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Welcome to the Missouri Librarian Performance Assessment. This Candidate Handbook will help you understand the history and background of the performance assessment and will provide you with a general overview as well as the specific details needed to submit the contents of your performance assessment.

The Missouri Librarian Performance Assessment has been developed by a team of exemplary Missouri educators. Appreciation is extended to the following members of the Content Development Team.

Missouri Librarian Performance Assessment Content Development Team

<table>
<thead>
<tr>
<th>Member</th>
<th>School Affiliation</th>
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<tbody>
<tr>
<td>Patricia Antrim</td>
<td>University of Central Missouri</td>
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<td>Sheila Driemeyer</td>
<td>East Central College</td>
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<tr>
<td>Kelli Krause</td>
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<td>Lindenwood University</td>
</tr>
<tr>
<td>Julie Rodell</td>
<td>West Platte School District</td>
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</table>

Appreciation is also extended to the Educational Testing Service consultants who facilitated the development process: Project Owners Seth Weiner and Ethan Taylor, Product Manager Jean Reckage, and Assessment Developers Annette DeLuca, Kimberly Segal-Morris, and Joanne Aswell.
General Overview

The Missouri Librarian Performance Assessment (MoLPA) is an evidence-based performance assessment designed to assess the skills of school librarian candidates during their clinical experience. The assessment evaluates the ability of candidates to contribute to student learning and to contribute to a school’s informational needs and resources as stated in the Missouri Standards for School Librarians and the three MoLPA tasks.

The assessment consists of three summative tasks. The tasks are described later in this handbook.

Before beginning the assessment, review the entire handbook for information about the tasks, rubrics, writing guidelines, online authoring system, video, and more. There are also other documents that will help support you through the process. Consult the Missouri Performance Assessments Web site for these documents.

The Standards and Quality Indicators

What does the Missouri Librarian Performance Assessment measure?
The Missouri Librarian Performance Assessment (MoLPA) provides a meaningful measure of a librarian candidate’s readiness and ability to provide effective library service to a school community. It provides a picture of a librarian candidate’s potential for success. This is a standards-based assessment reflecting the standards and quality indicators described by the Missouri Standards for School Librarians.

What are the Missouri Standards for School Librarians?
The standards are articulated across seven general areas of professional practice. Quality indicators are provided for each standard. These quality indicators further describe the particular benchmark or criterion of the professional practice.

Missouri Standards for School Librarians
Standard #1 Teaching for Learning
Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments. Collaborates effectively with classroom teachers and other educators. Documents and communicates the impact of instruction on student achievement.

Quality Indicator 1—Knowledge of Learners and Learning
1C1 The school librarian candidate demonstrates knowledge of
- learning styles;
- the stages of human growth and development;
- cultural influences on learning.
The school librarian candidate designs instruction that aligns learning goals and objectives with appropriate formal and informal assessments that incorporate active learning instruction.

The school librarian candidate designs an authentic learning activity that incorporates information and technological resources.

**Quality Indicator 2—Instructional Partner**

1C2 The school librarian candidate knows implementation strategies and how to use them for achieving the vision, mission, and goals.

**Quality Indicator 3—Effective and Knowledgeable Teacher**

1C3 The school librarian candidate uses formal and informal formative assessments to document and communicate the impact of instruction on student achievement.

The school librarian candidate uses instructional data to inform a plan for action research.

**Standard #2 Reading and Literacy**

Promotes and encourages reading for enjoyment, personal growth, and learning. Provides fiction and non-fiction literatures appropriate to the students and grade levels served. Selects reading materials in multiple formats to facilitate maximum access for all members of the school community. Models a variety of research-based literacy strategies. Advocates for students’ intellectual freedom.

**Quality Indicator 1—Reading Promotion**

2C1 The school librarian candidate places students at the center of reading, emphasizing free voluntary reading as a primary means of developing reading and literacy.

The school librarian candidate describes the importance of reading as a pleasurable experience to all students, including exceptionalities, through reader advisory services.

The school librarian candidate describes multiple strategies that model, encourage and promote reading for:

- enjoyment;
- personal growth; and
- learning.

**Quality Indicator 2—Literature**

2C2 The school librarian candidate describes children and teen literature, its history, and identifies current publishing trends.

The school librarian candidate demonstrates knowledge of classic and current literature in multiple formats that reflect readers’ differences in:

- age;
- physical, emotional, and intellectual development
- race;
- ethnicity;
• gender and gender identity;
• languages;
• religion; and
• socio-economic status.

The school librarian candidate identifies and describes:
• notable authors and illustrators;
• their work and accomplishments; and
• identifies international, national, state, and regional awards.

**Quality Indicator 3—Diversity and Inclusiveness**

2C3 The school librarian candidate examines personal attitudes, beliefs, and assumptions about how race and ethnicity influence professional dispositions and actions.

The school librarian candidate describes the characteristics of diverse groups including differences in:
• physical, emotional, and intellectual development;
• age;
• race;
• ethnicity;
• gender;
• language;
• sexual preference;
• religion; and
• socio-economic status.

The school librarian candidate describes students’ interests based on physical, emotional, and intellectual development, age, race, ethnicity, gender, language, sexual preference, religion, and socio-economic status when evaluating resources to ensure equal representation and equal opportunity for access to materials and information.

**Quality Indicator 4—Literacy Strategies**

2C4 The school librarian candidate designs instruction that assesses and uses prior literacy knowledge, poses questions appropriate to the task, and monitors reading development and fluency.

The school librarian candidate explains the cultural systems of meanings in which all reading takes place and describes the debates that surround literary theories.

**Quality Indicator 5—Intellectual Freedom**

2C5 The school librarian candidate explains and applies the principles of The Students’ Right to Read and the Position Statement on the School Librarian’s Role in Reading.

The school librarian candidate describes laws and regulations governing:
• copyright;
• intellectual property;
• fair use;
• public performance rights; and
• licensing.
Standard #3 Information and Knowledge:
Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs. Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking. Promotes equitable access to resources in a variety of formats and services for a variety of needs.

Quality Indicator 1—Access to Information
3C1 The school librarian candidate articulates the importance of access to library materials in print and electronic formats. (SEE ALSO 5.2)

The school librarian candidate demonstrates knowledge of information resources that support optimal learning and development.

Quality Indicator 2—Information Literacy Skills
3C2 The school librarian candidate plans and teaches information literacy skills incorporating the information literacy research models.

Quality Indicator 3—Equitable Access to Resources and Services
3C3 The school librarian candidate describes the importance of an inviting library environment that encourages usage by all in the school community.

The school librarian candidate articulates a schedule that supports least restrictive access.

The school librarian candidate explains the importance of assistive technologies and alternate information formats that meet students’ information needs.

