Illinois Licensure Testing System

STUDY GUIDE

Principal as Instructional Leader—Subtest 2 (196)

This test is now delivered as a computer-based test.

See www.il.nesinc.com for current program information.

Illinois State Board of Education

IL-SG-FLD196-02

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FIELD-SPECIFIC INFORMATION

*Readers should be advised that this study guide, including many of the
excerpts used herein, is protected by federal copyright law.*
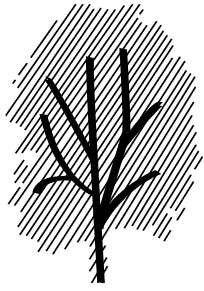
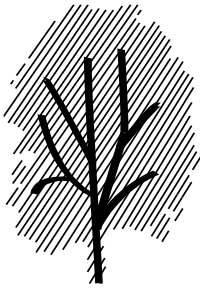# General Information About the Illinois Licensure Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the Illinois Licensure 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 licensure 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 comprises 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 multiple-choice test questions and constructed-response assignments are designed to give the examinee an introduction to the nature of the test questions included on Principal as Instructional Leader—Subtest 2. The practice multiple-choice test questions and constructed-response assignments 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.

Use the answer key located after the practice multiple-choice test questions to check your answers. To help you identify which test objective is being assessed, the objective statement to which the multiple-choice question corresponds is listed in the answer key.

A sample response is provided immediately following the practice constructed-response assignment. The sample responses in this study guide are for illustrative purposes only. A description of the process that is used for scoring the constructed-response assignment is provided in addition to the performance characteristics and score scale.

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.

Visionary Leadership, Collaboration, and Contexts of Education
School Management and Legal/Ethical Guidelines

SUBAREA I—VISIONARY LEADERSHIP, COLLABORATION, AND CONTEXTS OF EDUCATION

0001 Understand the collaborative development and implementation of a shared vision to promote continuous and sustainable improvement in students' achievement and growth.

For example:

- Demonstrate knowledge of the purposes of a school vision and mission and how to involve staff and community in developing and implementing a vision and mission.

- Identify and analyze strategies for engaging diverse stakeholders and incorporating diverse perspectives in the development and implementation of a vision and mission.

- Demonstrate knowledge of how to build consensus for and ownership of a vision and mission to promote continuous and sustainable improvement in students' achievement and growth.

- Apply knowledge of the roles of the principal (e.g., communicating, advocating, generating support) in developing and implementing a vision that is shared and supported by all stakeholders.

- Apply knowledge of how to use a vision to guide school planning, including ensuring alignment between the vision and decisions about goals, programs, and practices.

- Demonstrate knowledge of how to align financial, human, and material resources to support implementation of the vision.

- Apply knowledge of barriers to achieving the vision and how to identify and eliminate barriers.

0002 **Understand how to communicate and collaborate with students, faculty and other staff, families, and community members; respond to diverse community interests and needs; and mobilize community resources to strengthen school programs and support school goals.**

For example:

- Demonstrate knowledge of community and media relations and public information strategies for communicating different types of information to different audiences.

- Apply knowledge of how to use current technologies to communicate with and engage all stakeholders.

- Apply knowledge of interpersonal communication skills and strategies appropriate in various educational contexts.

- Apply knowledge of techniques for collaborating, negotiating, and building shared commitment.

- Apply knowledge of how to build collaborative relationships and form partnerships with school staff, school and district governing bodies, families, businesses, and community and government groups to strengthen school programs and support school goals.

- Demonstrate knowledge of the value of parent/guardian participation in the school and strategies for increasing the involvement of parents/guardians in their children's education.

- Analyze the dynamics of a diverse school community and strategies for responding to diverse community interests and needs.

- Demonstrate knowledge of how to work effectively with individuals and groups with competing or conflicting perspectives.

- Apply knowledge of skills and strategies for mobilizing school, district, family, and community resources to achieve school goals for ongoing improvement of teaching and learning.

