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 35).

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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The Praxis® Study Companion guides you through the steps to success

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	21	18%
II.	Collection Development	26	21%
III.	Information Access and Delivery	26	21%
IV.	Learning and Teaching	33	28%
V.	Professional Development, Leadership, and Advocacy	14	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.

Content Topics

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.

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

3. Terminology, including jargon, related to digital resources, digital equipment, and the digital community
   a. search engine strategies
   b. accessing directories
   c. managing email and listservs
   d. criteria for validating information
   e. elements of Web 2.0

4. Community resources
   a. guest authors/illustrators
   b. speakers/readers
   c. storytellers

5. Building collaborative relationships with other libraries

6. Purpose and general process of interlibrary loan

7. Remote access
   a. online catalogs
   b. databases
   c. Web links
   d. distance learning

8. 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

9. Environmental factors that promote learning
   a. safety
   b. lighting and sound control
   c. signage
   d. decor

10. Legal and ethical issues
    a. confidentiality of records
    b. copyright, plagiarism, and intellectual property
    c. acceptable use policy
    d. use of filters

11. 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. asssessment
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?

2. Understanding Question Types

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 selecting a sentence in a text or by selecting 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 Selected-Response and Numeric-Entry Questions

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

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

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting 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 to 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.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by writing your own response to 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.

Review a few sample essay topics:

- Brown v. Board of Education of Topeka

"We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

A. What legal doctrine or principle, established in Plessy v. Ferguson (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?

B. What was the rationale given by the justices for their 1954 ruling?

- In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.
    – Describe TWO strategies he could use to address the concerns of the students who have complained.
    – Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- "Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."
    – Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

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. 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.

6. Reread your response. Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

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

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.

1. Which of the following is the most common display option for the results of a search in an electronic periodicals database?

   (A) In chronological order, oldest articles displayed first

   (B) In reverse chronological order, most recent articles displayed first

   (C) In alphabetical order according to the title of the periodical

   (D) In alphabetical order according to the author's last name

   (E) In order of the frequency of the search terms within the article

2. Which of the following statements most accurately describes collection development?

   (A) Acquiring and maintaining resources in support of the informational and recreational needs of the school community

   (B) Designing and communicating policies for the management of an effective media center and library media program

   (C) Reassessing and reviewing policies to ensure unrestricted access to information

   (D) Implementing recognized, standardized procedures for classifying, cataloging, and processing resources

   (E) Ensuring that resources selected for the collection reflect the cultural diversity and pluralistic nature of society

3. Amy, a fifth grader, has been assigned a research report on zebras and is using the library media center's online catalog to locate resources. She has typed "What do zebras eat?" in the search box and has retrieved no results. Which of the following search skills has Amy not yet mastered?

   (A) Truncating

   (B) Searching by keyword

   (C) Using Boolean operators

   (D) Narrowing a topic

   (E) Searching using synonyms

4. Which of the following is the primary consideration for a library media specialist who is choosing a commercial wholesale bookseller (jobber) to supply books to a school media center?

   (A) A broad selection and quality of titles

   (B) Availability of cataloging and processing services

   (C) Promptness of delivery

   (D) Competitive pricing

   (E) Ability to preview selections before purchase

5. A library media specialist and an earth science teacher are collaborating on a unit on weather prediction. The unit addresses both science content objectives and information literacy objectives. Which of the following is an information literacy objective?

   (A) Propose alternate solutions to a problem

   (B) Assess the currency and authenticity of a resource

   (C) Evaluate data based on the result of experimentation

   (D) Distinguish between quantitative and qualitative measurement

   (E) Use observation to develop precise, descriptive vocabulary

6. Which of the following scenarios shows the highest level of collaboration between a library media specialist and a teacher?

   (A) They each record observations about their collaborative experiences in a journal.

   (B) They create a rubric for a project together.

   (C) They plan, design, team teach, and evaluate a project together.

   (D) They team teach students the skills needed to complete a project.

   (E) They conduct action research on the effects of collaboration on student achievement.

