gets at the heart of library media instruction. It focuses on knowledge of students as learners, the general principles of lesson planning and delivery, assessment, curriculum development, information literacy standards and models, the collaborative teaching process, and research in literacy and other fields related to school library media.

You should also familiarize yourself with the various awards the field uses to recognize outstanding works of literature and other media, as well as authors/illustrators who are prominent in the field of literature and media for children, including the field's history and development.

Chapters 1 and 2 of *Empowering Learners* can be helpful in preparing for items in this part of the exam. The ALA web site (www.ala.org) can also provide information about literary and other media awards, including past recipients.

A. Knowledge of literature

1. Major book and media awards
 - a. criteria for selection
 - b. recent winners
2. Prominent authors/illustrators and their work
3. Characteristics of different types of literature
 - a. fiction genres
 - b. short stories
 - c. biography
 - d. poetry
 - e. drama
 - f. folk literature
 - g. graphic
 - h. informational
4. Research relevant to reading and information literacy
5. Trends and issues relevant to reading instruction
 - a. research-based reading programs
 - b. reading workshop
 - c. reading incentive programs

B. Curriculum Development and Integration

1. Research on information literacy instruction
 - a. Eisenberg and Berkowitz
 - b. Lance
 - c. Loertscher
 - d. Kuhlthau
 - e. Todd

2. Information literacy standards
 - a. *Standards for the 21st-Century Learner*
 - b. *National Educational Technology Standards*
 - c. state and local standards
3. Information problem-solving models
 - a. Big6
 - b. Kuhlthau's research process model
 - c. stripling model
 - d. I-Search
4. Alignment of the library media program with the school curriculum
5. Strategies for developing collaborative relationships
 - a. integrating information literacy skills across the curriculum
 - b. collaborating with teachers to design, instruct, and assess lessons and units

C. Instructional Design

1. Developmental characteristics of school-age children
 - a. Physical, social, cognitive, and emotional characteristics
 - b. How developmental characteristics guide instructional planning
2. Basic tenets of predominant learning theories
 - a. Behaviorism
 - b. Cognitivism
 - c. Constructivism
3. Elements of a lesson plan
 - a. instructional objectives in cognitive, affective, and psychomotor domains
 - b. instructional strategies
 - c. learning resources and materials
 - d. meeting the needs of diverse learners
 - e. assessment
4. Bloom's *Taxonomy of Educational Objectives*
5. Characteristics of inquiry-based learning
6. Selecting and using assessment methods and tools
 - a. portfolios
 - b. conferencing
 - c. observation
 - d. testing
 - e. rubrics and checklists
7. Classroom management
 - a. managing time and space
 - b. fostering a positive learning environment
 - c. expectations for student conduct
 - d. behavioral intervention strategies

Discussion areas: Learning and Teaching

- What are the common elements of information problem-solving models?
- How does using the information problem-solving models approach enhance student acquisition of skills?
- Why is teaching information literacy skills in collaboration with a classroom teacher more meaningful to students than teaching skills in isolation?
- What is the role of the library media specialist in collaboration?
- How would you establish collaborative relationships with colleagues?
- What learning activities are associated with cognitivism? behaviorism? constructivism?
- What constitutes an observable and measurable instructional objective?
- What is the relationship between Bloom's taxonomy and planning instructional objectives?
- How can a library media specialist address the needs of diverse learners?
- How can a library media specialist collaborate with teachers to design opportunities for inquiry-based learning?
- How is assessment used to inform instruction?
- How is classroom management of the library media center similar to and different from classroom management in a classroom?

V. Professional Development, Leadership and Advocacy

Questions in this category focus on the role of the library media specialist outside of the traditional teaching and administrative context—as an education professional, a school and community leader, and an advocate.

To help you prepare for these items, review your course work in these areas and chapters 1 and 4 of *Empowering Learners*. There is also much useful information on the ALA web site, at www.ala.org.

A. Professional Development

1. Organizations related to school library media
 - a. American Library Association (ALA)
 - b. American Association of School Librarians (AASL)
 - c. Young Adult Library Services Association (YALSA)
 - d. Association for Educational Communications and Technology (AECT)
 - e. International Society for Technology in Education (ISTE)
 - f. Association for Library Service to Children (ALSC)
 - g. state and local organizations
2. Professional development activities
 - a. learning communities and study groups
 - b. conferences and workshops
 - c. mentoring
 - d. independent research
 - e. committees and task forces
3. Reflective practice
 - a. reflective journal or portfolio
 - b. self- and peer assessment
 - c. incident analysis
 - d. critical friend

Discussion areas

- What is the role of the professional organizations associated with school library media?
- How does quality professional development help the library media specialist perform the job better?

