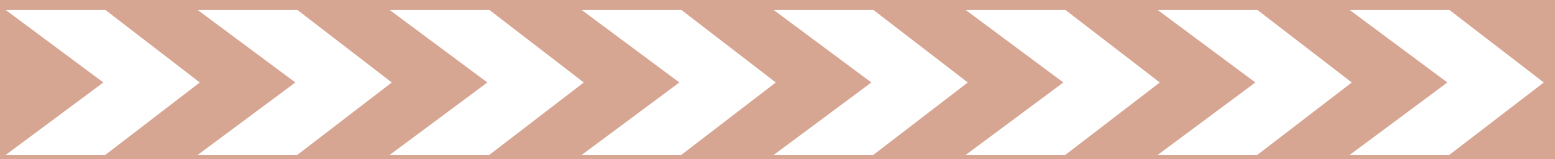




ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

12 Library/Educational Media

**This AEPA test was replaced by a NES test.
Examinees may continue to find this study guide useful as they
prepare for the NES, as the previous AEPA test may have
covered objectives and content similar to the NES test.**

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2005 by National Evaluation Systems, Inc. (NES®)

"AEPA," "Arizona Educator Proficiency Assessments," and the "AEPA" logo are trademarks of the Arizona Department of Education and National Evaluation Systems, Inc. (NES®).

"NES®" and its logo are registered trademarks of National Evaluation Systems, Inc.™



TABLE OF CONTENTS

Field 12: Library/Educational Media

PART 1: GENERAL INFORMATION ABOUT THE AEPA AND TEST PREPARATION

AN OVERVIEW OF THE AEPA..... 1-1

- Test Development Process
- Characteristics of the AEPA
- Test Administration
- How AEPA Test Scores Are Computed and Reported

HOW TO PREPARE FOR THE TESTS 1-3

- Study the Test Objectives
- Focus Your Studies
- Identify Resources
- Develop Study Techniques
- Answer the Practice Questions
- Review the Sample Answer Sheet and Written Response Booklet
- Test Directions
- Sample Answer Sheet
- Sample Written Response Booklet

WHAT TO EXPECT THE DAY OF THE TEST 1-12

- The Morning of the Administration
- At the Test Site

SAMPLE TEST OBJECTIVES AND QUESTIONS 1-13

- Organization of the Test Objectives
- Question Formats and Strategies
- Selected-Response-Question Formats
- Performance Assignment Formats
- Evaluation of the Sample Written Performance Assignment Response

PART 2: FIELD-SPECIFIC INFORMATION

INTRODUCTION 2-1

TEST OBJECTIVES 2-2

PRACTICE QUESTIONS 2-8

ANSWER KEY 2-20

STUDY GUIDE ORDER FORM



PART 1: GENERAL INFORMATION ABOUT THE AEPA™ AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the AEPA and Test Preparation](#)



PART 2: FIELD-SPECIFIC INFORMATION

Field 12: Library/Educational Media

INTRODUCTION

This section includes a list of the test objectives, practice questions, and an answer key for the selected-response questions.

Test objectives. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

Practice questions. The practice selected-response questions and practice performance assignments included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of questions you may expect to see on an actual test; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test field.

TEST OBJECTIVES

Field 12: Library/Educational Media

SUBAREAS:

1. The Library Media Program
2. Information Literacy Skills and Strategies
3. Curriculum and Resources
4. Program Administration and Leadership

THE LIBRARY MEDIA PROGRAM

0001 Understand the role of the school library media program.

For example: identifying characteristics and functions of an effective school library media program; understanding the importance of formulating a mission statement for the library media program that reflects overall school and district goals and objectives; recognizing the role of the library media program in providing equitable physical and intellectual access to information, ideas, and learning and teaching tools; and understanding the importance of creating a responsive environment that supports the use of information literacy skills and strategies to promote lifelong learning.

0002 Understand the relationship between the library media program and the total school program.

For example: recognizing the integral and collaborative role of the library media program in all curricular areas; addressing the needs of the learning community with regard to resource-based learning, information literacy skills and strategies, and resources in the curriculum; aligning library media program goals and objectives with curricular needs; and identifying appropriate library media resources, personnel, and services to support the curriculum.

