



**Georgia Assessments for the
Certification of Educators®**

PREPARATION GUIDE

Media Specialist





MEDIA SPECIALIST

TABLE OF CONTENTS

SECTION I

- **Preparing for the Test** 1-1
 Understanding the Design and Content of the Test
 Strategies for Success on the Day of the Test

SECTION 2

- **Test I Sample Questions**..... 2-1
 Questions
 Annotated Answer Key

SECTION 3

- **Test I Sample Constructed-Response Assignments** 3-1
 Constructed-Response Assignment Directions
 Constructed-Response Assignment One
 Constructed-Response Assignment Two
 Criteria for Scoring Your Response

SECTION 4

- **Test II Sample Questions** 4-1
 Questions
 Annotated Answer Key

SECTION 5

- **Test II Sample Constructed-Response Assignments**..... 5-1
 Constructed-Response Assignment Directions
 Constructed-Response Assignment One
 Constructed-Response Assignment Two
 Criteria for Scoring Your Response

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

Copyright © 2006 by National Evaluation Systems, Inc. (NES®)

"Georgia Assessments for the Certification of Educators®," "GACE™," and the "GACE™" logo are trademarks of the Georgia Professional Standards Commission and National Evaluation Systems, Inc. (NES®).

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



SECTION I

PREPARING FOR THE TEST

The purpose of the Georgia Assessments for the Certification of Educators® (GACE™) is to assess the knowledge and skills of prospective Georgia public school educators. The GACE program helps the Georgia Professional Standards Commission (PSC) meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum (Georgia Performance Standards).

This preparation guide provides information to help you prepare to take the GACE as follows:

- ▶ This section includes information about available resources and their use in understanding the design and content of the assessment, and strategies for success on the day of the test.
- ▶ The following sections contain sample test questions and additional test materials to assist you in your preparation.

UNDERSTANDING THE DESIGN AND CONTENT OF THE TEST

The content knowledge assessed by the GACE is described in the test design and framework for each assessment. You may view, print, or download the test design and framework for any GACE assessment by selecting "Test Designs and Frameworks" on the GACE Web site at www.gace.nesinc.com. This section describes how to use the test design and framework to understand both the design and content of each GACE assessment.

■ Test Design

Read the test design to familiarize yourself with the structure of the **assessment**. The test design outlines the **content areas covered on each test** within the assessment, the **approximate number of questions** for each content area, and the **types of questions** (selected response and constructed response) contained on each test.

Section I: Preparing for the Test

The following example illustrates the information provided by the test design.

Assessment → **Early Childhood Education**

Test I (Test Code 001)		Approximate Number of Selected-Response Questions	Constructed-Response Assignments
Subareas:	Objectives		
➤ Reading and English Language Arts	0001–0008	40	1
➤ Social Studies	0009–0012	20	1
TOTAL		60	2
Test II (Test Code 002)			
Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Mathematics	0013–0017	25	1
➤ Science	0018–0021	20	1
➤ Health, Physical Education, and the Arts	0022–0024	15	
TOTAL		60	2

