

Early Childhood Through Young Adulthood/Library Media

Component 1: Content Knowledge

SAMPLE ITEMS AND SCORING RUBRICS

NATIONAL BOARD
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Overview

This document provides information about the Early Childhood Through Young Adulthood/Library Media (ECYA/Library Media) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

ECYA/Library Media Component 1 Computer-Based Assessment

In the ECYA/Library Media Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

ECYA/Library Media Standards Measured by Selected Response Items

The ECYA/Library Media selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
Knowledge of Library and Information Studies (Standard III) <ul style="list-style-type: none">Principles of the ProfessionEffective Organization and PracticeCollectionsInformation SeekingInformation and Communication Technologies	40%
Administration (Standards V, VI, IX) <ul style="list-style-type: none">Evaluating the Library Media ProgramTechnologies for Program AdministrationOutreach and Advocacy	25%
Access, Equity, Diversity, and Ethics (Standards III, VII, VIII) <ul style="list-style-type: none">AccessPracticing Professional EthicsKnowledge of Ethical and Legal TenetsTeaching Ethical Information Behavior and Digital Citizenship	35%

* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.

For the complete ECYA/Library Media Standards, refer to www.boardcertifiedteachers.org.

ECYA/Library Media Constructed Response Exercises

The ECYA/Library Media constructed response exercises assess the following:

- **Exercise 1: Program Administration and Management**
In this exercise: You demonstrate content knowledge of administrative issues and problem solving in the library media center. Given a scenario, you identify and analyze issues, and propose strategies to address those issues.
- **Exercise 2: Technologies**
In this exercise: You demonstrate content knowledge of technological issues related to hardware, software, and connectivity. You explain technological needs to accomplish specific objectives presented in a scenario. Your response will include knowledge of technological issues in implementing programs to meet objectives.
- **Exercise 3: Collection Development**
In this exercise: In this exercise, you demonstrate knowledge of collection development to describe three weaknesses of the needs assessment for a given library media program. You also explain three modifications you would make to strengthen the needs assessment for the program and describe how you would promote new acquisitions.

Each constructed response exercise will be assessed using a scoring rubric. Each ECYA/Library Media Component 1 scoring rubric is derived from the Library Media Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

Inside This Document

This document includes the following two sections: "[Sample Selected Response Items and Answer Key for ECYA/Library Media Component 1](#)" and "[Sample Constructed Response Exercises and Scoring Rubrics for ECYA/Library Media Component 1](#)."

Selected Response Section

This section includes the following:

- five sample selected response items
- answer key

Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*. For more information about how the assessment is scored, please refer to the *Scoring Guide*.

Sample Selected Response Items and Answer Key for ECYA/Library Media Component 1

This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **reference material**, as appropriate, provided as part of the assessment, such as formula and constants pages and the periodic table.
- an **answer key**.

Sample Selected Response Items

1. A school's principal asks the library media specialist to develop a technology training plan for teachers at the school. Which of the following steps would be most appropriate for the library media specialist to take to start this process?
 - A. arranging a workshop and telling the teachers what training they should attend
 - B. writing an agenda for the necessary training and distributing it to teachers to show them what they need to know
 - C. asking another library media specialist to assist with the planning and training
 - D. developing a survey for teachers to complete to ensure training covers the areas in which they feel the greatest need

2. Library media program evaluation data should primarily be correlated to:
 - A. policies and procedures.
 - B. the school's mission.
 - C. student usage.
 - D. funding priorities.

3. The library media specialist wants to encourage and engage students in the school in reading, viewing, and listening for understanding and enjoyment. Which approach would be the most effective way for the library media specialist to educate and promote the school community in the uses of all communication tools?
- A. working collaboratively and individually to plan, expand, and apply programs that encourage library media center materials use for pleasure and for information
 - B. having a collection of music and videos in the library media center for checkout by teachers and academic staff
 - C. encouraging the use of computers and personal electronic devices for skill and drill activities in both classrooms and in the library media center
 - D. supporting both individual learning and small-group learning and sharing in the library media center

4. One of the responsibilities of a library media specialist is to weed the library media center's collection periodically. The most important way that weeding develops the value of the materials in the library media center is by:
- A. allowing for more space on the library shelves for new books.
 - B. permitting the library media specialist to send some of the older books home with students.
 - C. ensuring that the collection meets curricular and recreational needs of the learning community.
 - D. providing more funding opportunities for the purchase of new materials.

