

TExES Principal Certification Frequently Asked Questions (FAQs)

About This Document

As a part of our effort to communicate with preparation programs during the development process, we are compiling a frequently asked questions (FAQ) document. We hope this helps preparation programs answer specific questions, see responses to other questions, and continue to receive information as the design and development process advances.

This document contains the compiled FAQs for the 268 and the PASL assessments. We will continue to make updates to this document as additional information becomes available.

To see questions on the PASL assessment, [click here](#).

To see questions on the 268 assessment, [click here](#).

Frequently Asked Questions About the PASL Assessment

[Technical Help](#)

1. What if I need technical support or have questions about how the online submission system works?

Our goal in designing the ETS® Performance Assessments online submission system was to make it as intuitive as possible for you to author and submit your tasks. Technical help and information are available via:

Email: ppa@ets.org

1-609-359-5634 or 1-855-628-5088

Monday–Friday, 8 a.m.–6 p.m. ET (except

Phone: for U.S. holidays)

You should also refer to the [Submission System User Guide \(PDF\)](#) and [Resolving Technical Issues](#) page for additional assistance.

[About the Assessment](#)

2. What is the ETS® Performance Assessment for School Leaders (PASL) and do I need to take it?

The ETS Performance Assessment for School Leaders (PASL) consists of three tasks. Each of the three tasks takes place during your clinical experience and focuses on addressing a problem/challenge, developing continuous professional development, and building a collaborative culture. During the clinical experience, your internship provides a variety of artifacts, including student work, observation feedback, and video segments that will be submitted as part of the tasks.

The PASL assessment is one of several vehicles that may determine if you are prepared to enter the field of administration. If it's required, you take it during your clinical experience prior to exiting your educator preparation program. Your score for this assessment is one of the factors that may determine your acceptance into the profession. Check with your educator preparation program to determine if you are required to take the assessment.

3. How long will it take me to complete the PASL assessment?

The assessment will be administered twice per year during pre-established submission windows. You have approximately two months to upload and submit your task responses in the online submission system.

4. How will I find time to complete the PASL assessment while interning?

This assessment was specifically designed with time management in mind, as the tasks are embedded into the actual clinical experience. Any authentic, school-based activities that reflect effective leadership and demonstrate student learning, provided that they address the task requirements and guiding prompts, are eligible for submission.

5. Are classroom observations required as part of the PASL assessment?

Yes, observation is required as part of Task 2. You may use the Walk-Through Observation Form available on the [Prepare](#) page of the website, or you may devise a template of your own.

6. I work in a nontraditional building. Do I need to do anything differently for my three tasks?

No. The requirements for each PASL task enable candidates in a wide variety of situations and settings to respond successfully. The tasks are not specific to a single building's situation. You can address all of the requirements regardless of your setting.

7. How involved should the building administration be in the creation of my assessment?

With each of your task activities, you should work with your building administration, keeping the administrator(s) apprised of what you are doing so you can ensure that what you are doing is appropriate. The support of your building's administration, especially in terms of the resources administrators may provide, is an important part of the success you want to achieve.

8. How do I get started building my PASL tasks?

Begin by reading through the task directions to get a sense of how you will build your PASL response. You may use the Plan Template as a guide for each task and then begin with the task that seems most appropriate to you, probably Task 1 or Task 2, because neither requires a video. Your cooperating educator preparation program instructor and supervising administrator are good sources of guidance as you get organized.

9. How should I make use of the rubric? I know it is part of the scoring system, but can it help me as I work on my portfolio?

Absolutely! Keep the rubric for each task nearby as you work. The rubrics for each task are included on the task requirements page. When you finish a draft of a task, read the rubric and ask yourself whether you have provided adequate evidence that addresses each bullet at the highest score point. Ask a trusted colleague to serve as your scorer and provide you with additional feedback.

10. How can I get more guidance on the three PASL Tasks?

There are several resources available to candidates and preparation programs regarding PASL.