0003 Understand the responsibilities of the library media specialist.

For example: modeling and promoting creative, effective, and collaborative teaching; identifying the management functions (e.g., related to services, facilities, personnel) of the library media specialist; applying strategies for working collaboratively with teachers and other staff to plan, design, deliver, and evaluate curriculum and instruction; providing leadership, expertise, and advocacy in collection development and the use of technology and resources; serving as a resource person for members of the learning community; maintaining a positive teaching and learning climate in the library media center; building and maintaining partnerships to support the library media program; and identifying strategies for encouraging students to take responsibility for their own learning.

0004 Understand the interrelationship between the library media program and information resources and services beyond the school.

For example: identifying and using information resources and services beyond the school (e.g., online services, public libraries), and recognizing their characteristics; recognizing and promoting the role of the library media program in connecting the school to local, district, state, national, and global resources; and evaluating the benefits of developing and maintaining connections to resources and services beyond the school.

0005 Understand professional responsibilities related to the legal and ethical issues involved in library media programs.

For example: identifying professional responsibilities of the library media specialist (e.g., ensuring equitable access to information, serving as an advocate for learners and the library media program); applying professional standards and guidelines related to library media programs and professionals; analyzing ethical responsibilities (e.g., maintaining confidentiality of borrowers) of library media personnel in given situations; and understanding issues related to copyright, intellectual freedom, intellectual property, and legislation that affects library media programs and schools.

0006 Understand resources and strategies for ongoing professional development.

For example: identifying types of activities and programs designed to promote the knowledge and skills of library media professionals, teachers, and other personnel; identifying effective methods for self-evaluation and reflection on practice; using strategies for identifying professional development resources and opportunities; collaborating with other library media professionals and teachers to share information and ideas; selecting appropriate techniques for instructing and training other members of the learning community about library media resources and their uses; and identifying the benefits of membership in professional organizations, and recognizing their functions and goals.

INFORMATION LITERACY SKILLS AND STRATEGIES**0007 Understand methods for promoting learning and teaching information literacy skills and strategies.**

For example: understanding theories and principles of learning; recognizing the characteristics of various instructional strategies (e.g., group instruction, cooperative learning) and their advantages or disadvantages in given situations; identifying teaching strategies and activities for fostering individual and collaborative inquiry, encouraging critical and creative thinking, and promoting information literacy skills and strategies; selecting strategies and resources to support, both physically and intellectually, learners with various learning abilities, styles, and needs; and identifying ways in which the library media program can model and promote creative, effective, and collaborative teaching.

0008 Determine information needs and search strategies.

For example: recognizing and applying steps in determining what information is needed (e.g., identifying the type of information, placing the information in a frame of reference, relating the information to prior knowledge); formulating a question or problem; designing a plan to search for information related to a question or problem; identifying possible key words, subject headings, and cross-references; applying criteria for evaluating possible sources of information (e.g., timeliness, format, credibility); and using methods to help learners formulate research questions or problems and initiate searches.

0009 Apply methods for locating and accessing resources.

For example: identifying appropriate human, print, and electronic sources of information within and outside the school library media center; recognizing characteristics of these resources; understanding procedures and technologies for accessing these resources; applying procedures for using information retrieval systems (e.g., catalogs, indices); applying strategies for conducting electronic searches (e.g., identifying online resources, restricting a search using Boolean operators); using methods for locating information in print and electronic resources; and identifying strategies for helping learners develop skills and independence in locating and accessing resources.

0010 Apply methods for evaluating and interpreting information.

For example: identifying strategies for locating and gathering potentially useful information (e.g., scanning, skimming, note-taking); applying criteria for evaluating information (e.g., determining authoritativeness, differentiating between fact and opinion, comparing information from different sources); evaluating the effectiveness of information presented in various formats; evaluating whether information addresses the original question or problem; understanding how to summarize information, organize it in new ways, and synthesize it with previous information; and identifying strategies for helping learners evaluate and interpret information.

0011 Understand methods for communicating information.

For example: teaching the importance of organizing information into a form that clearly communicates what has been learned; teaching strategies for drawing appropriate conclusions based on gathered information, selecting an appropriate format for communicating information and applying procedures for producing an end product (e.g., print, audio, video, multimedia), applying legal and ethical guidelines in the use of information, and applying guidelines for preparing a bibliography or other necessary documentation; and identifying strategies for helping learners communicate information.

