

Illinois Certification Testing System

STUDY GUIDE

Principal (186)



Illinois State Board of Education

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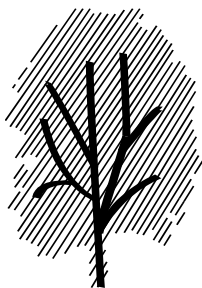
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General Information About the Illinois Certification Testing System

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 Certification Testing System](#)



Field-Specific Information

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

INTRODUCTION

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

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

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective 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 test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

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

PRINCIPAL TEST OBJECTIVES

- I. Understanding the Learning Environment and Facilitating a Vision of Learning
- II. Communication, Collaboration, and Creating a Positive School Culture
- III. Human Development, Curriculum Planning, and Assessment
- IV. Resource Management and School Governance

SUBAREA I—UNDERSTANDING THE LEARNING ENVIRONMENT AND FACILITATING A VISION OF LEARNING

0001 Understand the role of education in our democratic society and the influence of historical, political, social, economic, and cultural factors on education.

For example:

- Recognize the role of public education in developing and renewing our democratic society and an economically productive nation.
- Analyze ways in which historical, philosophical, political, social, economic, and cultural factors influence education in our democratic society.
- Demonstrate knowledge of the purposes of education and the role of educational leadership in modern society.
- Recognize the principles of representative governance that inform the U.S. public school system and the dynamics of policy and advocacy under our democratic political system.
- Analyze emerging issues, trends, and forces that affect teaching, learning, educational leadership, and the school community.
- Analyze school issues in terms of major historical, philosophical, political, ethical, social, and economic influences in our democratic society.
- Recognize global issues and forces affecting teaching and learning.

0002 Understand the importance of creating a vision of learning that is shared and supported by the school community.

For example:

- Demonstrate knowledge of principles and procedures for developing an educational vision, a mission, and learning goals for implementing long-term plans.
- Apply procedures for monitoring, evaluating, and revising goals and implementation plans.
- Apply techniques for collaborating with and motivating staff, students, families, community members, and social agencies to develop and achieve a shared vision and strategic plan for the school.
- Apply procedures for ensuring that educational programs reflect the school's vision and mission.
- Examine procedures for using financial, human, and material resources to support the implementation of the school's mission and goals.
- Apply skills and techniques for articulating the district and school's vision, mission, and priorities to the community and media.

0003 Understand principles and procedures related to educational leadership and accountability.

For example:

- Recognize advantages, limitations, and applications of various leadership theories and supervisory models.
- Apply group leadership skills to define roles, assign functions, and determine accountability for attaining goals.
- Analyze best practices, relevant research, demographic data, and their implications for school improvement.
- Demonstrate knowledge of procedures for assessing the learning environment, including the use of qualitative and quantitative data to plan and assess school programs and to design accountability systems.
- Apply procedures for monitoring and assessing the progress of school programs, making adjustments, and formulating new action steps as necessary.
- Recognize the role of assessment in educational accountability and understand how various types of data can be used to analyze and improve student learning.
- Apply strategies for communicating expectations and results to district administrators, students, staff, parents/guardians, and the community.

SUBAREA II—COMMUNICATION, COLLABORATION, AND CREATING A POSITIVE SCHOOL CULTURE

0004 Understand the use of interpersonal and communication skills to collaborate with the school community.

For example:

- Apply appropriate interpersonal skills and written, verbal, and nonverbal communication strategies in various contexts.
- Recognize principles and techniques for effective consensus building, collaboration, and negotiation.
- Demonstrate knowledge of community relations and marketing strategies and processes.
- Identify appropriate channels and media for communicating plans, ideas, and goals.
- Recognize methods with which to implement an effective staff communication plan and public relations program.
- Apply methods for communicating effectively with diverse groups within the school and community.