5. School library media specialists may work in schools or school systems that reflect a variety of languages. In order to ensure equitable access to learning and ideas for all students, it is most important for the library media specialist to:
- A. expand a collection of simple English books for English language learners and the community.
 - B. provide resources that reflect the languages of the students and the community.
 - C. deliver English as a second language instruction to non-English speaking families.
 - D. decorate the library media center with posters and artifacts that reflect the cultures of the students.

Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	D
2	B
3	A
4	C
5	B

Sample Constructed Response Exercises and Scoring Rubrics for ECYA/Library Media Component 1

This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

Sample Exercise 1 and Scoring Rubric

Sample Exercise 1

Exercise 1: Program Administration and Management - Candidate Name		⌚ Time Remaining 29:31
Program Administration and Management <u>Introduction</u>		
<p>In this exercise, you will use your knowledge of organizational management to identify and analyze management issues pertaining to effective administration of a library media center and to propose and explain strategies to address these issues. You will be asked to respond to one prompt.</p>		
<u>Criteria for Scoring</u>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p>		
<ul style="list-style-type: none">• an insightful and concise identification and analysis of specific management issues pertaining to effective administration of a library media center described in a scenario; and• a proposal and detailed explanation of significant strategies to address these issues directly.		
<u>Directions</u>		
<p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
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Exercise 1: Program Administration and Management - Candidate Name		⌚ Time Remaining 29:31
Scenario		
<p>Your school district has just received a large grant from a major corporation to implement a 21st Century School concept in your high school library media center. The student body demographics show a 70% rate of students receiving free or reduced lunch, and an 80% graduation rate. Administrators want to create a digital 21st-century curriculum to increase student achievement aligned with new state standards. They have asked you to lead this charge. You need to develop a systematic plan and budget to meet these needs.</p>		
<p>You must address each of the following in your response.</p>		
<ul style="list-style-type: none">• Identify and analyze the issues related to the school's demographics and the implementation of a digital curriculum in the scenario.• Propose and explain one significant strategy to address the library media center's relevance to the school's demographics and one significant strategy to address the digital curriculum implementation issue you identified.		
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Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence of an insightful and concise identification and analysis of specific management issues pertaining to effective administration of a library media center and ability to propose significant strategies to address those issues.

Characteristics:

- Identification of the specific management issues presented is insightful, concise, and directly related to the scenario.
- Analysis of the specific management issues presented is detailed and directly related to the scenario.
- Strategies are specific and explained in considerable detail and directly and accurately address the specific management issues presented in the scenario.

The **LEVEL 3** response shows *clear* evidence of an insightful and concise identification and analysis of specific management issues pertaining to effective administration of a library media center and ability to propose significant strategies to address those issues.

Characteristics:

- Identification of the specific management issues presented is related to the scenario, although one or two areas may be more fully developed than others.
- Analysis of the specific management issues presented is related to the scenario, although one or two areas may be more fully analyzed than others.
- Strategies are specific and explained in detail and address the specific management issues presented in the scenario.

The **LEVEL 2** response shows *limited* evidence of an insightful and concise identification and analysis of specific management issues pertaining to effective administration of a library media center and ability to propose significant strategies to address those issues.

Characteristics:

- Identification of the specific management issues presented is related in some way to the scenario, although one or two areas may be described with limited details and others might be discussed in more general terms.
- Analysis of the specific management issues presented is related in some way to the scenario, although one or two areas may be analyzed with limited details and others might be discussed in more general terms.
- Strategies are somewhat specific with explanations that lack detail, and vaguely address the specific management issues presented in the scenario.

