California Preliminary Administrative Credential Examination (CPACE)—Performance

Test Results Explanation

Contents of Your Test Results Report

Your test results report provides information about your performance on the CPACE—Performance. The report includes the administration date, your passing status, your total score if you did not pass, and performance indices for each module.

IMPORTANT NOTE: The information on your test results report is intended for use only in credentialing. To preclude the use of CPACE scores for purposes other than credentialing (e.g., employment, assignment), scores of passing candidates are not provided on their test results reports. CPACE scores must be used toward a California credential within ten years of the test date.

Total Score and Minimum Passing Score

The CPACE—Performance includes two performance modules, assessing the knowledge and skills in the six domains included in the CPACE Content Specifications, which are available on the California Educator Credentialing Examinations website at www.ctcexams.nesinc.com and are as follows.

- Domain I: Visionary Leadership
- Domain II: Instructional Leadership
- Domain III: School Improvement Leadership
- Domain IV: Professional Learning and Growth Leadership
- Domain V: Organizational and Systems Leadership
- Domain VI: Community Leadership

The minimum passing score was established by the Commission on Teacher Credentialing based on recommendations from California administrators and administrator educators. Test results are reported as scaled scores. A scaled score is based on the number of raw score points earned on each module, which are weighted equally. Raw scores are converted to a scale of 100 to 300, with the scaled score of 220 representing the minimum passing score. Your passing status is based on your total score. If you did not pass, your test results report includes your total score.

IMPORTANT NOTE: A passing score must be achieved at a single administration of the CPACE—Performance. Performance on parts of the examination cannot be combined across administrations.

Scoring

Responses to the performance modules are scored independently by at least two qualified California educators trained to use standardized scoring procedures. Using a four-point score scale, scorers focus on the extent to which a response meets the following performance characteristics, which were provided in the test directions and are available in the CPACE Preparation Materials on the California Educator Credentialing Examinations website at www.ctcexams.nesinc.com.

Performance Characteristics for Instructional Leadership Module

- *Engaging and Supporting Students in Learning*: The extent to which the response reflects an accurate and appropriate assessment of the teacher's effectiveness in engaging and supporting students in learning.

- *Assessing Student Learning*: The extent to which the response reflects an accurate and appropriate evaluation of the teacher's effectiveness in assessing student learning.

- *Developing as a Professional Educator*: The extent to which the response reflects an accurate and appropriate understanding of the teacher's development needs, identifying strengths and areas for improvement, and recommending strategies to foster and monitor growth as an effective educator.

- *Engagement and Support*: The extent to which the response reflects engagement with the materials provided and is supported with examples, evidence, and rationales drawn from the materials.

Performance Characteristics for School Leadership Module

- *Identifying School Accomplishments and Needs*: The extent to which the response reflects an accurate and appropriate analysis of school strengths and issues that negatively affect student learning.

- *School Improvement, Instructional, and Organizational Leadership*: The appropriateness and effectiveness of strategies offered to address the issues identified.

- *Monitoring the Improvement Plan*: The appropriateness and effectiveness of strategies for evaluating and monitoring progress and improvement.

- *Engagement and Support*: The extent to which the response reflects engagement with the materials provided and is supported with examples, evidence, and rationales drawn from the materials.

Performance Indices

For each module, a performance index is provided on your test results report. The index consists of from one to four pluses (+), and more pluses indicate higher performance. Three or four pluses indicate your performance was adequate or better; one or two pluses indicate your performance was less than adequate.

If you did not respond at all to a performance module, or if your response was unrelated to the assigned topic, written primarily in a language other than English, or if your response did not contain a sufficient amount of original work, your response was designated unscorable. A response that is determined to be unscorable is assigned one of the unscorable codes in the table below.

Constructed-Response Assignment Diagnostic Codes

Codes for Unscorable Responses	
U-B	Response was blank.
U-1	Response was unrelated to the assignment.
U-2	Response was primarily in a language other than English.
U-3	Response did not contain sufficient amount of original work.

The performance indices provide you with information about your relative strengths and weaknesses. This information can be used in preparing to retake the CPACE—Performance, if necessary, and in planning your continued professional development.

Diagnostic Information

If your response was assigned a performance index of one or two pluses and you did not pass, your test results report includes diagnostic information. This information indicates one or more areas of your response showing a need for improvement. The following areas can be identified as needing improvement:

Instructional Leadership Module

Engaging and Supporting Students in Learning

1) Explaining how the instructional plan was effective in promoting student engagement and student learning
2) Describing how appropriate content-specific pedagogy was exhibited during the lesson
3) Describing how variations in learning needs and developmental levels of students were addressed during the lesson

Assessing Student Learning

4) Describing how the teacher monitored student learning, provided feedback to students, and assessed student mastery of the learning objectives
5) Describing how the teacher used the results of student monitoring and assessment

Developing as a Professional Educator

6) Explaining an instructional strength demonstrated and identifying two areas for improvement
7) Identifying recommended strategies to improve instruction and describing how these strategies will lead to improved teaching and learning
8) Describing effective strategies to monitor teacher professional growth and student learning

Engagement and Support

9) Providing a response that reflects engagement with the materials provided
10) Supporting the response with examples, evidence, and rationales drawn from the materials

School Leadership Module

Identifying School Accomplishments and Needs

1) Identifying two appropriate strengths of the school
2) Identifying and describing in detail, two appropriate issues of the school that negatively impact instruction and student learning

School Improvement, Instructional, and Organizational Leadership

3) Describing an effective strategy to address each identified issue
4) Explaining how your improvement plan will promote improved student learning

Monitoring the Improvement Plan

5) Identifying specific indicators of progress demonstrating that your plan is producing the intended results
6) Describing a process to be used to monitor improvements and learner outcomes
7) Describing participant involvement in the progress-monitoring process
8) Describing an effective strategy to communicate progress to the larger school community

Engagement and Support

9) Providing a response that reflects engagement with the materials provided
10) Supporting the response with examples, evidence, and rationales drawn from the materials

If You Did Not Pass

If you did not pass the CPACE—Performance, you may re-register and schedule a test appointment at any time, but you must wait 45 days before retaking the CPACE—Performance. All information necessary for registering for the CPACE—Performance is available on the California Educator Credentialing Examinations website at www.ctcexams.nesinc.com.

Reporting of CPACE Test Results

Your CPACE test results have been sent to the Commission on Teacher Credentialing. Your CPACE test results will also be sent to any other institution or office authorized by you or required by law.

To protect the confidentiality of your test results, they will not be provided to anyone over the telephone or by fax and will not be released to anyone without your written permission unless required by law.