0005 Apply organizational, decision-making, conflict-resolution, and problem-solving skills.

For example:

- Recognize steps and components of the change process in relation to systems, organizations, and individuals (e.g., initiating change, identifying and overcoming barriers to change).
- Apply methods for empowering all constituents (e.g., staff, students, parents/guardians, community) to support change efforts through the use of delegation, collaboration, and collegial strategies.
- Recognize practical applications of a systems perspective and characteristics of various organizational theories.
- Apply procedures for managing, diffusing, and resolving conflicts in various contexts.
- Apply appropriate problem-solving and decision-making techniques and skills for identifying, analyzing, framing, confronting, and resolving issues in a timely manner.

0006 Understand how to create and sustain a positive, inclusive school culture that promotes learning.

For example:

- Apply strategies for creating and maintaining a positive school culture that values students and staff, recognizes their accomplishments, and provides multiple learning opportunities.
- Apply strategies for creating a school atmosphere that encourages respect, fairness, sensitivity, and appreciation for all people.
- Demonstrate knowledge of principles and techniques for establishing and communicating high expectations to students and staff.
- Apply procedures for collaboratively developing a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.
- Recognize the needs and contributions of diverse populations in a pluralistic society and analyze the implications of diversity for education.
- Apply strategies for working with others in the school community to promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation.

0007 Understand how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

For example:

- Demonstrate knowledge of the conditions and dynamics of a diverse school community and principles and techniques for responding to diverse community interests and needs.
- Analyze ways in which community and district organizational structures and major opinion leaders influence school programs and goals.
- Recognize models and strategies for building positive relationships and partnerships with families, businesses, institutions of higher learning, and community and government groups to strengthen programs and support school goals.
- Demonstrate knowledge of principles and techniques for encouraging members of the school community to demonstrate integrity and ethical behavior and to treat people fairly, equitably, and with dignity.
- Identify the functions and purposes of community organizations and resources and procedures for mobilizing community resources.
- Examine emerging issues and trends to determine their impact on the school community.

SUBAREA III—HUMAN DEVELOPMENT, CURRICULUM PLANNING, AND ASSESSMENT

0008 Understand human growth and development, learning and teaching theories, and educational philosophies.

For example:

- Recognize principles and stages of physical, cognitive, social, and emotional growth and development and their educational implications.
- Demonstrate an understanding of principles, applications, strengths, and weaknesses of various learning and teaching theories and methodologies.
- Analyze and interpret educational data, issues, and trends.
- Analyze the effect of sociological, economic, linguistic, cultural, and other factors on student development and needs.
- Demonstrate knowledge of current research on human learning and its application in instructional contexts.
- Apply strategies for promoting successful learning experiences for students with various exceptionalities.
- Evaluate the effectiveness and implications of various classroom management practices.

0009 Understand principles of curriculum development, implementation, and evaluation.

For example:

- Recognize basic principles of curriculum design and examine the influence of various factors (e.g., research, applied theory, informed practice, recommendations of learned societies, state and federal mandates) on curricular decisions.
- Recognize the relationship between child/adolescent/adult development and the curriculum.
- Recognize current trends in curriculum development and apply strategies for creating an inclusive curriculum that reflects democratic and community values, changing social needs, and the diversity of the classroom, community, nation, and world.
- Recognize procedures for curriculum implementation, evaluation, and refinement.
- Recognize procedures for aligning curricular goals and objectives with state standards.
- Apply procedures for creating a curriculum that provides developmentally appropriate instruction for varied learning styles and meets specific student needs based on gender, ethnicity, culture, socioeconomic status, and exceptionalities.

0010 Understand principles of instruction and assessment.

For example:

- Recognize principles and techniques associated with various instructional methods of measurement, evaluation, and assessment strategies.
- Recognize ways in which technological applications can be used to support and enhance the learning and instructional program.
- Use a variety of supervisory models to improve teaching and learning (e.g., clinical, developmental, cognitive, peer coaching).
- Recognize ways in which various structural factors (e.g., staffing patterns, class scheduling forms, school organizational structures, facilities design processes) can be adjusted to support various instructional strategies and achieve desired student outcomes.
- Apply procedures for developing and maintaining pupil personnel programs that meet the needs of students and their families.
- Identify the components of a special education comprehensive case-study evaluation.
- Apply strategies for promoting successful learning experiences for students with exceptionalities.
- Recognize the significance of student differences (e.g., in regard to learning styles, cultural background, home language, exceptionalities) for instructional planning and assessment.
- Apply a variety of appropriate techniques for monitoring and assessing student progress.

