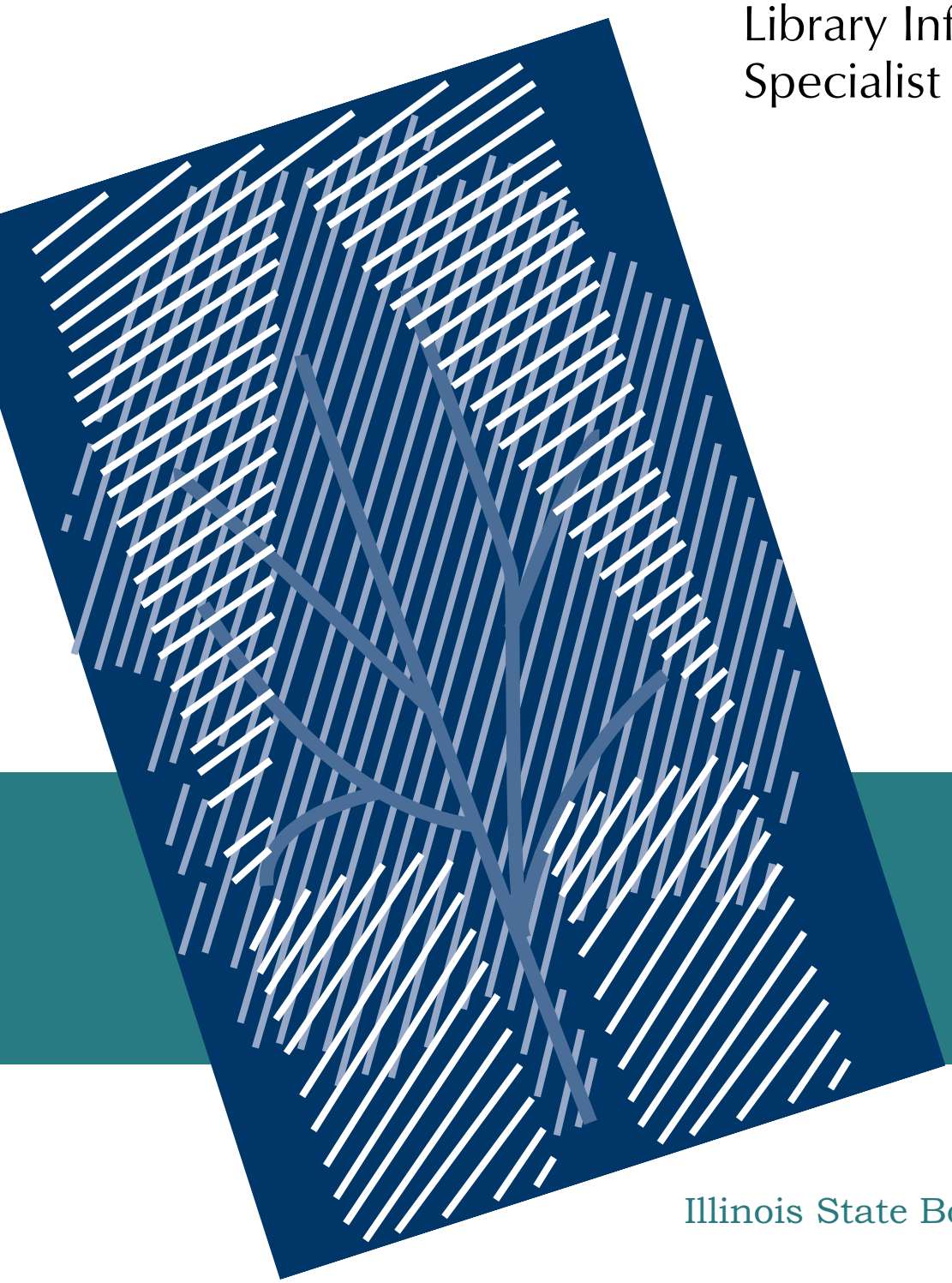
Illinois Certification Testing System

STUDY GUIDE

Library Information Specialist (175)