- The [PASL website](#) is a key resource providing the Task Requirements, Rubrics, Handbook, Library of Examples, permission forms, the system user guide, and registration information.
- For preparation programs, ETS will conduct webinars periodically throughout the 2017–18 school year and archive the PowerPoint presentations. The presentations can be accessed by EPPs only from the [Principal/PASL web page](#) in the EPP section of the website. Email any questions to EPPAdmin@ets.org.
- A [frequently asked questions \(FAQ\) document](#) is provided on PASL topics.
- Below are links to all the important documents.

Document	Description
Standards	TX Principal Standards Alignment to the PASL Assessment
Task Requirements	Task 1 Requirements
	Task 2 Requirements
	Task 3 Requirements
Scoring Rubrics	Task 1 Rubric
	Task 2 Rubric
	Task 3 Rubric
Ancillary Materials	Information about the Ancillary Materials (shown below)
Handbook	Candidate and Prep Program Handbook
Candidate Templates	Optional Artifact Templates for use by candidates
Glossary	List of key terms referenced in the assessment
Library of Examples	Sample candidate responses to illustrate responses that meet and do not meet standards
Permission Forms	Three different permission forms that may be needed for adult and student participants
System User Guide	Information on the online submission system where candidates enter their responses and artifacts
PASL FAQ	Frequently Asked Questions About the <i>ETS</i> [®] Performance Assessment for School Leaders (PASL)
PASL Website	Information on all aspects of the assessment. Updated documents will be posted here.
PASL Webinar Overview	PowerPoint slides from the first webinar in this four-part series (password EPPAdmin)

11. Are the PASL Task questions answered independently or in a testing location? What is the duration of test? What is the breakdown of time allowed for each prompt?

The PASL assessment does not require a testing location at all. The activities required in the PASL Tasks are completed by the candidates at their school, as coordinated with their principal. The written commentary and artifacts are completed and uploaded by the candidates from the comfort of their home to an online submission system after registering to take the PASL assessment. Candidates submit all three PASL Tasks during the submission window in any order they choose. All three Tasks must be submitted by the deadline so scoring can begin promptly. To give you an idea of the timelines for registration and submission, review the schedule of dates on the [PASL website](#).

Registration

12. How do I register for this assessment?

See [Register](#).

13. What if I miss the registration deadline?

If you miss the registration deadline, you must register for the next [submission window](#). You may want to confer with your educator preparation program (EPP) for appropriate next steps.

14. How do I cancel my registration and receive a refund?

To learn about canceling your registration and receiving a refund, see [Cancel Your Registration](#).

15. I spelled my name incorrectly, or my name has changed. How do I correct this?

Only misspellings of your name can be corrected. Contact a [Customer Service](#) representative for assistance.

16. When do candidates register to complete the project? How long do candidates have to complete the projects once registered?

Principal preparation programs can determine when to approve candidates to take the PASL assessment. It is intended to be a summative assessment and most appropriately placed towards the end of a candidate's preparation program, perhaps during their internship. However, candidates can begin working on the artifacts and associated activities long before registering for PASL. All the Task Requirements and Rubrics for PASL are available online. The PASL will have a fall and spring submission window. You can reference the PASL website to get a better idea of the timelines for registration and submission on the PASL website.

17. How is my information used by the testing program?

Your biographical information is used to gather information for research purposes and to further ensure the validity and fairness of the test questions. See our Privacy and Security policy at the bottom of each page.

The Tasks

18. When may I begin work on my assessment?

As soon as you have registered, you may begin work on your assessment. You will have access to the secure website seven days a week, 24 hours a day. Before beginning, you should make sure to check the [submission schedule](#).

19. What are the main components of the PASL assessment?

The PASL assessment allows principal candidates to show what they know and are able to do and assesses their capability as a school leader. It is designed to:

- Develop more effective school leaders
- Identify areas of strength and areas needing improvement to guide professional practice
- Emphasize the role of school leaders in the area of school improvement

The PASL assessment contains three Tasks requiring written commentary and submission of required documents called artifacts to provide evidence of the knowledge and skills each task measures. A video of the principal candidate facilitating a collaborative team is required as one of the artifacts for Task 3. Tasks can be submitted over several months, allowing candidates to continually refine their professional practice.

Task 1: Problem Solving in the Field

In this task, candidates demonstrate the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning. The task asks candidates to provide evidence of research, planning, communication with stakeholders, results or adjustments to the plan, and student work to address the problem/challenge.