SUBAREA IV—RESOURCE MANAGEMENT AND SCHOOL GOVERNANCE

0011 Understand principles of financial management and uses of technology.

For example:

- Examine issues related to public school financing at the federal, state, and local levels (e.g., equity issues, sources of funding, restrictions on uses of funding).
- Recognize major sources of fiscal resources and apply procedures for obtaining nonfiscal resources.
- Identify types and characteristics of budgets, recognize stages in the budget process, and apply procedures for developing an efficient building-level budget planning process that is driven by school priorities.
- Recognize basic accounting principles and apply financial record keeping and reporting methods.
- Recognize applications of technology in educational management.
- Evaluate current technologies in terms of their usefulness in school management and business operations.
- Apply procedures for developing and implementing long-range plans to ensure the efficient use of school technology information systems and fiscal resources.

0012 Understand principles of professional development and human resource management.

For example:

- Demonstrate knowledge of professional development models and adult learning theory.
- Apply procedures for working collaboratively with school staff to identify professional development needs, set goals, and implement plans and techniques for continuous professional growth.
- Recognize appropriate policies, criteria, and procedures for recruiting, screening, selecting, inducting, compensating, disciplining, retaining, promoting, and dismissing personnel.
- Analyze issues related to equity, diversity, and exceptionalities in human resource management.
- Apply job-analysis procedures, supervisory techniques, and performance appraisal skills for instructional and noninstructional staff.
- Recognize legal requirements and contractual obligations.

0013 Understand how to manage the school's physical plant and auxiliary services.

For example:

- Apply procedures for ensuring that the physical plant is accessible, well maintained, functional, secure, and operationally ready to support the full range of a school's curricular and extracurricular programs.
- Apply principles and strategies for ensuring the safety of students and school personnel and for addressing potential security problems.
- Apply procedures for crisis planning and responding to emergencies and crises.
- Demonstrate knowledge of principles and issues related to school facilities and use of space.
- Recognize legal issues related to the operation of school facilities and programs.
- Demonstrate knowledge of regulations, issues, and procedures related to purchasing, health and nutrition services, risk management, transportation services, and information management services.

0014 Understand principles of public school governance and legal and ethical guidelines related to schools and education.

For example:

- Recognize the legal rights and responsibilities of students, staff, school board members, and parents/guardians in various contexts (e.g., confidentiality, right to an independent evaluation, suspension/expulsion).
- Demonstrate knowledge of federal and state education laws and regulations and recognize legal aspects and liabilities of school administration.
- Understand how federal, state, district, and school-site policies are formulated and apply strategies for influencing policy development.
- Identify elements of a professional code of ethics and values.
- Apply methods for creating a collaborative relationship with staff to implement policies promoting professional practices consistent with the highest ethical standards.
- Recognize state and federal requirements regarding least restrictive environment (e.g., placement based on a student's Individualized Education Program [IEP] or an Individual Family Service Plan [IFSP]).
- Demonstrate knowledge of the system of school governance in Illinois and apply strategies for working effectively with local governing boards.
- Recognize how district policies, professional ethical standards, and constitutional, statutory, and case laws regulate the behavior of students, staff, and administration in schools.