CURRICULUM AND RESOURCES

0012 Understand information resources in a variety of formats.

For example: identifying types, characteristics, and uses of various print and nonprint information resources (e.g., encyclopedias, dictionaries, almanacs, on-line services, software); identifying types and characteristics of periodicals (e.g., magazines, journals, newspapers) and related resources (e.g., abstracts); identifying and using tools for locating specific information in various types of resources (e.g., indices, electronic databases); selecting an appropriate resource for locating given information; and applying criteria for selecting and evaluating information resources for use in a school library media program.

0013 Understand applications of information resources in the library media program.

For example: comparing the advantages and disadvantages of various resources; selecting an appropriate application or format for a given purpose; applying techniques and procedures for using various resources; understanding basic operation of media center equipment; and applying criteria for the selection, use, and evaluation of technology for a school library media program.

0014 Understand types and characteristics of literature for children and young adults.

For example: identifying literary genres and forms and their characteristics; recognizing characteristics of literature for children and young adults; recognizing developmental factors that should be considered in selecting literature for individual learners; applying criteria and understanding issues related to the selection of literature for a school library media program (e.g., representation of various groups, appropriateness to age level); and identifying strategies and activities that teach reading and promote the appreciation and enjoyment of literature.

0015 Understand issues and procedures related to the acquisition of resources and equipment.

For example: developing criteria, policies, and procedures for evaluating, selecting, and deselecting resources and equipment for a school library media program; ensuring that the school's philosophy and curricular and instructional objectives are reflected in the selection of resources and equipment; determining the needs of learners and using this information to make decisions on resource evaluation, selection, and deselection; collaborating with the learning community in the evaluation, selection, and deselection processes; identifying sources of materials and equipment; and addressing issues and considerations related to the selection of resources and equipment for a school library media program (e.g., intellectual freedom, copyright, intellectual property).

0016 Analyze methods for promoting, designing, and producing curriculum-integrated instructional materials.

For example: identifying types and characteristics of various instructional materials and resources (e.g., overhead transparencies, multimedia presentations); identifying principles and considerations related to the design and production of instructional materials (e.g., intended audience); applying techniques and procedures for producing and reproducing various types of materials; applying basic principles of instructional design in producing resources for specified learning objectives; understanding legal and ethical issues related to instructional materials (e.g., copyright, intellectual property); and applying criteria for the selection of locally and commercially produced instructional materials and resources for given purposes.

PROGRAM ADMINISTRATION AND LEADERSHIP**0017 Understand the leadership role of the library media specialist within the entire educational community.**

For example: establishing partnerships (e.g., with administrators, school boards, instructional staff) to support learning objectives; collaborating with other members of the learning community; participating in district, building, departmental, and grade-level curriculum design and assessment projects to ensure that information literacy standards for student learning are integral to the content and objectives of the school's curriculum; and promoting the profession within the field and the greater learning community.

0018 Understand the development, implementation, and ongoing evaluation of a library media program.

For example: involving the learning community in the formulation and communication of a mission statement for the library media program; facilitating efforts of a school library media advisory committee; setting program goals based on an analysis of needs (e.g., resource-based instruction, flexible scheduling); identifying appropriate activities and resources for meeting goals and objectives; applying criteria and strategies for evaluating the effectiveness of a library media program; and selecting procedures for modifying a program based on evaluation results.

0019 Analyze factors and issues related to information access and delivery.

For example: enhancing accessibility to all types of resources and equipment by identifying, evaluating, establishing, and using delivery systems to retrieve information in all formats and for all ability levels; analyzing factors involved in the physical design and furnishing of a library media center, including accommodations for technology and for learners with special developmental and educational needs; evaluating the physical facility to ensure that it reflects changing needs in the learning community; recognizing scheduling considerations and applying techniques for the scheduling of library media center resources, equipment, and space; and designing procedures for the maintenance, storage, and security of library media resources and equipment.

