ETS® PRAXIS®

The *PRAXIS*® Study Companion

School Librarian (5312)

ETS® Professional Educator PROGRAMS

Table of Contents

School Librarian (5312)

Test at a Glance

The *Praxis*® School Librarian test is designed to measure knowledge and competencies important for safe and effective beginning practice as a school librarian.

Test Name	School Librarian
Test Code	5312
Time	2 hours
Number of Questions	120 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices; questions where you enter your answer in a text box; and other types of questions. You can review the possible question types in Understanding Question Types.
Test Delivery	Computer Delivered

	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Program Administration	24	20%
	II. Organization and Access	23	19%
	III. Information Access in the Learning Environment	24	20%
	IV. Teaching and Learning	35	29%
	V. Professional Development, Leadership, and Advocacy	14	12%

About The Test

The School Librarian test is designed to measure knowledge and competencies important for safe and effective beginning practice as a school librarian. The test covers knowledge important for administering a library/media program at an elementary or secondary school.

Test takers have typically completed—at the undergraduate or graduate level—a preparation program for school librarians. The assessment is designed and developed through work with practicing school librarians and preparation program faculty to reflect knowledge and skills identified in the ALA/AASL/CAEP National School Librarian Standards (2019) and the AASL National School Library Standards (2018).

The 120 selected-response questions cover program administration; organization and access; collection development; information access in the learning environment; teaching and learning; and professional development, leadership, and advocacy. Because the test focuses on administering a school-level program, it does not include content specific to district-level programs or to systems with differentiated staffing.

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

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

I. Program Administration

A. **Understands the basic principles of planning, implementing, and evaluating collections, programs, and services for the school library**

1. Uses multiple sources of data to inform ongoing organization, administration, and evaluation of the school library, ensuring equitable access to information, resources, and services for all members of the learning community

2. Engages with teachers, staff, and administrators to develop policies and procedures that influence student achievement and school improvement efforts for all members of the learning community

3. Uses multiple sources of data, including action research and needs assessment, to inform development and management of the school library that serves the diverse needs of the members of the learning community

4. Describes, organizes, and promotes the effective use of the school library's services, collections, and programs for a diverse audience

5. Uses evidence-based decision making to establish policies and procedures to advocate the learning community's maximum access to the school library, including resources, facilities, and services (physical and digital)

6. Engages and builds relationships with the learning community to support the school library

Discussion Questions: Program Administration

- What are some of the tools school librarians use to evaluate the effectiveness of their programs?
- What methods might the school librarian use to conduct a needs assessment to identify and prioritize curricular, student, and staff needs?
- How can the school librarian promote the school library programs, resources, and services to students, staff, and the community?
- What are some of the considerations involved in developing the school library budget?
- How does a school librarian manage staff and volunteers effectively?
- What legal and ethical issues are related to school library policies and procedures?

II. Organization and Access

A. Understands how to select, acquire, and maintain resources

1. Develops, curates, organizes, and manages a collection of resources that utilizes evidence-based criteria for the selection and retention of information resources (physical and digital) that meet the diverse interests and needs of the learning community

2. Cultivates a collaborative relationship with the learning community for selecting and maintaining relevant resources that align to the school's instructional goals and curriculum

3. Implements policies and procedures that include criteria to develop, curate, organize, and manage resources in a variety of formats (physical and digital) that meet the needs and interests of the learning community

4. Develops criteria that adhere to evidence-based practices for ongoing planning, budgeting, and evaluation for all resources (human, information, and physical)

B. Understands the fundamental principles and methods of resource organization and access

1. Uses standardized methods for descriptive cataloging, location, and tracking of materials

2. Arranges the environment to ensure equitable physical and intellectual access to services and resources that meet the needs of the learning community

3. Provides an adaptable environment for equitable access to space, services, and resources to accommodate multiple learning activities in both the school library and in virtual spaces

4. Collects and analyzes data pertaining to use of materials that promote equitable access by the learning community

5. Models and promotes the ethical practices of librarianship ensuring privacy for all members of the learning community

6. Designs a schedule that provides maximum and timely access to materials and services by the learning community

Discussion Questions: Organization and Access

- What is a selection policy?
- 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 are the standard procedures for the physical arrangement and placement of materials?
- What should a school librarian consider when determining procedures for borrowing, renewing, and reserving materials?
- What are some methods for promoting new resources and services to the school and the greater community?

