



New Mexico

Teacher Assessments™

Study Guide

New Mexico Content Knowledge Assessments™

30 Library/Media



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An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints

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

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:
Helpful Hints](#)



An Introduction to the New Mexico Content Knowledge Assessment of Library/Media

The New Mexico Content Knowledge Assessments™ are designed to measure the subject matter knowledge and skills that are needed to effectively perform the job of an educator in New Mexico schools. The Library/Media test is intended for individuals seeking an teaching license or an endorsement in Library/Media.

The Library/Media test consists of 100 selected-response questions.



Test Framework

The Library Media Program
Information Literacy Skills
Curriculum and Resources
Program Administration

SUBAREA I—THE LIBRARY MEDIA PROGRAM

0001 Understand the role of the school library media program.

For example:

- identify characteristics and functions of an effective school library media program
- identify procedures for formulating a mission statement and goals for the library media program that reflect the mission and goals of the school and the district
- recognize the role of the library media program in ensuring that patrons have full access to information, resources, and services
- demonstrate knowledge of strategies for creating a responsive environment that promotes lifelong learning (e.g., demonstrating a nonjudgmental attitude toward patrons' requests, respecting diversity, understanding diverse learning styles)
- recognize the integral and collaborative role of the library media program in promoting student achievement of the New Mexico Content Standards and Benchmarks and national information literacy standards
- demonstrate knowledge of strategies for effectively communicating the roles and contributions of the school library media program to the local and educational community
- recognize the role of the library media program in connecting the school to local, district, state, national, and global resources

0002 Understand the roles and responsibilities of the library media specialist.

For example:

- demonstrate knowledge of strategies for creating a positive and effective teaching and learning climate in the library media center
- identify the management functions of the library media specialist with regard to services, facilities, and personnel
- demonstrate knowledge of strategies for working in partnership with teachers and other educators to create, implement, and evaluate student learning experiences and to promote interdisciplinary learning
- recognize strategies for encouraging students to take responsibility for their own learning
- demonstrate knowledge of strategies for providing leadership, expertise, and advocacy in the use of information technology and resources and for serving as a resource person for members of the learning community
- demonstrate knowledge of strategies for communicating and working effectively with the school library media advisory committee, administrators, teachers, students, parents/guardians, and members of the learning community
- recognize the importance of participating in school and district committees and in school staff development activities

0003 Understand professional standards, legal requirements, and ethical issues in the library media program.

For example:

- demonstrate knowledge of ethical issues relevant to the activities of the library media specialist (e.g., preserving confidentiality in working with patrons, responding to requests in a manner that encourages further inquiry, recognizing and addressing issues of bias and diversity)
- identify strategies for applying professional standards and legal guidelines (e.g., ensuring equitable access to information, modeling appropriate behavior regarding copyright laws) in various library media program contexts
- demonstrate knowledge of issues related to intellectual freedom and intellectual property and identify legislation that affects library media programs
- demonstrate knowledge of professional development resources and activities, including promoting the knowledge and skills of library media professionals and self-assessment techniques that contribute to personal and professional growth
- recognize the functions and goals of professional associations, the benefits of membership in these associations, and ways of utilizing information from these resources to improve library practice

SUBAREA II—INFORMATION LITERACY SKILLS

0004 Understand methods and materials for teaching information literacy skills.

For example:

- apply knowledge of child development and pedagogical principles in the selection of instructional strategies and information resources for students with given characteristics and needs
- demonstrate knowledge of strategies and activities for developing students' abilities in locating, gathering, selecting, synthesizing, and evaluating information and for promoting students' critical and creative thinking skills
- apply procedures for selecting and adapting strategies and resources to support the learning abilities, styles, and needs of a diverse student population
- apply knowledge of strategies and activities that provide opportunities for independent learning and that aid students in locating information for personal interest and self-improvement
- demonstrate knowledge of national and state information literacy standards and guidelines
- identify types and features of various instructional materials (e.g., overhead transparencies, multimedia presentations) and analyze issues related to their production and use

0005 Understand strategies for determining information needs and initiating searches, for locating and accessing information resources for a particular purpose, and for teaching these skills to students.

For example:

- apply strategies for determining information needs (e.g., conducting effective interviews to identify the type of information needed, placing information needs in a context, relating information to prior knowledge)
- apply knowledge of procedures for conducting information searches to locate relevant and accurate information from a variety of sources for a particular need
- demonstrate knowledge of how to identify key words, subject headings, and cross-references for searches, including electronic searches (e.g., using Boolean operators)
- demonstrate knowledge of various information retrieval systems (e.g., catalogs, indices, databases) and apply procedures for accessing information from diverse sources within and outside the library media center
- apply strategies for helping students formulate research questions or problems
- identify strategies for helping students learn how to access information efficiently and independently

0006 Understand strategies for assessing progress during a search, for analyzing and evaluating information, and for teaching these skills to students.