7. When using a formally written review to select a work of fiction for the library media center collection, the library media specialist should focus mainly on the reviewer's assessment of the

   (A) value of the work for its intended audience

   (B) work's specific strengths and weaknesses

   (C) popularity of the author's other works among the population of the library media center

   (D) interest level of the subject matter to the population the library media center serves

   (E) diversity of the work's ideas and the cultural background of the author and whether they are reflective of the population the library media center serves

8. Which of the following review sources is a publication of the American Library Association?

   (A) *The Horn Book*

   (B) *Booklist*

   (C) *School Library Journal*

   (D) *Kirkus Reviews*

   (E) *Bulletin of the Center for Children's Books*

9. All of the following factors have been shown to be accurate predictors of literacy level at entry into kindergarten EXCEPT

   (A) understanding of print conventions

   (B) word recognition

   (C) skill in structural analysis

   (D) comprehension

   (E) fluency

10. A middle school library media center has submitted its shelf list to a commercial collection analysis service. The library media specialist should expect the service to provide all of the following data EXCEPT

    (A) the content of the collection

    (B) the age of the collection

    (C) unique titles and overlaps

    (D) comparisons with peer collections

    (E) the circulation frequency of individual items

11. Which of the following features of library design are most likely to increase users' sense of privacy?

    (A) Upholstered seating and carpeting

    (B) Dark color schemes

    (C) Quiet atmosphere and white noise

    (D) Carrels and bookshelves

    (E) Circular worktables

12. Which of the following best identifies the purpose of an authentic assessment in education?

    (A) To measure what a student already knows and understands about a subject

    (B) To monitor and evaluate how much a student is learning while instruction is occurring

    (C) To have a student demonstrate meaningful application of learning by performing real-world tasks

    (D) To measure the level at which a student is likely to perform on future standardized tests

    (E) To evaluate how much a student has learned following the completion of a unit of study

13. Which of the following is the most effective and efficient way to organize fiction books in an elementary library media center's collections?

    (A) Arranging books that have been grouped in different sections of the library media center into broad categories organized by author last names

    (B) Placing books on separate shelves, organized by the readability level indicated by the publisher

    (C) Labeling and placing books on shelving units according to their designated number in the Dewey decimal system

    (D) Increasing accessibility and visibility of high-interest books by placing them on top of bookcases, categorized by topic

    (E) Organizing print materials in book cases by subject categories such as poetry, science, and history

14. Which of the following best describes a primary leadership role of a library media specialist that is essential to the effective administration of a library media center?

    (A) Involving students, parents, and community volunteers in assisting with tasks such as helping with book circulation and reshelving books

    (B) Meeting the needs for teacher-requested resources that supplement the curriculum in each classroom on a timely basis

    (C) Establishing blocks of time in a daily schedule for students to come to the library media center to exchange books and browse for new selections

    (D) Developing monthly events in the library media center that create excitement for reading by inviting community members, parents, and administrators to read their favorite books to groups of students

    (E) Collaborating with staff, volunteers, and other members of the learning community on an ongoing basis in making decisions that contribute to the success of the library media center's programs and student learning

15. Which of the following objectives is best used to identify the most critical service a library media center should provide to meet the needs of the learning community?

    (A) To support all library-related physical functions such as lighting, furniture, and dedicated areas for reading and study

    (B) To guide students in the safe and ethical use of Internet-based sources to acquire information

    (C) To serve as a gathering place for community members to meet and host special events of interest to the community at large

    (D) To provide a wide range of resources and opportunities that contribute to students' lifelong learning and open access to information

    (E) To offer events that represent a diversity of opinions, experiences, and cultural perspectives

16. Which of the following questions is best for stakeholders to ask when writing a mission statement for a school library media center?

   (A) What steps do we have to take to achieve our vision?

   (B) What do we want the media center to be in the future?

   (C) How will we evaluate our degree of success?

   (D) Who are we and what do we value?

   (E) How do we guide decision making when adding materials to our collections?

17. A library media specialist plans to engage in advocacy efforts that promote the media center's services, resources, and programs. Which of the following is the most appropriate first step for the library media specialist to take in developing a plan?

   (A) Develop a list of stakeholders that should comprise the key audience.

   (B) Survey stakeholders to determine what they currently know or perceive about the library media center's program.

   (C) Determine an issue or challenge that needs to be changed or supported.

   (D) Establish measurable objectives to guide decision making during the process.

   (E) Create a list of possible communication techniques for advocates to use in delivering the messages.

18. A library media specialist instructs students on ways to avoid plagiarism. The library media specialist's teaching is intended to prevent the violation of policies and laws regarding which of the following?

   (A) First Amendment rights

   (B) Intellectual freedom

   (C) Right to privacy

   (D) Intellectual property

   (E) Censorship

19. In performing which of the following roles does a library media specialist have the most significant influence and responsibility for maintaining expertise in current research related to reading and information literacy?

