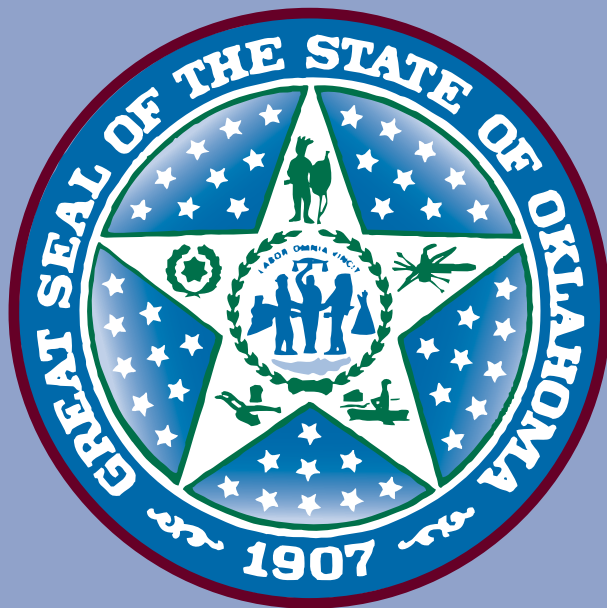


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

038 Library-Media Specialist



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD038-03

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STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)



FIELD-SPECIFIC INFORMATION

- Test Competencies
 - Practice Test Questions and Answers
 - Constructed-Response Assignment Scoring
-

INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

Test Competencies

The test competencies are broad, conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Practice Test Questions

The practice selected-response questions and any practice constructed-response assignments included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test 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.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

If the test field included in this guide has a constructed-response assignment, a sample response is provided immediately following the practice constructed-response assignment. The sample response in this guide is 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.

A description of the process that is used for scoring the constructed-response assignment is provided in addition to the OSAT performance characteristics and score scale.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

TEST COMPETENCIES: LIBRARY MEDIA SPECIALIST

SUBAREAS:

- I. The Library Media Program
- II. Information Literacy Skills
- III. Curriculum and Resources
- IV. Program Administration and Leadership

SUBAREA I—THE LIBRARY MEDIA PROGRAM

Competency 0001

Understand the role of the school library media program.

The following topics are examples of content that may be covered under this competency.

Identify characteristics and functions of an effective school library media program.

Demonstrate knowledge of the role of the library media program as a central element in the intellectual life of the school.

Demonstrate knowledge of the role of the library media program in providing all users with equitable access to information, ideas, and learning and teaching tools.

Recognize the importance of creating a responsive environment that supports the use of information literacy skills to promote lifelong learning.

Competency 0002

Understand relationships between the library media program and the curriculum.

The following topics are examples of content that may be covered under this competency.

Recognize the integral role of the library media program in all curricular areas.

Demonstrate an understanding of factors, issues, and procedures in addressing the needs of the learning community with regard to information literacy skills and resources across the curriculum.

Apply knowledge of how to use library media resources, personnel, and services to support curriculum goals and objectives in various contexts.

Competency 0003

Understand the roles and responsibilities of the library media specialist.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the management functions (e.g., related to services, facilities, personnel) of the library media specialist.

Apply strategies for working collaboratively with teachers and other staff to plan, design, deliver, and evaluate curriculum and instruction.

Recognize the role of the library media specialist in providing leadership, expertise, and advocacy in the use of technology and resources; serving as a resource person for members of the learning community; ensuring full access to all types of resources; and promoting intellectual freedom within the learning community.

Apply strategies for encouraging students to take responsibility for their own learning.

Competency 0004

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

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of information resources and services beyond the school (e.g., on-line services, public libraries), their characteristics, and their uses in educational contexts.

Recognize the role of the library media program in connecting the school to local, district, state, national, and global resources.

Analyze the benefits of developing and maintaining connections to resources and services beyond the school.

Competency 0005

Understand legal and ethical issues related to library media programs and the role of the library media specialist.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of ethical behavior by library media personnel in given situations (e.g., ensuring equitable access to information, maintaining confidentiality of borrowers, serving as an advocate for students and the library media program).

Apply professional and legal standards and guidelines in varied contexts.

Analyze issues related to intellectual freedom and intellectual property.

Competency 0006

Understand resources and strategies for ongoing professional development.

The following topics are examples of content that may be covered under this competency.

Identify types of activities and programs to promote the knowledge and skills of library media professionals and personnel.