Standard #4 Leadership and Advocacy
Provides leadership by articulating ways in which school libraries contribute to student achievement. Advocates for dynamic school library programs and positive learning environments by collaborating and connecting with the school community.

Quality Indicator 1—Instructional Leadership
4C1 The school librarian candidate demonstrates understanding of school governance.

The school librarian candidate articulates the role of the library in school and district student achievement.

Quality Indicator 2—Advocating with the School Community
4C2 The school librarian candidate identifies stakeholders within and outside the school community who impact the school library program.

The school librarian candidate demonstrates understanding of strategies to advocate for the school library program.

Standard #5 Program Management and Administration
Administers the school library media program using research-based data to analyze and improve services in alignment with the school’s mission to support student achievement. Selects, acquires, catalogs, retrieves, integrates, circulates, preserves, and deselects information resources. Manages fiscal, physical, and personnel resources. Practices
professional ethics with regard to intellectual property and information privacy. Develops policies and procedures in support of the library program.

**Quality Indicator 1—Strategic Planning, Program Evaluation, and Program Reporting**

The school librarian candidate demonstrates familiarity with short- and long-range strategic plans covering a school library’s mission, goals, and objectives.

The school librarian candidate demonstrates familiarity with program effectiveness concepts and program evaluation techniques.

The school librarian candidate demonstrates familiarity with school library data reporting requirements.

**Quality Indicator 2—Collection Management**

5C2 The school librarian candidate demonstrates knowledge of selecting, acquiring and deselecting resources for a specific school community.

The school librarian candidate demonstrates knowledge of collection evaluation strategies.

The school librarian candidate demonstrates knowledge of current cataloging and classification standards for efficient and effective storage and retrieval.

**Quality Indicator 3—Fiscal, Physical, and Personnel Resources Management**

5C3 The school librarian candidate demonstrates knowledge of school library financial resources and:

- budgets;
- prepares;
- analyzes;
- evaluates; and
- justifies a school library budget prepares proposals for advocacy, fundraising, and grants.

The school librarian candidate demonstrates familiarity with best practices, including Americans with Disabilities Act (ADA) requirements, in the design and remodeling of school library physical facilities.

The school librarian candidate demonstrates familiarity with school library human resources and plans human resources for the school library.

**Quality Indicator 4—Professional Ethics**

5C4 The school librarian candidate demonstrates knowledge of and practices associated with the American Library Association Code of Ethics.

**Quality Indicator 5—Policies and Procedures:**

5C5 The school librarian candidate demonstrates familiarity with effective policies and procedures.

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**Standard #6 Technology Integration**

Provides equitable access to technology for the school community. Continually upgrades technological skills to enhance student and teacher learning. Integrates technology tools to
communicate and facilitate learning. Promotes digital citizenship instruction to support appropriate academic use of information.

**Quality Indicator 1—Access to Technology**
6C1 The school librarian candidate demonstrates knowledge of and ability to use a wide variety of media communication tools.

**Quality Indicator 2—Knowledge of Technology**
6C2 The school librarian candidate develops skills in using a variety of media communication tools.

**Quality Indicator 3—Communicate and Facilitate Learning**
6C3 The school librarian candidate explores and reflects on instructional strategies integrating technology and media communication tools.

**Quality Indicator 4—Digital Citizenship**
6C4 The school librarian candidate explores the concepts of digital citizenship.
The school librarian candidate develops model lessons to teach digital citizenship concepts.

**Standard #7 Professional Development**
Seeks opportunities to grow professionally by taking advantage of information, events and services provided by local, state, and national organizations. Seeks opportunities for service through professional associations.

**Quality Indicator 1—Professional Learning**
7C1 The school librarian candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or opportunities.

**Quality Indicator 2—Professional Involvement**
7C2 The school librarian candidate identifies and reflects on the array of professional learning networks.
Overview of Tasks

What is the general design of the Missouri Librarian Performance Assessment?
The MoLPA consists of three tasks. Each of the three tasks will take place within the context of a school library and will focus on the expected knowledge and skills of a librarian candidate. During the internship, the librarian candidate's task submissions will provide a variety of artifacts, including evidence of collaboration, knowledge of a digital resource, and resource selection and promotion.

All three tasks are due on the same date. See Dates and Deadlines on the Missouri Performance Assessments informational website.

What are the specific tasks of this assessment?

Task 1: Resource Selection and Promotion
In this task, you will demonstrate your ability to identify a user group within the school community whose needs are not being met by the library collection, assess the current collection, select additions to the collection that will meet the identified need of the user group, identify a method to promote new and existing resources to the user group or those related to the user group, and determine methods for gauging the extent to which the collection meets the identified need of the user group.

Task 1 Overview

Standards and Quality Indicators
The following Missouri Standards and Quality Indicators for School Librarians represent the focus of this task. The evidence you submit must address and will be scored according to the following.

Standard 2, Quality Indicators 1, 2, 3, and 5
Standard 3, Quality Indicators 1 and 3
Standard 4, Quality Indicator 2
Standard 5, Quality Indicators 2 and 4
Standard 6, Quality Indicator 1

What Do I Have to Do for This Task?
For this task, you must submit the following evidence.

1. Written commentary of a maximum of 25,500 characters (approximately eight typed pages) that
   • responds to all parts of the guiding prompts;
   • references your artifacts to support your written evidence; and
   • describes, analyzes, and reflects on the evidence
2. Four artifacts (a maximum of six pages), including
   • evidence of the user group’s need, using one of the following options (maximum of one page);
   • a five-sentence abstract of a scholarly article, with citation;
   • a five-sentence summary of a research finding, with citation;
   • anecdotal notes about five reference interviews or readers’ advisories conducted with members of the user group;
• a five-question survey or questionnaire for the user group;
• the Item Description Form (maximum of two pages);
• a method for promoting the new and existing resources to the user group or those related to the user group, such as teachers, parents, or supervisors (maximum of two pages); and
• a five-question questionnaire to gather qualitative data (maximum of one page)

How to Submit Your Evidence (Refer to the Submission System User Guide for details)
• Upload your artifacts into your Library of Artifacts.
• Refer to the artifacts in your Written Commentary.
• Link to the artifacts within your Written Commentary.

How to Compose Your Written Commentary
This task has four steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response should address all parts of each of the guiding prompts.

Step 1: Identifying a User Group
Step 2: Locating, Selecting, and Promoting Resources
Step 3: Assessing the Effectiveness of the Selection and Promotion Plan
Step 4: Reflecting

Please read the entire task before responding to any guiding prompts.

Task 2: Collaborative Planning
In this task, you will demonstrate your ability to plan, promote, and implement a collaborative lesson and advocate for collaboration among librarians, school leaders, and other members of the faculty.