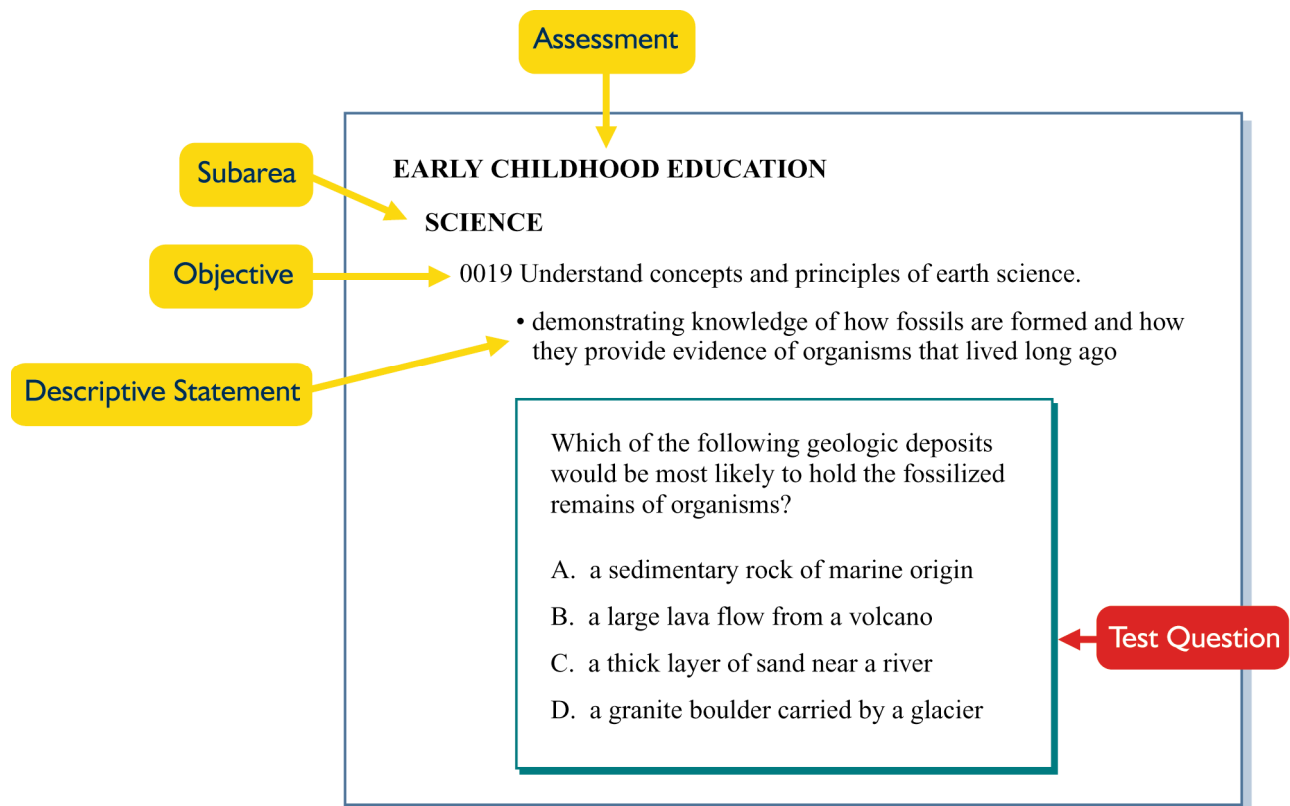
■ Test Framework

Read the test framework to understand the content covered by the assessment and to determine your preparedness to test. The test framework for each **assessment** is organized into subareas, objectives, and descriptive statements as follows:

- ▶ **Subareas** define the major content domains of the test. Subareas typically consist of several objectives. The number of objectives may vary, depending on the breadth of content contained in the subarea.
- ▶ **Objectives** define the knowledge and skills that Georgia educators and teacher educators have determined to be important for educators to possess. Each objective is expanded upon by descriptive statements.
- ▶ **Descriptive statements** provide examples of the range, type, and level of content that may appear on the test for questions measuring the objective.

Test questions are designed to measure specific test objectives. The number of objectives within a subarea generally determines the number of selected-response test questions that will address that subarea's content on the test. Subareas that consist of more objectives will receive more emphasis on the test than subareas that consist of fewer objectives.

The following example from the Early Childhood Education test framework illustrates the relationship of a selected-response test question to the subarea, objective, and descriptive statement in the framework to which it corresponds. This same direct relationship between selected-response test questions and their corresponding objectives applies to all GACE assessments.



STRATEGIES FOR SUCCESS ON THE DAY OF THE TEST

Review the following strategies to help you do your best when taking the GACE.

Follow directions

Listen to and follow all test directions. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet.

