



Sample Test Questions

Library Media



SAMPLE TEST QUESTIONS

The sample test questions in this document are designed to give you an introduction to the nature of the questions included in the Washington Educator Skills Tests—Endorsements™ (WEST-E™). They represent the various types of questions you may expect to see on an actual test in this test field; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strength or weakness or to predict your performance on the test as a whole.

Work through the sample questions carefully before referring to the answer key that follows. The answer key provides the correct response for each question and lists the objective within the test framework to which each question is linked. When you are finished with the sample questions, you may wish to review the test objectives and descriptive statements provided in the test framework for this test field.

In addition to reading and answering the sample questions, you should also utilize the following preparation materials available on the WEST Web site:

- Read **WEST-E Test-Taking Strategies** to understand how test questions are designed to measure specific test objectives and to learn important test-taking strategies for the day of the test.
- Review the **Test Summary and Framework** for your test field to familiarize yourself with the structure and content of the test. This document contains general testing information as well as the percentage of the total test score derived from each content domain described in the test framework.

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SAMPLE MULTIPLE-CHOICE QUESTIONS

1. A school library media program has a goal of providing students with equitable intellectual access to information and ideas. The teacher-librarian can best achieve this goal by using which of the following approaches?
 - A. informing students about various resources that are available beyond the school library media center
 - B. including in the library media collection resources that represent diverse viewpoints and perspectives on a range of issues
 - C. developing specialized collections of library media resources for each grade level or academic department
 - D. designing instructional units that use library media resources to support concept development in multiple content areas
2. Which of the following best describes the most important role of library media programs in a democratic society?
 - A. offering a wide range of information and ideas for individuals and groups to consider
 - B. identifying information resources that contain biased or potentially offensive content and viewpoints
 - C. monitoring the use of information by individuals and groups to help enforce ethical guidelines
 - D. providing information resources that emphasize the ideals of freedom and self-determination
3. Which of the following activities best illustrates the teacher-librarian's integral role in curriculum development?
 - A. The teacher-librarian examines teachers' unit plans and provides them with a list of supplementary library media resources for the units.
 - B. The teacher-librarian regularly invites teachers to preview new library media resources.
 - C. The teacher-librarian meets with teachers to discuss the information literacy skills students will need for an upcoming research project.
 - D. The teacher-librarian develops grade-level summer reading lists for teachers to distribute to students.



4. Which of the following represents a key element in successful collaboration between the teacher-librarian and the classroom teacher?
- A. similar educational philosophies and teaching styles
 - B. ongoing communication about shared goals for student learning
 - C. regular observation and evaluation of one another's instruction
 - D. compatible approaches for managing student behavior
5. At the beginning of a research project, a teacher-librarian has third-grade students list what they want to know about their topics and then turn the list into questions. This approach is likely to be most effective in promoting the development of students':
- A. critical-thinking abilities.
 - B. organizational skills.
 - C. abstract-reasoning abilities.
 - D. inquiry skills.
6. Which of the following research activities is likely to be most effective in helping students learn how to evaluate information?
- A. Students examine resources that contain erroneous or conflicting information about their topic.
 - B. Students write brief annotations for a variety of information resources on their topic.
 - C. Students work in cooperative groups to gather and assemble information about various aspects of their topic.
 - D. Students create concept maps on which to record information about their topic.



7. Which of the following questions would be most important for students to ask in determining whether an online news article is journalism, rather than propaganda or publicity?
- A. Does the article present multiple viewpoints and factual information gathered from multiple sources?
 - B. Does the article include an introductory lead, a summary, supporting details, and a conclusion?
 - C. Does the article present a one-sided but fair argument or point of view supported by compelling evidence?
 - D. Does the article include an acknowledgment that there may be missing or unobtainable facts that would shed more light on the topic?
8. Prior to assigning a major research project, a fifth-grade teacher expresses concern to the teacher-librarian about whether students have the necessary research skills to complete the project successfully. The teacher-librarian can best respond to this query by suggesting which of the following approaches?
- A. creating a checklist of steps involved in the research process for students to use as they gather information about their topics
 - B. providing students with explicit instruction and opportunities to practice each component of the research process through several short-term assignments
 - C. having students complete the research project in small groups and conducting regular informal assessments of their progress
 - D. working with students as a large group to create a chart indicating what they already know about the research process and using the chart to plan instruction