Task 2 Overview
Standards and Quality Indicators
The following Missouri Standards and Quality Indicators for School Librarians represent the focus of this task. The evidence you submit must address and will be scored according to the following.

Standard 1, Quality Indicators 1, 2, and 3
Standard 3, Quality Indicators 1, 2, and 3
Standard 4, Quality Indicators 1 and 2

What Do I Have to Do for This Task?
For this task, you must submit the following evidence.

1. Written commentary of a maximum of 24,000 characters (approximately eight typed pages) that
   • responds to all parts of the guiding prompts;
   • references your artifacts to support your written evidence; and
   • describes, analyzes, and reflects on the evidence
2. Four different artifacts (a maximum of ten pages), including
• a form of communication with a school leader, such as a memo, an e-mail, or a transcript of conversation (maximum of two pages);
• the Collaborative Planning Form (template provided; maximum of two pages);
• an annotated list of ten resources for the collaborative lesson (template provided; maximum of two pages);
• a lesson plan (template provided; maximum of four pages)

How to Submit Your Evidence (Refer to the Submission System User Guide for details)
• Upload your artifacts into your Library of Artifacts.
• Refer to the artifacts in your Written Commentary.
• Link to the artifacts within your Written Commentary.

How to Compose Your Written Commentary
This task has four steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response should address all parts of each of the guiding prompts.

   Step 1: Advocacy and Promotion
   Step 2: Collaborative and Individual Planning
   Step 3: Selection of Library Resources
   Step 4: Reflecting

Please read the entire task before responding to any guiding prompts.

Task 3: Building Digital Literacy

In this task, you will demonstrate your ability to plan and deliver to adult participants a mini-lesson about the use of a digital resource. You will teach and record your mini-lesson. You will also provide a reflective commentary that corresponds to the planning, delivery, and assessment of the mini-lesson.

Task 3 Overview
Standards and Quality Indicators
The following Missouri Standards and Quality Indicators for School Librarians represent the focus of this task. The evidence you submit must address and will be scored according to the following.

   Standard 1, Quality Indicators 1 and 3
   Standard 2, Quality Indicator 5
   Standard 5, Quality Indicator 4
   Standard 6, Quality Indicators 1, 2, 3, and 4
   Standard 7, Quality Indicators 1 and 2
What Do I Have to Do for This Task?
For this task, you must submit the following evidence.

1. Written commentary of a maximum of 28,500 characters (approximately nine typed pages) that
   • responds to all parts of the guiding prompts;
   • references your artifacts to support your written evidence; and
   • describes, analyzes, and reflects on the evidence
2. Three different artifacts (maximum of five pages), including
   • a lesson plan (template provided; maximum of four pages);
   • evidence illustrating participant achievement of the learning goal(s) (maximum of one page); and
   • one fifteen-minute video of you teaching the digital resource lesson planned in this task (an uninterrupted and unedited file)

How to Submit Your Evidence (Refer to the Submission System User Guide for details)
- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Link to the artifacts within your Written Commentary.

How to Compose Your Written Commentary
This task has five steps, four of which have guiding prompts to help you provide evidence that supports the rubric. Your response should address all parts of each of the guiding prompts.

   Step 1: Planning
   Step 2: Presenting the Lesson
   Step 3: Assessing Achievement of the Goals
   Step 4: Reflecting
   Step 5: Uploading the Video

Please read the entire task before responding to any guiding prompts.
The following chart shows the specific Missouri Standards and Quality Indicators for School Librarians that are measured by each of the three tasks.

### Missouri Standards and Quality Indicators for School Librarians

<table>
<thead>
<tr>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Selection and Promotion</td>
<td>Collaborative Planning</td>
<td>Building Digital Literacy</td>
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</table>

<table>
<thead>
<tr>
<th>Evidence 1</th>
<th>Evidence 2</th>
<th>Evidence 3</th>
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<tbody>
<tr>
<td>Written commentary: maximum of 25,500 characters</td>
<td>Written commentary: maximum of 24,000 characters</td>
<td>Written commentary: maximum of 28,500 characters</td>
</tr>
<tr>
<td>4 artifacts: maximum of 6 pages</td>
<td>4 artifacts: maximum of 10 pages</td>
<td>3 artifacts: maximum of 5 pages and a video</td>
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<thead>
<tr>
<th>Standard 1 QI 1</th>
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<td>Standard 1 QI 2</td>
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<tr>
<td>Standard 1 QI 3</td>
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<td>X</td>
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<tr>
<td>Standard 2 QI 1</td>
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<tr>
<td>Standard 2 QI 2</td>
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<tr>
<td>Standard 2 QI 3</td>
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<td>Standard 2 QI 4</td>
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<tr>
<td>Standard 2 QI 5</td>
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<tr>
<td>Standard 3 QI 1</td>
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<tr>
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<td>Standard 3 QI 3</td>
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<td>Standard 4 QI 1</td>
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<td>Standard 7 QI 1</td>
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<tr>
<td>Standard 7 QI 2</td>
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</tbody>
</table>
The required submission information for each task is summarized below. You will see the steps included in each task as well as the evidence that you will be required to submit. The full tasks and their rubrics are provided as separate documents on the Missouri Performance Assessments Web site. Notice that the tasks and their corresponding materials have been color coded to make it easier for you to organize your task materials.

**Required Submission for Each Task**

**Task 1: Resource Selection and Promotion**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong>: Identifying a User Group</td>
<td>Your ability to identify a user group whose needs are not being met by the current library collection</td>
</tr>
<tr>
<td><strong>Step 2</strong>: Locating, Selecting, and Promoting Resources</td>
<td>Your ability to locate and select resources based on the need of the user group and describe a method for the promotion of these resources</td>
</tr>
<tr>
<td><strong>Step 3</strong>: Assessing the Effectiveness of the Selection and Promotion Plan</td>
<td>Your ability to assess the effectiveness of the resource-selection plan</td>
</tr>
<tr>
<td><strong>Step 4</strong>: Reflecting</td>
<td>Your ability to reflect on the process of identifying a user group, assessing the current collection, selecting resources, and promoting the resources to the user group or those related to the user group</td>
</tr>
</tbody>
</table>

**Submissions:** Written commentary of no more than **25,500 characters (~8 typed pages)** that is written in the provided textboxes and responds to the guiding prompts

**4 artifacts** of no more than **6 pages** that support responses to the guiding prompts and provide evidence of your identifying a user group whose needs are not being met by the current library collection, your identifying strategies to promote additional selections, and your gauging the extent to which the selections meet the identified need of the group.
## Task 2: Collaborative Planning