The **LEVEL 1** response shows *little or no* evidence of an insightful and concise identification and analysis of specific management issues pertaining to effective administration of a library media center and ability to propose significant strategies to address those issues.

Characteristics:

- Identification of the specific management issues presented minimally relates to the scenario, and one or two areas may be described in general, inaccurately, or parts may be missing.
- Analysis of the specific management issues presented minimally relates to the scenario, and one or two areas may be missing or inaccurate.
- Strategies are not specific or detailed and fail to address the specific management issues presented in the scenario.

Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Exercise 2: Technologies - Candidate Name		⌚ Time Remaining 29:31
Technologies <u>Introduction</u>		
<p>In this exercise, you will use your knowledge of instructional technologies to identify the technological needs of a library media program in a given situation with respect to hardware, software, and connectivity. You will also explain three significant issues you would address to accomplish the objective of the project. You will be asked to respond to one prompt.</p>		
<u>Criteria for Scoring</u>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p>		
<ul style="list-style-type: none">• an accurate explanation of the technological needs of the library media program in a given situation in terms of hardware, software, and connectivity; and• a thorough and insightful explanation of a significant issue in each of three given areas you would address in order to implement this project.		
<u>Directions</u>		
<p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
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Exercise 2: Technologies - Candidate Name		⌚ Time Remaining 29:31
Scenario		
<p>Your school has been given significant monies for the objective of requiring each student to create a curriculum-based digital project. The media center already has several networked computers capable of running the latest software applications. Some, but not all, of the classrooms are equipped with networked computers, but no classroom has more than one computer. Teachers are excited about this decision, but only a few teachers have experience in this area. No teachers currently require digital projects in their classes. A large percentage of your students come from households that have computers and many students are proficient using various computer applications, but none has ever been required to create a digital project for a school assignment.</p>		
<p>You must address each of the following in your response.</p>		
<ul style="list-style-type: none">• Give a brief explanation of the hardware, software, and connectivity needs that must be addressed to accomplish the objective in the scenario.• Explain one significant issue that you would address for each of the following three areas in order to implement this project: staff development, access to equipment, and digital project design.		
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Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to correctly identify the technological needs of a library media program in a given situation in terms of hardware, software, and connectivity. The candidate provides a well-articulated explanation of a significant issue in each of the three given areas to be addressed in implementing the project.

Characteristics:

- The explanation of the hardware needs is accurate and tightly connected to the scenario.
- The explanation of the software needs is accurate and specifically connected to the scenario.
- The explanation of the connectivity needs is accurate and thoroughly connected to the scenario.
- The explanation of one significant issue for **each** of the three areas given is insightful and thorough.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to correctly identify technological needs of a library media program in a given situation in terms of hardware, software, and connectivity. The candidate provides a detailed explanation of a significant issue in most of the three given areas to be addressed in implementing the project.

Characteristics:

- The explanation of the hardware needs is accurate and strongly connected to the scenario.
- The explanation of the software needs is accurate and strongly connected to the scenario.
- The explanation of the connectivity needs is accurate and strongly connected to the scenario.
- The explanation of one significant issue for **each** of the three areas given is specific and appropriate.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to correctly identify technological needs of a library media program in a given situation in terms of hardware, software, and connectivity. The candidate provides a marginal explanation of a significant issue in each of the three given areas to be addressed in implementing the project.

Characteristics:

- The explanation of the hardware needs is partially accurate and somewhat tied to the scenario.
- The explanation of the software needs is partially accurate and somewhat tied to the scenario.
- The explanation of the connectivity needs is partially accurate and somewhat tied to the scenario.
- The explanation of one significant issue for **each** of the three areas given is generally accurate and remotely tied to the scenario.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to correctly identify technological needs of a library media program in a given situation in terms of hardware, software, and connectivity. The candidate provides an inaccurate or sketchy explanation of a significant issue in each of the three given areas to be addressed in implementing the project.