III. Information Access in the Learning Environment

A. **Demonstrates knowledge of a variety of technologies, resources, and services and their uses to support the needs of the learning community**

1. Identifies and facilitates access to a variety of information types (physical and digital) that reflect the diverse cultural and learning needs of all users

2. Identifies, competently uses, and demonstrates current and emerging technological trends in the profession as they relate to teaching and learning

3. Models and facilitates the use of current and emerging digital information research strategies and tools

4. Identifies technologies that facilitate networking, resource sharing, and access to information for the learning community

B. **Understands how to provide equitable access to services and resources for all users**

1. Organizes the school library to address the diverse developmental, physical, cultural, social, and linguistic needs of all learners

2. Ensures that all learners have equitable access to and opportunities to use services and resources

3. Provides a physical and/or virtual environment for safely sharing and disseminating information

C. **Knows how to adhere to laws and policies that support ethical use of services, resources, and information**

1. Advocates for intellectual freedom and adheres to laws and policies regarding privacy for all users

2. Promotes the ethical use of information by modeling effective methods of locating, evaluating, and citing information to meet specific needs

3. Articulates and demonstrates compliance with laws and practices related to intellectual property, copyright, fair use, and plagiarism for physical and digital resources

Discussion Questions: Information Access in the Learning Environment

- What criteria can be used to validate information gathered from various technologies?

- How can a school librarian apply current and emerging technologies to school library management, programs, and services?

- What are the benefits of developing relationships with other libraries?

- How does the physical arrangement of the school library affect equal access?

- What are the legal and ethical issues related to intellectual property, copyright, and plagiarism for various formats of materials?

IV. Teaching and Learning

A. Understands how to instruct and support the learning community in developing information literacy and reading skills for a variety of physical and digital sources

1. Promotes a variety of literature, authors, awards, and trends of children's and young adult literature and informational resources to support reading for pleasure, information, and lifelong learning

2. Designs and instructs inquiry-based processes to develop information, media, visual, and digital literacies

3. Collaborates with other teachers to integrate instructional strategies for using inquiry-based learning for all grades and disciplines

4. Designs and implements instruction that integrates the American Association of School Librarian (AASL) Standards to positively affect student learning

5. Provides students with opportunities to engage with a wide variety of physical and digital resources

6. Advocates for the development of information literacy and the appropriate use of technology for the academic and personal success for all learners

7. Designs instruction and provides an environment that promotes equitable and ethical use of information, services, and resources for all members of the school community

B. Understands how to design developmentally and culturally responsive evidence-based learning experiences

1. Collaborates with other teachers to integrate developmentally appropriate research processes into the curriculum

2. Uses differentiated instructional strategies to deepen students' ability to understand and create meaning from a variety of sources

3. Applies knowledge of developmental characteristics (physical, social, cognitive, and emotional) of students and cultural influences that affect learning to plan diverse learning experiences that meet the needs of all students

4. Provides a variety of challenging and relevant experiences for learners to engage with resources, information, and technology

5. Uses a variety of assessment methods and data sources to inform and improve student learning

6. Supports the needs of all students by providing learning opportunities that foster awareness and respect of diverse viewpoints

7. Promotes and models the ethical and appropriate use of technology as a resource for learning

8. Applies a variety of behavior management strategies that facilitates the learning of all students

9. Establishes a safe and supportive learning environment within the school library

10. Implements motivational strategies to promote learning and personal growth for all students

Discussion Questions: Teaching and Learning

- 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 school librarian in collaboration?

- What constitutes an observable and measurable instructional objective?

- How can a school librarian address the needs of diverse learners?

- How can a school librarian collaborate with teachers to design opportunities for inquiry-based learning?

- How is assessment used to inform instruction?

- How is classroom management of the school library similar and different from classroom management in a classroom?