0020 Understand the supervision and management of library media program staff.

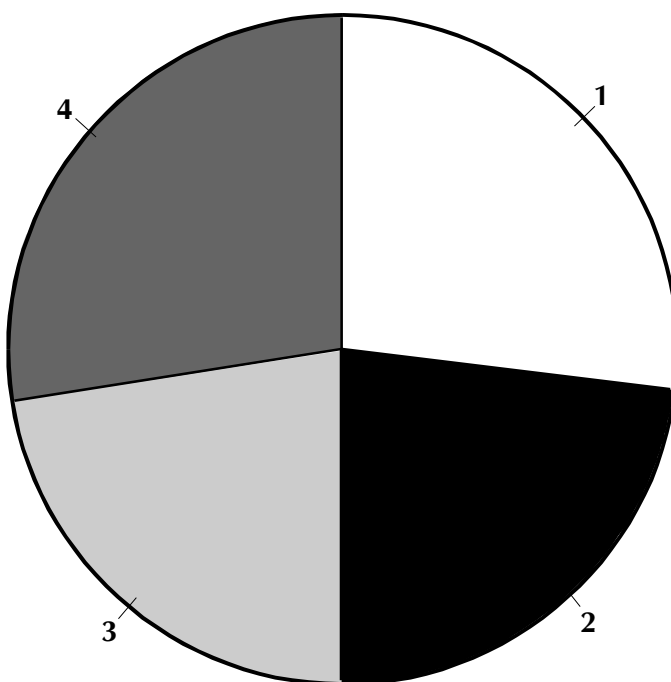
For example: analyzing the characteristics, qualifications, and training needs of staff for various positions; applying principles for selecting, supervising, and evaluating staff; understanding appropriate ways to handle various personnel and staffing problems; selecting, planning, and conducting professional development activities; and applying procedures for ensuring that adequate staff is available to meet the needs of students and teaching staff.





0021 Understand procedures and issues related to the fiscal management of a library media program.

For example: setting fiscal goals and establishing priorities for the library media program; identifying effective strategies for communicating these goals and other information about the status and needs of the library media program; identifying types, characteristics, and uses of financial records, budgets, and reports; applying procedures for maintaining records and preparing reports, budgets, and grant applications; and applying procedures and priorities for running a library media program.

0022 Apply procedures for library media resource organization and circulation.

For example: identifying and applying standard methods of classifying and cataloging library media materials (e.g., Dewey Decimal System, Sears List of Subject Headings, U.S. MARC); applying ALA filing rules; identifying types and characteristics of circulation patterns, controls, records, policies, and systems; using methods to determine resource circulation and use patterns; applying strategies for ensuring reasonable access to resources; identifying factors related to determining policies regarding resource use and circulation; and recognizing the role of technology in the organization and circulation of resources.

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM

Subarea		Approximate Percentage of Selected-Response Items on Test Form
	1. The Library Media Program	27%
	2. Information Literacy Skills and Strategies	23%
	3. Curriculum and Resources	23%
	4. Program Administration and Leadership	27%

PRACTICE QUESTIONS

Field 12: Library/Educational Media

1. Which of the following best describes the main reason for a library media program to formulate a mission statement?
 - A. to establish criteria for evaluating the costs and benefits of specific library media services and activities
 - B. to promote understanding of program objectives among both library media personnel and members of the learning community
 - C. to provide a basis for the efficient division of labor among library media personnel
 - D. to distinguish the responsibilities of library media personnel from the duties of other educational professionals in the learning community
2. Which of the following steps would be most effective in ensuring that a high school library media center's programs and materials remain coordinated with the social studies curriculum?
 - A. Attend meetings of the social studies department when relevant topics are discussed.
 - B. Gain a thorough familiarity with the social studies curriculum guide.
 - C. Ask social studies teachers to provide on a periodic basis written summaries of the units they are teaching.
 - D. Keep available for reference a standard scope and sequence text on teaching social studies.