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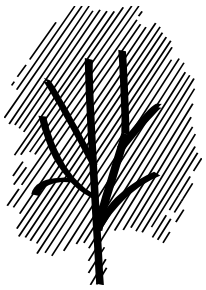
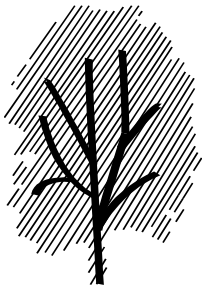


Study Guide Introduction and General Information About the Illinois Certification Testing System

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 Illinois Certification Testing System



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective is composed of two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and

2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.

- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.

- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test 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 predict your performance on the test as a whole.

You may wish to use the sample answer sheet provided on pages 10 and 11 when you answer the practice test questions to help you acquaint yourself with the answer sheet. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

LIBRARY INFORMATION SPECIALIST TEST OBJECTIVES

I. Information Access and Delivery
II. Teaching and Learning
III. Communication
IV. Program Administration

SUBAREA I—INFORMATION ACCESS AND DELIVERY

0001 Understand relationships between the school library media program and the entire school program.

For example:

- Demonstrate understanding of the school library media program's integral and collaborative role in all curricular areas.
- Identify the goals, characteristics, and functions of an effective school library media program.
- Demonstrate understanding of the need to develop policies and methods for the collection and management of material and equipment to support a curriculum that meets the diverse learning needs of students and teachers.
- Demonstrate understanding of how to use library media resources, personnel, and services to support curricular and extracurricular goals and objectives in various contexts.

0002 Understand the school library media specialist's roles and responsibilities in providing intellectual and physical access to literature, information, and ideas.

For example:

- Demonstrate understanding of current and developmentally appropriate resources and strategies for guiding intellectual access to literature and information.
- Demonstrate knowledge of the principle of equitable physical access to literature information and resources at time and point of need.
- Identify strategies for using literature, information, and ideas to respond effectively to requests.
- Demonstrate knowledge of methods for providing individuals and groups with flexible access to resources, space, and technology systems, in collaboration with the technology coordinator and other educators.
- Describe the school library media specialist's role in promoting intellectual freedom.
- Recognize copyright guidelines and professional ethics related to literature and information access and use.

0003 Understand how to locate and access resources.

For example:

- Demonstrate understanding of human, print, and electronic resources within and outside the school library media center and demonstrate knowledge of methods for accessing these resources.
- Identify types of instructional materials and resources and examine principles and considerations related to their design and production.
- Recognize characteristics and uses of information retrieval systems.
- Demonstrate understanding of ways to use distance learning delivery systems to instruct and inform.

0004 Understand factors and issues related to access to and delivery of literature and information.

For example:

- Demonstrate understanding of factors to be considered when designing and furnishing a school library media center.
- Demonstrate knowledge of methods for creating an environment that is responsive to multiple learning styles and diverse populations.
- Demonstrate knowledge of methods for creating appropriate and attractive environments that contribute to a positive teaching and learning climate.
- Demonstrate knowledge of methods for developing facility plans to include learning technology systems in the school library media center.
- Demonstrate understanding of the advantages and limitations of various scheduling options.
- Demonstrate knowledge of effective techniques for providing equitable access to multiple media resources with current and appropriate equipment for all members of the school learning community.
- Demonstrate knowledge of methods for storing, maintaining, and ensuring the security of library media resources and equipment.

0005 Understand library media resource organization and management.

For example:

- Recognize standard methods of classifying, cataloging, and arranging literature and information resources according to recognized standards.
- Demonstrate knowledge of methods for developing and maintaining centralized systems for bibliographic control of materials, equipment, and electronic information distribution systems (e.g., computer networks, distance learning facilities).
- Demonstrate knowledge of collection management principles and methods.