0003 **Understand the political, social, economic, legal, and cultural contexts of education and how to respond to and influence these contexts.**

For example:

- Analyze the purposes of public education and the role of educational leaders.

- Demonstrate knowledge of social, economic, and cultural factors that affect families, communities, children, teaching, and learning.

- Analyze ways in which political, social, economic, legal, and cultural contexts affect educational processes and outcomes and how to respond to and influence these contexts.

- Demonstrate knowledge of how current and emerging issues, trends, and forces, including globalization, influence teaching, learning, and educational leadership.

- Apply knowledge of skills and strategies for serving as an effective advocate for policies, laws, programs, and practices that promote educational equity and excellence for all students.

- Apply knowledge of how to work effectively with decision makers in the community and in broader political contexts to increase understanding of trends, issues, and policies affecting the school and to improve learning outcomes.

- Demonstrate knowledge of public school governance in Illinois, including federal, state, and local influences.

0004   **Understand organizational and operational management that supports school improvement and desired educational outcomes.**

For example:

- Demonstrate knowledge of skills for managing the organization in ways that promote equity, effectiveness, and efficient time use and for deploying financial and human resources to promote student success.

- Apply knowledge of how to use data to identify organizational needs and priorities and how to address organizational barriers to attaining student achievement goals.

- Apply knowledge of management skills and practices (e.g., consensus building, conflict resolution, distributed leadership, team building) to make decisions and promote achievement of school goals.

- Apply knowledge of how to use technological tools and systems to support effective management of the organization (e.g., facilitating communication and collaboration, managing information).

- Demonstrate knowledge of procedures (e.g., record keeping, repair and maintenance, custodial services) and legal requirements for ensuring the safe, efficient, and effective operation of school facilities and equipment.

- Apply knowledge of procedures for developing and implementing plans to ensure building security and safety for students and staff.

- Apply knowledge of crisis planning and emergency management.

- Demonstrate knowledge of how to schedule, allocate, and use time and space to meet instructional and program needs.

- Demonstrate knowledge of procedures and legal requirements for managing auxiliary services (e.g., food services, transportation, health services).

0005 Understand fiscal and human resource management that supports school improvement and desired educational outcomes.

For example:

- Demonstrate knowledge of how to plan, manage, and monitor school budgets aligned to goals for school improvement.

- Apply knowledge of ways to seek new resources (e.g., grants, partnerships) to support school programs and allocate resources to achieve defined goals.

- Demonstrate knowledge of issues and procedures related to public school financing at the federal, state, and local levels (e.g., equity considerations, sources of funding, restrictions on how funds are used).

- Demonstrate knowledge of effective, equitable, and legal procedures for recruiting, hiring, assigning, retaining, evaluating, disciplining, and dismissing staff, including state and federal legal requirements.

- Demonstrate knowledge of how to design and implement effective induction and mentoring plans for new teachers.

- Analyze issues related to equity and diversity in human resource management.

- Apply knowledge of staff evaluation procedures that distinguish the performance of staff functioning at different levels and that provide information to drive improvement for all staff.

- Demonstrate knowledge of policies, procedures, and contractual obligations related to human resource administration, including relevant state and federal laws and regulations (e.g., Family and Medical Leave Act [FMLA], Americans with Disabilities Act [ADA]).

0006 Understand legal and ethical guidelines related to schools and education.

For example:

- Apply knowledge of federal and state laws and regulations related to school administration in Illinois (e.g., open meeting laws, liability, reporting requirements).

- Demonstrate knowledge of student, staff, and parent/guardian rights, protections, and responsibilities (e.g., confidentiality, due process, sexual harassment).

- Demonstrate knowledge of legal principles and practices for promoting equity in Illinois schools.

- Demonstrate knowledge of state and federal requirements related to the education of students with disabilities (e.g., least restrictive environment) and English language learners.

- Demonstrate knowledge of ethical principles and guidelines for school administrators and other educators and their application in various education-related contexts.

- Apply knowledge of how to provide leadership that ensures staff use of professional practices consistent with the highest ethical standards.