For example:

- identify procedures for evaluating the progress of a search (e.g., reexamining gathered information, comparing information to the original question or problem)
- demonstrate knowledge of methods for determining whether a search produced anticipated outcomes and for making adjustments to search strategies in response to search results
- identify strategies for locating potentially useful information (e.g., skimming, scanning) and apply criteria for evaluating information (e.g., currency, format, authority, accuracy, bias, coverage)
- demonstrate knowledge of strategies for summarizing, organizing, and synthesizing information and for drawing appropriate conclusions
- identify and apply strategies for helping students learn how to assess progress during a search and analyze and evaluate information

0007 Understand strategies for communicating information obtained from a search and for teaching these skills to library users.

For example:

- apply legal and ethical guidelines in the use of information resources (e.g., plagiarism, acceptable use, copyright)
- demonstrate knowledge of strategies for organizing and presenting information in a manner that clearly communicates what has been learned
- apply guidelines for preparing a bibliography or other documentation
- demonstrate knowledge of considerations in selecting an appropriate format (e.g., print, audio, video, multimedia) to communicate information
- apply knowledge of methods for helping students and staff utilize criteria (e.g., design elements, audience, content delivery) in the development of technology-based products
- identify strategies for helping students adopt effective and creative approaches for communicating information and consider the advantages and limitations of various formats

SUBAREA III—CURRICULUM AND RESOURCES

0008 Understand the partnership role of the library media program and its staff in all curricular areas.

For example:

- apply strategies for establishing partnerships (e.g., with administrators, school boards, instructional staff, parents, community) for the purpose of aligning the resources, services, and information literacy standards of the library media program with the school's goals and objectives
- recognize methods for collaborating with classroom teachers to promote interdisciplinary learning
- apply strategies for participating in district, building, departmental, and grade-level curriculum development activities to ensure that library media skills and resources are infused throughout the curriculum
- apply knowledge of procedures for collaborating with staff in selecting and acquiring resources to support curricular needs
- recognize the role of the library media program in school improvement initiatives

0009 Understand information resources and services.

For example:

- demonstrate knowledge of the types and characteristics of various print, nonprint, and electronic resources and services
- demonstrate knowledge of the uses of various print, nonprint, and electronic resources and services
- identify characteristics and uses of information resources and services outside of the school (e.g., online services, public libraries, Regional Educational Cooperatives) and recognize the benefits for developing and maintaining connections with these resources and services
- identify strategies for expanding information access to collections and databases outside of the school (e.g., resource sharing, online networks and links, consortia, interlibrary loans)
- recognize and compare advantages and limitations of various information resources, formats, and services

0010 Understand types and characteristics of literature for children and young adults.

For example:

- demonstrate basic knowledge of the forms and genres of literature (e.g., fiction, nonfiction, picture books, biography, poetry, short story, science fiction, mystery)
- recognize the unique characteristics of literature for children and young adults
- demonstrate awareness of major trends in literature for children and young adults
- identify strategies for motivating and guiding students in the appreciation of literature and for promoting leisure reading and the habit of lifelong reading
- recognize developmental issues to consider when selecting literature to meet the needs and interests of diverse learners
- demonstrate knowledge of issues related to the selection of literature for a school library media program (e.g., representation of diversity, avoidance of stereotypes, age-appropriateness)

0011 Understand issues and procedures related to the acquisition of resources and equipment.

For example:

- demonstrate knowledge of procedures for evaluating, selecting, and deselecting resources and equipment for the school library media program that reflect the district's collection development policies
- apply knowledge of strategies for developing collections that support the curricular, personal, developmental, vocational, recreational, and cultural needs of patrons
- demonstrate knowledge of issues to consider in the analysis of a library media collection (e.g., balance, alignment with curriculum and standards, age of collection, diversity)
- demonstrate knowledge of issues related to the selection of library media resources and equipment (e.g., intellectual freedom, specialized collection development)
- identify strategies for involving the learning community in the evaluation, selection, and deselection of library media resources and equipment

0012 Understand technological resources and applications in the library media program.

For example:

- identify types and characteristics of various technological resources (e.g., computers, software applications, videocassette recorders, digital cameras) and compare the uses, advantages, and limitations of different types of technological resources
- apply criteria for selecting existing and emerging technological applications, materials, services, and formats to support and enhance the curriculum
- apply knowledge of strategies for using productivity tools to communicate information in various formats (e.g., newsletter, multimedia, Web pages, teleconferencing)
- identify strategies for evaluating, acquiring, analyzing, and managing digital resources (e.g., databases, digital networks)
- apply knowledge of strategies for providing technical support and training to the learning community in the use of technology to access, analyze, and present information
- identify procedures for coordinating the use of technology with administrators, faculty, and staff

SUBAREA IV—PROGRAM ADMINISTRATION

0013 Understand principles and practices related to the development, implementation, and ongoing evaluation of a school library media program.