   (A) Collaborating with classroom teachers as an instructional partner and leader in applying current knowledge of best practices in a range of literacies when teaching all students

   (B) Creating library media center collections that reflect the demographics of a school community through making available a wide variety of print resources for student use

   (C) Adapting spaces in the library media center to ensure all students have access to innovative programs that promote creativity and learning

   (D) Supporting teachers in integrating classroom technology resources into daily lessons related to instruction in curriculum-based content and skills

   (E) Connecting students with a global community of learners to help them gain skills in critical thinking and real-world problem solving

20. Which of the following is a method of assessment that uses a scaled set of criteria that defines and describes the ranges of strong, adequate, and weak performances?

   (A) Journaling

   (B) Curriculum map

   (C) Analytical checklist

   (D) Rubric

   (E) Portfolio

21. The primary benefit to faculty of remaining current in literacy-related research is that doing so

    (A) continues professional learning of knowledge and skills that enable more strategic and effective instruction

    (B) establishes direct connections with academic researchers that publish articles and books and disseminate information on a national level

    (C) ensures that curriculum and instruction changes are introduced routinely to all staff members who instruct students

    (D) develops a professional voice to influence teaching practices within the school community

    (E) finds solutions to comprehension problems students experience while engaged in sustained reading activities

22. Which of the following actions is best for a library media specialist to take to establish a positive environment in the library media center that supports a reading culture?

    (A) Posting notices of additions to the library media center's collections on its Web site

    (B) Establishing book clubs to help students build a foundation for a lifelong love of reading

    (C) Attending annual library media center conferences sponsored by local and state professional organizations

    (D) Opening the library media center before school and at the end of the day for students to exchange books

    (E) Creating a welcoming space in the library media center by agreeing to host staff meetings

23. Which of the following statements relating to characteristics of adult learners best explains how they contribute to the success of collaborative efforts among staff in a school environment?

    (A) Adult learners seek to connect past experiences with their current knowledge base and the problem in teaching students that needs to be solved.

    (B) Adult learners are generally actively involved in the learning process and as a result make choices that are closely aligned with personal learning objectives.

    (C) In collaborative group settings, adult learners need to feel they have the freedom to assume individual responsibility for the choices that are made even when disagreeing with others.

    (D) When dealing with a complex issue that colleagues need to address, adult learners are most interested in achieving their own learning objectives.

    (E) When adult learners believe their contributions to a collaborative group are acknowledged, they become more productive and willing to perform their best work.

24. Which of the following components of information literacy is best for helping a student identify information from credible sources that are relevant to the research question the student wants to investigate?

   (A) Searching for information from multiple perspectives before recording information from a source a student believes gives an appropriate viewpoint on the research topic

   (B) Recalling prior knowledge of a topic and the extent to which the new information about the subject is from a digital source that verifies the student's prior learning

   (C) Using indicators of different types of authority such as subject expertise to help determine the validity and correctness of the information the author or authors present

   (D) Identifying and distinguishing between different types of online sources such as magazine articles, book chapters, blog posts, and reference materials

   (E) Creating an awareness in a student that the readability level of information on online sources varies and the reader needs to only seek information that is easy to understand

25. According to the ALA Library Bill of Rights, which of the following best explains the principle of equal access to a school media center's resources, programs, and services for all learners?

   (A) Ensuring that all staff in a school integrate instructional activities designed to allow all learners to locate, evaluate, and use a wide range of ideas effectively

   (B) Building collections of resource materials that meet the developmental and cognitive levels of all students in the school community

   (C) Allowing the same point of voluntary entry to all learners as they seek information and ideas in the library media center

   (D) Providing all students access to resources and services in the library media center that are free of constraints arising from personal or partisan disapproval

   (E) Providing resources and services in a library media center that create and sustain an atmosphere of free inquiry

26. Which of the following actions by a library media specialist is most likely to be a highly successful way to manage a media center's volunteers?

   (A) Monitoring each volunteer's performance to determine the degree to which assigned tasks are completed in a timely and accurate way

   (B) Conducting a conference with a volunteer if the volunteer's assigned tasks are a poor fit and suggesting alternate volunteer opportunities in the school

   (C) Meeting monthly with the volunteer staff to provide information on the evolving status of the media center's volunteer program

   (D) Connecting a volunteer's interests and skills to specific tasks to help ensure the effective and efficient functioning of the library media center

   (E) Assembling a committee of school staff to formally interview each candidate to determine whether each person is suited to being a volunteer in the library media center

27. Which of the following types of materials should a media specialist consider first when selecting resources for a library media center?