V. Professional Development, Leadership, and Advocacy

C. Knows how to plan and facilitate professional development activities and advocate for the school library in the learning community

1. Advocates for the role and functions of professional relationships with the learning community to advance an effective school library with a qualified school librarian

2. Maintains and improves knowledge and skills by regularly participating in district, building, and grade-level meetings about curriculum and assessment

3. Plans and leads professional development for the learning community that promotes the effective use of the school library for positively affecting learner growth

4. Is actively involved with school and district committees, school and community activities, and professional networks

5. Collaborates with the learning community to support curriculum, instruction, and student growth

6. Is aware of major legislation and policies regarding the school library and the learning community

7. Promotes and models the ethical and responsible use of intellectual property, information, media, and technology by adhering to established laws and policies

8. Advocates for the school's library services, resources, and programs

Discussion Questions: Professional Development, Leadership and Advocacy

- How does major legislation related to the field of library science affect policies, programs, and services?

- What is advocacy for the profession?

- What can the school librarian do to advocate for a school library program within the school and the community?

- How does the school librarian collaborate with the learning community to support curriculum, instruction, and student growth?

- How does the school librarian plan and lead professional development for the learning community that promotes the effective use of the school library?

School Librarian (5312) Sample Test Questions

Sample Questions

The sample questions that follow represent a number of the types of questions and topics that appear 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 suggested answers or completions. Select the one that is best in each case.

1. Which of the following best describes the principle of intellectual freedom as it pertains to ensuring equitable access to services in a school library?

   (A) Cooperating with the school staff in building collections that meet the developmental and maturity levels of a diverse population of learners
   (B) Protecting the rights of an author's ownership and control over creative literary works when accessed by students for independent research
   (C) Providing resources and opportunities for students that create and maintain an atmosphere of free inquiry characteristic of a democratic society
   (D) Maintaining collections of print and digital materials that represent diverse viewpoints on current and historical issues

2. A classroom teacher and school librarian collaborate on developing a project-based learning experience in mathematics. The challenge in the project is for students to examine trends in housing, predict the future of housing designs, and use geometric modeling skills to design a house that supports their predictions. Which of the following should be the culminating activity in the project?

   (A) Restating the challenge and ultimate goal of the design-a-house project in their own words
   (B) Having peers use an analytic rubric to evaluate the final design of the house using multiple criteria
   (C) Organizing information about the resources used to meet the design-a-house challenge in a database
   (D) Giving a ten-minute presentation about why their house will be necessary and useful in the future

3. A school librarian considers ways to provide an environment in the school library that promotes equitable and culturally responsive learning experiences to best meet the needs of a culturally diverse student population. Which of the following instructional strategies is best for the librarian to use in meeting the targeted goal?

    (A) Using wait time for a minimum of 3 to 5 seconds to allow students to formulate a verbal response to a teacher- or peer-generated question
    (B) Making eye contact with students during discussions to show respect for and interest in students' engagement and expecting them to show the same behavior in return
    (C) Asking higher-order questions during instructional activities and using random oral-response techniques such as numbered heads, color-coded cards, or calling sticks to require students to respond to the questions
    (D) Asking students to share real-life family experiences that relate to literacy activities and demonstrate a connection that school learning has to their lives outside of school

4. The American Library Association recognizes its responsibility under the Americans with Disabilities Act to provide maximum access to library services for all students. Which of the following computer adaptive technologies is likely to be most supportive of a student with a disability whose symptoms include muscle stiffness and spasms and who is conducting independent research?

    (E) A full-featured on-screen keyboard that provides text prediction, enlarged lighted keys, and hovering as a means of entering keystrokes
    (F) A computer-based instant-messaging technology allowing the student to visually connect with others instead of engaging in oral communication
    (G) A computer with a program that scans printed text, reads the text aloud through synthetic speech, and prints the text in braille
    (H) Computer monitors that are at least seventeen inches to enhance visual accessibility in the school library

5. Which of the following online educational resources is best for a student to use when seeking citation guidelines?

    (A) Everfi
    (B) Discovery Education
    (C) Learning for Justice
    (D) Purdue OWL

6. Which of the following technologies is likely to be most effective in supporting a school librarian's efforts to network and share information with other professionals in the field with similar roles and responsibilities?