<table>
<thead>
<tr>
<th>Steps</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong>: Advocacy and Promotion</td>
<td>Your ability to gain support for collaboration from school leaders and to promote collaboration between teachers and librarians in the instructional process</td>
</tr>
<tr>
<td><strong>Step 2</strong>: Collaborative and Individual Planning</td>
<td>Your ability to work with a partner teacher to complete the Collaborative Planning Form. You will also begin to develop a collaborative lesson.</td>
</tr>
<tr>
<td><strong>Step 3</strong>: Selection of Library Resources</td>
<td>Your ability to choose appropriate resources for the collaborative lesson to support student learning and to respond to the effects of the collaborative lesson on other users’ access to the library’s resources and services</td>
</tr>
<tr>
<td><strong>Step 4</strong>: Reflecting</td>
<td>Your ability to reflect on the effectiveness of your collaboration and implementation of the lesson</td>
</tr>
</tbody>
</table>

**Submission**: Written commentary of no more than 24,000 characters (~8 typed pages) that is written in the provided textboxes and responds to the guiding prompts

4 artifacts of no more than 10 pages that support responses to the guiding prompts and provide evidence of collaborative planning
### Task 3: Building Digital Literacy

<table>
<thead>
<tr>
<th>Steps</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong>: Planning</td>
<td>Your ability to identify learning goal(s), select resources that support the learning goal(s), design instructional activities, and determine a method of assessment (This step should focus exclusively on planning for the mini-lesson.)</td>
</tr>
<tr>
<td><strong>Step 2</strong>: Presenting the Lesson</td>
<td>Your ability to present a mini-lesson to adult participants</td>
</tr>
<tr>
<td><strong>Step 3</strong>: Assessing Achievement of Goals</td>
<td>Your ability to analyze and interpret assessment data to determine participants’ progress toward achieving the learning goal(s)</td>
</tr>
<tr>
<td><strong>Step 4</strong>: Reflecting</td>
<td>Your ability to reflect on your instructional process</td>
</tr>
<tr>
<td><strong>Step 5</strong>: Uploading the Video</td>
<td>You must upload your video.</td>
</tr>
</tbody>
</table>

**Submission**: Written commentary of no more than **28,500 characters (~9 typed pages)** that is written in the provided textboxes and responds to the guiding prompts.

**3 artifacts**, including a fifteen-minute video and no more than **5 pages** that support responses to the guiding prompts and provide evidence of your ability to plan and deliver to students a mini-lesson about the use of a digital resource.
Support and Ethics

What content support can I expect from my instructor and cooperating librarian?
They should do the following.

- Work with you to review the assessment and the assessment process
- Check for your understanding of the requirements
- Facilitate you through the process
- Provide feedback on your responses by using questioning techniques as much as possible

What of technical and logistical support can I expect from my instructors?
They should do the following.

- Guide you in locating and using appropriate online resources
- Remind you of the need to develop a timeline for managing the work
- Remind you that Customer Service is available Monday through Friday, 8:00 A.M.–6:45 P.M. (central time)

What general support can I expect from my instructors?
They should do the following.

- Acknowledge the challenges you will encounter and provide encouragement
- Guide you in developing strategies to balance work, family, and other obligations while completing the process
- Honor and respect the professional decisions you make
- Maintain commitments to you regarding time and type of support
- Discuss with you the summative nature of the tasks

What are the general guidelines regarding ethics and support?
The work you submit as part of your response to each performance assessment task must be yours and yours alone.

You must submit a video and artifacts as well as separate and different analyses and reflections.

Remember that all materials and information necessary for you to complete the MoLPA are available and public. You will have ample opportunity to review the tasks and rubrics before you begin the assessment process.

Software is utilized to scan all written responses for overlap with test taker submissions from all submission windows. Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap. If such overlap is detected, an
investigation with the ETS Office of Testing Integrity may be initiated and scores could be voided. Information from all investigations conducted is forwarded to the Missouri Department of Elementary and Secondary Education (DESE). Refer to Scoring Policies for more information.

**What are the ethical roles of my instructor and cooperating librarian as they provide support for me?**

**They should do the following.**

- Know, understand, and uphold the MoLPA policies and guidelines
- Share only information that is public for all school librarian candidates
- Understand the difference between personal opinions and policies
- Acknowledge and respect the fact that responsibility for developing and submitting the performance assessment rests solely and completely with you
- Immediately report violations of confidentiality, incidents of falsified information or materials, and breaches of security
- Understand that breaches of trust and confidentiality may destroy the validity of the assessment and may negatively affect the reputations of school librarian candidates

Additionally, they should never state or imply that you will or should be successful or will achieve a particular score.

**What should my instructor and cooperating librarian avoid as they provide support for me?**

**They should never engage in the following conduct.**

- Making choices for you
- Creating evidence for you
- Falsifying or fabricating evidence for any task you submit
- Copying the work of others to use on a school librarian candidate’s performance assessments
- Giving, asking for, or receiving information about secure assessment materials
- Providing textboxes that show how to complete prompt responses
- Comparing one school librarian candidate’s response with that of another
- Assigning a score to a task
- Grading, evaluating, or correcting a task
Getting Started

What do I need to do to begin the MoLPA process?
The following tips are designed to help you prioritize your activities and organize your thinking as you build your MoLPA.

- Create an account in the online registration system and purchase the assessment. Using this account, you will build and submit your assessment.
- Review the directions for each task and the corresponding rubric.
- Review the ancillary materials for the MoLPA, which are described near the end of this handbook.
- Get a calendar, and work backward from your submission deadline date to set a schedule for task completion.
- Develop a simple task analysis that lists what you are going to do, the evidence you need, and by when you will complete the task. (See sample below.)

<table>
<thead>
<tr>
<th>What do I need to do?</th>
<th>What evidence do I need?</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>o (List)</td>
<td>o (List)</td>
<td>o (Date)</td>
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</tr>
<tr>
<td>o (List)</td>
<td>o (List)</td>
<td>o (Date)</td>
</tr>
</tbody>
</table>

- Build each task in the submission system via your account.
- Review your responses to ensure that you have demonstrated the knowledge and skills required by the Missouri Standards for School Librarians.
- Compare your responses with the textboxes within the rubrics.
- Submit your task responses no later than the submission deadline date.

What are the key steps in task development?
Below is a checklist of steps to follow for developing a task. Use this checklist to organize your thinking, plan your time, and carry out the work needed to complete each task.

- Read entirely each task and its corresponding rubric.
- Locate and become familiar with all the ancillary materials (for example, the glossary and the Collaborative Planning Form).
- Develop a timeline for completing the three tasks.
- Develop an outline for each task and related artifacts (realizing that some parts of each task can occur simultaneously).
- Before you submit your task responses, check to see that you have done the following.
  - Addressed all the guiding prompts
  - Submitted all required artifacts for your responses
  - Compared your responses to the descriptions in the rubrics
  - Completed all items on the checklists
  - Included all other required components
- Be sure that you make and store a copy of all your final documents before you submit each task.
Writing and Formatting Guidelines

What are the guidelines for writing responses?
Each task requires some form of written response. It is imperative that you understand what kind of writing is required by each guiding prompt. Please read the suggestions below in order to craft good written responses for your performance assessment.

