GACE® Study Companion
Media Specialist Assessment

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About the Assessment

Assessment Name	Media Specialist
Grade Level	P–12
Test Code	Test I: 101 Test II: 102 Combined Test I and Test II: 601
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the *Guide to Taking a GACE Computer-delivered Test*.
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

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

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

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

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

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

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.

- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.

- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

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Test I Subareas

Subarea	Approx. Percentage of Test
I. Learning and Teaching	60%
II. Collection Development	40%

Test I Objectives

Subarea I: Learning and Teaching

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

The beginning Media Specialist:

A. Knows major book and media awards, and distinguished recipients

B. Recognizes the work of prominent authors and illustrators

C. Knows the historical and contemporary issues related to reading materials for children and young adults

D. Knows the characteristics of different types of literature; e.g., fiction genres, biography, and folk literature

E. Knows there are a variety of reading instructional models related to children and young adults; e.g., research-based reading programs, workshop approach, and balanced literacy

F. Develops a sense of appreciation for literature in others and for promoting the habit of lifelong reading

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

The beginning Media Specialist:

A. Knows major research and work of prominent researchers; e.g., Lance, Loertscher, Kuhlthau, in the field of information literacy instruction

B. Aligns library media program curriculum with recognized information literacy standards, e.g., Standards for 21st Century Learners, state and local standards

C. Integrates information problem solving models; e.g., Big6, I-Search, Pitts/Stripling, across the curriculum

D. Aligns the media program and curriculum to the school curriculum

E. Applies knowledge of the development characteristics of learners; e.g., physical, social, cognitive, and emotional, and the variables that affect learning; e.g., gender, ethnicity, socioeconomic status, to instructional design

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

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

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

The beginning Media Specialist:

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

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

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

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

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

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

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

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

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

Subarea II: Collection Development

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

The beginning Media Specialist:

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

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

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

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

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

F. Selects and uses standard review sources; e.g., Booklist, School Library Journal, Children's Technology Review, for resources in multiple formats

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

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

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

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

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

The beginning Media Specialist:

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

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

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

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

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

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

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Test II Subareas

Subarea	Approx. Percentage of Test
I. Program Administration	40%
II. Professional Development, Leadership, and Advocacy	30%
III. Information Access and Delivery	30%

Test II Objectives

Subarea I: Program Administration

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

The beginning Media Specialist:

A. Understands the importance of shared decision making in the administration of the media center program and services

B. Develops a mission statement and philosophy that align with those of the school and district

C. Knows guidelines (national, state, and local standards) on which to base the mission and philosophy statements of a media program

D. Sets goals and objectives for media center programs and services that align with those of the school and district

E. Designs short- and long-range plans for the implementation of media center programs and Iservices

F. Uses research-based data, including action research and needs assessments, to identify, prioritize, and improve curriculum, student, and staff needs

G. Designs evidence-based methods to evaluate the effectiveness of the media program and services

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

The beginning Media Specialist:

A. Evaluates, articulates, and justifies budgetary needs

B. Works collaboratively with the school administration to develop and implement a budget

C. Knows alternative means of funding; e.g., grants, fundraisers, donations

D. Trains, manages, and evaluates media center staff, student aides, and adult volunteers

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E. Develops, revises, and implements policies and procedures for the operation of the media center

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

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

Subarea II: Professional Development, Leadership, and Advocacy

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

The beginning Media Specialist:

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

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

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

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

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

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

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

The beginning Media Specialist:

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

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

C. Observes occasions related to libraries and reading

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

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

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Subarea III: Information Access and Delivery

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

The beginning Media Specialist:

A. Knows the types, characteristics, and uses of various print, and nonprint resources; e.g., books, periodicals, DVDs, maps, posters

B. Knows the types, characteristics, and uses of Galileo, and other web-based, networked, and stand-alone electronic resources

C. Uses community resources; e.g., guest authors, storytellers, information consortia, to support the media center program