Characteristics:

- The explanation of the hardware needs is inaccurate and not tied to the scenario.
- The explanation of the software needs is inaccurate and not tied to the scenario.
- The explanation of the connectivity needs is inaccurate and not tied to the scenario.
- The explanation of one significant issue for **each** of the three areas given is inaccurate or inappropriate and not connected to the scenario, or is missing altogether.

Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

Exercise 3: Collection Development - Candidate Name		⌚ Time Remaining 29:31
Collection Development		
<u>Introduction</u>		
<p>In this exercise, you will use your knowledge of collection development to describe three weaknesses of the needs assessment for a given library media program. You will also explain three modifications you would make to strengthen the needs assessment for the program and describe how you would promote a new acquisition. You will be asked to respond to one prompt.</p>		
<u>Criteria for Scoring</u>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p>		
<ul style="list-style-type: none">• an accurate identification of three weaknesses apparent in the needs assessment of the library media collection;• a thorough explanation of three distinct modifications you would make to address the weaknesses and how the needs assessment would be improved by the modifications;• an understanding of the needs of the students to ensure that equal access to appropriate materials and resources for success is available; and• an identification of a suggested acquisition that is tightly connected to the scenario and an insightful, detailed description of a step you would take to promote the acquisition.		
<u>Directions</u>		
<p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
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Exercise 3: Collection Development - Candidate Name

 Time Remaining
29:31

Scenario

The library media program was recently given \$5,000 by the board of education to be used specifically to enhance the use of technology and online programs. Standardized tests have indicated that the students are weak in the area of research, and the science and social studies teachers have expressed interest in having students use a variety of resources to conduct research and enrich final presentations. New materials will have to be purchased to provide sufficient choices for students to complete this research.

The library media specialist performed the following steps to assess the needs of the library collection:

- identified what resources should be collected and how they could be reflected for the curriculum; and
- created a plan to maximize access to the collection and promote the collection to the teachers, students, and stakeholders involved.

You must address each of the following in your response.

- Identify **three** weaknesses in the needs assessment, and thoroughly explain **three** modifications you would make to the needs assessment to correct those weaknesses. Explain how your modifications would strengthen the needs assessment process.
- Identify steps made or to be made to ensure equal access to materials and resources for all students.
- Identify **one** type of acquisition you might make and describe in detail **one** step you would take to promote that acquisition to students and staff.

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Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to offer insightful and concise analysis of the collection development process and techniques used to effectively promote new acquisitions.

Characteristics:

- Three weaknesses of the given process are accurately identified.
- The recommended modifications thoroughly address the weaknesses identified and how the needs assessment process will be improved by the modifications is clearly explained.
- The understanding of the needs of students to ensure access to appropriate materials for success is clearly evident.
- The suggested acquisition is tightly connected to the scenario and the strategy described for promotion of new material is insightful and detailed.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to offer insightful and concise analysis of the collection development process and techniques used to effectively promote new acquisitions.

Characteristics:

- Three weaknesses of the given process are accurately identified.
- The recommended modifications thoroughly address the weaknesses identified and how the needs assessment process will be improved by the modifications is explained.
- The understanding of the needs of students to ensure access to appropriate materials for success is evident.
- The suggested acquisition is connected to the scenario and the strategy described for promotion of new material is appropriate.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to offer insightful and concise analysis of the collection development process and techniques used to effectively promote new acquisitions.

Characteristics:

- Some weaknesses may be incorrectly identified.
- The recommended modifications marginally address the weaknesses identified and how the needs assessment process will be improved by the modifications is vaguely explained.
- The understanding of the needs of students to ensure access to appropriate materials for success is suggested.
- The suggested acquisition is loosely connected to the scenario and the strategy described for promotion of new material is routine or insignificant.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to offer insightful and concise analysis of the collection development process and techniques used to effectively promote new acquisitions.

Characteristics:

- Weaknesses of the process described are incorrectly identified.
- The recommended modifications do not address the weaknesses identified and how the needs assessment process will be improved by the modifications is not explained.
- The understanding of the needs of students to ensure access to appropriate materials for success is missing.
- The suggested acquisition is weakly grounded in the scenario and the strategy described for promotion of new material is inadequate.

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