Pace your work

The test schedule is designed to allow sufficient time for you to complete your test booklet(s). You may wish to page through the test booklet when you are instructed to begin testing to help you gauge how to pace yourself. Remember to leave enough time to respond to any constructed-response assignments.

Read carefully

Do not try to save time by skimming directions or by reading the test questions quickly. You may miss important information and instructions.

Determine the "best answer"

Your response to each selected-response question should be the best answer of the alternatives provided. Read and evaluate all four answer choices before deciding which one is best.

Guess wisely

Your results on the selected-response section of the test will be based on the number of questions you answer correctly. You will not be penalized for guessing. If you are unsure about a question, use your knowledge of the content area to eliminate as many of the alternatives as you can. Then select among the remaining choices.

Mark your answers carefully

Your responses to the selected-response questions will be scored electronically. It is very important for you to mark your answers carefully and to erase any stray marks completely. If you skip a question, be sure that you skip the corresponding row of answer choices on the answer sheet.

Check your accuracy

Use any remaining time at the end of the test session to check the accuracy of your work. Make sure that you have filled in the appropriate bubbles on the answer sheet and that you have completely erased any stray marks.

Respond to the constructed-response assignment(s) fully and clearly

If the test you are taking contains a constructed-response assignment, be sure to read and respond to each part of the assignment. It is important for scorers to be able to understand your response. Also, make sure that you have recorded your response to the constructed-response assignment as instructed.



SECTION 2

TEST I SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

QUESTIONS

1. A media specialist can best facilitate the efficient operation of the library media center by recruiting, training, and retaining volunteers to:
 - A. provide information literacy skills instruction to individual library media center users.
 - B. assist classroom teachers in selecting appropriate resources for lessons and activities.
 - C. conduct ongoing inventory and analysis of the library media center's collection.
 - D. perform clerical duties and shelve and check out materials.

2. A middle school media specialist is considering collection needs for the library media center in a school where many of the students are reading below grade level. One of the media specialist's goals is to encourage students to read for pleasure. Which of the following approaches is likely to be most effective for helping the media specialist achieve this goal?
 - A. arranging interlibrary loans of lower-level reading materials from nearby elementary schools
 - B. asking several vendors for lists of the most popular materials for readers in this age group
 - C. adding a significant number of high-interest, low-vocabulary materials to the collection
 - D. reviewing circulation statistics for the collection to determine the types of materials in the greatest demand

3. A ninth-grade social studies teacher would like students to begin using literature as part of a unit on ancient Greece. The media specialist can best assist the teacher in integrating literature into this unit by:
- A. preparing a bibliography of literature that is related to the unit topic.
 - B. gathering examples of relevant literature for the teacher in advance of the start of the unit.
 - C. meeting with the teacher to plan literature-based activities that support the unit objectives.
 - D. providing instruction to students on how to locate relevant literature for the unit.
4. A high school media specialist would like to increase circulation and overall use of the library media center. The media specialist decides to develop a plan to market the library media center's resources to students and teachers. In developing this plan, which of the following should the media specialist do *first*?
- A. Conduct a survey that solicits information from students regarding their knowledge of and reasons for using library media center resources.
 - B. Collaborate with parents/guardians and school personnel to write a long-range plan for the library media center and its role in the school curriculum.
 - C. Research grant opportunities and draft an initial proposal for expanding the library media program to be reviewed by school administrative personnel.
 - D. Establish a system that allows students to sign up for weekly access to library media center resources during open study periods.