PRINCIPAL PRACTICE TEST QUESTIONS

1. Which of the following responsibilities of a school principal most clearly reflects the concept of representative governance?
 - A. applying the most up-to-date research on best practices in education when formulating school policy
 - B. formulating school policies that are fair and can be applied equally to all members of a diverse student body
 - C. balancing the varying interests of the large number of stakeholders who have a voice in formulating school policy
 - D. formulating school policies that help prepare students for playing active roles as citizens in U.S. society
2. In recent years, the U.S. economy has steadily lost basic manufacturing jobs as multinational companies have relocated factories overseas to take advantage of lower labor costs. U.S. public schools could best respond to this changing economic condition by emphasizing:
 - A. business and entrepreneurial skills that will enable graduates to create and manage their own small businesses.
 - B. diversification of skills that will increase the employability of graduates in an information-based global economy.
 - C. vocational skills that will allow graduates to compete more effectively with overseas workers for manufacturing jobs.
 - D. basic verbal and mathematical skills that will increase the ability of graduates to perform a variety of jobs in the global economy.

3. An elementary school principal wants to encourage all teachers to participate in the process of revising the school's mission statement. Which of the following actions by the principal would most effectively motivate teachers to share their ideas about the mission statement?
 - A. creating an atmosphere of trust by emphasizing that the contributions of all participants are respected and appreciated
 - B. delegating responsibility for revising each part of the mission statement to teachers who have the greatest experience with that subject
 - C. providing frequent praise for the teachers who participate most in the process of revising the mission statement
 - D. stressing that all members of the educational community are equally obligated to help develop and revise the school's mission statement
4. When articulating a new school vision to the media and members of the school community, it would be most important for the principal to:
 - A. provide an estimate of the financial and human resources that will be necessary to implement the new vision.
 - B. identify some of the specific ways that implementation of the new vision will improve educational programs at the school.
 - C. summarize the process used to gather, evaluate, and apply stakeholder input in developing the new vision.
 - D. discuss the reasons why the previous school vision was inadequate to meet the current educational needs of the school.
5. In a system of educational accountability, state-mandated standardized testing of students can be used most appropriately to:
 - A. increase student motivation to attain high levels of academic success in all content areas.
 - B. identify strengths and weaknesses in a school's educational programs.
 - C. ensure uniform course content and instructional methods in schools across the state.
 - D. evaluate the job performance of teachers.

6. The new principal of a middle school finds that support for the school in the community is low. Many people seem to have a negative image of the school and are unaware of the school's accomplishments. The principal decides to initiate a public relations campaign to help build support for the school in the community. The principal could best implement the campaign by taking which of the following steps *first*?
- A. Identify resources and appoint personnel to carry out an effective public relations campaign for the school.
 - B. Contact the editors of local newspapers to request that they carry a regular column devoted to news about the school.
 - C. Identify all available media channels that could be used to transmit information about the school to the community.
 - D. Survey community members to determine their perceptions of the school and their most important concerns.
7. A middle school principal wants to increase team-teaching and other forms of cooperative instruction at the school. The principal recognizes that some teachers may be unenthusiastic or anxious about these changes in staffing patterns. The principal can best ensure a smooth transition to the new program by:
- A. instituting the changes gradually to facilitate teachers' adjustment to the new program.
 - B. encouraging teachers to make their own decisions about course changes and collaborative staffing patterns.
 - C. initiating the changes as quickly as possible to avoid confusion about teacher roles and responsibilities.
 - D. emphasizing the responsibility of every teacher to improve instruction through collaborative approaches.

8. Student scores on standardized tests for math and reading have been declining at a middle school. Which of the following procedures best reflects a systems approach for gathering information about the reasons for the decline?
- A. identifying patterns in student test scores in order to determine which areas of math and reading are most in need of improvement
 - B. examining a wide range of possible factors, such as curriculum content, teacher performance, student motivation, family support, and community resources
 - C. examining the school's math and reading curricula to determine whether they are aligned with state standards in these subject areas
 - D. comparing mean scores for students in each classroom to determine which teachers are most and least successful in preparing their students for the exams
9. The student body of a school has become much more culturally diverse in the past few years. Many staff members have had little experience with cultural diversity, and several teachers have expressed a lack of confidence in their ability to relate to students from different cultural groups. The principal could best respond to these teachers' concerns by taking which of the following steps *first*?
- A. Arrange for teachers to meet with the families of students from each of the ethnic groups represented at the school.
 - B. Provide professional development to help teachers become more aware of their own preconceptions and culture-based expectations.
 - C. Revise the curriculum to ensure that academic content is presented in a manner that is interesting to students from diverse ethnic groups.
 - D. Reassure teachers that their teaching experience and expertise will serve them well in meeting the needs of students from all backgrounds.