    (A) Materials that support and enrich the curriculum and meet the personal interests and learning needs of students

    (B) Materials that represent differing viewpoints on topics and issues that may be controversial to those in the learning community

    (C) Materials that have received honors and recommendations by literary organizations

    (D) Materials that have received favorable recommendations following peer reviews by the school's administrative staff and board members

    (E) Materials that are within the library media center's overall budgetary parameters

28. Which of the following is the best way for a library media specialist to determine what materials to add to a high school library media center's collection?

    (A) Developing trusting relationships with teachers to find out what resources they want or need for classroom instruction

    (B) Surveying students to determine their interests and asking for ways the library can best serve their academic needs

    (C) Engaging in a collection-mapping process that gives evidence of the quantity and quality of the library media center's existing resources

    (D) Creating a curriculum map of topics and teaching timelines, comparing it to current resources, and building a collection that meets the needs of learners

    (E) Determining which resources are used most often by students for writing assignments and analyzing the students' citations and bibliographies

29. Which of the following best defines CIP data?

    (A) A record showing when a book was first distributed to libraries and book vendors

    (B) A record of all languages in which a book is published using Dewey decimal classification

    (C) A bibliographic record created for a book by the Library of Congress

    (D) A book publisher's record of publishing dates

    (E) The bibliographic record from a book's title page created by a college library

30. Which of the following best describes the first step school staff should take when developing a long-range, strategic plan for the library media center?

    (A) Developing a mission statement for the library media center to distribute to the school community at large

    (B) Collecting information about the library media center's operations, resources, and services

    (C) Developing goals for updating the library media center's collections of digital tools

    (D) Assigning appropriate staff to be responsible for specific tasks

    (E) Making sure that each goal outlined in the plan is supported by information about any staffing and budget implications

Answers to Sample Questions

1. The correct answer is (B). Electronic periodicals databases display results in reverse order, with the most recently published articles displayed first.

2. The correct answer is (A). Collection development refers to the process of systematically building the collection of the library media center to best serve the needs of the learning community.

3. The correct answer is (B). A keyword search looks for matching documents that contain one or more words specified by the user. Since the search box in most databases operates by matching keywords, Amy's search would be more efficient if she were able to identify and search by keywords rather than by seeking the answer to a specific question.

4. The correct answer is (A). The selection and quality of titles available are the main reasons for choosing one jobber over another. While it is unlikely that a library media specialist will be able to purchase all of the materials needed for the media center from one source, choosing a jobber that has a large selection of high-quality materials will prevent the need for making an excessive number of separate orders, allowing the library media specialist to save time and money.

5. The correct answer is (B). Assessing the currency and authenticity of a resource addresses both science content and information literacy objectives.

6. The correct answer is (C). Of the scenarios presented, the one that involves planning, designing, team teaching, and evaluating a project together shows the highest level of collaboration between a library media specialist and a teacher.

7. The correct answer is (E). The main focus should be on the diversity of the work's ideas and the cultural background of the author and whether they are reflective of the population that the library media center serves. The selection criteria should be relevant to the library's objectives: excellence (artistic, literary, visual, etc.), appropriateness for the level of the users, authoritative and varying perspectives on controversial issues, accessibility, and ability to stimulate further intellectual and social development.

8. The correct answer is (B). Booklist is a book review source as well as a readers' advisory, collection development, and professional development resource from the experts at the American Library Association.

9. The correct answer is (C). The four key literacy areas are print convention, word recognition, comprehension, and fluency and are accurate predictors of a child's literacy level. Choice (C) is the analysis of word structure through the use of affixes, prefixes, and suffixes and is not taught until kindergarten.

10. The correct answer is (E). A commercial collection analysis service will provide the content and age of the collection, unique titles and overlaps, and comparisons with peer collections. A commercial collection analysis will not provide the information for the circulation frequency of individual items in the library media center.

11. The correct answer is (D). Carrels and bookshelves are most likely to increase users' sense of privacy.

12. The correct answer is (C). An authentic assessment is one that provides a student with the opportunity to actually apply his/her knowledge and skills through performing a real-world task such as found in a portfolio or conducting an experiment.