Section 2: Test I Sample Questions

5. Use of the Internet to locate supporting materials would be most appropriate for an individual who is working on a project in which he or she is:
- A. analyzing the results of a chemistry experiment.
 - B. comparing government support for agricultural businesses in several different countries.
 - C. contrasting the plot structures of several fictional texts.
 - D. recording the personal experiences of a local citizen who participated in the civil rights movement.
6. Several students have been compiling information for a research paper on nineteenth-century American transcendental authors. During their research, they locate information on nineteenth-century transcendental authors as well as information on contemporary authors who have been influenced by transcendentalism. The students decide they would like to change the scope of their papers to include the new material. Which of the following strategies would best help the students present this broadened range of information in a form that communicates clearly what they have learned?
- A. writing separate papers about the authors in each historical period
 - B. including summaries of the careers of key authors in both historical periods
 - C. including a detailed index at the end of the paper
 - D. organizing the paper using chapters and subheadings

7. An elementary school media specialist can most effectively incorporate authentic learning opportunities into the library media program by:
- A. explaining to students ways they can apply information literacy skills to real-world situations.
 - B. providing information literacy skills instruction to students within the context of classroom assignments and real-world problems.
 - C. having students teach recently mastered information literacy skills to younger students.
 - D. creating independent research assignments for students which require the use of information literacy skills.
8. An elementary school media specialist maintains a journal, writing each week about the activities in the library media center. The media specialist reflects on both instructional activities and management aspects of the library media center, making notes about particularly successful activities as well as incidents that presented challenges. Which of the following is likely to be the most beneficial outcome of this practice?
- A. The media specialist will have the opportunity to develop independent problem-solving skills.
 - B. The media specialist will develop a personal philosophy of school librarianship.
 - C. The media specialist's ideals with regard to the profession will be reinforced.
 - D. The media specialist will be able to identify areas for continued professional growth.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	D	A well-run volunteer program can improve and maintain the efficient operation of the library media center. Volunteers can perform a variety of routine but necessary tasks that do not require a certified media professional. This assistance allows the media specialist and library media staff more time for direct instruction, consultation with library media users, and media center administration.	0001
2	C	One of the most important ways to encourage students who are reading below grade level to read for pleasure is to ensure that they have ready access to resources at their independent reading levels with themes that are relevant to their particular interests. When developing this component of the collection, the media specialist should ensure that these materials address high-interest themes in a developmentally appropriate manner.	0002
3	C	In working together to integrate literature into a content area unit, the media specialist and teacher are able to share a common understanding of the goals and objectives of the unit. While the media specialist has in-depth knowledge of available resources and literature-based activities, the classroom teacher has a detailed conception of the goals and objectives that are central to the instructional unit. Through collaboration, the media specialist and teacher can share their expertise to support the goals and objectives of the unit effectively.	0003
4	A	One of the media specialist's major responsibilities is to try to discover the needs and desires of students with regard to information sources. To be able to do this effectively, the media specialist must first determine students' awareness of the different types of resources available in the library media center and students' reasons for using the library media center. This initial step allows the media specialist to identify areas to emphasize when making decisions regarding displays, scheduling, and promotional activities that are likely to be effective in increasing the use and circulation of resources.	0004
5	B	The task of comparing government support for agricultural businesses in different countries requires information that is not readily available in traditional print resources. The Internet would most likely provide the individual with nearly immediate access to the most recent data available to the public on this topic. Internet Web sites with a .gov domain would be the best resource for the type of statistical and fact-based information the individual would require to make this type of comparison.	0005

Section 2: Test I Sample Questions

For question	The correct response is	Reason	Test Objective
6	D	Chapters and subheadings represent an efficient way to include information about two historical periods. Using chapters and subheadings prompts students to prioritize information and connect ideas in a manner that is logical and that enhances the reader's comprehension of relationships among important concepts.	0006
7	B	Students are more likely to retain information literacy skills when the skills are linked to their own real-world information needs. Giving students the opportunity to apply information literacy skills in an authentic context helps them understand the purposes and potential outcomes of these skills.	0007
8	D	The practice of keeping a journal prompts the media specialist to engage in reflective self-evaluation, which is an important component of continued professional growth. In reviewing journal entries, the media specialist is able to identify his or her professional strengths as well as those areas that need improvement. The media specialist will be able to draw conclusions about the instructional strategies and approaches to which students respond best and to observe significant patterns in library media use both within and across grade levels and subject areas.	0008