0006 Understand methods for promoting learning and teaching information literacy skills.

For example:

- Assess the advantages and limitations of various instructional approaches based on the educational goal or objective.
- Demonstrate understanding of literature and methodologies used to provide reading, listening, and viewing guidance to students.
- Demonstrate knowledge of methods for providing professional development opportunities in information literacy for members of the school learning community.
- Demonstrate knowledge of strategies for assisting a diverse population of students with varying learning abilities, styles, and needs.
- Recognize ways to promote independent learning opportunities that address various learning styles and to assist students seeking information for personal interest and self-improvement.
- Evaluate alternative teaching strategies and activities for encouraging critical thinking and developing information literacy skills.
- Demonstrate knowledge of methods for teaching students and staff how to use literature and information resources available within the school library media center.

0007 Understand how to teach students to determine information needs and initiate searches.

For example:

- Identify appropriate resources and activities to meet individual student needs and demonstrate knowledge of methods for providing students with opportunities to seek information for personal interest and self-improvement.
- Demonstrate knowledge of methods to help students formulate research questions or problems.
- Demonstrate knowledge of how to construct search strategies to help students obtain information from diverse sources, contexts, disciplines, and cultures.

0008 Understand how to teach students to locate, analyze, and evaluate information.

For example:

- Demonstrate knowledge of methods for teaching students to structure a search across a variety of sources and formats to locate the best information for a particular need.
- Demonstrate knowledge of methods for teaching students to locate and gather potentially useful information.
- Demonstrate knowledge of methods for teaching students to evaluate information (e.g., determining authoritativeness of sources; distinguishing among facts, points of view, and opinions; comparing information from different sources; determining whether information addresses the original problem or question).
- Demonstrate knowledge of methods for teaching students to summarize, organize, and synthesize information.
- Demonstrate knowledge of methods for teaching students to evaluate and interpret information (e.g., drawing appropriate conclusions from information obtained in a search).
- Identify steps and criteria for teaching students to evaluate the progress and outcome of a search and determine appropriate adjustments to search strategies in various situations.

0009 Understand how to teach students to communicate information obtained from a search.

For example:

- Demonstrate knowledge of methods for helping students communicate what they have learned in a variety of formats.
- Demonstrate knowledge of methods for teaching students to understand the principles of intellectual freedom, to observe copyright and intellectual property rights, and to value the responsible use of technology.
- Demonstrate knowledge of guidelines for preparing a bibliography and/or providing other necessary documentation.
- Demonstrate knowledge of methods for helping students select an appropriate format for producing an effective end product and develop creative products in a variety of formats.

0010 Understand applications of technological and other information resources in the school library media program.

For example:

- Identify characteristics and uses of various print and electronic information resources.
- Demonstrate knowledge of methods for selecting, installing, managing, and maintaining technologies applicable to the school library media center and the larger school learning community.
- Demonstrate knowledge of methods and strategies for teaching the uses and applications of technology-based resources in supporting student learning.
- Demonstrate knowledge of methods for identifying the individual learning technology needs of students.
- Demonstrate knowledge of methods for planning budgets, purchasing software and hardware that meet curriculum needs, and resolving issues of software and hardware compatibility, in collaboration with the technology specialist.

0011 Understand the school library media specialist's role in curriculum development.

For example:

- Demonstrate understanding of basic principles of curriculum development in all subject areas and levels, state and national learning standards, and a variety of assessment strategies.
- Demonstrate knowledge of methods of collaborating with classroom teachers in the creation of integrated classroom assignments and projects and the implementation of their content-area standards, goals, and visions.
- Demonstrate knowledge of ways to integrate the school library media program into the curriculum and align school library media program goals and objectives with curriculum needs.
- Use a variety of resources to help teachers develop interdisciplinary connections.

SUBAREA III—COMMUNICATION

0012 Understand how to communicate effectively with staff, administrators, parents/guardians, and the members of the school learning community.