For example:

- identify strategies for collaborating with other members of the learning community to formulate and communicate a mission statement for the library media program
- identify appropriate resources, personnel, and activities for meeting stated library media program goals and objectives
- demonstrate knowledge of methods for developing and evaluating policies and procedures that address specific needs of the library media program (e.g., challenged materials, acceptable use policies)
- apply procedures for analyzing relevant data and user needs as a basis for decision making in the library media program
- apply criteria for evaluating the effectiveness of a library media program (e.g., with regard to resources, facility, personnel, services)
- demonstrate knowledge of methods for selecting and implementing effective strategies to modify a library media program based on evaluation results

0014 Understand principles and practices related to facilities use in the library media center.

For example:

- demonstrate knowledge of scheduling considerations with regard to library media center resources, equipment, and space
- identify practices that support flexible and open access to the library media center and its resources for classes, small groups, and individuals
- recognize policies that promote equitable access to and use of the library media facilities
- recognize factors involved in the physical design and furnishing of a flexible, functional, and barrier-free library media center (e.g., accommodations for technology and for learners with special needs, age-appropriateness, safety)
- demonstrate knowledge of procedures for designing and implementing policies and procedures for the storage, security, and ongoing maintenance of library media resources and equipment

0015 Understand principles and practices related to the organization and circulation of information resources.

For example:

- apply knowledge of collection management principles and procedures
- identify and apply standard procedures for classifying and cataloging library media resources (Dewey Decimal System, Library of Congress Subject Headings, US MARC, AACR, ALA filing rules)
- demonstrate knowledge of various methods for determining resource circulation and use patterns, including the use of technology
- demonstrate knowledge of procedures for establishing and implementing circulation policies and procedures, based on users' needs, that promote access and ensure confidentiality
- demonstrate knowledge of the role of technology in the organization, management, and circulation of resources
- demonstrate knowledge of techniques for selecting, managing, and evaluating an integrated, automated library system to maximize access and facilitate use of resources in all formats and for all users

0016 Understand principles and practices related to the management of human and financial resources in the library media program.

For example:

- identify strategies for communicating the status and needs of the library media program to constituencies within and outside of the learning community
- recognize the characteristics, roles, and training needs associated with library media personnel and identify methods for planning and conducting staff development activities for library media staff
- demonstrate knowledge of accepted management principles for the selection, supervision, and evaluation of library media staff, volunteers, and student assistants and for handling personnel and staffing issues
- identify types, characteristics, and uses of financial budgets and reports and procedures for maintaining financial records and preparing grant applications
- demonstrate basic knowledge of funding sources for library media programs, including local, state, federal, and private sources
- demonstrate knowledge of procedures for operating a library media program within its budget



Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Library/Media is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of New Mexico?
- A. Albuquerque
 - B. Las Cruces
 - C. Santa Fe
 - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1. A B C D

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Library/Media. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

Competency 0002

Understand the roles and responsibilities of the library media specialist.

1. A new high school library media specialist has a goal of working effectively with classroom teachers to support student learning. Which of the following approaches used by the library media specialist is likely to be most helpful in achieving this goal?
 - A. reviewing state and national teacher standards that define expected teacher skills and competencies
 - B. becoming familiar with the teaching methods and resources preferred by individual teachers
 - C. providing the teachers with lists of library media center resources that are relevant to the content they teach
 - D. inviting the teachers to an informal "get acquainted" meeting in the library media center

Competency 0005

Understand strategies for determining information needs and initiating searches, for locating and accessing information resources for a particular purpose, and for teaching these skills to students.

2. A fifth-grade student is beginning a research project on the desert biome. The student has collected several potentially useful print resources. The library media specialist can best assist the student in locating relevant information in these resources by:
 - A. demonstrating how to skim a passage for important text.
 - B. helping the student analyze the table of contents for each resource.
 - C. showing the student how to examine chapter headings.
 - D. teaching the student general guidelines for using the index for a resource.

Competency 0006

Understand strategies for assessing progress during a search, for analyzing and evaluating information, and for teaching these skills to students.