SECTION 3

TEST I SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide is designed to assist you in responding to the constructed-response assignments on the test. Included in this section are:

- ▶ Constructed-response assignment directions
- ▶ Sample constructed-response assignments
- ▶ Assignment response sheets
- ▶ An example of a strong response to each sample assignment
- ▶ Scoring criteria that will be used in evaluating your response to each assignment

For each sample assignment, you may want to take the following steps to prepare for the test:

- Review the constructed-response assignment directions.
- Print the assignment and the assignment response sheet.
- Use scrap paper to make notes, write an outline, or otherwise prepare your response.
- Use the assignment response sheet to record your response. The assignment response sheet reflects the amount of space available on an actual test.
- After you complete the assignment, review the sample strong response, your response, and the scoring criteria.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

A sample of the directions for the constructed-response assignments is shown in the box below.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For each constructed-response assignment in this section, you are to prepare a written response of up to one page and record it in the area provided on the appropriate Assignment Response Sheet in your answer document.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use any blank space provided in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. *However, each of your final responses must be written on the appropriate Assignment Response Sheet in your answer document.*

Your responses will be evaluated based on the following criteria:

- **Purpose:** The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
- **Application of Content Knowledge and Skills:** The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
- **Supporting Evidence:** The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Evaluation of each response will be based on the criteria above, not on your writing ability. However, your response must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. 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 responses.

The selected-response section of the answer document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

Please turn the page and begin the constructed-response assignment section of the test.

CONSTRUCTED-RESPONSE ASSIGNMENT ONE

■ Sample Constructed-Response Assignment One

Use the information below to complete the assignment that follows.

An essential goal for effective library media programs is to promote responsible and ethical information-seeking behavior by members of the learning community.

- Describe one strategy a media specialist can use to promote responsible and ethical information-seeking behavior by members of the learning community; and
- describe how the strategy you identified would help achieve this goal.

■ Strong Response to Sample Constructed-Response Assignment One

One strategy a media specialist can use to promote responsible and ethical information-seeking behavior by members of the learning community is collaborating with teachers, administrators, and students to create an acceptable use policy for use of the Internet in the school. A good acceptable use policy can help protect resources, limit liability, and clarify rights and expectations for both students and staff members. The policy should communicate clear guidelines for using the Internet for educational purposes and should include specific examples of acceptable and unacceptable uses.

This strategy would help promote responsible and ethical information-seeking behavior by clarifying many of the legal and safety issues associated with inappropriate Internet use. Also, involving teachers, administrators, and students in the creation of the policy would ensure that the concerns of all these groups is represented within the policy. Finally, placing guidelines within the context of specific examples helps members of the learning community articulate activities that constitute acceptable use of the Internet.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

A media specialist and a middle school language arts teacher are preparing for a student multimedia project. Students will collect information about a contemporary author from a variety of print and nonprint sources. At the conclusion of the project, students will use the information to create a multimedia presentation for classmates about the author they chose to study. One goal of this project is to teach students to develop a multimedia presentation that effectively communicates what they have learned.

- Describe one teaching strategy the media specialist could use in the instructional context described above to help students learn how to develop a multimedia presentation that effectively communicates what they have learned; and
- explain why this teaching strategy would likely be effective in this situation.

Section 3: Test I Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

One teaching strategy the media specialist can use to help students develop a multimedia presentation that effectively communicates what they have learned is to show students several examples of high-quality presentations and lead students in identifying the characteristics that help to make each presentation effective. The media specialist should guide students' attention in this process to text, graphic, and audio components in each presentation as well as how the information is organized.

This approach would likely be effective because it helps to focus students on the positive characteristics of each presentation and promotes the development of their critical-viewing skills. By identifying characteristics that contribute to a presentation's effectiveness, students are prompted to analyze the discrete parts that form a whole presentation. Having students assume the role of viewer encourages them to become more aware of how an audience is likely to view their presentations.

CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

PURPOSE	The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
APPLICATION OF CONTENT KNOWLEDGE AND SKILLS	The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
SUPPORTING EVIDENCE	The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Each response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the above criteria.

Score	Description
3	<p>The "3" response reflects thorough understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response fully achieves the purpose of the assignment. • The response demonstrates an accurate and effective application of relevant content knowledge and skills. • The response provides appropriate, specific supporting evidence of relevant content knowledge and skills.
2	<p>The "2" response reflects general understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response largely achieves the purpose of the assignment. • The response demonstrates a generally accurate, generally effective application of relevant content knowledge and skills. • The response provides some appropriate and general supporting evidence of relevant content knowledge and skills.
1	<p>The "1" response reflects limited or no understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response partially achieves or fails to achieve the purpose of the assignment. • The response demonstrates limited, inaccurate, and/or ineffective application of relevant content knowledge and skills. • The response provides limited or no appropriate, specific supporting evidence of relevant content knowledge and skills.

Please note: A response that is unrelated to the assigned topic, illegible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.



SECTION 4

TEST II SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

QUESTIONS

1. A high school media specialist wants to ensure that information sources in the library media center support curricular needs across disciplines. In making acquisition decisions, the media specialist should *first* consult:
 - A. the Georgia Performance Standards for each subject area.
 - B. the school district's collection development policy.
 - C. the Georgia Textbook/Instructional Materials Guide for each subject area.
 - D. the department chairpersons for each discipline.

2. According to research, which of the following factors plays the most significant role in the school library media program's positive effect on student achievement?
 - A. the number of resources in the library media center relative to the number of students served
 - B. the accessibility of the library media center and its collection by all members of the learning community
 - C. the degree to which library media center staff and classroom teachers engage in collaborative planning
 - D. the proportion of electronic resources to print resources in the library media collection

3. According to *Information Power: Building Partnerships for Learning*, the media specialist should serve as an educational leader within the school community. To achieve this goal, the media specialist's most important priority should be to:
 - A. adapt information literacy standards to the unique needs of students and staff members.
 - B. communicate a compelling vision for a student-centered library media program to members of the learning community.
 - C. assume responsibilities within local, state, and national professional organizations for media specialists.
 - D. identify a team of key supporters within the learning community to implement any changes in the library media program.

Section 4: Test II Sample Questions

4. As part of an integrated science and language arts unit, fifth-grade students are recording observations of the natural world in personal journals. Which of the following enrichment activities would be most effective for the media specialist to use to enhance the students' learning during this unit?
- A. creating a display of naturalists' journals in the library media center
 - B. inviting a local naturalist to visit the class for a discussion of his or her work
 - C. having students read scholarly articles in science and nature journals
 - D. showing a video documentary about scientists working in the field
5. Developing a collection map of the library media collection is likely to be most useful for helping the library media specialist:
- A. determine an appropriate number of works for the core collection.
 - B. provide students with appropriate independent reading materials.
 - C. evaluate the specific strengths and needs of the collection.
 - D. initiate discussions with teachers about their resource needs.
6. Which of the following is the best method for orienting teachers to a new piece of video equipment available for use in the library media center?
- A. providing each teacher with his or her own copy of the equipment's instruction manual
 - B. posting ideas for instruction-related use of the equipment on the library media center Web site
 - C. conducting tutorials with small groups of teachers to demonstrate appropriate use of the equipment
 - D. assisting teachers when they use the equipment for the first time in their classrooms