D. Builds collaborative relationships with other libraries

E. Knows the purpose, general process, and responsibilities of interlibrary loan

F. Understands the processes and application of remote access; e.g., reference services, virtual libraries, distance learning

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

The beginning Media Specialist:

A. Knows terminology, including jargon; e.g., OPAC, wi-fi, blog, related to electronic resources, equipment, and the electronic community

B. Uses technology hardware; e.g., scanners, interactive whiteboards, computer peripherals, in the media center

C. Knows how to navigate and search the Internet using a variety of strategies

D. Applies current and emerging technologies; e.g., automated library management systems, media for teaching and learning, collaboration and presentation tools, to media center management, program, and services

E. Applies the theories and strategies of information retrieval; e.g., Boolean operators, indexes and abstracts, truncation

F. Applies a variety of criteria; e.g., relevance, authority, currency, bias, to validate information gathered from various resources and technologies

Objective 3: Understands the fundamental concepts of equal access and ethical use of information

The beginning Media Specialist:

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

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

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

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

E. Knows how to use tools to create bibliographic citation; e.g., APA, MLA, Chicago, for various formats of materials

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Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

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

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Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

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

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

Answer and Rationale

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

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

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

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

Answer and Rationale

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

3. The following job description appears in a library media center's operating manual.

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

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

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

Answer and Rationale

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

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

Answer and Rationale

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

5. The most effective method for a library media specialist to use to keep the library media center attuned to the community it serves is to

   A. open the library media center to the public on weekends.
   B. establish a friends' group or library advisory committee.
   C. eliminate fines for lost or damaged materials.
   D. solicit donations of old books and magazines.
   E. post community happenings on the media center website.

Answer and Rationale

6. A standard guideline that states that a library media specialist should "protect each user's right to privacy with respect to information sought or received, and material consulted, borrowed, or acquired" is found in the

   A. ALA Code of Ethics.
   B. Freedom to Read Statement.
   C. Children's Online Privacy Protection Act.
   D. Library Bill of Rights.
   E. First Amendment to the Constitution.

Answer and Rationale

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

7. A work characterized by ingenious plotting, swift action, and continuous suspense, where the main character is often pitted against a villain, is most likely which of the following genres?

A. Realistic fiction
B. Thriller
C. Fantasy
D. Horror
E. Science fiction

Answer and Rationale

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

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

Answer and Rationale

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

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

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

Answer and Rationale

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

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

Answer and Rationale

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

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

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

Answer and Rationale

12. The driving force behind the transition from *AACR2* and RDA is the need for a system of cataloging that

   A. creates records that are usable in a variety of digital environments.
   B. allows for cataloging an item in hand rather than inferring information from external sources.
   C. provides rules that govern the description of and the provision of access points for different library materials.
   D. facilitates users' access to items in the catalog that pertain to similar subject matter.
   E. uses the concepts of relative location and relative index to allow resources to be arranged by subject.