- Apply knowledge of how district policies, professional ethical standards, and constitutional, statutory, and case law regulate the behavior of students, staff, and administration in schools.

1. Which of the following scenarios is the best example of a principal aligning a school's resources to support implementation of its educational vision?

    A. In a middle school moving toward an interdisciplinary approach to instruction, the principal reassigns two support staff members to the school library media center.

    B. In a high school striving to provide a safe learning environment for students, the principal leads teachers in adding stringent consequences for disruptive behavior to its disciplinary code.

    C. In a middle school wishing to adopt a team-teaching approach, the principal makes adjustments to the daily schedule to provide teachers with common planning time.

    D. In a high school seeking to promote students' technological proficiency, the principal allocates funds to purchase basic skills software for classroom computers.

2. A middle school principal is leading the development of a new educational vision for the school. The principal decides to implement several strategies to encourage participation by all stakeholder groups, including surveys, town hall style meetings, and family outreach activities. In taking this approach to developing the school vision, the principal illustrates most clearly which of the following ideas?

    A. Considering diverse perspectives will improve the quality of decisions and overall commitment to the vision.

    B. Reflecting on issues from different points of view will promote a vision that is focused on continuous improvement.

    C. Identifying diverse perspectives will facilitate collaboration and consensus throughout the process of creating the vision.

    D. Recognizing different points of view will ensure that the vision addresses the needs of a majority of the student population.

3. A principal who is preparing to lead a committee of stakeholders in the development of a new educational vision suspects that stakeholder groups are likely to have diverse views regarding the school's future and how best to serve students. The principal can promote productive collaboration in developing the vision most effectively by *first*:

    A. establishing ground rules for the committee to guide communication, information sharing, and decision making.

    B. sharing his or her personal educational philosophy with the committee.

    C. assigning individual committee members specific roles such as recorder, summarizer, and mediator.

    D. providing the committee with a clear timeline for completing its task.

4. A high school is seeking continued funding for its service learning program. The principal can advocate for this funding most effectively by sharing with decision makers data showing:

    A. positive effects of the program on student achievement and the school's ability to achieve its goals.

    B. levels of support expressed for the program by the school's various stakeholder groups.

    C. numbers of students and teachers who participate in the program each semester of the school year.

    D. various types of community problems that have been addressed through program projects.

5. Which of the following actions by a principal would be most appropriate and effective for communicating to custodial staff the importance of providing a clean, safe, and well-maintained facility?

    A. walking through the building on a regular basis and bringing any problems that are noted to the attention of the head custodian

    B. empowering teachers to report any deficiencies directly to the custodians instead of to the principal's office

    C. evaluating the performance of each custodian on a monthly basis and providing financial incentives to custodial staff who receive the highest ratings

    D. regularly praising members of the custodial staff to convey that they are important and valued members of the school community

6. The new principal of a school with a poor safety record is considering how best to allocate resources to provide a safer and more secure environment for students at the school. To meet this goal, the principal's highest priority should be to provide resources to ensure that:

   A. emergency communications links with local police and fire departments are in place.

   B. students are adequately supervised by staff at all times.

   C. all teachers are trained in first aid and cardiopulmonary resuscitation.

   D. routine maintenance tasks are performed on time by school staff.

7. A principal is working with a committee of teachers to develop a preliminary budget. One goal of the committee is to recommend ways that the school's financial resources could be allocated more effectively. In developing a list of recommendations, the committee should emphasize those recommendations that best control financial costs while still:

   A. maintaining current staffing and teacher assignments at the school.

   B. reducing competition among various constituencies for scarce resources.

   C. minimizing changes in the responsibilities of teachers and administrators.

   D. enhancing the ability of teachers to provide quality instruction to students.

8. A high school principal should consult the district's contract with the teachers union when:

   A. assessing the effectiveness of instructional programs in meeting student needs to guide resource allocation.

   B. determining how much money should be withheld from teachers' paychecks to cover federal and state income taxes.

   C. deciding whether courses with low class enrollments should be replaced by courses that may serve more students.

   D. establishing an after-school program that would require some teachers to work an increased number of hours.

9. A middle school student is injured in the school's gymnasium during a physical education class. The injury occurred when the student ignored warnings from the teacher about the misuse of some of the gym equipment. The parents of the student have informed the district superintendent that they intend to sue the district for allowing the injury to occur. Which of the following steps would be most appropriate for the principal to take to help the district defend itself from this lawsuit?