Section 4: Test II Sample Questions

7. The primary purpose of conducting a school library media center inventory is to determine whether the library media center's resources:
- A. reflect the school's curriculum and philosophy.
 - B. facilitate the research process for students' projects.
 - C. reflect the cultural values of the community.
 - D. meet the information needs for each teacher's instructional plans.
8. A media specialist wants to ensure that the development of a long-term strategic plan for the library media program is a collaborative effort. Which of the following is the most important *first* step in achieving this goal?
- A. requesting that library media program issues become regular agenda items for every faculty and parent-teacher organization meeting
 - B. forming a library advisory committee made up of members of the learning community to discuss the vision and mission of the school and the library media program
 - C. discussing with members of the learning community the amount and types of funding that are available for library media program activities
 - D. distributing to members of the learning community information about library programs in general and national information literacy standards

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	The Georgia Performance Standards are the guiding documents for content-area curricula in Georgia. The standards identify the content knowledge and skills students are expected to learn in each subject area. By referring to the standards as a first step in making acquisition decisions, the media specialist can recommend and select appropriate information resources to promote students' achievement of the standards in each discipline.	0009
2	C	Studies indicate that information literacy is a key ingredient in students' mastery of content-area outcomes. Collaborative planning among library media center staff and classroom teachers promotes integration and demonstration of in-context, effective use of information resources which, in turn, can support effective learning of content-area knowledge and skills. By collaborating with classroom teachers to integrate content-area instruction and information literacy skills, the media specialist helps create learning experiences that engage students in active construction of knowledge.	0010
3	B	One of the primary responsibilities of the media specialist is to communicate to the learning community that information literacy is an essential component of authentic, independent learning. As an effective educational leader, the media specialist's role is to clarify the nature of learning in an information-rich environment and provide a vision to the school community of a library media program that will nurture students' acquisition of the knowledge and skills that will enhance their contributions to school and society.	0011
4	B	Having a naturalist describe his or her work provides students with a first-hand view of the activities and challenges involved in a profession in which the skills they have been practicing are key. This type of interaction helps make students' learning meaningful and encourages their understanding of and appreciation for the nature of the naturalist's work.	0012
5	C	A library media collection should have resources that meet the specific recreation and information needs of students and teachers. Collection mapping involves examining the quantity and quality of the library media collection and developing an overall picture of the collection. This helps guide and support decisions regarding the selection and deselection of materials and the development of long- and short-term goals for the program.	0013

Section 4: Test II Sample Questions

For question	The correct response is	Reason	Test Objective
6	C	A small-group tutorial on the use of new equipment allows teachers to have hands-on learning experiences with the equipment. The media specialist can demonstrate possible applications for the equipment in the classroom and teachers have the opportunity to ask clarifying questions regarding its use. This approach increases teachers' confidence with the equipment and the likelihood that they will use it effectively in their classrooms.	0014
7	A	One of the most important roles for the library media program is to support the philosophy and goals of the school. An inventory of the library media center collection provides an accurate and current accounting of its resources and the distribution of resources both by format and by content area. The media specialist can use the results of an inventory to determine whether resources are aligned with the most recent changes in curriculum and with the information needs of the school community. This information can be used to guide decisions about how to develop the collection to ensure that it supports the school's goals for its learners.	0015
8	B	A library media advisory committee typically includes the media specialist, administrators, teachers, students, and parents/guardians. In developing a long-term strategic plan for the library media program, the members of this committee are able to represent the many populations of library media center users. With input from members who represent these different populations, the media specialist can effectively align the library media program with the school's overall goals and priorities and can accommodate changes in the nature of the school's population.	0016



SECTION 5

TEST II SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide is designed to assist you in responding to the constructed-response assignments on the test. Included in this section are:

- ▶ Constructed-response assignment directions
- ▶ Sample constructed-response assignments
- ▶ Assignment response sheets
- ▶ An example of a strong response to each sample assignment
- ▶ Scoring criteria that will be used in evaluating your response to each assignment

For each sample assignment, you may want to take the following steps to prepare for the test:

- Review the constructed-response assignment directions.
- Print the assignment and the assignment response sheet.
- Use scrap paper to make notes, write an outline, or otherwise prepare your response.
- Use the assignment response sheet to record your response. The assignment response sheet reflects the amount of space available on an actual test.
- After you complete the assignment, review the sample strong response, your response, and the scoring criteria.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