Answer and Rationale

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

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

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

Answer and Rationale

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

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

Answer and Rationale

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

    A. Designating a page on the media center's website for announcing new informational titles

    B. Assigning students an informational text to read and report on to the class

    C. Using informational texts in a readers' theater workshop

    D. Featuring informational titles on bulletin boards and displays

    E. Scheduling a visit from an author who researches, writes, and illustrates informational texts

Answer and Rationale

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

    A. Item inventory

    B. Daily circulation statistics

    C. Records of items requested through interlibrary loan

    D. Catalog of items by classification number

    E. Item circulation history

Answer and Rationale

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

    A. The student population taking the assessment

    B. The subject content evaluated by the assessment

    C. The methodology by which skills and knowledge are assessed

    D. The teacher administering the assessment

    E. The way the assessment results are used

Answer and Rationale

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

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

    A. They progress from lower to higher levels of thinking

    B. They all require high levels of thinking

    C. They progress from higher to lower levels of thinking

    D. They all require low levels of thinking

    E. They represent several different levels of thinking, in no particular order

Answer and Rationale

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

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

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

Answer and Rationale

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

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

Answer and Rationale

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

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

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

Answer and Rationale

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

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

Answer and Rationale

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

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

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

Answer and Rationale

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

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

Answer and Rationale

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

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

   A. silent reading stimulates growth and understanding of vocabulary and language patterns.

   B. students' reading proficiency increases most rapidly through explicit teaching.

   C. students learn best when they are presented with learning opportunities that are purposeful.

   D. students who read recreationally have higher reading proficiency than students who do not.

   E. reading instruction is more meaningful when it is integrated across the curriculum.

Answer and Rationale

26. Which of the following areas is generally addressed within a library media center's borrowing policy?

   A. Assessment of damages and replacement of library materials

   B. Use of library facilities, furnishings, and equipment

   C. Access to electronic resources

   D. Acceptance of donations and gifts

   E. Confidentiality of user records

Answer and Rationale

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

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

Answer and Rationale

28. The mission statement of a library media center should

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

Answer and Rationale

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

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

    A. 200-299

    B. 300-399

    C. 400-499

    D. 500-599

    E. 800-899

Answer and Rationale

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

    A. schedules long sessions over a short period of time rather than short sessions over a long period of time.

    B. keeps the teachers learning at the same pace and controls the start and stop times of activities.

    C. provides a broad overview of the content rather than focusing on the solutions to specific problems.

    D. frames the instruction as a means to an end rather than as an end in itself.

    E. focuses instruction on changing the teachers' beliefs or value systems.

Answer and Rationale

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

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

Answer and Rationale

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

   A. *Adolescent Development: A Handbook for Parents and Teachers* (2003)
   B. *Big Book of Bulletin Board Displays for Holidays and Every Day* (1991)
   C. *The Technology Companion: What Every Library Staff Needs to Know* (2005)
   D. *Discovering the Masters: Teaching Children Art in the Style of Great Artists* (1977)
   E. *The Dummies' Guide to Grammar and Style* (2004)

Answer and Rationale

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

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

Answer and Rationale

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

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

Answer and Rationale

35. School library media specialists should participate in the development of subject area curriculums primarily because

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

Answer and Rationale

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

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

Answer and Rationale

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

Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	C	**Option C is correct.** No matter how optimally the center or its staff functions, it will not attract users if they do not feel valued and respected and the library service offered is not accessible. Back to Question
2	D	**Option D is correct.** The criteria in the rubric require that a student judge or determine the importance, value, or quality of the information gathered. Back to Question
3	B	**Option B is correct.** Job descriptions of library paraprofessionals generally include a statement such as "assists the library media specialist with the day-to-day activity and operation of the library." The duties listed describe the day-to-day operation of a library. Back to Question
4	C	**Option C is correct.** Identifying the job's essential functions and qualifications will enable the library media specialist and the human resources director to prepare the elements of a job search, such as interview questions and selection criteria. Back to Question

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

Question Number	Correct Answer	Rationale
5	B	**Option B is correct.** Although community members may benefit from the actions in options A, C, D, and E, the library media specialist can best stay attuned to the community by involving community members in its operation and decision-making process. Back to Question
6	A	**Option A is correct.** The purpose of the American Library Association Code of Ethics is to provide a framework for ethical decision making. Article III states, "We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted." Back to Question
7	B	**Option B is correct.** A thriller is a work of fiction characterized by a sense of suspense that drives the story at an exhilarating pace through skillful, intricate plotting. Back to Question
8	E	**Option E is correct.** The assessments in options A-D ask students to locate and communicate factual information, which does not require critical thinking. Option E asks students to analyze and compare information, both types of critical thinking. Back to Question