1. Writing about school librarianship
The three tasks required in the MoLPA encourage the use of three kinds of writing: descriptive, analytic, and reflective. The evidence that you select as representative of your practice for the purposes of this assessment should provide raters with a view, not only of what is happening within your library setting, but also of your rationale for the events and processes and the significance of your actions.

2. Descriptive, analytic, and reflective writing
There are essential differences between descriptive and analytic writing. As you compose your written commentary, you should keep these differences in mind. Basic definitions of these terms appear below, followed by more detailed explanations of each type.

Description
Description is a retelling of what happened in a school situation or event. This kind of writing is meant to set the scene for raters. Your description should be logically ordered and provide enough detail to allow raters to have a basic sense of your situation so that they can understand what you are conveying in your analysis.

Checklist for Descriptive Writing
- Accurate, precise enumeration or explanation of critical features
- Clear, logical ordering of the elements or features of the event, person, concept, or strategy described
- Inclusion of ALL features or elements that would allow an outsider to see as you see whatever is described

Description is called for when you are asked to state, list, or describe. You want to be sure that your descriptions are clear and detailed enough to allow someone reading about your practice to understand what you are describing.

Analysis
Analysis deals with reasons, motives, and interpretation and is supported by the concrete evidence in the materials you submit. Analytic writing shows raters the thought processes that you used to arrive at the conclusions you made about a situation or event. Analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievements that resulted from an activity you facilitated. In another case, it could be a discussion of the results of a survey that solicited feedback from various sources.

Reflection
Reflection is a thought process that occurs after the completion of an activity. This is the kind of writing that allows you to think deeply about what occurred—and what did not occur—during an event and to make decisions about how you would approach similar
situations in the future. You could decide to do something in the same way, in a different way, or not at all. Although reflective thought may occur in many places, your responses to guiding prompts that ask for reflection are where you must show how you will use what you learned from your librarian experiences to inform and improve your practice in the future.

3. Analysis and reflection overlap

Analysis and reflection do overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one’s practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are to analyze the success of a particular activity or strategy, do not use the analysis or reflection sections to explain what happened. Explaining what happened is a form of description. Moreover, simply stating a conclusion (for example, “The collaboration was a success!”) or saying that you observed the fulfillment of your goals without giving evidence or examples to support the statement is not analysis. Raters need to understand why you interpreted the results of a lesson the way you did. You must explain your interpretation of the evidence (analysis) as well as your understanding of what should come next (reflection).

Analysis deals with reasons, motives, and interpretations. All of these are grounded in the concrete evidence provided by the artifacts that you include in your performance assessment. But you must explain the significance of the evidence and not expect the rater to draw the conclusions for you. Your examples cannot tell the rater what you inferred about your practice—only your analysis and reflection can do this.

Tell the rater how the collaboration with a teaching partner affected student performance—a form of analysis and interpretation. Use your evidence of that collaboration to explain and illustrate your practice and also to provide context for the artifact.

4. Revise and edit your writing

An important step in writing, regardless of the skill or experience of the writer, is to take the time to review the writing with an objective eye. Even professional writers can become so involved in their writing that they sometimes forget to include information that the readers need to know. For some, reviewing with objectivity requires distance, or some time away from the document. Pace your writing so that you can set it aside for a day or two and then come back to it with fresh eyes. When you return to your writing, you should have an easier time seeing the important information; where description, analysis, or reflection is needed; where something is unclear; or where a transition is needed. In addition, it is important that you read your writing a third time to edit the language, spelling, and other mechanics of writing.

Another good suggestion is to ask another person to read your work with a critical eye. This person should review your written response with the evidence you are including and with the corresponding rubric. Your goal in having someone else read your work is to discover things that would be unclear to an external rater. Be sure that if you use a colleague at your
school, he or she does not assume critical information because of familiarity with the learning. Ask your reader whether your writing is redundant or whether there are any gaps in your work.

**Summary of Key Points**

**Address the questions.** For each task, there is a series of guiding prompts that will result in your written response. Make sure that you have read each guiding prompt and its related rubric criteria carefully. Understand what you are being asked to address and how it will be measured.

**Organize your information.** It is very important that you provide your evidence as clearly and concisely as possible. Raters will be reading your responses supportively. This means that they will read your response expecting that you will earn a good score. They will look for information in your response that provides evidence that you have met the rubric criteria. Presenting your evidence in a way that is clear and easy for raters to find will help them to rate your response more accurately.

**Check your response against the rubric.** This point is being reiterated because it is a critical step in making sure that your performance assessment is responsive. Once you believe that you have completed a task, ask a trusted colleague to read your task response against the rubric. Also, ask your colleague to look at the task’s guiding prompts and verify that you have addressed each guiding prompt within the task.

**Do not use any identifying names or titles.** This includes but is not limited to the names of the following.

- Teachers
- Colleagues
- Students
- Schools
- Districts

In order for your responses to be scored fairly and to protect the identity of students, it is extremely important that you do not identify yourself, your colleagues, your school, or the city/town in which your school is located. Instead, refer to students as Student 1, Student 2, and so on. Refer to places as “my school” or “my district.” Please remove identifiers from work samples, e-mails, etc.—you can do this simply by deleting the identifying information.

**How should I use the textboxes?**

Each of the three tasks includes numbered textboxes for your use. Examples of these textboxes are located within the task directions; these examples are provided to illustrate the text. Use the textboxes at the end of each set of guiding prompts to type your response.

Reminder: Be cognizant of the number of characters you are including for each task response (there is a stated maximum number for each task). This character count is cumulative for the task and not per textbox.
Thinking About Evidence

What is evidence, and where can I find it?
Evidence is the information that a candidate provides within a commentary, including such things as quotations from students and colleagues and relevant artifacts.

Is any single type of evidence more valuable than another?
No, the quality of the evidence is the most important measure of its value. Evidence is found in the responses to the guiding prompts and in the artifacts. Evidence is collected from wherever it appears within a task. Sometimes candidates include additional evidence that would support a particular guiding prompt in the response to another guiding prompt within the same task; that evidence is collected by the raters.

What else do I need to know about evidence?
You should ask yourself the following questions.
- Am I providing sufficient evidence?
- Is the evidence appropriate?
- Do I fully understand the evidence required by each guiding prompt within a task?
- What are the best artifacts I can provide to address the guiding prompts?