Task 2: Supporting Continuous Professional Development

In this task, candidates demonstrate the skills needed to establish and support effective and continuous professional development with assigned staff. The task asks candidates to provide evidence of prioritizing and completing professional development, completing classroom walk-throughs, reviewing student work, and obtaining feedback after the professional development.

Task 3: Creating a Collaborative Team

In this task, candidates demonstrate their ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture. Along with several other artifacts, a 15-minute video is required for this task.

Under current plans, the PASL will become operational in the fall of 2019, with registration opening in spring 2019. At that time, it will be administered twice a year with submissions due in the fall and spring.

More information about the PASL may be found at <https://www.ets.org/ppa/test-takers/school-leaders/about>.

20. How should I start building my PASL assessment tasks?

Begin by reading through the task directions to get a sense of how you will build your response. You may use the Plan Template as a guide for each task and then begin with the task that seems most appropriate to you, probably Task 1 or Task 2, because neither requires a video. As you complete your first task, you will become familiar with the submission system and with the building to which you are assigned. Your cooperating EPP instructor and supervising administrator are good sources of guidance as you get organized. For more information, see the [PASL Candidate Handbook \(PDF\)](#) and [Building and Submitting Your Tasks](#).

21. How should I organize my work schedule?

After reviewing the task directions, develop a timeline working backward from the tasks' submission deadlines to set a manageable schedule for yourself.

For more information, see the [PASL Candidate Handbook \(PDF\)](#).

22. How should I make use of the rubric? I know it is part of the scoring system, but can it help me as I work on my portfolio?

Yes. Keep the rubric for each task nearby as you work. The rubrics for each task are included on the task requirements page. When you finish a draft of a task, read the rubric and ask yourself whether you have provided adequate evidence that addresses each bullet at the highest score point. Ask a trusted colleague to serve as your scorer and provide you with additional feedback.

23. May I use my own permission form — rather than the *PASL Student and Adult Release Forms* — to gain student and parent consent to include materials in my tasks?

No. You must use the PASL approved [permission forms](#) for the inclusion of any student and adult work in your task responses. You must scan and upload the signed permission forms to ETS via the online submission system when you submit your task responses. Submission of tasks will not be permitted if permission forms are not uploaded.

24. Do I need to submit the Student and Adult Release Forms I collect?

Yes. You must scan and upload the signed permission forms to ETS via the online submission system when you submit your tasks. See the [Submission System User Guide \(PDF\)](#) for details on how to upload the permission forms.

25. Is there a maximum character limit to the tasks?

Yes. Each task has a specified character limit. A character is counted as every letter, every punctuation mark and every space you type. As you are typing your written commentary, an automatic counter at each textbox shows you how many characters you have used for your entire response out of the allowable number. You cannot save or submit any task that exceeds the maximum character limit. Therefore, you may need to edit your response before submitting a task.

Keep in mind that the character count guideline per task is intended to be an outside limit — not a target. You should communicate the substance of your evidence within the maximum character count limit, and you should not assume that a longer task submission equals a better score.

26. Why does the PASL online character counter display a count that is different from the count provided by my word processing program?

To ensure fairness for all test takers, the PASL online submission system automatically standardizes all type that is input into the system. Font, margins and line height are all automatic. The online character counter at each textbox is a helpful tool. A character is counted as every letter, every punctuation mark, and every space you type. Your word processing program may define characters in an alternate way, but the PASL online character counter is the **only** official character counter for your PASL tasks.

27. Are there penalties for accidentally answering a guiding prompt in the wrong place or including a student's name or the name of my school?

No. Raters are trained to collect evidence wherever they find it, as long as it has been included with that particular task.

You should not use any identifying names or titles. These include, but are not limited to, names of:

- Teachers
- Students
- Administrators
- Schools
- Districts

In order for your responses to be scored fairly and to protect the identity of students and adults, it is extremely important that you:

- do not identify yourself
- your students
- your colleagues
- your school
- the city/town in which your school is located

To avoid these issues, you should correctly answer the guiding prompts by:

- referring to students as "Student 1," "Student 2" and so on
- referring to places as "my school" or "my district"
- removing identifiers from artifacts by crossing them out with a marker or by covering them with correction tape or fluid

28. How does the PASL assessment address privacy of students' and others' personal information?

It is the candidate's responsibility to ensure that no identifying names or titles for teachers, colleagues, students, schools, and districts are included in the written commentary or artifacts. This helps ensure the responses are scored fairly and protects the identity of colleagues and students.