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

Question Number	Correct Answer	Rationale
9	C	**Option C is correct.** Although many licensing agreements allow users to freely use graphics from a clip art collection, the best action is to conform to the agreement. Back to Question
10	D	**Option D is correct.** Intellectual property is the intangible creations of the mind or intellect. Back to Question
11	D	**Option D is correct.** The most effective way for the library media specialist to establish collaborative relationships with staff members is to enlist an ally who can support the library media specialist's cause and who can work with the library media specialist to resolve any problems or issues. Evidence of success is likely to lead other staff members to collaborate with the library media specialist. Back to Question
12	A	**Option A is correct.** In 2005, the Joint Steering Committee for the Revision of *AACR* decided that a new standard was needed to address the classification of resources in the digital environment. RDA includes guidelines and instructions that cover description and access for all digital and analog resources, resulting in records that can be used in a variety of digital environments. Back to Question

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

Question Number	Correct Answer	Rationale
13	E	**Option E is correct.** The *Subject Guide to Children's Books In Print* contains subject access to titles on current topics and topics of interest to young readers. Back to Question
14	A	**Option A is correct.** A matrix is used to condense and organize data about multiple traits associated with many items or topics. Back to Question
15	E	**Option E is correct.** Students connect with books in meaningful ways after they have met an author and had the opportunity to ask questions and engage in dialogue with a book's creator. To do this, students must dig deeply into the content and design of the books, which is intrinsically motivating. Back to Question
16	E	**Option E is correct.** One criterion for removing a resource from the collection is lack of circulation. Back to Question

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

Question Number	Correct Answer	Rationale
17	C	**Option C is correct.** Authentic assessment differs from traditional forms of assessment, such as tests and essays, in that the task students perform demonstrates their competency in applying a learned skill or knowledge to a real-world task. Back to Question
18	D	**Option D is correct.** Identifying, defining, naming, and recalling are all knowledge-level thinking skills, the lowest level on Bloom's taxonomy. Back to Question
19	A	**Option A is correct.** Two-letter abbreviations that represent country names are used in addresses seen on the Internet. Searching by domain name limits the search results to only websites that originate in the selected country. Back to Question
20	A	**Option A is correct.** The primary purpose of a school library collection is to support the school's educational goals by supporting, enriching, and extending the school's curriculum. Back to Question

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

Question Number	Correct Answer	Rationale
21	B	**Option B is correct.** The conflict of good against evil is a theme in the most forms of fantastic fiction, often when evil characters invade the lands of good characters to disrupt their way of life, or good characters venture into the lands of the evil to rescue a valued person or object. Back to Question
22	C	**Option C is correct.** A comprehensive budget addresses the operating costs of the library broadly and thoroughly. Back to Question
23	C	**Option C is correct.** While options A, B, D, and E may be consulted when selecting materials for a library media center collection, the guiding document is the board-approved selection policy. Back to Question
24	A	**Option A is correct.** The target audience of a website defines both its design and the information it will include. A library media specialist cannot proceed with the actions in options B-E without first identifying who the website is for. Back to Question

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

Question Number	Correct Answer	Rationale
25	D	**Option D is correct.** Research indicates the students who participate in SSR improve in reading achievement and attitude toward reading. In addition, SSR broadens students' background knowledge, and builds a strong base for relating to subject areas texts. Back to Question
26	A	**Option A is correct.** The responsibility of users for damaged or lost materials is addressed in the borrowing policy. Back to Question
27	D	**Option D is correct.** Reader's advisory is a reference service during which the library staff provides suggestions and guidance in finding interesting materials for readers in the library. Back to Question
28	D	**Option D is correct.** A mission statement defines the purpose of an organization and its primary objectives. Back to Question