   (A) Monitoring online job postings for librarians to gain a greater understanding of skills currently needed to remain relevant and successful in the field
   (B) Reviewing professional critiques to acquire knowledge of repository platforms that are currently available for use in cataloging and circulating a school library's physical resource materials
   (C) Joining an internet-based group of school and public librarians that provides information on challenges encountered in using new technologies and techniques to overcome them
   (D) Engaging actively in webinars and interactive focus groups sponsored by professional library organizations that have relevance to the emerging expertise in technologies important in furthering student learning

7. A school librarian engages in a personal action research project to help improve the library program in meeting the diverse needs of the learning community. Which of the following describes a component of action research that will best help the librarian achieve the goal?

   (A) Identifying as a meaningful target for investigation a focus question that determines an aspect of school library management proved to be successful in other schools
   (B) Analyzing and writing summary reports of qualitative data collected from surveys of students regarding perceptions of library services
   (C) Reviewing academic journals for research-based changes that can make the school media center more welcoming and supportive of students' use of multiple resources
   (D) Collecting and analyzing relevant data and reflecting on how the data support current practices or indicate what does not work in the effective functioning of school libraries

8. Which of the following motivational strategies is likely to be most effective for a school librarian to implement in promoting learning and personal growth for all students?

   (A) Praising students for their efforts and encouraging academic achievement by nurturing their unique abilities and talents
   (B) Setting daily learning goals for students and formally evaluating each student's achievement at the end of each lesson
   (C) Encouraging students to take responsibility for their learning by determining an internal rationale for achieving academic goals
   (D) Establishing high standards for all students in the class at a level that requires them to struggle as they work to meet those expectations

9. A school librarian teaches a student who has a Section 504 plan for reading. Which **FOUR** of the following accommodations might be most appropriate for the librarian to use in the school library for providing instruction and evaluating the student?

   (A) Allowing the student to take additional time to complete a task
   (B) Providing a space for the student to take an assessment in a small-group setting
   (C) Creating an alternative research project for the student to engage in
   (D) Grading the student's work using a different evaluation rubric than one used for other students
   (E) Providing the student with an audio recording of a text instead of having the student read it
   (F) Allowing the student to give a response in either spoken or written form

10. A school librarian serves as an integral member of an elementary school's professional development committee that focuses on improving the literacy curriculum. In which of the following ways can the librarian make the greatest contribution to the collaborative goal?

   (A) Helping literacy teachers connect lesson plan goals and objectives to a variety of print and technology resources across grade levels
   (B) Working with elementary teachers to review and decide on picture books for the school library that support students' early learning in literacy
   (C) Sharing research articles published in professional teacher journals that focus on the latest trends in literacy curriculum and instruction
   (D) Engaging teachers in conversations about how to adapt the library space to better enrich the learning experience for all students

11. Which of the following is the best way for a school librarian to encourage all staff members to use the school library's resources?

   (A) Collecting and posting data on the technology resources the staff members think the students use most effectively
   (B) Sponsoring a staff contest with prizes to design bookmarks containing the library's mission statement
   (C) Informing staff by e-mail twice a month of upcoming events and anticipated updates to the collection
   (D) Reinforcing the digital literacy of all staff by providing links to free self-training and self-assessment modules

12. Which **THREE** of the following are the most appropriate ways to organize a large fiction collection in an elementary school library to make the collection as accessible as possible to the students?

    (A) Arranging the books on shelving units by their readability level
    (B) Placing the most popular books and series in selected subject areas in special displays
    (C) Organizing books alphabetically by the author's last name on standard library shelving
    (D) Allocating separate sections of bookcases for picture books, early readers, and longer chapter books

13. A school librarian and a third-grade teacher collaborate to provide developmentally appropriate instruction in curriculum-based research processes. Which of the following activities is best for supporting students at this level in learning research skills?

    (A) Having students paraphrase contrasting information found in a preselected list of sources
    (B) Having students gather details from informational picture books and answer a list of prepared questions
    (C) Having students take notes on information in print sources and sort the evidence into ready-to-use categories
    (D) Having students find two current articles on a topic of interest and summarize the articles in outline form

14. A school librarian sets a professional goal of demonstrating current and emerging trends in technology related to furthering student learning when learners visit the school library. Which of the following describes a technology that is best suited to achieve the targeted goal?