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

The principal of a high school wants to promote greater participation of community members in the process of school decision making. To help address this goal, the principal invites community members to serve on ad hoc committees to consider various issues at the school.

10. Which of the following strategies is likely to be most effective in sustaining the commitment of community members to the work of their ad hoc committees?
- A. establishing a policy of replacing community members who demonstrate low rates of committee participation
 - B. scheduling committee meetings infrequently and making sure that all the meetings include social events, such as potluck suppers
 - C. making sure that committee assignments focus on tasks that can be accomplished in a reasonably short amount of time
 - D. suggesting that the committees rotate leadership among all members rather than elect one individual to serve as chair

11. The principal hopes that many community members who are currently serving on ad hoc committees will volunteer to serve again on other ad hoc committees. The principal is most likely to achieve this goal if she:
- A. keeps community members well informed about potential problems at the school.
 - B. stresses the importance of service to the school when encouraging community representatives to serve again.
 - C. sends letters of appreciation to all community members who serve on the committees.
 - D. gives serious consideration to all committee suggestions and implements them whenever possible.

12. An elementary school principal notes that new federal guidelines suggest that students in the lower elementary grades should receive intensive instruction in math and literacy skills. In planning curricular changes to comply with these guidelines, it would be most important for the principal to ensure that:
- A. new elements are added to the current curriculum gradually, over a period of three to five years.
 - B. changes to the curriculum do not lead to a decrease in the time devoted to instructional activities in other subject areas.
 - C. elements of the current curriculum are retained to the greatest extent possible.
 - D. decisions are made according to current research on the most developmentally appropriate instructional practices.
13. High school students are often more able than younger students to apply basic problem-solving strategies. This difference in abilities is likely to make it easier for high school students to:
- A. distinguish the main idea of an oral presentation.
 - B. connect prior learning with new information.
 - C. demonstrate recall of oral or written instructions.
 - D. transfer learning skills across different subject areas.
14. An elementary school principal is overseeing an initiative to update and improve the school's literacy curriculum. According to current research, phonemic awareness skills play an especially important role in:
- A. a student's ability to construct meaning by connecting prior knowledge with texts.
 - B. the emergent literacy development of students in the primary grades.
 - C. a student's ability to self-monitor comprehension while reading.
 - D. the vocabulary development of students who are intermediate readers.
15. Which of the following is likely to be the most important advantage of using interactive software to teach basic computational skills to students in the second and third grades?
- A. providing individualized feedback to help students monitor their own progress in mastering the skills
 - B. allowing students to use a variety of learning styles to acquire basic math skills
 - C. making it easier for teachers to assess student progress in acquiring computational skills
 - D. helping students make the transition from concrete to abstract thinking in mathematics

16. A new principal of a high school wishes to improve teaching at the school by instituting a system of peer coaching among the teaching staff. As one method of staff development, peer coaching tends to be especially effective in:
- A. helping teachers understand the importance of having all teachers use the same instructional methods.
 - B. improving teacher motivation and collegiality as well as teaching skills.
 - C. prompting teachers to share information about particular students in their classes.
 - D. facilitating the principal's evaluation of teacher competence.
17. Unlike funds provided to a school district by local taxes, funds provided by the state and federal governments are:
- A. not considered part of the district's annual budget.
 - B. relatively stable from year to year.
 - C. not determined by the number of students in the district.
 - D. often targeted to specific programs.
18. A new sixth grade teacher has a strong record but has worked primarily with early elementary grades in the past. After the first few weeks of school, it becomes clear that the leader is having difficulty engaging the students and maintaining discipline. In a meeting with the principal, the teacher admits feeling discouraged. The principal could best address this problem by taking which of the following steps?
- A. Recommend that the new teacher perform a self-assessment each week and meet with the principal regularly to discuss the results.
 - B. Suggest that the new teacher take some continuing education courses on classroom management techniques.
 - C. Offer the new teacher continuing support, and ask an experienced sixth grade teacher to serve as the new teacher's mentor.
 - D. Contact the district office to make plans to have the new teacher reassigned to an early elementary class.