For example:

- Demonstrate knowledge of communication strategies related to mass and interactive communications (i.e., oral, aural, written, nonverbal).
- Demonstrate knowledge of the basic components of effective collaboration and demonstrate knowledge of strategies for communicating with members of the school learning community and building collaborative teams for interdisciplinary teaching and learning.
- Demonstrate knowledge of collaboration strategies that encourage administrators to integrate the school library media program into the school's instructional program.
- Demonstrate knowledge of research indicating the relationship of the school library media program to improved student achievement.
- Demonstrate knowledge of strategies for advocating for the school library media program within and outside the school learning community.
- Recognize the role that parents/guardians play in developing lifelong skills and demonstrate knowledge of communication strategies to inform parents/guardians about the school library media program and to involve them in school library media center activities.
- Recognize the importance of community groups in maintaining support for the school library media program and demonstrate knowledge of strategies for informing the community about the relationship of school library media programs to student achievement and lifelong learning for everyone.

0013 Understand the relationship between the school library media program and information resources beyond the school.

For example:

- Demonstrate an understanding of the characteristics and uses of institutional and human resources beyond the school.
- Demonstrate knowledge of methods for helping teachers and students locate, develop, and evaluate resources outside of the school library media center.
- Recognize ways to establish and maintain ties with public libraries and other resources and services within the district and the wider community.
- Demonstrate knowledge of the role of the school library media program in connecting the school to regional, state, national, and global resources.
- Recognize the benefits of developing and maintaining connections to resources and services beyond the school.

0014 Understand how to use active listening techniques to establish interpersonal relationships and to assist students in accessing, evaluating, and using information.

For example:

- Distinguish between hearing and listening, recognize barriers to effective listening, and demonstrate knowledge of behaviors associated with active listening.
- Demonstrate knowledge of strategies for eliciting information needs and reading interests from students.
- Demonstrate the ability to establish effective interpersonal relationships based on effective listening and negotiation of responsibility for activities.
- Recognize how the developmental growth patterns of children and youths influence their information needs, reading interests, and abilities.
- Demonstrate knowledge of reflective listening strategies to help students develop metacognitive skills.

0015 Understand the leadership role of the school library media specialist within the entire educational community.

For example:

- Demonstrate knowledge of social and political trends affecting the school and community and how these trends affect the school library media program.
- Use knowledge of the school's mission, goals, policies, structure, and culture to advocate for the school library media program.
- Demonstrate knowledge of methods for establishing partnerships to support educational goals.
- Examine differences among coordination, cooperation, and collaboration.
- Recognize the importance of participating in district, building, departmental, and grade-level curriculum design and assessment projects to ensure that information literacy standards are integral to the content and objectives of the school's curriculum.

SUBAREA IV—PROGRAM ADMINISTRATION

0016 Understand issues and methods related to the acquisition of resources and equipment.

For example:

- Demonstrate knowledge of criteria for evaluating and selecting resources and equipment that will enable the school library media program to support the school's mission, goals, and objectives.
- Recognize ways of communicating with instructional staff to identify learning technologies and other resources required to meet students' information needs.
- Demonstrate knowledge of methods for involving the learning community in the collection development process.

0017 Understand the development, implementation, and ongoing evaluation of a school library media program.

For example:

- Demonstrate knowledge of strategies for implementing an effective program that is fundamental to student learning and based upon the school's instructional programs, services, facilities, size, and number of students and teachers.
- Recognize reasons for evaluating the school library media program and demonstrate knowledge of methods for determining its effectiveness in improving teaching and learning.
- Demonstrate knowledge of methods for reporting the results of program assessment on a regular basis to teachers, students, administrators, and other members of the school learning community.
- Demonstrate knowledge of the role of school library media specialists on committees charged with developing and implementing strategic plans for the school.
- Demonstrate knowledge of methods for involving the learning community in the formulation and communication of the school library media program's mission statement and long-range plan.
- Demonstrate knowledge of strategies for collecting and using data to make decisions and develop plans and policies for the continuous improvement of the school library media program.

