



cpace

**CALIFORNIA
Preliminary Administrative
Credential Examination**

CPACE–CONTENT

**Sample Test
Questions**

Developed by the Evaluation Systems group of Pearson
and the Commission on Teacher Credentialing

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**CPACE–CONTENT
SAMPLE TEST QUESTIONS**

CPACE—Content Sample Test Questions

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GENERAL DIRECTIONS

This test contains a section with 70 multiple-choice items and a section with 3 focused constructed-response assignments. You may complete the sections of the test in the order you choose. You have 195 minutes to complete all sections of the test.

Each question in the first section is a multiple-choice item with four answer choices. Read each item and answer choice CAREFULLY and choose the ONE best answer. Try to respond to all items. In general, if you have knowledge about a question, it is better to try to answer it. You will not be penalized for guessing.

The directions for the writing assignments appear later in this test.

You may NOT use any type of calculator or reference materials during the testing session.

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CHECKLIST

As you are working, you may want to use the following checklist to keep track of which sample test questions you have completed.

_____ **Section I:** Multiple-Choice Questions 1–10

_____ **Section II:** Focused Constructed-Response Assignments (Questions 11–13)

_____ Work Product Assignment

_____ Student Diversity Assignment

_____ Management Problem Solving Assignment

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DIRECTIONS FOR SECTION I: MULTIPLE-CHOICE QUESTIONS **Questions 1 to 10**

This section of the test contains multiple-choice items, each of which has four answer choices. Read each item carefully and choose the ONE best answer.

Try to respond to all items. Even if you are unsure of an answer, it is better to guess than not to respond at all.

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1. In a school district where students from particular cultural and linguistic backgrounds are significantly overrepresented in special education programs, educational leaders can best initiate efforts to address the issue by analyzing:
 - A. assessment instruments used to evaluate students for special educational needs.
 - B. the local curriculum and associated student performance expectations.
 - C. instructional strategies used with students who have been referred for special education.
 - D. the placement procedures currently used to determine students' grade levels.

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2. In a time of reduced school funding, educational leaders can best help ensure that sufficient resources are available to achieve a school's vision and goals for all student groups by emphasizing which of the following approaches?
- A. using student performance data to identify areas of greatest weakness and making those areas a priority in terms of resource allocation
 - B. soliciting views about budget priorities from a broad range of stakeholders and allocating resources based on level of stakeholder support
 - C. applying a formula for distributing resources that ensures equal allocations for each school program and student population
 - D. using budgets from the previous year as a basis for guiding decisions about resource allocations for each subsequent budget

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3. Staff at a middle school are ready to implement instructional changes designed to improve students' mathematics achievement. In planning these changes, the school leader has guided staff in a review of current research on mathematics instruction and an examination of students' mathematics performance for the last three years. The leader can best ensure that the planned changes will lead to improved student achievement by prompting staff to take which of the following additional actions?
- A. outlining steps for phasing in the instructional changes with one subgroup of students at a time
 - B. communicating the rationale for the instructional changes to students and their families
 - C. seeking individual professional development as needed to prepare for the instructional changes
 - D. developing a plan for assessing student improvement during and following the instructional changes

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4. One goal at an elementary school is to create a climate that reflects a commitment to the belief that all children can learn and achieve success. School leaders can best support achievement of this goal by emphasizing to teachers the value of which of the following classroom practices?
- A. engaging students in team academic competitions
 - B. using a variety of grouping strategies for activities
 - C. surveying students regularly about their interests
 - D. differentiating standards used to evaluate student work

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5. In which of the following situations would peer coaching be the most appropriate professional development strategy for a school leader to use?
- A. Teachers as a group wish to learn more about the benefits and limitations of a particular instructional strategy.
 - B. Teachers have identified a problem in a specific area of instruction and are ready to develop a plan to address the need.
 - C. Teachers from several schools in the district have been reassigned to teach at a newly built school.
 - D. Teachers have received training on a new instructional strategy and are ready to implement it in their classrooms.