    (A) Using social media to communicate with students about resources and hours that the local library is open for students to use for school-related needs
    (B) Creating a virtual bookshelf app that identifies print resources categorized by factors such as genre, age level, or theme for students to access in school or remotely
    (C) Teaching students to use a word processing program to write reviews of favorite books and post a copy of the reviews on bulletin boards for all students to see
    (D) Broadcasting continuous updates on a large TV screen in the library to inform students about upcoming school events and programs

15. Which of the following is the award given annually by the Association for Library Service to Children (ALSC) to honor "the author(s) and illustrator(s) of the most distinguished contribution to the body of American children's literature known as beginning reader books published in the United States during the preceding year?"

    (A) Children's Literature Legacy Award
    (B) Theodor Seuss Geisel Medal
    (C) Randolph Caldecott Medal
    (D) John Newbery Medal

16. Which of the following is the best way for a school librarian to build relationships with the school's stakeholders and learning community?

    (A) Creating a positive relationship with community members by personally visiting businesses and organizations
    (B) Designing a research project on ways the larger community can create interest in the value of school media centers
    (C) Researching opportunities for students to participate in experiential learning activities that take place in the community during school breaks
    (D) Coordinating with local businesses to design curriculum-based learning experiences for students both inside and outside the classroom

17. Which of the following best describes a librarian's collaborative relationship in maintaining a school library's resources that align with students' instructional goals?

    (A) Developing technological avenues that facilitate student access to library materials and resources beyond the school day
    (B) Consulting with staff in selecting resources that complement and enrich textbooks and support research-based teaching methodologies
    (C) Adding print and electronic materials to a school library's collection that reflect the diversity of the society outside the school environment
    (D) Expanding collections on an ongoing basis to ensure that students have access to the newest and most relevant external resources

18. The population of an elementary school includes a number of English learners (ELs) at the A1 beginner level. Which of the following types of print resources are appropriate to include in the library's collection to support the linguistic needs of those ELs?

    (A) Print-based reference resources that show the evolution of political maps and symbols representing different countries around the world
    (B) Chapter books written in English with an accompanying audio version that ELs can listen to while following along with the printed text
    (C) Picture books depicting holiday celebrations around the world and representing different cultural traditions for ELs to read and enjoy
    (D) Books on curriculum-based topics that have been written or translated to reflect the linguistic pluralism of the student population of the school

19. A high school history teacher engages students in a unit of study on the history of the labor movement in America. To make the unit more relevant, the teacher and librarian collaborate in creating a supplementary learning experience for students in the school library. Which of the following activities is likely to be most engaging and relevant to students as they gain knowledge of the unit content?

    (A) Researching major events that took place during a large-scale worker strike and writing a summary describing the causes and effects of the strike on the economy
    (B) Conducting an online search for information about federal laws that protect workers' rights and creating posters on the topic to share with peers
    (C) Finding articles in newspapers and magazines about current labor-related issues and writing essays comparing current conditions to conditions of the past
    (D) Using technology to locate primary sources that contain commentary and photographs about child labor practices and working conditions of the past and creating a digital slide presentation

20. Which of the following best identifies the primary rationale for school librarians to be actively involved with professional networks?

    (A) To remain informed about library-related issues and use the information in a leadership role to provide greater learning opportunities for colleagues and students
    (B) To learn new instructional strategies to use in co-teaching lessons with teachers using the latest advances in technology-based learning
    (C) To integrate new knowledge acquired through reading articles in professional journals into professional development efforts related to curriculum design
    (D) To support advocacy within the school's learning community for including additional resources in a media center that overcome identified weaknesses

21. Which of the following is likely to be most efficient in helping upper elementary students learn to locate print-based nonfiction resources in an elementary school library?