A. providing documentation that the school had taken all reasonable steps to provide for the safety of the students who were using the gym equipment at the time of the accident

B. speaking with the teacher about his or her role in the accident and taking appropriate disciplinary action if it is clear that teacher negligence was a contributing factor

C. interviewing teachers and staff who know the student to determine if the misbehavior that caused the accident was part of a pattern of reckless behavior by the student

D. offering the parents an apology for the accident and pointing out that litigation will interfere with the school's ability to provide quality education to all students

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.	C	Understand the collaborative development and implementation of a shared vision to promote continuous and sustainable improvement in students' achievement and growth.
2.	A	Understand the collaborative development and implementation of a shared vision to promote continuous and sustainable improvement in students' achievement and growth.
3.	A	Understand how to communicate and collaborate with students, faculty and other staff, families, and community members; respond to diverse community interests and needs; and mobilize community resources to strengthen school programs and support school goals.
4.	A	Understand the political, social, economic, legal, and cultural contexts of education and how to respond to and influence these contexts.
5.	A	Understand organizational and operational management that supports school improvement and desired educational outcomes.
6.	B	Understand organizational and operational management that supports school improvement and desired educational outcomes.
7.	D	Understand fiscal and human resource management that supports school improvement and desired educational outcomes.
8.	D	Understand fiscal and human resource management that supports school improvement and desired educational outcomes.
9.	A	Understand legal and ethical guidelines related to schools and education.

OVERVIEW

This section of the test consists of two written assignments. For each assignment, you are to prepare a written response of about 150–300 words.

In the directions for this section, you will be instructed to read each assignment carefully before you begin to write and to think about how to organize your responses. You will be provided with a multipage note booklet to make notes and/or prepare an outline.

Your response to each written assignment will be evaluated on the basis of the following criteria:

PURPOSE: Fulfill the purpose of the assignment by responding appropriately to each specific task in the assignment.

APPLICATION OF CONTENT: Accurately and effectively apply the relevant content knowledge and skills.

SUPPORT: Support the response with appropriate examples, evidence, and rationales based on the relevant content knowledge and skills.

Your responses will be evaluated on the criteria above, not on writing ability. However, your responses must be communicated clearly enough to permit valid judgment of your knowledge and skills. Your responses should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. You may not use any reference materials during the test. Remember to review what you have written and make any changes that you think will improve your responses.

PRACTICE CONSTRUCTED-RESPONSE ASSIGNMENT FOR VISIONARY LEADERSHIP, COLLABORATION, AND CONTEXTS OF EDUCATION

Use the exhibits to complete the assignment that follows.

Introduction

You are the new principal of an elementary school. In the past three years, the school has maintained a steady enrollment of approximately 650 students in kindergarten through fifth grade. The school has a culturally and economically diverse student body, and the teachers and staff strive to make every student and parent/guardian feel welcome and valued. The diversity of the school community has recently increased with the addition of many new families who are English language learners. It is a priority for the school to provide a positive environment for all students and families and support that enables all students to be successful. In the last two years, teachers have reported a decline in the number of parents/guardians who attend teacher conferences and participate in school activities. Last year, the school established a goal of increasing family engagement to help promote student achievement.