9. Middle school students will be conducting research for social studies class and creating individual multimedia presentations to share with their classmates. Which of the following approaches by the teacher-librarian would be most effective in assessing students' mastery of research skills associated with this project?
- A. working with the classroom teacher to develop an assessment rubric that includes criteria for evaluating both content and research objectives
 - B. arranging for students to present their projects during library classes for evaluation of their research skills
 - C. designing a written test on the relevant research skills for the classroom teacher to administer to students
 - D. having students complete a self-assessment of the research skills they used during the project
10. A high school student with a mild hearing impairment would likely benefit most from which of the following technologies?
- A. written transcripts of video and DVD narration
 - B. screen reading software for library media center and classroom computers
 - C. videos and DVDs with closed captioning capability
 - D. adaptive computer hardware in the library media center and classroom
11. When selecting multicultural literature for a library media program, the teacher-librarian should give primary consideration to books that:
- A. introduce readers to general characteristics of diverse groups.
 - B. address issues of bias or discrimination explicitly through their story lines.
 - C. appeal to the broadest possible range of readers.
 - D. include well-developed characters that are portrayed in authentic settings.



12. A middle school student asks the teacher-librarian for help finding an interesting fiction book. The teacher-librarian can best assist the student by:
- A. showing the student to the section of the library media center where fiction titles are located.
 - B. providing the student with an annotated grade-level reading list.
 - C. describing for the student some personal favorites in the area of fiction.
 - D. asking about fiction the student has recently read and enjoyed.
13. Which of the following elements is most important to include in a collection development plan for a school library media center?
- A. names of individuals who will participate in decisions about the collection
 - B. criteria for deselecting materials that are no longer appropriate for the collection
 - C. comparisons with the collections in other schools with similar student populations
 - D. potential funding sources for the acquisition of new materials for the collection
14. A teacher-librarian has received a selection of new books as gifts for the library media collection. Purchasing the bibliographic records from a vendor would delay the circulation of these books, so the teacher-librarian plans to create records for these books. Which of the following would provide the best source of bibliographic information for this process?
- A. the Dewey Decimal Classification guidelines
 - B. the Cataloging in Publication data on the back of each book's title page
 - C. the Web site for the American Library Association
 - D. the catalogs developed by the publisher of each book
15. Which of the following strategies is likely to be most efficient for analyzing the overall condition of a library media collection?
- A. assessing the condition of resources as part of the regular inventory process
 - B. maintaining a log of resources that must be discarded due to poor condition
 - C. asking volunteers to monitor the condition of resources when shelving materials
 - D. including questions about the condition of resources on student surveys



16. Which of the following actions, if taken by a teacher-librarian, is most likely to be effective in promoting the library media program to the school community?
- A. posting the hours of operation for the library media center in prominent locations throughout the school
 - B. making the library media center available as a meeting space for students and staff as needed
 - C. creating a print and digital newsletter highlighting library media activities and upcoming events
 - D. providing lists of new library media resources at the checkout desk for interested students and staff
17. A teacher-librarian's membership in a professional organization includes access to journals that describe research related to library media programs. The teacher-librarian can best use this research to:
- A. help ensure that local library media program activities reflect current best practices.
 - B. select relevant and appropriate topics for school staff development activities.
 - C. determine whether local library media services are appropriate for the student population.
 - D. advocate with district decision makers for increased budgets for district library media programs.
18. Which of the following is the teacher-librarian's most important responsibility in supervising library media staff?
- A. working with staff members to develop an evaluation instrument for assessing their job performance
 - B. serving as a liaison between staff members and building administrators
 - C. establishing and communicating standards for staff members' job performance
 - D. providing staff members with access to handbooks and other relevant school documents



19. A school library media program has adopted a flexible schedule. Some teachers have expressed concern that too many students are using the library media center at once with this form of scheduling. The teacher-librarian can best address this concern by taking which of the following actions?
- A. reserving blocks of time during the school day for specific grade levels to use the library media center
 - B. suggesting that teachers develop their own schedules regulating their students' visits to the library media center
 - C. instituting a limit of one visit to the library media center per day per student
 - D. working with teachers to design a pass system that allows a reasonable number of students to visit the library media center at a given time
20. A library advisory committee is developing long-range goals for the school library media program. Which of the following factors is most important to consider in this process?
- A. the degree of support from building and district administrators
 - B. the information and learning needs of the specific population of the school
 - C. the typical annual budget for resources and technology
 - D. the availability of information resources and services within the larger community



ANSWER KEY

Question Number	Correct Response	Test Objective
1	B	0001
2	A	0001
3	C	0002
4	B	0003
5	D	0004
6	A	0004
7	A	0005
8	B	0006
9	A	0006
10	C	0007
11	D	0008
12	D	0008
13	B	0009
14	B	0010
15	A	0010
16	C	0011
17	A	0011
18	C	0012
19	D	0012
20	B	0013