Apply strategies for locating professional development resources and opportunities to meet specified needs.

Apply procedures for collaborating with other library media professionals to share information and ideas.

Recognize the functions and goals of professional organizations and the benefits of membership in such organizations.

SUBAREA II—INFORMATION LITERACY SKILLS

Competency 0007

Understand how to promote learning and information literacy skills.

The following topics are examples of content that may be covered under this competency.

Apply principles of learning in varied instructional contexts involving the library media specialist.

Examine the characteristics, advantages, and limitations of various instructional approaches (e.g., discovery learning, cooperative learning).

Evaluate alternative teaching strategies and activities for encouraging critical and creative thinking and promoting information literacy skills (including reading, listening, and viewing skills).

Select strategies and resources, including new technologies, to support students with diverse learning abilities, styles, and needs.

Competency 0008

Understand how to determine information needs and initiate searches.

The following topics are examples of content that may be covered under this competency.

Apply procedures for formulating a research question or problem, determining information needs, and designing a plan to search for information.

Identify possible key words, subject headings, and cross-references.

Evaluate potential sources of information in regard to specific criteria (e.g., timeliness, format, credibility).

Demonstrate knowledge of how to help students formulate research questions or problems and initiate searches.

Competency 0009

Understand how to locate and access resources.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of human, print, and electronic information sources within and outside the school library media center, and procedures and technologies for accessing these information sources.

Apply procedures for using information retrieval systems (e.g., catalogs, indices).

Apply strategies for conducting electronic searches (e.g., identifying on-line resources, restricting a search using Boolean operators).

Identify methods for locating print and electronic resources and helping students learn to locate and access resources.

Competency 0010

Understand how to locate, analyze, and evaluate information.

The following topics are examples of content that may be covered under this competency.

Identify strategies (e.g., scanning, skimming) for locating potentially useful information.

Apply criteria for evaluating information in given contexts (e.g., determining authoritativeness, distinguishing fact from opinion, comparing information from different sources).

Apply skills for summarizing, organizing, and synthesizing information.

Demonstrate knowledge of strategies for helping students evaluate and interpret information.

Competency 0011

Understand how to communicate information obtained from a search.

The following topics are examples of content that may be covered under this competency.

Apply legal and ethical guidelines related to the use of information.

Apply guidelines for preparing a bibliography or other necessary documentation.

Identify strategies for helping students communicate information obtained from a search.

Demonstrate knowledge of procedures for selecting an appropriate format to communicate information and for producing an effective end product (e.g., print, audio, video, multimedia).

Competency 0012

Understand strategies for assessing progress during a search and evaluating the overall search process.

The following topics are examples of content that may be covered under this competency.

Identify steps and criteria for evaluating the progress of a search.

Determine appropriate adjustments to search strategies in various situations.

Evaluate whether the expected outcomes of a search were achieved.

Identify strategies for helping students assess their progress during a search and evaluate the overall search process.

SUBAREA III—CURRICULUM AND RESOURCES

Competency 0013

Understand how to support and enhance the leadership role of the library media program in all curricular areas.

The following topics are examples of content that may be covered under this competency.

Apply procedures for establishing partnerships (e.g., with administrators, school boards, instructional staff) to support educational goals and incorporate innovations into education.

Demonstrate knowledge of how to align library media program goals and objectives with curricular needs.

Identify factors and procedures related to the planning and implementation of professional development programs.

Apply strategies for collaborating with staff in selecting and acquiring resources.

Competency 0014

Understand information resources.

The following topics are examples of content that may be covered under this competency.

Examine types, characteristics, and uses of print and electronic information resources (e.g., encyclopedias, dictionaries, almanacs, atlases, vertical files).

Identify types and characteristics of periodicals (e.g., magazines, journals, newspapers) and related resources (e.g., abstracts).

Recognize tools for locating specific information in various types of resources (e.g., indices, electronic databases).

Demonstrate knowledge of tools and criteria for selecting information resources for a school library media program.

Competency 0015

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

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of various forms of literature (e.g., fiction, nonfiction, poetry, drama).

Identify characteristics of literature for children and young adults and developmental factors that should be considered in selecting literature for individual students.

Examine criteria and issues related to the selection of literature for a school library media program (e.g., representation of diversity, avoidance of stereotypes, appropriateness to age level).

Identify strategies and activities that promote the enjoyment of reading.