    (A) Arranging sections of the collection alphabetically by the author's last name
    (B) Designating specific sections of shelving for nonfiction texts related to curriculum-based themes
    (C) Shelving books by the reading level of the texts in the nonfiction sections of the catalog
    (D) Demonstrating the use of a digital catalog that can be searched by author, title, subject, or keyword

22. During a professional development workshop, a school librarian provides information to teachers on the steps that comprise the instructional framework for inquiry-based learning. The librarian and classroom teachers then work collaboratively to design projects for students that follow the structure. Which of the following is the best first step the librarian and teachers should take in supporting a student engaging in the inquiry-learning process?

    (A) Asking students to choose a topic to investigate and complete a graphic organizer that frames what is known about the subject and what the learner wants to learn during the research process
    (B) Introducing students to strategies for evaluating online informational resources that are reliable, current, and give accurate facts that can be verified before the learners begin their research efforts
    (C) Having students generate an essential, discipline-based question that requires the learner to think deeply about core knowledge and gather supporting evidence that will help answer the question
    (D) Providing instruction to students to ensure they are aware of ethical issues regarding copyright laws and how information from a source can be appropriately taken and used in a final project

23. A student is seeking information from print and digital resources for a research project. Which of the following student actions shows evidence of plagiarism?

    (A) Including facts in a report that are taken from an online source that cannot be verified in other reliable and accurate sources
    (B) Recounting primary material from a source using words that are different than the original text without changing the meaning of the text
    (C) Taking sections of passages from an informational text to include in a report without citing the source
    (D) Taking notes to use in an investigative project on information from a source that is biased

24. A school librarian collects data to determine the extent to which students have equitable access to the school library and its resources. Which of the following is best for the librarian to use for the intended goal?

    (A) Counts collected from online circulation and cataloging systems that include individual student, grade, or content-specific records of student use of resources
    (B) Interviews of teachers, staff, and parents about the availability and ease of accessing school library resources remotely
    (C) Checklists to find the number of times students accessed the library, reported failure in locating information, and expressed personal perceptions about the usefulness of resources
    (D) Classroom teacher anecdotes on final grades students received on learning projects for which they used library materials

25. The American Library Association adopted the Library Bill of Rights, a document that guides how libraries provide services, materials, and programs. Which of the following policy statements in the Library Bill of Rights best provides for the learning community in a school to have maximum access to the library's physical and digital resources?

    (A) "Materials should not be excluded because of the origin, background, or views of those contributing to their creation."
    (B) "Libraries should provide materials and information presenting all points of view on current and historical issues."
    (C) "A person's right to use a library should not be denied or abridged because of origin, age, background, or views."
    (D) "Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use."

26. A school librarian has students agree upon and create a list of behavioral norms for the library to ensure that everyone feels heard and respected in a group discussion. Which of the following best meets the librarian's goal for an acceptable norm?

    (A) Generalize the opinion of the majority to avoid conflict in group discussions.
    (B) Allow a speaker extra time even if the speaker is unfocused and rambling.
    (C) Tolerate the use of strong language when expressing a difference of opinion.
    (D) Listen carefully to others and try to understand what they have to say.

27. Which of the following identifies a way to best provide a flexible learning space in a school library that accommodates multiple learning activities?

    (A) Arranging shelving to help reduce noise from areas that are used collaboratively, which will lessen the disruption in quiet study areas
    (B) Purchasing furniture that provides library users with comfortable seating while they are studying or reading for enjoyment Johann Sebastian Bach
    (C) Positioning the majority of shelving units against the walls of the library to maximize available floor space
    (D) Brightening the furniture and walls in the library with colorful materials that will appeal to library users

28. Which of the following best agrees with the position of the American Library Association on the issue of intellectual freedom?

    (A) Any product created through the human intellect is protected under law from unauthorized use by others.
    (B) An individual has a right to use library services and not be denied its services because of origin, age, background, or personal views.
    (C) A library can deny privileges to an individual based on the person's lack of educational credentials, citizenship, or political affiliation.
    (D) Libraries should provide information that presents points of view on current and historical issues that are consistent with the views of the community at large.

29. Which of the following is the best way to schedule student time in a school library that provides maximum and timely access to materials and services?