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6. Which of the following factors is likely to be most important in determining a school's ability to establish a strong professional culture that encourages continuous staff learning and growth?
- A. availability of high-quality professional development resources
 - B. teacher performance ratings and how the ratings are distributed
 - C. actions and attitudes of the principal and other school leaders
 - D. decision making regarding the use of available school funds

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7. A new leader takes over at a school that has been characterized in recent years by very high teacher turnover among probationary teachers, with many leaving voluntarily by the end of their probationary period. The leader and the school site council wish to design a program of enhanced support for probationary teachers. Which of the following would be the most useful *first* step for the group to take in designing this program?
- A. surveying permanent teaching staff about the difficulties that they faced as probationary teachers
 - B. conducting extensive exit interviews with probationary teachers who have recently left
 - C. reviewing current literature about the best ways to provide support to new teachers
 - D. distributing a survey about conditions at the school to all parents/guardians and other stakeholders

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8. As part of a crisis response plan, educational leaders at a school have established a command and control structure that identifies those individuals who are charged with directing the response to a crisis. To maximize the effectiveness of this system, it would be most important to ensure that:
- A. responsibilities of each individual in the command and control structure are clearly defined in advance for a variety of crisis situations.
 - B. each individual in the command and control structure reports to at least two other individuals in the structure during a crisis.
 - C. overall leadership of the command and control structure during a crisis is spread among several individuals in the structure.
 - D. membership of the command and control structure is drawn from the longest-serving staff who are most familiar with school operations.

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9. In determining the resources that the district will need to provide during the next fiscal year for a school's English learner program, educational leaders should *first*:
- A. evaluate the success of the program in developing English language skills of participating students.
 - B. calculate the proportion of total district revenues that was allocated to the program during the previous fiscal year.
 - C. project the resources needed to maintain other programs at the school at their current levels of funding.
 - D. identify state and federal mandates for the program and calculate the resources required to meet those mandates.

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10. Which of the following behaviors by members of a high school's school site council should be of greatest concern to educational leaders at the school?
- A. Some members of the council are more reserved than others and are less comfortable expressing their views in front of other members.
 - B. Several members of the instructional staff who are on the council often dismiss comments and suggestions by noninstructional staff and parents/guardians.
 - C. Two members of the council hold very different political and social views and often differ about the best way to proceed in dealing with particular issues.
 - D. Certain members of the council have difficulty staying on topic when discussing issues with other members of the team.

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DIRECTIONS FOR SECTION II: FOCUSED CONSTRUCTED-RESPONSE ASSIGNMENTS

Questions 11 to 13

This section of the test consists of three written assignments. For each assignment, you are to prepare a written response of approximately, but not limited to, 150–300 words. Read the assignments carefully before you begin to write. Think about how you will organize your responses.

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field. In each response, you are expected to demonstrate the depth of your understanding of the subject matter through your ability to apply your knowledge and skills rather than merely to recite factual information.

The written assignments are intended to assess knowledge and skills important for effective performance as an educational leader in California. Your response to each assignment will be evaluated according to the following criteria:

Purpose: The candidate demonstrates an understanding of the relevant content knowledge and skills by fulfilling the purpose of 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.

Be sure to write about the assigned topics. You may not use any reference materials. You may, however, use citations when appropriate. Your responses should be written for an audience of educators knowledgeable about educational leadership. Your responses must be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review what you have written to ensure that you address all aspects of the assignment, and make any changes you think will improve your responses. The final version of each response should conform to the conventions of edited American English.

Work Product Assignment

Use the information below to complete the task that follows.

You are in your second year as principal of a middle school that enrolls approximately 1,350 students with a broad range of cultural, economic, and linguistic backgrounds. Last year you worked with stakeholders to develop a new vision for your school. One important goal associated with the new vision is to ensure that course content and instruction are relevant to students' lives.

The district-adopted curricula place strong emphasis on promoting student engagement in learning by integrating real-world content into instruction. However, during walkthroughs and formal observations last year you observed just over 50% of teachers in core academic subject areas connecting course content to contemporary topics and issues or instructing students in real-world problem solving. Student perception surveys indicate that approximately 60 percent of students agree that their assignments are relevant to their lives. In discussion, faculty members generally reported that they align their instruction with district-adopted curricula and make modifications to support the academic success of all students.

You decide to form a team to develop a plan for ensuring that course content and instruction are relevant to students' lives. The team will include teachers from all departments, parents/guardians, an Education Specialist, and a district curriculum and instruction specialist. You will chair meetings of the team.