3. A second-grade teacher has developed a unit on Japanese heritage. The school library media specialist can best support this unit by:
 - A. placing all materials about Japanese heritage on special reserve for the class.
 - B. creating a display in the library of Japanese objects and literature.
 - C. inviting the class to the library for a lesson on Japanese heritage.
 - D. offering to assist the teacher by providing aligned, age-appropriate resources.
4. Library media specialists have an ethical responsibility to preserve the confidentiality of records that:
 - A. contain cost data relating to the theft and loss of library resources.
 - B. link specific individuals with specific library resources.
 - C. reveal the frequency with which a specific library resource is used.
 - D. connect specific school courses with specific library resources.
5. The library media specialist notices that many teachers are reluctant to perform searches on the OPAC or the Internet. Library staff has complained that satisfying teachers' daily requests for library materials interrupts daily routines and takes time away from helping students. Which of the following actions would provide the most effective long-term solution to this problem?
 - A. Create a form for teachers who want library materials or on-line resources and require several days' notice before the requested materials will be available.
 - B. Conduct a series of professional development workshops that demonstrate how to locate available library materials and other on-line resources.
 - C. Create a forum for discussion of library information retrieval procedures and invite teachers and library staff to share their views and suggest solutions.
 - D. Conduct an in-service training session for library staff in which the librarian models how to handle requests for library resources from teachers.

6. The most effective method of instructing students in the use of biographical reference materials would be to:
 - A. describe their use and provide reinforcement with a video.
 - B. have students study introductory pages and indexes of available biographical reference materials.
 - C. coordinate instruction on these sources with a research assignment given by a classroom teacher.
 - D. have students use a library skills textbook that emphasizes biographical references.
7. Several members of a class are ESL students and two have moderate learning disabilities. The school library media specialist can best prepare for an Internet instructional activity with these students by:
 - A. meeting separately with the ESL students and the students with learning disabilities to give them a head start prior to the group lesson.
 - B. working with the ESL and special needs staff to design instruction that includes adaptive technology and tutorial assistance for the students that need them.
 - C. providing a video on how to use the Internet for the ESL students and the students with learning disabilities to view prior to the group lesson.
 - D. working with the teacher to provide alternative assignments for the ESL students and the students with learning disabilities.

8. Search strategies to locate information for research projects are likely to be most successful when students make an effort before starting their searches to:
- A. estimate the length of time needed to complete their investigation.
 - B. select an appropriate format for communicating the information they expect to find.
 - C. create a list of key terms and related ideas.
 - D. anticipate problems that will require them to adjust their search strategies.
9. Teaching students to look for words such as *apparently* and *likely* when reading for information is most likely to promote their ability to:
- A. recognize conclusions stated by the author.
 - B. distinguish unsupported information from confirmed facts.
 - C. make inferences about what the author wants them to understand.
 - D. identify an author's use of faulty reasoning.
10. A secondary student is writing a report on recycling and wants to find an overview of the kinds of information available on this subject by using the Internet. Which of the following types of search methods would be most useful for the student to use *first* to locate useful information?
- A. Search an on-line portal.
 - B. Look for a specialized subject directory focused on the topic.
 - C. Visit a discussion group dedicated to the subject.
 - D. Look for a specialized database on the topic.
11. A library is planning to provide access to its on-line catalog through ten computer stations that will be placed in the reference area. Which of the following is the most appropriate method for connecting the computers to the catalog?
- A. connecting the computers to the catalog and one another through the Internet
 - B. installing a copy of the catalog on each of the ten computers
 - C. connecting the computers to the catalog and one another using a direct modem link
 - D. connecting the computers to the catalog and one another using a local area network (LAN)

12. Which of the following is an example of the folktale genre in literature?
- A. Mother Goose's nursery rhymes
 - B. J. K. Rowling's *Harry Potter and the Sorcerer's Stone*
 - C. stories by the Brothers Grimm
 - D. Maurice Sendak's *Where the Wild Things Are*
13. A teacher asks the library media specialist about a particular publisher's catalog that she wants but which is not available in the library media center. The most appropriate initial response to this request would be for the library media specialist to:
- A. determine if information the teacher needs from the catalog can be found in the library media center collection.
 - B. offer to order the catalog for the teacher.
 - C. provide the teacher with the publisher's phone number and address.
 - D. suggest that the teacher check the catalogs of other publishers.
14. A biology teacher wishes to copy a chapter from an out-of-print library book to distribute to her students. Which of the following is the most appropriate response for the library media specialist?
- A. Offer to help the teacher determine whether copyright permission is needed for copying the chapter.
 - B. Offer to copy the chapter for the teacher, providing the copies are destroyed after use.
 - C. Refuse to make any copies of the chapter because of the restrictions of copyright law.
 - D. Suggest to the teacher that she use a commercial copy center to reproduce the chapter.
15. A library media specialist wants to align the program goals for the library media center with the curricular needs of the school. To reach this goal, which of the following steps should the library media specialist take first?
- A. Discuss discrepancies between the curriculum goals and available resources with library media center staff.
 - B. Obtain input from the principal about objectives and planning for the library media center.
 - C. Discuss school curriculum goals with teachers and administrators.
 - D. Evaluate the budget for the upcoming year to determine what will be available for new acquisitions.