0018 Understand the supervision and management of school library media program staff.

For example:

- Recognize characteristics, qualifications, roles, and training needs associated with school library media program staff.
- Demonstrate knowledge of methods for selecting, supervising, maintaining, and evaluating professional, support, and volunteer school library media program personnel.
- Demonstrate knowledge of methods for handling various personnel and staffing issues.
- Examine instructional and technological requirements of the school to determine and advocate for appropriate staffing and training needed to meet the learning and information needs of students.
- Demonstrate knowledge of methods for planning, selecting, and conducting staff development activities for school library media program personnel.

0019 Understand the fiscal management of a school library media program.

For example:

- Demonstrate knowledge of methods for maintaining records, preparing budgets and reports, and locating sources of funding and support for an effective school library media program.
- Demonstrate knowledge of strategies for communicating effectively orally and in writing about the financial status and needs of the school library media program.
- Demonstrate knowledge of methods for operating a school library media program cost-effectively and within budget.

0020 Understand resources and strategies for ongoing professional development.

For example:

- Recognize ways of staying current with state, federal, and international information and trends in education as they affect school library media center users in Illinois.
- Demonstrate knowledge of strategies for locating professional development resources and demonstrate knowledge of strategies for updating personal competencies in information literacy, learning and teaching, information access and delivery, technology utilization, and administration and supervision.
- Demonstrate knowledge of methods for collaborating with other library media professionals to share literature, information, and ideas.

LIBRARY INFORMATION SPECIALIST PRACTICE TEST QUESTIONS

1. Which of the following statements is the best reason for integration of a library media program into a school's overall program?

   A. Research indicates a positive correlation between the integration of a library media program and students' academic achievement.

   B. Evidence of an integrated library media program increases a school's eligibility for government funding.

   C. Assigning library media programs partial responsibility for instruction allows classroom teachers more time to develop new teaching units.

   D. Studies indicate that the existence of a library media program raises a school's level of parent/guardian involvement.

2. Which of the following would most effectively support the library media specialist's goal of promoting intellectual freedom?

   A. providing parents/guardians and community members with annotated lists of library media center materials

   B. providing resources that represent a diversity of experiences, opinions, and social and cultural perspectives

   C. using labels to alert patrons about materials with content that might be considered controversial

   D. including a parent/guardian and community advisory board in decisions about library media center acquisitions

3. An online public access catalog (OPAC) in a school library media center is most likely to provide which of the following information regarding a specific periodical?

   A. abstracts of articles in the periodical

   B. titles of articles contained in each issue of the periodical

   C. whether or not the periodical is part of the collection

   D. names of authors contributing to each issue of the periodical

4. Which of the following is the primary consideration when developing facility plans for a library media center that will include learning technology systems?

   A. including sufficient electrical voltage and telecommunication infrastructure for present and anticipated needs

   B. selecting furnishings specifically designed for the types of equipment used in the library media center

   C. creating a partitioned space for Internet workstations that will provide privacy for users

   D. regulating the temperature and level of sunlight to which electronic equipment and materials are exposed

5. Which of the following is the most important element common to both the Dewey Decimal and the Library of Congress classification systems?

   A. using a combination of alphabetic and numeric indicators to organize materials

   B. standardizing the call numbers of materials from library to library

   C. coordinating materials on the same or related subjects to make items easier to locate

   D. controlling subject headings from library to library

6. A high school library media specialist requires students to write down their strategies for locating information at the outset of a project and to critique those same strategies upon completion of a project. A primary advantage of this type of activity is that it is likely to:

   A. yield consistently high-quality search results.

   B. help students gain awareness of their thinking processes.

   C. encourage originality in approaches to information related assignments.

   D. develop students' critical thinking skills of planning and evaluating.

7. Which of the following concepts would be most helpful for students to understand when they are selecting key words to use in a search of the library's online catalog?

   A. All electronic searches require the user to provide key words reflecting currently accepted terminology.

   B. Key words used in the online catalog may differ from subject words used to find content within a print source.

   C. Online catalogs tend to use the same key words as those used for Internet searches.

   D. Online catalog searches should use key words taken from the student's initial research question.

8. Which of the following questions would be most helpful for students to ask when determining whether information found in a particular resource expresses a fact, point of view, or opinion?