11. Examinee Task

Write a memo of about 150–300 words to the team about the plan they will develop. In your memo:

- explain to team members the importance of their perspectives in developing a plan to ensure that course content and instruction are relevant to students' lives;
- describe one key issue for the team to consider in developing its plan to ensure that course content and instruction are relevant to students' lives;
- identify one type of data or other information that the team should analyze in regard to the specified issue; and
- explain why this type of data or other information would be useful in analyzing the specified issue and meeting the targeted goal.

Student Diversity Assignment

Use the information below to complete the task that follows.

You are the new principal of an elementary school. The school enrolls nearly 500 students, approximately 52% of whom are English learners. Through discussions with teachers and other staff, you learn that significant efforts have been made in recent years to increase the involvement of parents/guardians in the school community and its culture.

The school has a school site council, which includes parents/guardians and community representatives; a parent-teacher organization; and parent/guardian volunteers who serve as designated classroom parents. Parents/guardians also participate in a boosters group that sponsors intramural activities between local elementary schools. Although much progress has been made over the past few years in increasing parent/guardian involvement, you are aware that the parents/guardians of English learners remain much less involved than other parents/guardians.

12. Examinee Task

Write a response of approximately 150–300 words about efforts to increase the involvement of the parents/guardians of English learners in the school community and its culture. Your response should be written for an audience of educators knowledgeable about educational leadership and familiar with the issues facing this school. In your response:

- describe one key issue you should consider when initiating planning to increase the involvement of the parents/guardians of English learners in the school community and its culture;
- explain the significance of the issue you described in terms of your school's ability to implement the desired change;
- identify one type of data or other information that would be particularly helpful in initiating planning to increase the involvement of the parents/guardians of English learners in the school community and its culture; and
- explain why this type of data or other information would be useful.

Management Problem Solving Assignment

Use the information below to complete the task that follows.

You are the new principal of a middle school. The school enrolls nearly 1,200 students and is presently operating at close to its full capacity. Six weeks before the start of the fall term, one wing of the school is severely damaged during an intense storm. The district superintendent informs you that repairs will be combined with needed renovations, and the wing will be closed for the upcoming year. The wing houses 20 percent of the school's classroom space. Offices for the administration, teachers, and staff, as well as common space, such as the gymnasium and the cafeteria, are housed in the main building and are unaffected by the closure. The superintendent asks you to develop a plan for finding classroom space for students and staff displaced by the closing of the wing.

13. Examinee Task

Write a response of approximately 150–300 words about how you could address the displacement of students and staff resulting from the closure of the school wing. Your response should be written for an audience of educators knowledgeable about educational leadership. In your response:

- describe one key issue that you should consider in your efforts to address the displacement of students and staff resulting from the closure of the school wing;
- identify one step that you could take to help address the displacement of students and staff resulting from the closure of the school wing; and
- explain why this step would be effective in helping resolve this situation.

ANSWER KEY AND EVALUATION INFORMATION

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MULTIPLE-CHOICE ANSWER KEY

Question Number	Correct Response	Competency
1	A	2
2	A	3
3	D	5
4	B	5
5	D	6
6	C	11
7	B	14
8	A	16
9	D	18
10	B	20

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SCORING CRITERIA FOR CONSTRUCTED-RESPONSE ASSIGNMENTS

Performance Characteristics

Purpose: The candidate demonstrates an understanding of the relevant content knowledge and skills by fulfilling the purpose of 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

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough understanding of the relevant content knowledge and skills from the applicable CPACE domains.</p> <p>The response completely fulfills the purpose of the assignment by responding fully to the given task. The response demonstrates an accurate and effective application of the relevant content knowledge and skills from the applicable CPACE domains. The response provides strong supporting examples, evidence, and rationales based on the relevant content knowledge and skills from the applicable CPACE domains.</p>
3	<p>The "3" response reflects an adequate understanding of the relevant content knowledge and skills from the applicable CPACE domains.</p> <p>The response generally fulfills the purpose of the assignment by responding adequately to the given task. The response demonstrates a generally accurate and reasonably effective application of the relevant content knowledge and skills from the applicable CPACE domains. The response provides adequate supporting examples, evidence, and rationales based on the relevant content knowledge and skills from the applicable CPACE domains.</p>
2	<p>The "2" response reflects a limited understanding of the relevant content knowledge and skills from the applicable CPACE domains.</p> <p>The response partially fulfills the purpose of the assignment by responding in a limited way to the given task. The response demonstrates a limited and generally ineffective application of the relevant content knowledge and skills from the applicable CPACE domains and may contain significant inaccuracies. The response provides limited supporting examples, evidence, and rationales based on the relevant content knowledge and skills from the applicable CPACE domains.</p>
1	<p>The "1" response reflects little or no understanding of the relevant content knowledge and skills from the applicable CPACE domains.</p> <p>The response fails to fulfill the purpose of the assignment by responding inadequately to the given task. The response demonstrates a largely inaccurate and/or ineffective application of the relevant content knowledge and skills from the applicable CPACE domains. The response provides little or no supporting examples, evidence, and rationales based on the relevant content knowledge and skills from the applicable CPACE domains.</p>