A sample of the directions for the constructed-response assignments is shown in the box below.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For each constructed-response assignment in this section, you are to prepare a written response of up to one page and record it in the area provided on the appropriate Assignment Response Sheet in your answer document.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use any blank space provided in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. *However, each of your final responses must be written on the appropriate Assignment Response Sheet in your answer document.*

Your responses will be evaluated based on the following criteria:

- **Purpose:** The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
- **Application of Content Knowledge and Skills:** The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
- **Supporting Evidence:** The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Evaluation of each response will be based on the criteria above, not on your writing ability. However, your response must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. 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 responses.

The selected-response section of the answer document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

Please turn the page and begin the constructed-response assignment section of the test.

CONSTRUCTED-RESPONSE ASSIGNMENT ONE

■ Sample Constructed-Response Assignment One

Use the information below to complete the assignment that follows.

A media specialist is collaborating with the library media center staff in two nearby schools to plan a visit by a local author.

- Describe one strategy the media specialist can use to help ensure effective collaboration with the library staff of the other schools in relation to planning the author's visit; and
- explain two reasons why the collaboration strategy you have described would promote the effectiveness of the plans for the author's visit.

■ **Strong Response to Sample Constructed-Response Assignment One**

In planning an author's visit in collaboration with the library media staff in other schools, the media specialist should create and maintain a regular method of communication with the staff in the other schools. For example, the library media specialists and staff in each school could meet together weekly, have scheduled conference calls, or exchange daily e-mails regarding the details of the planned event.

This strategy is likely to promote the effectiveness of the plans for the author's visit because regular communication helps ensure that all participants are aware of the current status of the plans as well as any changes that arise. This type of communication encourages input from all participants and helps to promote the shared decision-making necessary in planning an event that will be responsive to the needs of the student population of each school.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

An elementary school media specialist wants to determine if the services offered by the library media center are meeting the information needs of students and teachers.

- Describe one strategy the media specialist can implement in the evaluation of the library media center services for this purpose; and
- explain two reasons why the strategy you described is likely to be effective.

Section 5: Test II Sample Constructed-Response Assignments

■ Strong Response to Sample Constructed-Response Assignment Two

One strategy a media specialist can use in evaluating whether library media center services are meeting the information needs of the school community is to conduct an open-ended survey. The survey should allow students, teachers, and other library media center users to prioritize existing services according to how often and in what ways they currently use them. There could also be space for respondents to propose ideas for services that could be helpful if added to the program.

The results of an open-ended survey can contribute to a user-centered library media program and can provide the media specialist with direction in planning for the future needs of the school community. The results can direct the media specialist to areas on which to focus awareness campaigns, identify services that are no longer useful to library media center users, and help the media specialist align the library media center's services with the school's goals and objectives.

CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

PURPOSE	The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
APPLICATION OF CONTENT KNOWLEDGE AND SKILLS	The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
SUPPORTING EVIDENCE	The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Each response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the above criteria.

Score	Description
3	<p>The "3" response reflects thorough understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response fully achieves the purpose of the assignment. • The response demonstrates an accurate and effective application of relevant content knowledge and skills. • The response provides appropriate, specific supporting evidence of relevant content knowledge and skills.
2	<p>The "2" response reflects general understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response largely achieves the purpose of the assignment. • The response demonstrates a generally accurate, generally effective application of relevant content knowledge and skills. • The response provides some appropriate and general supporting evidence of relevant content knowledge and skills.
1	<p>The "1" response reflects limited or no understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> • The response partially achieves or fails to achieve the purpose of the assignment. • The response demonstrates limited, inaccurate, and/or ineffective application of relevant content knowledge and skills. • The response provides limited or no appropriate, specific supporting evidence of relevant content knowledge and skills.

Please note: A response that is unrelated to the assigned topic, illegible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.