    (A) Establishing a set schedule at the beginning of each school year to ensure that all students have access to the library's resources at least once each week
    (B) Creating a schedule for classes of students at each grade level to receive instruction in the library on a recurring basis and give teachers extra preparation periods
    (C) Providing open access to the library throughout the day to facilitate students' use of materials on an as-needed basis
    (D) Scheduling classes to allow students to have unrestricted access to technology resources in the library when they seek opportunities to read for pleasure

30. Which of the following best describes a school librarian facilitating student use of digital information-research tools?

    (A) Developing a browser-based online card catalog that allows students remote access to information they need at any time and from any location
    (B) Showing students where to find tutorials on digitizing photos and documents that can then be included in research assignments
    (C) Bookmarking Web sites on the school library's computers that provide instruction on the ethical use of technology when seeking information for research purposes
    (D) Providing students open access to technology-based resources in the school library while restricting the distracting use of personal mobile devices

Answers

1. Option (C) is correct. Intellectual freedom ensures that all students are given access to resources and learning opportunities, thus creating an environment of free inquiry in keeping with the ideals characteristic of a democratic society.

2. Option (D) is correct. The culminating goal of any project-based learning experience is to share what has been learned with others.

3. Option (A) is correct. Allowing wait time before a student responds to an oral question is an effective instructional technique. The strategy allows students, in particular those whose first language may not be English, to think about and process what the question is asking while mentally formulating an oral response.

4. Option (A) is correct. For a student with a physical mobility disability, a computer that is equipped with a fully functional on-screen keyboard is an effective adaptation. Regular computer keyboards tend to show features in a much smaller and therefore more restrictive way, which makes access by a student with a mobility issue difficult.

5. Option (D) is correct. The Purdue OWL online citation tool is a well-known and authoritative source for student citation guidelines.

6. Option (D) is correct. Remaining current in technological advances intended to assist student learning is an important and critical responsibility for a school librarian. A primary way to achieve this goal is for a librarian to actively monitor and participate in webinars and and interactive focus groups sponsored by a professional organization such as the American Library Association.

7. Option (D) is correct. Reflective practice is an essential characteristic of action research. When engaged in action research, a librarian must take time to think about the focus question that started the process, the different types of data to collect, and how to analyze the data to get a sense of what is successful and thus supported by personal research. In this way, the librarian develops strengths as a professional who works to meet the diverse needs of the learning community.

8. Option (A) is correct. When a librarian praises students for making efforts to learn and work hard, students recognize that they have the power to use their unique abilities to achieve academic success.

9. Options (A), (B), (E), and (F) are correct. They provide alternate ways to deliver instruction and evaluate a student without modifying the curriculum or the criteria used to evaluate the student.

10. Option (A) is correct. Research has shown that when teachers of literacy and school librarians collaborate in specifically connecting lesson plans and goals to multiple print and technology resources that are available in the school library, a positive effect on student learning outcomes occurs.

11. Option (C) is correct. Sending out a twice-monthly staff e-mail about upcoming events and new resources is an effective strategy for a school librarian to use to share information about the library with users within the school community in a timely manner and to encourage staff to use those resources.

12. Options (B), (C), and (D) are correct. Since the fiction collection in an elementary school library is typically very large, it is important for a librarian to organize the resources in a way that enables students at different grade levels to easily find books that meet their needs and interests. One way is to place the most popular books and series in easily found, specially located shelves. A second way to organize the library shelves is by author's last name. This is typical in most libraries so students can transfer their knowledge of locating fiction books to any school or public library. A third way to organize the collection is to separate the books into easily recognized categories, such as picture books, early readers, and longer chapter books.

13. Option (C) is correct. It is developmentally consistent with expectations for student learning at the third-grade level to have students use appropriate print resources to take brief notes, transfer the notes to cards, then sort the cards into categories of information.

14. Option (B) is correct. A virtual bookshelf app that students can easily use at any time is an effective and motivating way to introduce students to a current technology that benefits their learning.

15. Option (B) is correct. Each year the ALSC, a division of ALA, presents the Theodor Seuss Geisel Medal to the individual or individuals who write and illustrate beginning reader books published the preceding year in the United States.

16. Option (D) is correct. Coordinating with local businesses to design curriculum-based learning experiences for students in and out of the classroom will lead to stronger relationships. Doing so will allow the librarian and community members to work together in designing curriculum-related programs that have the potential to expand student learning.