You can also obtain a better understanding of evidence by doing the following.
- Describing to your mentor your understanding of what the prompts within a textbox require
- Selecting and listing the artifacts that are most appropriate and that will provide the greatest amount of evidence
- Finding an effective way to explain the value of each artifact
- Working with a peer to help each other understand the guiding prompts and identify the evidence
- Comparing the evidence you have provided to the evidence required by the rubric

A few caveats to observe
When using the rubric, be sure to focus on the amount and quality of evidence, not the score. Make sure you see the connections of the textbox numbers to the numbers in the rubric. Notice that more than one textbox may address a single standard or quality indicator.

Once you have an idea of the direction each response will take and a list of artifacts to include, try to distinguish the descriptive, analytic, and reflective writing required. Reread the Writing and Formatting Guidelines section in this handbook. Recall that solid analysis requires examination and interpretation of the evidence. Then, focus on the following.
- Are the points you are making clear?
- How does the evidence support your points?
- What specific details are referenced within your evidence?
- How are the details connected to your points?
How do I select the evidence for my tasks?
You will be required to submit different types of evidence for each of the tasks. Each task requires some form of a written response—this is part of your evidence. In addition, tasks may require other types of evidence, such as a lesson plan, collaboration with colleagues, or a list of annotated resources.

For each task, make sure that you clearly understand what type of evidence is required. If an artifact is required, make sure that you include an artifact that addresses the standards and indicators being measured, gives you a good opportunity to discuss what was done with colleagues to generate the work, provides the rater scoring your response with a picture of your practice and with good information on which to score your performance, and does not exceed the required page limit.

How do I use other artifacts as evidence?
Quality artifacts are carefully selected, and they connect, support, and enhance the written commentary. They also help to demonstrate knowledge, skills, and understanding of the standard/indicator being discussed and are paired with relevant and insightful analysis.

When determining the best artifacts to use as evidence, start by identifying a number of artifacts that can be used to support a specific point in the written commentary. Then you can choose the strongest artifact and explain why you believe it supports that point. Remember that only one-page artifacts are allowed unless specifically stated otherwise; therefore, you should choose an artifact that best illustrates and connects with what has been written.

You should ask yourself the following questions.

- What point from the written commentary is the artifact reinforcing?
- Can the artifact provide data (for example, surveys, statistics, research findings) to reinforce the written commentary?
- What pertinent details does the artifact provide?
- How does the written commentary identify details in the artifact that prove an assertion?
- Is the connection between the artifact and the written commentary obvious and strong?
- What wording is used to reference the artifact within the written commentary?

Artifacts to avoid include blank surveys, artifacts that do not connect directly to the point(s) being made in the written commentary, and artifacts that are difficult to read or decipher.

When linking your artifacts to your written commentary, make sure the artifacts that you link are:

- only those that are required by the task directions
- linked just once within your response. (Repeated attachment of the required artifacts and extra artifacts are not acceptable.)
- linked in the designated textbox
- not exceeding the required number of pages
The rater scoring your response is trained to look at and value only that which is required by the task. Refer to each of the task’s directions for a list of the required artifacts and the maximum number of pages allowed for each.

**How do I upload artifacts into my Library of Artifacts and then attach them to my responses?**
See the [Submission System User Guide](#) for assistance.

**Video Recording**

*You may submit only one fifteen-minute video file. The video submitted must be continuous and unedited.*

**Why is my video task (Task 3) so important?**
In Task 3 you are required to submit a video recording of you instructing adult participants. The purpose of the video-recorded task is to provide as authentic and complete a view of your knowledge of and instruction about a digital resource. Raters are not able to visit your library; therefore, a video recording is the only illustration of the following key practices.

- How you interact with the participants and how they interact with you and with one another
- The climate you create during instruction
- The ways in which you facilitate and engage the participants in the learning
- Your demonstration of your knowledge and understanding of a digital resource in terms of its application, the process of using it, and any related terminology

Your video-recorded task conveys to raters how you practice your profession and the instructional decisions you make.

**What should I do before I get started?**
You must complete two key steps before you start video recording: (1) obtain permission forms from each person who will be heard or seen in the recording, and (2) make sure your video equipment is adequate for the task.

**Permission Forms**
The MoLPA Student Permission Form and the MoLPA Adult Permission Form can be found directly on the [Missouri Performance Assessments informational web site](#).

*You must use these MoLPA permission forms; district or school permission forms will not be accepted.*
These forms are used to collect and document the signed permission given for all individuals who appear in your submitted photographs or for all adults who are seen or heard in your video recording. You must secure permission from all applicable students and colleagues.

The signed permission forms must be submitted to ETS when you submit your assessment. The permission forms must be completed, scanned, and uploaded to the system before you submit your tasks.

**Video Equipment**

Consider obtaining the following equipment, at a minimum, to make the video recording of your class.

- A video camera or a camera-equipped device, such as a tablet
- An external, omnidirectional boundary microphone to be placed near colleagues and connected to the camera at some distance from the group*
- A tripod
- An extension cord

*If such a microphone is not available with your video-recording equipment, consult a local audio retailer or search the Internet for more information.

Use the best video-recording equipment available to you when making your recording.

Because it is often difficult to hear participants speaking, make sure that the equipment you use has a sensitive microphone. Some handheld cameras have audio reception that is sensitive; others require a separate microphone.

*The video recording of your mini-lesson instruction is one fifteen-minute segment and must be unedited.*

*If the recording appears to have been edited, the entire task will not be scored.*

Consider finding other people who have the time to assist in video recording your classes.

**How should I analyze my video recording?**

You may want to watch your video several times. In fact, you may wish to watch the recording with the sound turned off to gain greater awareness of your and your participants’ nonverbal behaviors (for example, facial expressions and body language).

**What are some video-recording tips?**

Professional quality is not expected. The following technical tips are provided to help you provide the best quality for your Task 3 submission.
Improving Video Quality
Review the following suggestions for improving the quality of your video recording.

- If possible, use a tripod. Having the camera in a fixed position eliminates the wobbly effect of an unsteady hand.
- In general, the camera should be pointed at the speaker. That is, when the adult participant is speaking, the camera should be aimed at the participant.
- To improve the sound quality, you may need to have the camera person follow you as you move from person to person or from group to group. If you have to move the camera while you are recording, set the zoom lens to its widest setting to cut down on the shakiness of the recorded image.
- Increase the amount of light in the classroom to improve the quality of the video recording. Be sure to turn on all the lights and, if possible, open any curtains or blinds.
- Try not to record into bright light. If there are windows on one side of the classroom, try to record with your back to that light source.
- If you are using an older camera, you may have to adjust it based on the type of light source in the room each time you record. Newer cameras may have a switch for recording in incandescent light, fluorescent light, or daylight, or they may be completely automatic.