ETS required permission forms are found on the PASL website. These forms are used to collect and document the signed permission given for all individuals whose work is submitted, who appear in your submitted photographs, or who are seen or heard in video recordings. You must secure permission from all colleagues in your videos and each student who appears in a photograph or whose work samples you submit. More information on this topic can be found on pages 14-15 and 19 of the [PASL Handbook](#).

29. Is there a component/requirement in the PASL assessment to verify candidate's experience, work, and artifacts submitted?

To ensure candidates have completed the experiences necessary to register for the PASL and 268, the preparation program will be responsible for providing approval. More information on plagiarism and essay similarity detection is provided in the PASL Handbook on page 9.

30. Am I required to link to my artifacts each time I refer to them in my response?

No. Best practice is to link the artifact to your written commentary only once within the textbox where the artifact is required.

31. Can I submit more than the required number of artifacts for a task?

No. Each task has a specific number of artifacts that you are required to submit.

- Do not exceed the required number of artifacts.
- Do not link those required artifacts multiple times within your response.
- Do not exceed the maximum page limit for each artifact.
- Do not link additional artifacts that are not required by the task.

The rater scoring your response is trained to look at and value only that which is required by this assessment. Refer to each of the task's directions for a list of the required artifacts and the maximum number of pages allowed for each.

32. If my contextual information is the same for each of these tasks, may I just copy and paste my information into all three tasks?

Yes. You may copy the data to all three tasks. Each of the tasks are scored by different raters, which is why the contextual information needs to be repeated. The raters of one task never see the information provided with the other tasks.

33. What kinds of research are appropriate to provide?

Research results should be specific to the intent and spirit of each task; therefore, each research activity should center on verifiable scholarly work found in respected educational sources, which you must cite appropriately.

34. How do I select the evidence for my tasks?

You are required to submit different types of evidence for each of the tasks. Each task requires some form of a written response — this is part of your evidence. In addition, tasks may require other types of evidence, such as a plan, anecdotal notes from colleagues and student work samples.

Make sure that you clearly understand what type of evidence is required for each task. If an artifact is required for a textbox, make sure you include one that:

- does not exceed the maximum page limit
- addresses the prompts being measured
- gives you a good opportunity to discuss what was done with colleagues to generate that work
- provides the rater scoring your response with a picture of your practice and with good information on which to score your performance

35. When I select a problem-solving topic for Task 1, may I choose to work on the topic of faculty attendance?

Unless this problem is the singular problematic concern in your building, it is best to avoid issues related to faculty behavior. Your brief and temporary experience in this building is best served by focusing on issues primarily related to instructional practice that directly affects student learning.

36. When choosing colleagues to work with in all three tasks, what professional characteristics should I consider?

- Look for colleagues who most closely reflect the values you wish to emulate as a building leader and who embody the intended characteristics of the task(s) at hand.
- Consult with your building supervisor/mentor to discuss these traits before asking any colleague to join your team.
- Be mindful of colleagues' schedules, workloads and extracurricular activities that might impede their full participation in the intended tasks.

37. Do the colleagues I choose to work with have to be different for each of the three tasks?

It is possible that there may be an overlap in some cases, but try to choose different colleagues for each of the tasks. The colleagues with whom you work in Task 1 to problem solve probably possess different skill sets than the colleagues who are the focus of the professional development in Task 2.

38. If there are other school leader candidates in my building, may I work with them on any of the tasks?

There may be other school leader candidates in your building, and you may choose to work with them on various activities. However, the written responses that you submit must be your own and represent your own description, analysis, and reflection in response to each of the guiding prompts. Artifacts, especially those dealing with feedback, should be your own.