Competency 0016

Understand technological resources and their applications in the curriculum and the library media program.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of types of technological resources (e.g., computers, software applications, videocassette recorders, on-line services), their characteristics, their advantages, and their limitations.

Select an appropriate technological resource for a given purpose.

Apply procedures for using various technological resources and operating media center equipment.

Demonstrate knowledge of tools and criteria for selecting technological resources for a school library media program.

Competency 0017

Understand how to design and produce curriculum-integrated instructional materials.

The following topics are examples of content that may be covered under this competency.

Identify types of instructional materials and resources (e.g., overhead transparencies, multimedia presentations) and their characteristics.

Examine principles and considerations related to the design and production of instructional materials (e.g., intended audience).

Apply procedures for producing and reproducing various types of instructional materials.

Apply criteria for determining appropriate instructional materials and resources in given contexts.

Competency 0018

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

The following topics are examples of content that may be covered under this competency.

Identify sources of materials and equipment and criteria for evaluating and selecting resources and equipment for a school library media program.

Apply procedures for determining student needs and using this information to select appropriate resources.

Apply procedures for involving the learning community in the evaluation and selection process.

Analyze issues and considerations related to the selection of resources and equipment for a school library media program.

SUBAREA IV—PROGRAM ADMINISTRATION AND LEADERSHIP

Competency 0019

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

The following topics are examples of content that may be covered under this competency.

Apply procedures for evaluating the effectiveness of a library media program.

Identify program goals based on an analysis of needs, and recognize appropriate activities and resources for meeting program goals and objectives.

Apply procedures for involving the learning community in the formulation and communication of a mission statement for the library media program.

Examine strategies for modifying a program based on evaluation results.

Competency 0020

Understand scheduling and facilities use in the library media center.

The following topics are examples of content that may be covered under this competency.

Analyze factors and considerations in designing and furnishing a library media center, including accommodations for technology and for students with special needs.

Demonstrate knowledge of scheduling considerations and techniques for scheduling library media center resources, equipment, and space.

Apply procedures for storing, maintaining, and ensuring the security of library media resources and equipment.

Recognize policies that promote optimum use of library media facilities.

Competency 0021

Understand the supervision and management of library media program staff.

The following topics are examples of content that may be covered under this competency.

Recognize characteristics, qualifications, roles, and training needs associated with various staff positions.

Apply principles for selecting, supervising, and evaluating staff and for handling various personnel and staffing problems.

Apply procedures for planning, selecting, and conducting staff development activities.

Apply procedures for ensuring that adequate staff are available to meet the needs of students and teaching staff.

Competency 0022

Understand the fiscal management of a library media program.

The following topics are examples of content that may be covered under this competency.

Identify strategies for communicating effectively about the status and needs of the library media program.

Recognize types, characteristics, and uses of financial records, budgets, and reports.

Apply procedures for maintaining records and preparing reports, budgets, and grant applications.

Identify procedures for running a library media program cost effectively and within budget.

Competency 0023

Understand library media resource organization, management, and circulation.

The following topics are examples of content that may be covered under this competency.

Use standard methods of classifying and cataloging library media materials (e.g., Dewey Decimal System, Library of Congress headings, U.S. MARC).

Apply ALA filing rules.

Identify types and characteristics of circulation patterns, controls, records, policies, and systems, and strategies for ensuring reasonable access to resources.

Apply knowledge of collection management principles and procedures and the role of technology in resource organization and circulation.

PRACTICE TEST QUESTIONS AND ANSWERS: LIBRARY MEDIA SPECIALIST

Practice Selected-Response Questions

Competency 0001

Understand the role of the school library media program.

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 distinguish the responsibilities of library media personnel from the duties of other educational professionals in the learning community
 - C. to provide a basis for creating an efficient and effective division of labor among library media personnel
 - D. to promote understanding of program objectives among both library media personnel and members of the learning community

Correct Response: D. A library media program's mission statement should describe its broadly defined goals, such as "to provide learning materials in support of the curriculum." It thereby establishes criteria by which specific objectives can be assessed, enabling library media personnel and the learning community to better understand the purpose and value of the program's specific components.

Competency 0005

Understand legal and ethical issues related to library media programs and the role of the library media specialist.

2. In general, 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.

Correct Response: B. The privacy rights of library media center users must be protected by policies that prevent the disclosure of circulation information linking them to specific materials. It is the ethical responsibility of library media personnel to take whatever steps are necessary to preserve these rights by protecting the confidentiality of circulation records.