17. Option (B) is correct. Working with the school's professional staff shows the librarian is collaborating with those most closely aligned with daily instruction and meeting the curricular needs of students. Providing materials that expand information in textbooks used in classrooms and connect with instructional methods further indicates that the librarian is focused on maintaining resources that are likely to fully support student learning.

18. Option (D) is correct. It is good practice to have curriculum-related books in the school library that have been written in or translated into the first languages of the EL population. Having a book translated from English to Spanish, for example, can be a very powerful and effective tool for supporting ELs needing help learning the content of subjects taught in the classroom.

19. Option (D) is correct. Reading about an event in a textbook is not likely to have the same impact on students as reading about the event and seeing photographs in a primary source. The other choices are appropriate learning experiences related to the teacher's instructional plan, but they are not likely to be as engaging to students as the activity described in (D).

20. Option (A) is correct. The American Association of School Librarians supports the belief that school librarians need to participate in outside professional organizations and committees. This participation empowers librarians to serve as models and instructional leaders within the school's learning community.

21. Option (D) is correct. Demonstrating how to use an electronic catalog is the most efficient way to help upper elementary students learn to access a school library's collections of print resources. Students could use a digital catalog to search for books by author, title, subject, or keyword.

22. Option (C) is correct. A critical component of inquiry-based learning is starting the process by asking students to formulate an essential question that helps them to think deeply about the content and clarify and prioritize the learning outcomes they intend the "big" question to answer.

23. Option (C) is correct. This question tests your knowledge of the ethical use of information. Plagiarism is an example of violating the concept of intellectual property, which states that the owner of an original work such as an informational text has rights to that work and therefore a student cannot use the writing of that author without citing the source.

24. Option (A) is correct. Using a numerical-based evaluation system to assess students' use of materials and analyzing the data allows the librarian to use evidence-based practice to improve procedures for student use and access to the library.

25. Option (C) is correct. In Article V of the Library Bill of Rights, the American Library Association specifically states that all people regardless of their origin, age, background, or views should have free and open access to the resources in a library; this same idea applies to public and school libraries.

26. Option (D) is correct. It is important that students in a safe and supportive learning environment of diverse learners listen attentively to each other. Listening and avoiding conflict contributes to the learning of all students in a group.

27. Option (A) is correct. The decision to minimize noise by using shelving units to separate two or more areas used for different activities that typically occur in a school library (e.g., collaborative work among groups of students and studying in quiet areas) is an example of adapting a school library's environment to accommodate multiple learning activities.

28. Option (B) is correct. Advocating for an individual to freely use a library and not be denied services because of specific factors is an example of a policy that explains the ALA's position on intellectual freedom.

29. Option (C) is correct. Establishing a flexible schedule in a school library on an as-needed basis allows students to have open, , unrestricted, and equitable access to a school library's resources and services at a time that best meets their learning purposes.

30. Option (A) is correct. In today's digital world, it is essential that school librarians remain current in their knowledge of technology-based research tools to support student learning. As described in (A), providing ways for learners to access information remotely is very important.

Understanding Question Types

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. Numeric-entry questions typically appear only on mathematics-related tests.
- 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

Some tests include constructed-response questions, which 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.*

  o Describe **TWO** strategies he could use to address the concerns of the students who have complained.

  o 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."*

  o 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.

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

You can learn more and purchase the practice test here.

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your Praxis test and make the best use of your time. Learn more at Strategy and Tips for Taking a *Praxis* Test.

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at Develop a Study Plan.

Helpful Links

Ready to Register – How to register and the information you need to know to do so.

Disability Accommodations – Testing accommodations are available for test takers who meet ETS requirements.

PLNE Accommodations (ESL) – If English is not your primary language, you may be eligible for extended testing time.

What To Expect on Test Day – Knowing what to expect on test day can make you feel more at ease.

Getting Your Scores – Find out where and when you will receive your test scores.

State Requirements – Learn which tests your state requires you to take.

Other Praxis Tests – Learn about other *Praxis* tests and how to prepare for them.

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