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STRONG SAMPLE RESPONSES FOR CONSTRUCTED-RESPONSE ASSIGNMENTS

Strong Sample Response for Work Product Assignment

Dear Colleagues,

Last year we developed a schoolwide goal to make sure that students saw the relevance of their course content and instruction to their own lives. While we have made progress towards that goal, our student perception surveys as well as my observations and walkthroughs indicate that we still have some work to do in this area. It's time for us to come up with a more robust plan to make this happen for all students and in all classes.

Your perspectives, both individually and collectively, have something valuable to contribute. Teachers know their students, their course content, and their instructional objectives; district curriculum staff bring depth and breadth of expertise in the overall district vision for teaching and learning; and parents bring their knowledge of the students' work and study habits, personal strengths, and future ambitions. One area we need to all look at is why the student survey indicated a lack of relevance of course content and instruction to their own lives – is this a question of particular content areas only, or a more generalized perception? Is there a significantly different view of this issue depending on the grade level/achievement level of the students? What are the views of the students who feel that coursework and instruction are already relevant to their own lives?

This information will help us formulate an action plan we can all stand behind and implement. The plan can inform future staff development, potential modifications of course content, and strengthening of what is already working well for teachers, staff, students, and parents. I look forward to working with you on this.

Strong Sample Response for Student Diversity Assignment

One key issue to understand when considering planning to increase the involvement of parents/guardians of English learners is that of what barriers to participation there may currently be, and how to address those. Although there are many parent activities evident at the school site, it would be helpful to know which activities, if any, have the most participation from English learner parents/guardians, and why. This knowledge might help to plan additional activities along the same lines of interest that might draw in additional parents/guardians. However, it would also be important to hear from the parents/guardians themselves what would help to increase their participation. For example, are there child care issues, or language barrier issues, or unfamiliarity with American school customs, or unease with taking an active role in their child's education because of different cultural norms relating to schooling that together or separately result in less participation from EL parents, but which could be addressed by some more effective strategies? Some strategic conversations with EL parents who currently participate in school activities, some informal conversations with EL parents at a community event or other social gathering, and some formal conversations with community cultural or religious leaders, as appropriate to the target populations, would also provide helpful data to consider for the plan to increase participation by EL parents/guardians.

Strong Sample Response for Management Problem Solving Assignment

In this situation, my overriding concern would be to minimize the disruption of student learning at the school by minimizing changes in class schedules, course offerings, and teacher assignments. My goals would be to allow students to take their planned courses (especially core courses) as much as possible and to minimize disruptions in teacher assignments and schedules to ensure that all classes are appropriately staffed and to prevent a significant reduction in teacher morale. Increasing class sizes would be undesirable, as it may involve teacher contract issues, but if it must be done in a few cases, students should be distributed among many existing classes to minimize the impact.

The first step I would take in redistributing students to the undamaged parts of the school would be to gather relevant data about students and about spaces that are and are not affected by the closure of the wing. This would include information about the number of students affected, their grade levels, class assignments, and special needs requirements. It also would include information about the types of space affected (e.g., science labs, computer labs, large vs. small classrooms). I would look for underutilized classroom space and other areas that might be converted temporarily to classroom use in the undamaged part of the building.

Collecting these data is a necessary first step for redistributing students to classes in the undamaged parts of the building while minimizing disruptions to student learning. Constructing an inventory of available space would allow student needs to be matched with existing resources. If space can be found in the undamaged part of the building, entire classes could be transferred intact. For any students who may need to be redistributed to existing classrooms, knowledge of both their needs and the characteristics of these classes will facilitate this transition.

Developed and Produced by
Evaluation Systems
Pearson
P.O. Box 340880
Sacramento, CA 95834-0880

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