3. Seventh-grade teachers have asked the library media specialist to assist students in evaluating Web sites to help prepare them for an upcoming research project. In response to this request, the library media specialist has drafted the following evaluation tool for students to use during their research.

<p style="text-align: center;">Web Site Evaluation Tool</p> <p>What is the Web site's domain? _____</p> <p>What are the author's credentials? _____</p> <p>When was the information on the Web site last updated? _____</p> <p>Does the information on the topic appear to be accurate? _____</p> <p>Does the Web site present broad or focused coverage of the topic? _____</p>

If added to this tool, which of the following questions would provide students with the most helpful information for assessing a Web site?

- A. Does the Web site designate a particular Web browser for optimal viewing?
- B. Does the Web site contain links to related topics?
- C. Is there a balance of primary and secondary sources of information on the Web site?
- D. Is the Web site organized in a way that is logical and easily navigated?

Competency 0007

Understand strategies for communicating information obtained from a search and for teaching these skills to library users.

4. A student is preparing an oral report on the legislative process. The student has asked the library media specialist for guidance in choosing an appropriate format for communicating to an audience the steps legislators use for a bill to become a law. Of the following, which format would be most effective for presenting this information?
- A. a flowchart
 - B. a Venn diagram
 - C. an outline
 - D. a Gantt chart

Competency 0008

Understand the partnership role of the library media program and its staff in all curricular areas.

5. Which of the following strategies by a library media specialist would best ensure that library media resources and services are aligned with the school's goals and objectives?
- A. preparing a comprehensive annual overview of library media resources and services for interested stakeholders in the school
 - B. observing students and faculty on a regular basis to evaluate the extent to which the library media program appears to be meeting their needs
 - C. surveying interested stakeholders periodically about the overall effectiveness of the library media program
 - D. serving as a member of the school's management team to represent and communicate about the library media program

Competency 0010

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

6. An elementary school library media specialist is working with a committee of teachers to expand the library's collection of multicultural literature. In choosing literature for this purpose, the committee should look *first* for literature that:
- A. incorporates well-developed characters who exhibit realistic behavior that is free of stereotypes.
 - B. explores situations that are common to people from a wide range of cultural backgrounds.
 - C. has interesting settings that introduce the reader to new situations and perspectives.
 - D. emphasizes the similarities among people from diverse cultural backgrounds.

Competency 0011

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

7. A library media specialist wants to uphold the principle of intellectual freedom when selecting materials for the library media center. Which of the following strategies is likely to contribute most to the achievement of this goal?
- A. setting aside any personal biases or opinions about materials under consideration
 - B. creating a uniform set of selection procedures that will be used to evaluate all materials under consideration
 - C. gathering reviews that represent different viewpoints on materials under consideration
 - D. inviting input from various groups of library users about the appropriateness of materials that are under consideration

Competency 0014

Understand principles and practices related to facilities use in the library media center.

8. A school library media program can best promote equitable access to its facilities by adopting which of the following approaches?
 - A. reserving part of each day for library use by whole classes and small groups and another part of the day for independent study and research
 - B. allowing for voluntary and flexible use of the library to meet students' and teachers' information needs in as timely a way as possible
 - C. establishing a regular schedule for the library to ensure that time for using library facilities is distributed evenly among classes
 - D. encouraging teachers to reserve time in the library for students to work on projects under the supervision of the library media specialist

Use the information below to answer the two questions that follow.

A high school has a goal of increasing students' access to information sources beyond the school. The school library advisory committee, with input from students and teachers, has purchased a subscription to an online database that includes full-text journal articles.

Competency 0012

Understand technological resources and applications in the library media program.

9. Which of the following technological resources would be most important for ensuring efficient use of the online database?
- A. printers capable of producing quality copies at a high rate of speed
 - B. multiple computer workstations that are connected to the Internet
 - C. software that permits file sharing among workstations
 - D. online support that is available at all times of the day

Competency 0012

Understand technological resources and applications in the library media program.

10. The library advisory committee has asked the library media specialist to train classroom teachers in the use of the online database. Which of the following approaches is likely to be most effective in helping teachers learn to access information using this new tool?
- A. developing a brief step-by-step guide for teachers to follow that allows them to use the database independently
 - B. demonstrating use of the database to individual teachers when they come to the library media center with their students
 - C. inviting the teachers in each grade level to explore the database informally during their preparation periods
 - D. giving small groups of teachers hands-on practice with the database on a topic related to an upcoming unit of instruction



Answer Key for the Sample Selected-Response Questions

1. B
2. D
3. D
4. A
5. D
6. A
7. A
8. B
9. B
10. D