Improving Audio Quality
Audio quality is important and can be the most troublesome aspect of video recording. If you or your participants cannot be heard, it is difficult for raters to observe and score your performance. Even if you can be heard, clarity of conversation is extremely important for raters because they need to interpret the content of the dialogue. There are environmental and technical challenges when trying to get the best audio quality. Flat, echoing walls and multiple adults talking at the same time make it difficult to understand what is being said in the recording; even with professional recording equipment, it can be difficult to hear everything that the participants say.

What are some guidelines for video editing and audio enhancement?
There are established guidelines for submitting a video recording. You may not submit an edited video, which is defined as a video that has received postproduction processing or contains cuts in an otherwise continuous segment. Examples of editing include the elimination of unwanted sections, the addition of footage, fade-ins and fade-outs, the addition of audio-recorded material from a device other than the video recorder, and the blurring of an image to conceal a face or name tag. In addition, a video segment may not be created with two or more cameras, which would give the video recording a studio effect. However, amplifying the sound to enhance the audio on a video is acceptable as long as the amplification of the audio does not conflict with the postproduction editing guidelines described above.
Scoring

Who will score my response?
Your MoLPA is scored by Missouri educators who meet the qualifications established by the Missouri Department of Elementary and Secondary Education (DESE) and ETS. Each rater will be trained and monitored to become an expert in the MoLPA assessment tasks.

Scoring Process
The MoLPA uses rubrics (Task 1 Rubric, Task 2 Rubric, Task 3 Rubric) containing quantitative and qualitative elements of evidence related to both the holistic overall performance and the responses to individual textboxes.

Before a final score is awarded, the rater reviews each step’s rubric. Each step in a task receives an individual score.

There is a total of four steps within each task. Each step receives a score. In addition, step scores are summed to form a total task score and a cumulative score for all three tasks. Task 3 with the video is double weighted. See the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3 (double weighted)</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>1–4 points</td>
<td>1–4 points</td>
<td>1–4 points</td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td>1–4 points</td>
<td>1–4 points</td>
<td>1–4 points</td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td>1–4 points</td>
<td>1–4 points</td>
<td>1–4 points</td>
<td></td>
</tr>
<tr>
<td>Step 4</td>
<td>1–4 points</td>
<td>1–4 points</td>
<td>1–4 points</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16 possible points</td>
<td>16 possible points</td>
<td>32 possible points (double weighted)</td>
<td>64 possible points</td>
</tr>
</tbody>
</table>

In order to receive a score on each step, evidence must be provided that addresses the guiding prompts within the step. In addition, required artifacts must also be submitted in order for a step to receive a score. That includes the video in Task 3, which is considered a type of artifact. A passing score is based on the cumulative scores.

On your score report, all of the scores listed above will be visible. For the cumulative score, you will receive a "Passed/Not Passed" designation in addition to the numeric score. You will receive feedback for individual steps directly related to the guiding prompts and the rubric. This feedback will be helpful when deciding whether or not to resubmit a task.

Find additional information in the How Tasks are Scored section of the Missouri Performance Assessments informational website.
**Fairness**

There are numerous checks in place to ensure fair and valid scores. Raters are required to participate in a rigorous training program that includes demonstrating an understanding of the standards, task directions, rubrics, and more. Raters must demonstrate mastery of the scoring process through multiple practice sessions. Raters must take and pass a certification test verifying their mastery of accurate scoring processes. Raters are also exposed to a series of bias training exercises focused on professional biases that may influence a score, either negatively or positively. Raters are trained to be aware of those biases as they score each response.

All identifying information provided by the candidate at registration is removed from responses so that raters are prevented from knowing a candidate’s identity. The electronic scoring system precludes a rater from scoring any candidate that he or she knows personally. Raters will not have access to any prior candidate scores.

**Receiving Your Scores**

Your official score report will be available via your online account, where you will be able to view and print it as often as you wish. Score reports will be available online only, and all candidates in the same submission window will receive their scores at the same time.

Find additional information and score release dates on the Getting Your Scores section of the Missouri Performance Assessment web site.

**Delivery of Scores to Other Score Recipients**

All scores will automatically be provided to the Missouri Department of Elementary and Secondary Education (DESE) and any other entity identified by you at the time of registration. Further, your score report and the information reported to DESE will not mention any nonstandard testing accommodations made for you.

**Score Review**

Scoring protocols and processes are employed to safeguard your work and make certain that you receive an accurate, fair, and valid score report. However, you may request a review of responses scored if you believe a discrepancy might have occurred during submission or during scoring. There is a fee for this service. ETS will verify whether all of your materials were received and whether scoring of your responses was done correctly in accordance with all scoring protocols. This is NOT a rescoring service. See Scoring Services for additional information.

**Understanding Your Scores**

**Score Report**

You will receive a score report that identifies the score you received for each step and each task as well as the cumulative score and your Pass/Not Pass status. For each step you will also receive feedback that can be used to improve your response in the event that you decide to resubmit a task. This feedback is directly related to the guiding prompts and the rubric.
**Paper Score Reports**
Paper score reports will not be issued; however, you can print your online score report as many times as you wish.

**Evaluating Your Scores and Resubmitting Tasks**
In the event that you do not pass the assessment, identify those tasks on which you scored lowest. Prepare to resubmit tasks addressing those with lower-scored steps. In order to resubmit tasks, you will need to register for resubmission through your online account and pay the registration fee.

Also identify those criteria on which you scored highest. Do these scores reflect a level of performance with which you are comfortable, or would you like to strengthen your performance? If you are satisfied, identify the strongest elements of your work and consider how you can continue to improve your teaching practice.

**Score Report Feedback**
Score-report feedback addresses the qualitative and quantitative levels of the evidence provided in candidate responses at the level of the task step. The feedback statements are directly connected to the guiding prompts within the textboxes of the tasks and focus on score points 1 through 4. Score-report feedback will appear on your score report and on the Missouri Performance Assessments website. The feedback is designed to provide perspective on the evidence that candidates scoring at the 1-, 2-, 3-, or 4-point level tend to submit. For those not successful on their first submission attempt, the feedback provides a look at the kinds of evidence that accompanies tasks that receive higher scores.

**Resubmissions**
In the event your cumulative score does not meet the passing score, you may be eligible to resubmit any task or tasks you choose. The resubmission task(s) are completely separate responses from what was originally submitted.

Resubmission must occur in the resubmission window immediately following your original submission.

During resubmission, you will begin with blank textboxes. Be sure to enter and submit the entire task response as if you are submitting the task for the first time. You should enter the written commentary in all textboxes; link the artifacts to the written commentary where required; upload permission forms and upload the video, if resubmitting Task 3. You must respond to the prompts and activities for all steps, not just the steps where you scored low.