   A. Who is the author's intended audience?

   B. Why or how is the author considered an expert?

   C. Are the author's sources of information clearly documented?

   D. Can the author's information be verified in other sources?

9. When instructing students in the use of footnotes, endnotes, or citations for documentation in a research paper, the most important thing to help the students understand is the need to:

   A. number citations consecutively and list them at the end of the document.

   B. indicate the information from other authors with parentheses.

   C. document each piece of information selected for use in the final product.

   D. document every source used during the information gathering process.

10. A library media specialist in a large high school has created computer tutorials that describe the library media center's resources and installed them on work-stations in classrooms and the library media center. In which of the following ways does this support student learning?

   A. Students no longer have to sort through extraneous research material.

   B. Students are able to access resource guidance independently at the point of need.

   C. Students are able to master different library media center resources at their own learning pace.

   D. Students are not required to attend whole class instruction about the use of library media center resources.

11. The library media specialist can most effectively contribute to the process of curriculum development by:

   A. supplying teachers with instructional materials for resource-based teaching units.

   B. teaching information literacy skills through integration with classroom goals.

   C. meeting with teachers to integrate information literacy skills and content standards.

   D. gathering materials based on teacher requests in advance of class projects.

12. A library media specialist has begun a library club for students' parents and guardians. The library media specialist offers workshops on topics such as navigating the Internet and homework help and shares information about library media center events. Which of the following is a major benefit of having this club?

   A. It provides parents/guardians with the opportunity to experience the same type of information literacy skills lessons as their children.

   B. It creates opportunities to meet with parents/guardians about their children's progress and learning needs.

   C. It helps the library media specialist determine the most useful resources to meet the needs of the school's extended learning community.

   D. It allows the library media specialist to build community support for library media center services and activities.

13. The school library media specialist can most effectively develop connections between the school and regional, state, and national resources by:

    A. joining local chapters of professional organizations.

    B. subscribing to publications and resources that focus on education.

    C. sending reports to legislators that show the importance of information-based learning.

    D. using technology to access information resources that are otherwise unavailable.

14. A student asks the library media specialist where to find library resources about transportation. Which of the following questions should the library media specialist ask to most effectively determine the student's information needs?

    A. What would you like to know about transportation?

    B. Do you need the resources for a school project?

    C. Would you like a magazine or a book about transportation?

    D. How many resources are you going to need?

15. A high school library media specialist would like to establish a partnership with a hospital's health resource center as a way to support the school's goal of having students develop healthy lifestyles through informed choices. Which of the following methods is likely to be most effective in achieving this goal?

    A. initiating an e-mail dialogue between students and health resource center staff

    B. asking health resource center staff to serve as judges for student health fair products

    C. arranging for students' community service opportunities in the health resource center

    D. arranging student tours of hospital departments and interviews with health resource center personnel

16. In which of the following ways should the library media specialist communicate with the instructional staff to best identify the resources required to meet students' information needs?

    A. charting timelines for instructional units by grade level at the beginning of the school year

    B. maintaining a request log where instructional staff can submit suggestions for helpful materials

    C. attending curriculum planning meetings with instructional staff at the beginning of each unit

    D. having instructional staff select materials to preview from a list of possible acquisitions

17. As part of an ongoing evaluation of the library media program, a library information specialist has collected data indicating the number of teachers and students by grade level who have used the library media center each month. The library media specialist can use this type of quantitative data most effectively to:

    A. advocate for a budget increase to purchase new materials.

    B. prioritize existing and institute new services to correspond more closely to patron needs.

    C. make additional staffing requests to improve services to patrons.

    D. determine which and how many resources to deselect from the collection.

18. A library media specialist has secured funding for several digital cameras, a high quality color printer, and a site license for photo software. Which of the following is the *first* step in incorporating the new technology into the instructional program?