State Assessment Results, by Student Group
Two-Year Comparison
(percentage of students, by group, meeting or exceeding benchmark standard)

	Percent of School Population	2 Years Ago		Last Year	
		Reading	Math	Reading	Math
Grade 3	20%	47%	50%	42%	52%
Grade 4	19%	53%	55%	52%	57%
Grade 5	19%	60%	63%	58%	64%
Low Income	60%	63%	65%	62%	66%
English Language Learners	20%	38%	46%	39%	49%
Students with Disabilities	11%	23%	24%	21%	25%

Results from Family Survey (previous year)
(75% of families responded)

How much do you agree that...	% Disagree or Strongly Disagree	% Agree or Strongly Agree
1. I feel welcome at school.	38%	62%
2. Teachers treat me with respect and are interested in my ideas.	22%	78%
3. Teachers respond to my concerns.	42%	58%
4. I am informed about what my child is learning.	46%	54%
5. My child receives the support he/she needs in order to learn.	12%	88%
6. Conferences with teachers are helpful and productive.	36%	64%
7. I feel confident that I can support my child's learning at home.	52%	48%
8. There are many opportunities for me to become involved in the classroom and the school.	66%	34%

10. Citing evidence from the exhibits, write a response of approximately 150–300 words in which you:

- identify two issues you should consider as you begin to address the school's goal of increasing family engagement to help promote student achievement;

- identify the individuals and/or stakeholder groups you would involve in addressing the identified issues and explain why;

- for each issue you identified, describe one action you would take to address that issue; and

- explain why *each* of these actions would be effective in helping the school achieve its goal of increasing family engagement to help promote student learning.

SAMPLE RESPONSE

The sample below is an example of a strong response to the practice constructed-response assignment.

> One issue to consider as I address the school's goal of increasing family engagement to help promote student learning is the growing number of school families who are English language learners. The second issue is that, according to the family survey results, nearly half of the school's families do not feel confident that they can support their children's learning at home.
>
> I would involve various stakeholders in addressing these issues. The school's English as a New Language staff has the expertise to provide guidance to teachers in developing responsive communication strategies with families who do not speak English proficiently. Classroom teachers will be largely responsible for helping families understand how to support their children's learning at home. The school's parent-teacher organization could engage in outreach and provide support to families who are new to the school.
>
> One action I would take regarding the increasing number of families who are English language learners is to ensure that communications from the school are available, to the extent possible, in families' primary languages. To address families' lack of confidence in their ability to support their children's learning at home, I would engage teachers at each grade level in creating take-home activity kits for families that include the materials needed to complete an interactive activity focusing on literacy or numeracy. Directions for the activities could be provided in multiple languages.
>
> Keeping families informed about what is happening at school and what their children are learning provides the foundation for engagement. The use of families' primary languages makes this information more accessible. Take-home activity kits provide families with something concrete that they can do to support their children's learning. A focus on literacy and numeracy could help increase student achievement, which is an important reason for the school's goal of increasing family engagement.

PRACTICE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SCHOOL MANAGEMENT AND LEGAL/ETHICAL GUIDELINES

Use the information below to complete the assignment that follows.

You are the new principal of a high school that has an enrollment of 950 students. Several years of reduced state funding have put severe pressure on district budgets. In an effort to protect core academic programs, many elective courses and discretionary programs have already been significantly reduced. You learn that the district anticipates increased insurance and energy costs in the coming year, but school funding will remain flat. The district superintendent has directed you to reduce your overall budget by 3 percent.

You begin your efforts to implement the superintendent's directive by reviewing the current budget and gathering preliminary information from a number of sources. Your investigation reveals that enrollment is expected to increase by 10 percent in the upcoming year. A walk-through of the facility shows that classrooms are dingy and need repainting and many of the furnishings are quite worn. The library media specialist reports that she has been unable to acquire the resources to adequately support the school's transition to the state standards.

Your informal conversations with teachers, parents/guardians, and students have revealed low morale and few expectations for improvement as long as reduced funding continues. Some parents/guardians have stated that they would send their children to a private school if they could afford to do so. Students, in particular, have expressed frustration at the limited elective and advanced courses available to them and are concerned about their readiness for college. Some students say they have turned to online coursework to address this need.

11. Write a response of approximately 150–300 words about reducing the overall budget by 3 percent. In your response:

- describe two key issues that you should consider in your efforts to implement the superintendent's directive;

- identify one legal or regulatory consideration related to the superintendent's directive;

- identify one piece of data or other information that you should collect when formulating a plan to implement the superintendent's directive; and

- explain why this piece of data or other information would be effective in helping you formulate this plan.