39. Regarding artifacts, what constitutes a representative page?

As you determine what specific artifacts you will make use of in each task, you might want to collect several pages of each document. As an example, your draft plan may be four pages. However, you can only submit the required number of pages; in this case the required number is two. From the pages you collected, choose the two pages that provide the greatest amount of evidence that addresses the guiding prompts and the rubric. These are the representative pages.

40. What is the Walk-through Observation Form?

Use the [Walk-through Observation Form](#) to record evidence that you capture during an informal walk-through of a classroom featuring a lesson related to the professional development topic that is the focus of Task 2. You can submit a form of your choosing, but the form should still be focused on the connection between the activities and the professional development.

41. How do I select the specific three teachers required in Task 2?

Work with your EPP instructor and your building supervisor to select the colleagues with whom you feel most comfortable and who meet the experiential requirements listed in Task 2. In addition, be mindful of each teacher's potential availability during your entire internship.

42. Is the feedback required for Task 3 the same as the feedback needed for the Post-Professional Development Feedback Form in Task 2?

No. The feedback required for Task 3 is an essential part of the collaborative process, while the feedback in Task 2 comes after the Professional Development activity has been implemented. The feedback for Task 3 should influence the entire decision-making process from plan development, to plan implementation within the building and the determination of its impact on instruction and learning.

43. In Task 3, am I supposed to work with more than one group of colleagues?

Yes. There are two groups of colleagues with whom you should work. First, establish and work with a collaborative team. This team, under your leadership, is responsible for planning and implementing activities to improve instructional practice and enhance student learning. As part of the process of improving practice and enhancing learning, the team will identify and work with a target audience of colleagues with whom you and the team will work to develop an area of research-based practice. Remember, it is your work with the collaborative team that is the real focus of Task 3.

44. Do I have the option of submitting a five-minute video for textbox 3.2.2 and textbox 3.3.1?

No. You have the option of using one five-minute video segment for **either** textbox 3.2.2 **OR** textbox 3.3.1. This video must be no longer than five minutes and must be combined with your 10-minute video for textbox 3.4.1 as part of the complete 15-minute video artifact submission for Task 3. You may use evidence from the video to support your responses to the guiding prompts for whichever textbox you decide to submit the five-minute video. The video file is uploaded in Task 3, Step 5.

45. Is the 10-minute video for textbox 3.4.1 optional?

No. You **must** submit a 10-minute video segment as part of textbox 3.4.1 (Self-Reflection and Feedback). Be sure that this video does not exceed 10 minutes and that your total video submission does not exceed the maximum limit of 15 minutes. Failure to submit the video will result in a zero for step 4.

Submissions

46. How do I submit the video recordings as part of my evidence for Task 3?

The entire process for recording, analyzing and submitting video is documented in the [PASL Candidate and Educator Handbook \(PDF\)](#). To summarize:

- First get a permission form from any teacher you will record.
- Check the quality and reliability of any equipment you intend to use.
- Carefully select the teachers you will observe and record.
- Carefully plan both the practice and final recording sessions around the teachers' schedules and their respective teaching and building responsibilities.
- Follow the video upload requirements in the submission system.

For more information, see [Videos](#).

47. Once my task has been submitted, will I receive a confirmation email?

Yes. You will receive an email confirmation at the email address you entered when you created your online account. You can also verify that your task has been submitted by viewing the Status column on the task chart on your assessment home page. A status of "Completed" means that the task has been submitted.

48. Will I be able to make changes to my response after I have submitted it?

No. Once a task has been submitted, you can no longer make changes. Your response is viewable in a read-only format.

49. Does the five-minute video need to include every member of the collaborative team, or can it include only a small group?

The five-minute video does not have to include everyone on the collaborative team, only those colleagues who are participating in the specific activity that is the focus of video.

50. Does the video have to be a total of exactly 15 minutes?

The full video can be **no longer than 15 minutes**. That means you could submit a video with fewer minutes, if you choose. Because your video will contain segments, please be aware that each segment cannot exceed five or 10 minutes, respectively. You may, if you choose, have fewer than five or 10 minutes as needed.

51. How do I select the most appropriate student artifacts for Task 2?

Your selection depends on the student work artifacts that your colleagues collect and that are directly related to and address the guiding prompts in Task 2. These artifacts should be appropriate and germane to what the task is asking.