16. The library media specialist conducts a survey that asks teachers to evaluate the materials in the library media center. The results indicate that teachers think more fiction should be available for students. Which of the following steps should the library media specialist take next?
- A. adjusting the budget to use money that was designated for acquiring new reference materials to instead expand the fiction collection
 - B. meeting with administrators to discuss the merit of the teachers' recommendation
 - C. consulting with teachers to learn what types of fiction would best address curricular and student needs
 - D. polling the library media staff to find out if they agree with the faculty assessment of the collection
17. A donation of fifteen books is presented to the school library by a past graduate. The librarian needs to determine if the books can be added to the collection. The best way to start the process is to:
- A. check the copyright dates of the books.
 - B. evaluate the books using the school library's collection development policy.
 - C. refer to the school's curriculum frameworks guides.
 - D. determine if the books will help fill gaps in the collection.
18. One of the most effective ways to enhance physical access to all types of library resources is by offering:
- A. flexible scheduling for classes, individuals, and small groups.
 - B. block scheduling that allots each class an equal amount of time.
 - C. library hours that extend beyond the instructional day and school year.
 - D. library materials in varied formats suited to various learning styles.
19. Which of the following strategies is likely to prove most effective when attempting to gain the principal's support for a library media center's budget proposal?
- A. Relate requested expenditures to curriculum objectives and the school philosophy.
 - B. Describe the range of activities sponsored by the library media center.
 - C. Compare requested expenditures for the library media center to the amounts being requested in other sections of the school budget.
 - D. Demonstrate how many students used the library media center during the previous year.

20. Machine Readable catalog (MARC) records provide for each title the information needed to store the data in an electronic format for online patron access catalogs (OPACs). MARC records are particularly useful for cataloging because:
- A. they are short.
 - B. they contain complete information.
 - C. they are standardized.
 - D. they are formatted to be easy to read.

Below are the directions for the Library/Educational Media performance assignment.

DIRECTIONS FOR THE PERFORMANCE ASSIGNMENT

This section of the test consists of a performance assignment. **The assignment can be found on the next page.** You are asked to prepare a written response of approximately 2–3 pages on the assigned topic. You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in Written Response Booklet B.**

As a whole, your response must demonstrate an understanding of the knowledge and skills of the field. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

Your response will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

The performance assignment is intended to assess subject knowledge content and skills, not writing ability. However, your response must be communicated clearly enough to permit scorers to make a valid evaluation of your response according to the criteria listed above. Your response should be written for an audience of educators in this field. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Below is the scoring scale for the Library/Educational Media performance assignment.

SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

Score Point	Score Point Description
4	The "4" response reflects a thorough knowledge and understanding of the subject matter. <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	The "3" response reflects an adequate knowledge and understanding of the subject matter. <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	The "2" response reflects a limited knowledge and understanding of the subject matter. <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	The "1" response reflects a weak knowledge and understanding of the subject matter. <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Practice Performance Assignment

21. **Read the information below; then complete the exercise that follows.**

The library media specialist at a middle school plans to expand the collection of young adult fiction in the library media center to meet the needs of a varied student population.

Using your knowledge of literature and reading, write an essay in which you:

- identify two significant characteristics of young adult fiction;
- discuss two issues related to people's backgrounds that the library media specialist should consider when selecting young adult fiction; and
- explain why young adult fiction is an important element of a middle school library media center collection.