B. Leadership and Advocacy

1. Needs and characteristics of the adult learner
2. Role of library media specialist in initiating, facilitating, and supporting collaboration with students, staff, and the community
3. Legislation related to school library media
 - a. Children's Internet Protection Act (CIPA)
 - b. Children's Online Privacy Protection Act (COPPA)
 - c. No Child Left Behind Act (NCLB)
 - d. Individuals with Disabilities Education Act (IDEA)
 - e. Section 504 of the Rehabilitation Act
 - f. USA Patriot Act
4. Major court cases and challenges relating to school library media
 - a. *Island Trees v. Pico*
 - b. *Tinker v. Des Moines*
 - c. *United States v. ALA*
 - d. *ALA v. Department of Justice and Reno v. ACLU*
5. Advocacy strategies
 - a. defining areas of advocacy
 - b. communicating the value of library media centers, libraries, literacy, and related issues to the school and greater communities

Discussion areas: Professional Development, Leadership and Advocacy

- What issues are examined in First Amendment cases that impact the field of school library media?
- How does major legislation related to the field of school library media impact policies, programs, and services?
- What is advocacy for the profession?
- What can the library media specialist do to advocate for a library media program within the school and the community?

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the *Praxis* test 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?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

Are there trick questions on the test?

No. There are no hidden meanings or trick questions. 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 tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. 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, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

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, you may want to leave them blank and mark them so that you can return to them later. 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. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer 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 the *GRE*[®] or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated 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, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

8. Check on Testing Accommodations

See if you qualify for accommodations to take the Praxis test

What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit www.ets.org/praxis/register/plne_accommodations/.

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

The following accommodations are available for *Praxis* test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit www.ets.org/praxis/register/disabilities.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at http://www.ets.org/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf.

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.

9. Do Your Best on Test Day

Get ready for test day so you will be calm and confident

You followed your study plan. You prepared 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 *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors 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 have the allotted 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 cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the [Bulletin Supplement for Test Takers with Disabilities or Health-related Needs \(PDF\)](#).

Note: All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/praxis/test_day/bring.

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test 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 test 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 for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- If you are repeating a *Praxis* test, 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 *Praxis* test, do your best, pass it—and begin your teaching career!

10. Understand Your Scores

Understand how tests are scored and how to interpret your test scores

Of course, passing the *Praxis* test is important to you so you need to understand what your scores mean and what your state requirements are.

What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit www.ets.org/praxis/states for the most up-to-date information.

If I move to another state, will my new state accept my scores?

The *Praxis* tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/praxis/states.

How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/praxis/states.

What your *Praxis* 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 http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.

To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

If you have taken the same *Praxis* test or other *Praxis* tests in the last 10 years, your score report also lists the highest score you earned on each test taken.

Content category scores and score interpretation

Questions on the *Praxis* tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states

Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

What do the *Praxis* tests measure?

The *Praxis* tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require *Praxis* Subject Assessments for professional licensing.

Do all states require these tests?

The *Praxis* tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at www.ets.org/praxis/states.

What is licensure/certification?

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

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why does my state require the *Praxis* tests?

Your state chose the *Praxis* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in

each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of the *Praxis* test development process. First, ETS asked them what knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and [*ETS Standards for Quality and Fairness*](#).*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

How are the tests updated to ensure the content remains current?

Praxis tests 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 licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/praxis/register/centers_dates for exact score reporting dates.

Can I access my scores on the web?

All test takers can access their test scores via My *Praxis* Account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log into My *Praxis* Account at www.ets.org/praxis and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

Note: You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

*[*ETS Standards for Quality and Fairness*](#) (2003, Princeton, NJ) are consistent with the [*Standards for Educational and Psychological Testing*](#), industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (1999, Washington, DC).

Your teaching career is worth preparing for, so start today!
Let the *Praxis*® *Study Companion* guide you.

To search for the *Praxis* test prep resources
that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators
of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis/store

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