SAMPLE RESPONSE

The sample below is an example of a strong response to the practice constructed-response assignment.

One important issue that should be addressed in my efforts to implement the superintendent's directive is taking steps to engage stakeholders in the decision making about budgetary cuts and giving them a voice to share their priorities with regard to the school's educational program. Another important issue to address in implementing the superintendent's directive is to ensure that, whatever reductions are made, the school continues to offer an adequate number of the courses that are required for graduation.

In considering potential budget reductions, one legal concern would be continued compliance with federal education laws regarding special populations of students. For example, students with disabilities have certain rights, such as being educated in the least restrictive environment and receiving appropriate accommodations to ensure that they have access to the general curriculum.

When formulating a plan to implement the superintendent's directive, it would be important to gather information about potential outside sources of funding for school programs. These sources could include government or foundation grants and possible fundraising activities. This information would be helpful in formulating the plan to reduce the budget by 3 percent because some of the school's needs that could be met with outside funding (e.g., new paint, library resources) could be removed from the budget and free up funding for other school needs.

This section is designed to provide you with an explanation of the scoring process for the constructed-response assignments of the Principal as Instructional Leader test.

THE SCORING PROCESS

Constructed-response assignments will be scored on a four-point scoring scale (see page 2-20). Within the range of scores (i.e., from 1 to 4), a response that receives a score point of 1 is an undeveloped response, while a score point of 4 is assigned to a response that is very well developed. Specific performance characteristics (see below) describe the elements typically found in responses at each of the four score points, although any particular response may be either more or less developed in respect to any specific elements.

Each category of the four-point scale will reflect a range of ability across that score point. Thus, among the most competent constructed responses, there will be those that represent a "high 4" (the best) as well as those that represent a "low 4" (clearly superior responses, but they are not quite as well constructed as the "high 4"). This range of ability holds true within each of the other three points on the scoring scale.

Each response will be read and scored by two readers; the sum of the two readers' scores will be the examinee's total score for each constructed-response assignment. Any pair of scores that differs by more than one point will be regarded as discrepant and will require resolution by a third reader. For example, a total score of 6 would result from the assignment of a "3" and a "3" from each of two readers; it could not result from assigned scores of "2" and "4" because the scores differ by more than one point.

Performance Characteristics

Purpose	The candidate fulfills the purpose of the assignment by responding appropriately to each specific task in the assignment.
Application of Content	The candidate accurately and effectively applies the relevant content knowledge and skills.
Support	The candidate supports the response with appropriate examples, evidence, and rationales based on the relevant content knowledge and skills.

Score Scale

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

SCORE POINT	SCORE POINT DESCRIPTION
4	**The "4" response reflects a thorough understanding of the relevant content knowledge and skills from the test objectives.** • The response completely fulfills the purpose of the assignment by responding fully to the given task. • The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills. • The response provides strong supporting examples, evidence, and rationales based on the relevant content knowledge and skills.
3	**The "3" response reflects a general understanding of the relevant content knowledge and skills from the test objectives.** • The response generally fulfills the purpose of the assignment by responding in a general way to the given task. • The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills. • The response provides some supporting examples, evidence, and rationales based on the relevant content knowledge and skills.
2	**The "2" response reflects a limited understanding of the relevant content knowledge and skills from the test objectives.** • The response partially fulfills the purpose of the assignment by responding in a limited way to the given task. • The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills. • The response provides limited supporting examples, evidence, and rationales based on the relevant content knowledge and skills.
1	**The "1" response reflects very weak or no understanding of the relevant content knowledge and skills from the test objectives.** • The response fulfills little of the purpose of the assignment by responding inadequately to the given task. • The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills. • The response provides very weak or no supporting examples, evidence, and rationales based on the relevant content knowledge and skills.
U	**The response is unscorable because it is illegible, not written to the assigned topic, or written in a language other than English or does not contain a sufficient amount of original work to score.**
B	**There is no response to the assignment.**