Sample Performance Assignment Response: Score Point 4

"Young adult fiction" is the designation generally given to literature that is written for young people, ages 12-18. These novels may take the form of any subgenre—romance, mystery, science fiction, westerns, etc.—but one characteristic they all have in common is that the characters are the same age or slightly older than the readers. Adults seldom play a major part as heroic figures in these books but can be used for villains or wise advisors. Instead, young adult fiction revolves around young adults. They are the main characters and the center of the plot, and the books are written in their own voice and from their own point of view. The purpose of this focus is, of course, to establish the power of young people to solve serious problems and to take control of their own lives. A second characteristic of young adult fiction has to do with the content of its plots. In recent years, young adult fiction has been characterized by the emergence of the "problem novel," which offers honest and often unpleasant glimpses of the social, economic, and personal problems adolescents frequently face. The young adult protagonists of these novels may feel alienation from others in their lives; they may have to meet a challenge or deal with problems like pregnancy, AIDS, divorce, death, or substance abuse. The intention of these books is to make themselves more relevant to the lives of young readers, many of whom may be encountering problems like these and all of whom live in a world defined by their presence.

The process of selecting young adult fiction for the library gives the library media specialist an excellent opportunity to expose adolescent readers to issues related to people's backgrounds. Two important issues that are frequently dealt with within the context of young adult fiction are those of sex roles and physical disabilities. It is important that there be titles available within the young adult fiction section that deal with the empowerment of women. Fiction in which both women and men are seen fulfilling socially powerful roles—CEOs, attorneys, doctors, legislators—will serve as important reminders of the opportunities available for young people as they become adults. Many times such works can open striking new possibilities in a young woman's perception of herself and her life choices. We should remember too that an awareness of these possibilities is equally important for a young male in his emergent perception of the world. A second issue that can be effectively dealt with in young adult fiction involves the perception of individuals with disabilities. A common and very effective motif in young adult fiction involves having a young protagonist with some disability put into a position where he displays some quality (courage, heroism, strength, brilliance) that others may have overlooked in him because of his physical appearance or disability. The plot of one very popular recent novel, for example, involves the collaboration of two eighth-grade boys, one learning disabled and the other quadriplegic, who make a powerful team by blending the powerful mental and personal gifts with which they have been blessed. Novels like this can encourage young readers to look more deeply into others to find strengths and assets that surface perceptions of "difference" may have disguised.

(continued on next page)

Sample Performance Assignment Response: Score Point 4 (continued)

Young adult fiction is a very important element of a middle school library because adolescents are perhaps the most difficult group of readers for libraries to reach. Readers of this age group occupy a middle ground between children's books and adult fiction, and many adolescents stop reading because of the inadequacy of either of these kinds of books to speak to them. A major reason for this loss of interest has to do with the developmental issues common to adolescence. Psychologically and emotionally, adolescence can be a painful, embarrassing, and confusing period of a person's life, and young people frequently feel as if they are going through their problems alone. The value of young adult literature is its ability to speak to and for adolescents. It allows young people the opportunity to consider real world problems in a context that is analytical, nonthreatening, and even entertaining. Fiction like this can help them develop answers to those tough questions, "Who am I?" and "Where do I fit in?", and consideration of these questions-along with some tentative answers-can play an important role in their emotional and psychological development. Young adult fiction can also sustain in them a love of reading that will allow them to become continually growing, literate, reading adults.

ANSWER KEY

Field 12: Library/Educational Media

Question Number	Correct Response	Objective
1.	B	Understand the role of the school library media program.
2.	A	Understand the relationship between the library media program and the total school program.
3.	D	Understand the responsibilities of the library media specialist.
4.	B	Understand professional responsibilities related to the legal and ethical issues involved in library media programs.
5.	B	Understand resources and strategies for ongoing professional development.
6.	C	Understand methods for promoting learning and teaching information literacy skills and strategies.
7.	B	Understand methods for promoting learning and teaching information literacy skills and strategies.
8.	C	Determine information needs and search strategies.
9.	B	Apply methods for evaluating and interpreting information.
10.	B	Understand information resources in a variety of formats.
11.	D	Understand applications of information resources in the library media program.
12.	C	Understand types and characteristics of literature for children and young adults.
13.	A	Understand issues and procedures related to the acquisition of resources and equipment.
14.	A	Analyze methods for promoting, designing, and producing curriculum-integrated instructional materials.
15.	C	Understand the leadership role of the library media specialist within the entire educational community.
16.	C	Understand the development, implementation, and ongoing evaluation of a library media program.
17.	B	Understand the development, implementation, and ongoing evaluation of a library media program.
18.	A	Analyze factors and issues related to information access and delivery.
19.	A	Understand procedures and issues related to the fiscal management of a library media program.
20.	C	Apply procedures for library media resource organization and circulation.