19. A school principal could best minimize the need for costly repairs of the school's physical plant by:
- A. hiring outside experts to conduct a yearly inspection of all physical plant systems.
 - B. requiring a schedule of regular preventive maintenance for all physical plant systems.
 - C. ensuring the quality of parts and labor by accepting middle-range bids for physical plant repairs.
 - D. operating all physical plant systems at below normal capacity whenever possible.
20. When formulating policy for a school district, which of the following questions would be most important for district decision makers to consider *first*?
- A. Do the proposed policies have the support of most stakeholders in the school community?
 - B. Can the proposed policies be implemented within the budget for the current fiscal year?
 - C. Do the proposed policies conform to all relevant state and federal laws and regulations?
 - D. Do the proposed policies reflect current views of educators regarding best practices in education?

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 role of education in our democratic society and the influence of historical, political, social, economic, and cultural factors on education.
2.	B	Understand the role of education in our democratic society and the influence of historical, political, social, economic, and cultural factors on education.
3.	A	Understand the importance of creating a vision of learning that is shared and supported by the school community.
4.	B	Understand the importance of creating a vision of learning that is shared and supported by the school community.
5.	B	Understand principles and procedures related to educational leadership and accountability.
6.	D	Understand the use of interpersonal and communication skills to collaborate with the school community.
7.	A	Apply organizational, decision-making, conflict-resolution, and problem-solving skills.
8.	B	Apply organizational, decision-making, conflict-resolution, and problem-solving skills.
9.	B	Understand how to create and sustain a positive, inclusive school culture that promotes learning.
10.	C	Understand how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.
11.	D	Understand how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.
12.	D	Understand human growth and development, learning and teaching theories, and educational philosophies.
13.	D	Understand principles of curriculum development, implementation, and evaluation.
14.	B	Understand principles of curriculum development, implementation, and evaluation.
15.	A	Understand principles of instruction and assessment.
16.	B	Understand principles of instruction and assessment.

(continued on next page)

Question Number	Correct Response	Test Objective
17.	D	Understand principles of financial management and uses of technology.
18.	C	Understand principles of professional development and human resource management.
19.	B	Understand how to manage the school's physical plant and auxiliary services.
20.	C	Understand principles of public school governance and legal and ethical guidelines related to schools and education.

OVERVIEW

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

Passing Score

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

Total Test Score

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

Subarea Scores

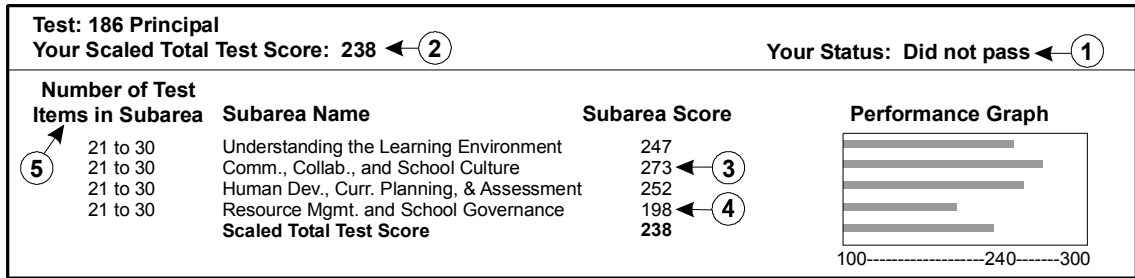
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test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

Reporting of Scores

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

READING YOUR REPORT: A SAMPLE

A sample of a Principal test score report is provided below.



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

The examinee did better on the Communication, Collaboration, and Creating a Positive School Culture section ③ of the test than on the Resource Management and School Governance section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.