    A. posting sample products in the library media center to stimulate interest in the new equipment

    B. devising a system to allocate the new equipment equitably among all classrooms

    C. arranging for a trainer to come into the library media center to help the staff gain proficiency with the new equipment

    D. developing a list of curriculum connections and ways to integrate the new equipment into established units

19. Which of the following is the most important advantage of purchasing preprocessed books in a single person library media center?

    A. purchasing preprocessed books reduces the need for volunteers in the library media center

    B. preprocessing is more cost effective than processing done in house

    C. purchasing preprocessed books enhances the visual appeal of the library media center

    D. preprocessing makes cataloging easier and shelving quicker

20. Mr. Juarez is a new library media specialist in a large school district. Which of the following steps would be most effective in connecting him with other library media specialists to share ideas and information?

    A. forming an action-research partnership between the library media center and a local university

    B. enrolling in professional development workshops related to reading and literature

    C. joining the state school library media association

    D. serving on the district's textbook adoption and curriculum development committees

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	A	Understand relationships between the school library media program and the entire school program.
2.	B	Understand the school library media specialist's roles and responsibilities in providing intellectual and physical access to literature, information, and ideas.
3.	C	Understand how to locate and access resources.
4.	A	Understand factors and issues related to access to and delivery of literature and information.
5.	C	Understand library media resource organization and management.
6.	D	Understand methods for promoting learning and teaching information literacy skills.
7.	B	Understand how to teach students to determine information needs and initiate searches.
8.	D	Understand how to teach students to locate, analyze, and evaluate information.
9.	C	Understand how to teach students to communicate information obtained from a search.
10.	B	Understand applications of technological and other information resources in the school library media program.
11.	C	Understand the school library media specialist's role in curriculum development.
12.	D	Understand how to communicate effectively with staff, administrators, parents/guardians, and the members of the school learning community.
13.	D	Understand the relationship between the school library media program and information resources beyond the school.
14.	A	Understand how to use active listening techniques to establish interpersonal relationships and to assist students in accessing, evaluating, and using information.
15.	A	Understand the leadership role of the school library media specialist within the entire educational community.
16.	C	Understand issues and methods related to the acquisition of resources and equipment.

(continued on next page)

Question Number	Correct Response	Test Objective
17.	B	Understand the development, implementation, and ongoing evaluation of a school library media program.
18.	C	Understand the supervision and management of school library media program staff.
19.	B	Understand the fiscal management of a school library media program.
20.	C	Understand resources and strategies for ongoing professional development.

EXPLANATION OF THE TEST SCORE REPORT

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

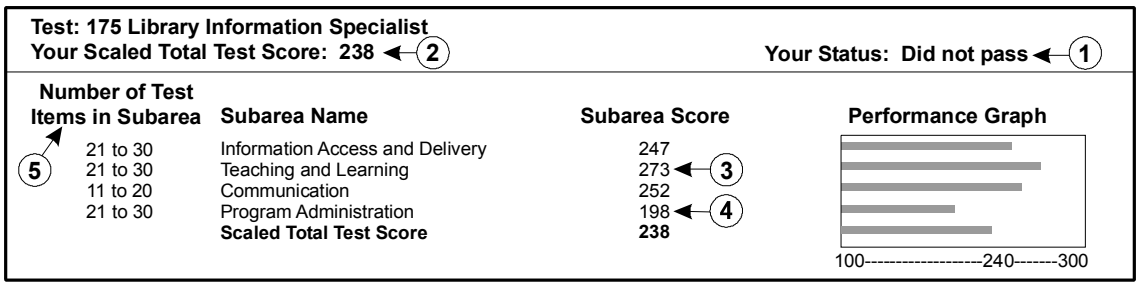
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a test score report is provided below.



According to the above sample, the examinee did not pass the Library Information Specialist test ①, because the examinee's total test score of 238 ② is below the passing score of 240.

The examinee did better on the Teaching and Learning section ③ of the test than on the Program Administration section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.