13. The correct answer is (A). Arranging fiction books into sections of the library media center within broad categories such as picture books, easy readers, intermediate readers, and chapter books is the first step in setting up an effective library media center. Following this initial arrangement, books in each section should then be alphabetized by the authors' last name.

14. The correct answer is (E). Collaboration with the entire learning community in a school is a critical component of effective library media center administration. Members of a successful collaborative team share a common vision and goals for what a school media center should and can be in meeting the needs of all students.

15. The correct answer is (D). It is essential that a library media center is a place where all students are provided with services and resources that help them develop skills that contribute to lifelong learning. According to the ALA's Library Bill of Rights, a library media center is also critically important in allowing open access to materials and information that present diverse points of view on current and historical issues and topics.

16. The correct answer is (D). A mission statement for a school library media center should include information that describes what a library media center is and what is done there.

17. The correct answer is (C). The library media specialist should begin the process of advocating for the library media center's programs by reflecting on what is currently happening in the media center. Then the library media specialist should consider developing a response to an issue or challenge that involves active collaboration by a team of interested stakeholders with a shared mission to improve the library media center's functioning.

18. The correct answer is (D). "Intellectual property" refers to the idea that the ownership of any product created by a human protects it from unauthorized use by others. Plagiarism (claiming the work of someone else as your own) is a violation of intellectual property.

19. The correct answer is (A). Library media specialists have a significant role in functioning as both leaders and instructional partners with classroom teachers. Keeping up with the most current research in literacy and digital technologies is critically important to the success of students. Making use of this knowledge in ongoing collaboration with all teachers will have a positive impact on the learning of all students in a school.

20. The correct answer is (D). A rubric is a method of assessing students' performance against a consistent set of criteria and is used to determine grades or the degree to which learning standards have been demonstrated or attained by students..

21. The correct answer is (A). Remaining current in literacy research needs to be an ongoing foundational action for any educator with responsibility for providing direct instruction to students. By engaging in activities such as reading articles in professional journals and attending conferences on literacy instruction, a teacher improves knowledge and skills in the field and as a result is able to apply the latest information about best practices when working with students.

22. The correct answer is (B). Setting up book clubs where students come to the library media center to engage with other students in reading and discussing books selected by members of the group is a positive way to engage learners in actively forming a foundation for reading throughout their lives.

23. The correct answer is (E). A key characteristic of adult learners in schools is that they thrive in collaborative settings. When they are treated by others as true colleagues, they are more productive in the work they perform. Additionally, when their contributions are validated by the group, they are highly likely to perform their best work.

24. The correct answer is (C). To reliably evaluate the credibility of content found online, students need to be taught how to determine whether content authors' backgrounds support them as authorities in the subject area.

25. The correct answer is (C). Equal access to a library media center's resources, programs, and services for all students relates to the principle of intellectual freedom, which, in general, is the right of every individual to seek and receive information from diverse points of view without restriction.

26. The correct answer is (D). A critical component of establishing and maintaining a successful and mutually beneficial volunteer program in a library media center is for the librarian to carefully match the skills and interests of volunteers with the actual tasks they are assigned. It is much more likely that volunteers will be motivated to perform valuable tasks in the library media center and continue volunteering for a long time if the librarian follows this process.

27. The correct answer is (A). It is critically important for a media specialist to first consider whether an acquisition supports and enriches the current curricular needs of the school's academic program. In addition, material-selection committees should be guided by whether a new resource meets students' personal interests as they seek information for research or for recreational purposes.

28. The correct answer is (D). Creating a curriculum map of what is actually taught in high school classrooms is an important first step in determining what additional resources to purchase. Curriculum maps allow for timely comparison and analysis of what will best serve the needs of students.

29. The correct answer is (C). "CIP data" refers to the bibliographic record that is created by the Library of Congress for each new book before its publication.

30. The correct answer is (B). Long-range, strategic planning is a process by which a school staff considers what it wants for the library media center in the future and includes the steps it needs to take in reaching its goal. The first step is for the staff to use a variety of assessment measures to collect information on the services, resources, and programs the media center currently offers to staff and students. This will provide data on the library media center's strengths and weaknesses and will provide a foundation for the next steps.

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 38.

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 31 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 31, 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 15.

- **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

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

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6. 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.

7. 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 Brailler
- 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**.

8. 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!

9. 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).

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