Competency 0008

Understand how to determine information needs and initiate searches.

3. 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.

Correct Response: C. The success of a particular search for information often depends on students' using a wide range of relevant terms when carrying out their searches. Students need to develop a list of key terms, synonyms, and ideas related to their research topics to ensure that they explore various approaches to their topics. Students who do so will greatly increase their likelihood of finding useful information rather than limiting their searches to narrow, and possibly fruitless, paths.

Competency 0010

Understand how to locate, analyze, and evaluate information.

4. 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 the author's judgments from confirmed facts.
 - C. make inferences about what the author wants them to understand.
 - D. identify an author's use of faulty reasoning.

Correct Response: B. When reading for information, students need to recognize that words like *apparently* and *likely* convey a degree of uncertainty, which characterizes statements of opinion rather than confirmed facts. This is often crucial to understanding an author's meaning and intent.

Competency 0012

Understand strategies for assessing progress during a search and evaluating the overall search process.

5. A student is having trouble locating pertinent information for a social studies research project. For the past week, the student has spent one hour per day looking through several sources without finding much useful information. The student has asked the library media specialist for help in deciding how to proceed. The library media specialist should suggest that the student make which of the following adjustments to the search strategy *first*?
- A. devoting at least another hour each day to research
 - B. reassessing the original topic or thesis
 - C. revising the preliminary outline for the project
 - D. rereading carefully the sources the student has already examined

Correct Response: B. If a student is having difficulty finding useful information about a specific research topic after several hours of searching for and reading through possible sources, often the most helpful suggestion the library media specialist can offer is that the student reevaluate his or her topic or particular thesis. If the student has been given some latitude in selecting a research topic, such a suggestion is likely to help the student focus on what information he or she needs and lead to a more successful search.

Competency 0013

Understand how to support and enhance the leadership role of the library media program in all curricular areas.

6. A library media specialist wants to align the program goals for the library media center with the curricular needs of the school. To facilitate this process, 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 instructional and research needs with teachers and administrators.
 - D. Evaluate the budget for the upcoming year to determine what funds will be available for new acquisitions.

Correct Response: C. The library media specialist can best begin to evaluate the appropriateness of program goals by determining how specific components of the curriculum translate into the instructional and research needs of teachers. Once these specific needs are determined, it will become easier to assess how well existing program goals address these needs and to make whatever adjustments may be necessary.

Competency 0016

Understand technological resources and their applications in the curriculum and the library media program.

7. A library media specialist is planning to provide access to the library's online 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. downloading the catalog to a CD that is available on a local area network (LAN)
 - B. installing a copy of the catalog on each of the ten computers
 - C. connecting the computers to the catalog and to one another using a direct modem link
 - D. connecting the computers to the catalog and to one another using a local area network (LAN)

Correct Response: D. The cost-effectiveness and efficiency of using a local area network to provide catalog access to workstations make this arrangement most appropriate. A single server can provide the program and database while the associated workstations require only limited power, speed, and memory.

Competency 0017

Understand how to design and produce curriculum-integrated instructional materials.

8. 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 to make?
- 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, but explain that the copies must be 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.

Correct Response: A. Offering to help the teacher determine whether or not copyright permission is needed accomplishes two ends. Primarily, it recognizes the legal and ethical constraints associated with reproducing copyrighted material. Secondly, it demonstrates the library media specialist's concern for meeting the teacher's needs for the material.

Competency 0019

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

9. 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. Adjust the budget to use money that was designated for acquiring new reference materials to expand the fiction collection instead.
 - B. Meet with administrators to discuss the merit of the teachers' recommendation.
 - C. Consult with teachers to learn what types of fiction would best address curricular and student needs.
 - D. Poll the library media staff to find out if they agree with the faculty assessment of the collection.

Correct Response: C. It is most appropriate for the library media specialist to determine more specifically the teachers' needs and preferences in fiction selection rather than guessing what their priorities might be. Teachers could provide particular titles, authors, themes, and reading levels that would best meet their students' needs, ensuring the new acquisitions' value to the students and giving teachers a sense of ownership in the library media program.

Competency 0022

Understand the fiscal management of a library media program.

10. Which of the following strategies is likely to prove most effective in gaining 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 for other school programs.
 - D. Demonstrate how many students used the library media center during the previous year.