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

Question Number	Correct Answer	Rationale
29	D	**Option D is correct.** Collection weeding models, such as CREW, advise considering deselecting materials in the 500s with publication dates older than three to five years because they contain information on science and technology, both rapidly changing fields. Back to Question
30	D	**Option D is correct.** Adult learners are more motivated by instruction that yields prompt practical results than instruction that is based on promised future results. Back to Question
31	C	**Option C is correct.** The initial step in reflective practice is paying attention to the values and beliefs that inform everyday actions. Back to Question
32	C	**Option C is correct.** The purpose of weeding a collection is to keep resources relevant and accurate. It is likely that the work on technology will be neither relevant nor accurate several years after its publication date. Back to Question

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

Question Number	Correct Answer	Rationale
33	E	**Option E is correct.** Cooperative learning is a method of instruction that has students working together in groups, usually with the goal of completing a specific task. Back to Question
34	E	**Option E is correct.** Authority control provides consistency of access points to library materials. Back to Question
35	B	**Option B is correct.** Research by Keith Curry Lance supports that involvement in school leadership activities, such as serving on curriculum committees, has a strong impact on whether or not teachers view the learning media specialist as an instructional partner. Back to Question
36	C	**Option C is correct.** Authors frequently use the first paragraph to introduce the content of the article and the last paragraph to summarize the article's conclusions. The information in the first and last paragraphs helps students gain an overview of the subject of the article. Back to Question

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

Preparation Resources

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

Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at *www.gace.ets.org/prepare*.

Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at *www.gace.ets.org/prepare*.

Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at *www.gace.ets.org/prepare* for this free download.

Journals

Book Report, Linworth Publishing, Inc.

Knowledge Quest, American Association of School Librarians.

Library Media Connection, Linworth Publishing, Inc.

Media and Methods, Media and Methods Publishing.

School Library Journal, Media Source.

School Library Media Quarterly, American Library Association.

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

Other Resources

Adams, Helen (2008). *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program.* Englewood, Colo.: Libraries Unlimited, Inc.

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

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Bielefield, Arlene, and Cheeseman, Lawrence (2002). *Library Patrons and the Law*. New York, N.Y.: Neal-Schuman Publishers, Inc.

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Donham, Jean (1997). *Enhancing Teaching and Learning: A Leadership Guide for School Library Media Specialists*. New York, N.Y.: Neal-Schuman Publishers, Inc.

Everhart, Nancy (1998). *Evaluating the School Library Media Center: Analysis Techniques and Research Practices*. Englewood, Colo.: Libraries Unlimited, Inc.

Gilmore-See, Janice (2010). *Simply Indispensable: An Action Guide for School Librarians*. Englewood, Colo.: Libraries Unlimited, Inc.

Gorman, Michael, Winkler, Paul W., and Joint Steering Committee (Eds.) (2002). *Anglo-American Cataloguing Rules*, Update. Chicago, Ill.: American Library Association.

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Horning, Kathleen T. (2010). *From Cover to Cover, Evaluating and Reviewing Children's Books*, Revised Edition. New York, N.Y.: HarperCollins Publishers.

Jones, Barbara M. (1999). *Libraries, Access, and Intellectual Freedom: Developing Policies for Public and Academic Libraries*. Chicago, Ill.: American Library Association.

Jurkowski, Odin (2010). *Technology and the School Library: A Comprehensive Guide for Media Specialists and Other Educators*. Lanham, Md.: Scarecrow Press.

Krashen, Stephen (1993). *The Power of Reading*. Englewood, Colo.: Libraries Unlimited, Inc.

Loertscher, David V. (2000). *Taxonomies of the School Library Media Program*, Second Edition. San Jose, Calif.: Hi Willow Research and Publishing.

Matthew, Kathryn (2010). *Neal-Schuman Guide to Recommended Children's Books*, Second Edition. New York, N.Y.: Neal-Schuman Publishers, Inc.

Repman, Judi, and Gail Dickinson (2007). *School Library Management*, Fifth Edition. Worthington, Ohio: Linworth Publishing, Inc.

Riedling, Ann Marlow (2000). *Reference Skills for the School Library Media Specialist: Tools and Tips*. Worthington, Ohio: Linworth Publishing, Inc.

Online Resources

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

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