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 Licensure 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 the Principal as Instructional Leader test you must obtain a scaled total test score of 240 or above on both subtests (195 and 196).
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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 the Principal as Instructional Leader Subtest 2 score report is provided below.
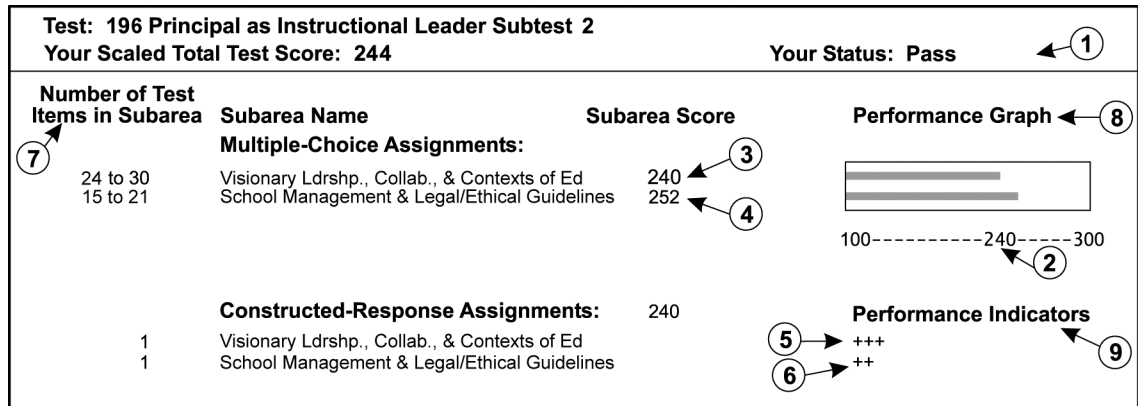
According to the above sample, the examinee passed the Principal as Instructional Leader Subtest 2 ①, because the examinee's scaled total test score of 244 is above the passing score of 240 ②.

With regard to the multiple-choice section of the test, the examinee did better on the School Management and Legal/Ethical Guidelines section ④ than on the Visionary Leadership, Collaboration, and Contexts of Education section ③. The examinee did better on the constructed-response assignment for Visionary Leadership, Collaboration, and Contexts of Education ⑤ than on the constructed-response assignment for School Management and Legal/Ethical Guidelines ⑥.

The score report indicates the approximate number of multiple-choice test questions for each subarea and the number of constructed-response assignments on the test ⑦. The Performance Graph ⑧ indicates the examinee's subarea score on a range from 100 to 300. The Performance Indicators ⑨ can be interpreted as follows: ++++ indicates a constructed-response assignment score of 7–8, +++ indicates a constructed-response assignment score of 6, ++ indicates a constructed-response assignment score of 4–5, and + indicates a constructed-response assignment score of 2–3.

Your score report also lists your status on each Principal as Instructional Leader subtest and the date you passed the subtest, if applicable. Each subtest you have not yet taken is noted as "Not Taken."

For the subtest(s) that you did not pass, you will find a second page of information for each subtest showing the number of multiple-choice questions as well as the percentage of these questions that you answered correctly by an applicable objective.

HOW TO INTERPRET THE TEST CONSTRUCTED-RESPONSE SCORES

The responses are scored by educators trained in assessment, using the same standards for all examinees, by a process called focused holistic scoring. The process allows the scoring of examinee responses based on overall quality rather than on an analysis of the components. Scorers base their judgments on the

quality of the response. In general, if a passing score is attained for the constructed-response test section, it is likely that the performance characteristics have been demonstrated in the responses.

Each response is scored on a scale from 1 to 4, with 1 representing a totally undeveloped response and 4 representing a response that is very well developed. Each response is read and scored by two readers; the sum of the two readers' scores is the total score assigned to the essay. This score is then converted to the scaled score that is reported on your score report.

Scaled scores are reported on a range from 100 to 300. A total test score of 240 or above is necessary to pass the test. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.