See the Resubmitting Tasks section of the Missouri Performance Assessments web site.

**Scores for Resubmitted Tasks**
In the event that your cumulative score does not meet the passing score, you can resubmit any task(s) you choose. All steps on a resubmitted task will be scored. Once your resubmitted tasks are scored, the task with highest total task score—regardless of whether it was earned on the original submission or on the resubmission task, becomes part of your final score for the assessment. This gives you the best chance to pass your assessment.
Scoring Policies for Responses Identified with Plagiarism

ETS reserves the right to cancel the scores of test takers at any time when, in its judgment, there is evidence that text submitted is substantially similar to that found in other performance assessment responses. Such responses do not reflect the independent writing that the assessment seeks to measure.

Essay Similarity Detection

Each task response in the assessment, whether submitted during the original submission window or during the resubmission window, must be entirely your work. While we encourage getting support from your educator preparation program (EPP) supervising instructor and mentor, each task must be distinctly your own work. Software is utilized to scan all responses for overlap with test-taker submissions from all submission windows. Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap. If such overlap is detected, an investigation with the ETS Office of Testing Integrity (OTI) may be initiated and scores could be voided. Information from all investigations conducted is forwarded to DESE. When responses are reviewed for overlap, the following steps will occur:

- Essay similarity detection software will be run on all submitted responses and will identify cases where overlap exists.
- Cases identified with overlap by the software will be reviewed by assessment specialists to determine if there is substantial overlap to warrant further action.
- Cases with substantial overlap will be sent to ETS's OTI.
- Scores will be placed on hold prior to score reporting so that scores are not issued. You will be informed that your scores are on administrative hold.
- DESE will be informed of the investigation.
- You will be informed that your task response is under review by ETS’s OTI, and you will be provided one opportunity to submit additional materials to ETS's OTI to support your case. Your response must be received by the deadline specified in the communication from OTI. You have the ability to request that ETS supply the portions of the responses that are in question.
- Members of ETS's Board of Review will review all materials and provide an independent assessment of the case to ETS's OTI.
- If one or more of the members of the Board of Review conclude that your scores should be released, the hold on your scores will be removed and you will be able to view your score report online. You will receive a letter from ETS's OTI notifying you of the Board of Review's decision.
- If the Board of Review arrives at a unanimous consensus that there is substantial evidence to support cancellation of your scores, your scores will be cancelled.
- You will receive a letter from ETS’s OTI notifying you of the final decision after the review has been completed.
- DESE and your attending institution will be notified of the cancellation of your score.
Ownership

Who owns the MoLPA responses?
The Missouri Department of Elementary and Secondary Education (DESE) will maintain ownership of all assessment responses and accompanying materials. By submitting your performance assessment, you agree that DESE and Educational Testing Service may use your response, without any identifying information, to train raters who will score your assessment and to train future raters on how to score the assessment. ETS may also use your written commentary to develop a library of examples for future librarian candidates.

Technical Issues

What do I do if I need technical support or have questions about how to submit my work?
The online submission system is designed to make it as easy as possible for you to author and submit your tasks. Technical help and information are available via the Submission System User Guide or via e-mail and phone through Customer Service.

Customer Service is available Monday–Friday, 8:00 A.M.–6:45 P.M. Central Time
Ancillary Materials

What ancillary materials are available to me, and what purpose do they serve?

The Purpose of the Ancillary Materials

The ancillary materials described below were created with the librarian candidate in mind. These documents are intended to be helpful to librarian candidates as they work to fulfill the requirements of the Missouri Librarian Performance Assessment. The documents can be found on the Missouri Performance assessments informational Web site.

Missouri Librarian Performance Assessment Glossary

This resource identifies terms that are essential for the librarian candidate to know in order to successfully complete the performance assessment. The glossary provides specific definitions of the terms in the context of the MoLPA.

FAQs (Frequently Asked Questions)

This section of the website provides responses to the questions candidates generally ask.

Item Description Form

This required form is to be used solely during Task 1 and attached as an artifact to textbox 1.2.1. The form requires the candidate to list ten items that could be added to the current library collection in order to meet a specific user group’s need. For each item listed there is space for the candidate to provide a two-sentence annotation that will inform the rater of the content and relevance of the suggested resource.

Lesson Plan Format

A lesson plan is a detailed description of the contents of a lesson and is intended to support the teacher in the planning and execution of the lesson. The basic parts of a lesson plan outline the goal (what the students are supposed to learn), how the goal will be reached (the method or procedure used during the lesson), and a way of measuring how well the goal was reached (a test, a worksheet, homework, etc.). There are two different lesson plan forms for use with this assessment.

- Task 2 Lesson Plan Form—This form is intended solely for use with Task 2. The teacher portions of the lesson are to be completed by your partner teacher as part of collaborative planning. The form is attached as an artifact in textbox 2.3.1.
- Task 3 Lesson Plan Form—This form is solely for use with Task 3 in planning the instruction of the digital resource. It is attached as an artifact in textbox 3.1.1.

Collaborative Planning Form

This required form is to be used solely with Task 2 and attached as an artifact to textbox 2.2.1. The form will be completed by the candidate in conjunction with the teacher he or she will be partnering with in Task 2 to teach a collaborative lesson. The form informs the librarian candidate of logistical information about the planned lesson (for example, the dates, class periods, and number of students) needed to accommodate both the needs of the specific class and the needs of other library users.
**List of Resources Form**
This required form is to be used solely with Task 2 and attached as an artifact to textbox 2.3.1. The candidate is to select ten resources that will be used during the collaborative lesson and that are appropriate for supporting and enhancing student learning based on the learning goals. Each of the ten resources listed will be accompanied by a two-sentence annotation that explains the relevance, accuracy, suitability, and quality of the resource.

**Permission Forms**

**What permission forms must I complete?**
For Tasks 1, 2, and 3, your response will be based, in part, on your work with colleagues and students.

**MoLPA Student Permission Form**—required of every student who appears in submitted photographs or whose work is submitted

**MoLPA Adult Permission Form**—required of every adult who appears in the video or photographs and/or whose work is submitted

It is necessary for you as a librarian candidate to get permission from parents/guardians for the use of any student work or image. You must also get permission from any colleagues or other adults whose work you may supply as artifacts or who appear in your video for Task 3 or in photographs

You must use the MoLPA permission forms; district or school permission forms will not be accepted.

The MoLPA permission forms can be found on the Missouri Performance Assessments informational web site.

**How do I submit the signed permission forms?**
You must scan and upload all signed permission forms in the designated area in online submission system when you submit your tasks. See the Submission System User Guide (PDF) for assistance.

You will not be able to submit Task 3 unless permission forms have been uploaded.

You will be required to upload permission forms again when resubmitting your task(s).