Correct Response: A. Both administrators and library media specialists share the goal of providing students with the best possible instruction. It is likely the principal can most effectively be persuaded to support budget proposals when the rationale for these proposals is related to how they connect with these shared goals.

Practice Constructed-Response Assignment

11. Use the information below to answer the question that follows.

You are a library media specialist collaborating with a high school health teacher on a student research project. Students in the class will collect information about a contemporary health issue or problem from a variety of print and nonprint sources. At the conclusion of the project, students will use the information as the basis for an informative or persuasive speech to classmates about the issue or problem they chose to study. One goal of this research project is to teach students to evaluate the reliability and relevance of information sources related to a given topic and research need.

Using your knowledge of information literacy skills, prepare a response in which you:

- describe a teaching strategy you would use in the instructional context described above to help students learn how to evaluate the reliability and relevance of information sources related to a given topic and research need;
- explain why you believe this teaching strategy would be effective in this situation; and
- then identify one additional information literacy skill you would address with students in this instructional context and discuss one teaching strategy you would use to promote the students' ability to apply that skill.



FOR YOUR REFERENCE ONLY—*The constructed-response item is written to assess understanding in Subarea II, Information Literacy Skills, which consists of the competencies listed below.*

Understand how to promote learning and information literacy skills.

Understand how to determine information needs and initiate searches.

Understand how to locate and access resources.

Understand how to locate, analyze, and evaluate information.

Understand how to communicate information obtained from a search.

Understand strategies for assessing progress during a search and evaluating the overall search process.

A Very Good Response to the Practice Constructed-Response Assignment

To help students evaluate the reliability and relevance of information sources for a research project on a contemporary health issue or problem, I would first work with the health teacher to assist students in defining their research questions. Until they know what questions they are asking, students have little basis for assessing the relevance of information sources and could waste considerable time examining materials that are at best marginally related to the problem they are studying. Once they have defined the problem and chosen a topic of research, I would give them further assistance in stating the problem as a testable hypothesis.

For a project of this sort, which requires the retrieval and analysis of current information, students would likely be making extensive use of the Internet. One effective instructional strategy in this context is to prepare and discuss a checklist that summarizes factors students should consider and questions they should ask when reviewing data on a given Web site.

The first factor for the checklist involves the source of the information. Here I would show students how URL extensions provide clues about the information source: .com (commercial), .org (organization), .edu (university), .gov (government). The questions they might ask include: Who is the author? What are his or her credentials and organizational ties? Can the author be contacted?

The checklist would contain additional questions about the content of information found on the Web site. Are sources of information clearly referenced? Is the presentation thorough and comprehensive? Is the information up to date? Are there pertinent questions that the author refuses to address? Are major claims based on reasoned analysis or are they unsupported assertions? Is there evidence of bias? On a related matter, I would urge students to identify the purpose of the Web site. Is it trying to sell something? Is it trying to promote a particular agenda? Is it simply attempting to make information available to Web users?

Perhaps the greatest value of such a checklist is that it lets students know that information found on the Internet varies widely in terms of quality and reliability. All Web-based information must therefore be viewed critically. While some Web sites are gold mines of useful data, others are filled with misinformation. Users must decide which is which, and with the checklist students would have a basis for making those decisions.

(continued)

A Very Good Response to the Practice Constructed-Response Assignment (continued)

Another literacy information skill that I would teach students would be how to access information in journal articles and research reports using the library media center's online databases. My teaching strategy would be to provide students with relevant materials and model how to apply the relevant skills. I would begin by providing students with a list of the databases to which the library subscribes, along with a description of the contents of each database. We would then discuss which databases are likely to contain health-related information pertinent to students' research topics.

Once relevant databases had been identified, I would teach students how to conduct keyword searches of a database. Here I would demonstrate how to use the truncation symbol * to retrieve all words that begin with the same letter combination. I would also make Venn diagrams to illustrate how the Boolean search operators AND, OR, and NOT retrieve records using the keywords we had specified. Using the health-related keywords we had chosen, we would conduct the Boolean search that promised the best results on a selected database. Finally, I would demonstrate how to cite electronically based information in a bibliography.

CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A constructed-response assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

Sample Performance Characteristics for Constructed-Response Assignments

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

Sample Scoring Scale for Constructed-Response Assignments

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <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	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <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 generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <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	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <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	<p>The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.</p>
B	<p>There is no response to the assignment.</p>

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