52. What if the student work is in a foreign language?

If the student work is in a foreign language, provide a translation that can be within the same artifact document as the original student work. The translation does not count against your artifact page limit.

53. Should I include names of any students, parents or school officials in my submissions?

No. Do not include any names. Refer to students as "Student 1," "Student 2" and so on. Refer to colleagues as "my cooperating teacher," "my principal" or "Colleague 1," "Colleague 2" and so on.

54. If I want to strengthen my writing skills, what do you recommend?

The tasks in the PASL require three kinds of writing: descriptive, analytic and reflective. There are obvious essential differences among these three types of writing. As you compose your written commentary, keep these differences in mind. For more information, see Writing and Formatting Guidelines in the [PASL Candidate and Educator Handbook \(PDF\)](#).

55. If I submit more than the required number of pages for an artifact, which pages will be read by a rater?

If you submit more than the required number of pages for your artifact, the rater will read only the required number. If the requirement is one page, then the rater is trained to read only the first page.

56. May I include a slide-show presentation as evidence? If so, how many slides may I submit?

Yes. Slide-show presentations are acceptable forms of evidence. You may submit up to six slides on a single page.

57. If I include a double-sided document as evidence, does each sheet count as one page or two?

Two. The rater will look at both pages only if the artifact requirement allows you to submit two pages. Raters are trained to look at only the first page of a multipage attachment when the artifact requirements allow only one page to be submitted.

58. If I want to submit pictures, may I place more than one on a page?

Yes, but the pictures must relate to the same subject/topic/event and have appropriate captions. Raters are instructed to disregard photos if they have been resized to an extent that they are no longer viewable.

59. May I submit more than one newspaper article on a page?

Yes, as long as the articles refer to the same subject/topic/event. You may reduce the font size of the articles so that they fit on the same page. However, if you reduce them to the extent that they are no longer readable, raters are instructed to disregard them.

60. If I pass the assessment, but would like a higher score on one of my tasks, may I resubmit a task?

You may resubmit a task if you are unsuccessful in passing the entire assessment based on the cumulative score. If you pass the assessment, resubmission is not an option.

Scores

61. Who scores my tasks?

Each of your tasks are scored by raters who do not know you personally. Raters are current administrators or have been administrators within the last four years. In addition, raters could be faculty unknown to you within your state's school leader university programs. Each task is scored by raters who are knowledgeable about the task requirements and rubrics. A rater scores no more than one task submitted by a candidate; therefore, your three tasks are scored by no fewer than three raters.

62. When are my scores available?

See [Getting Your Scores](#).

63. What information will be included on my score report?

See [Understanding Your Scores](#).

64. How do I access my scores online?

View your scores in your online account. See [Getting Your Scores](#).

65. If I pass the assessment but would like a higher score on one of my tasks, may I resubmit a task?

Resubmission becomes an option when you are unsuccessful in passing the entire assessment based on the cumulative score. If you pass the assessment, resubmission is not an option.

66. Who gets a copy of my score report?

Your score report is automatically sent to:

- the EPP that you selected at registration
- up to four score recipients that you selected at registration

Resubmission

67. If I do not receive a passing score, can I resubmit any tasks?

You may resubmit one, two or three tasks for a fee. See [Resubmission](#).

68. Will raters know my scores from previously scored tasks?

No, raters will have no idea what the scores were for the task when it was initially scored.

69. How much revision needs to be done for a resubmitted task?

For each of the three tasks, the topic of the resubmitted task may be the same as the topic of the task submission when it was initially submitted. However, the analysis and reflection should represent revised work.

70. What happens if I don't score as well on a resubmitted task?

The task with the highest task score — whether it was earned on the initial submission or on the resubmitted task — will always be used to determine your cumulative assessment score.

Texas Certification and PASL

71. Will the PASL assessment be separate from the 268 Principal assessment? If a candidate fails the 268 test and passes PASL, they just retake 268 and vice versa?

Once fully rolled out in the fall of 2019, principal candidates will be required to pass the 268 and PASL test for principal certification. If a candidate fails either test, the candidate can retake just that portion (268 or PASL).

72. Are candidates allowed five attempts for the PASL assessment?

Yes, like other Texas licensure requirements, candidates will have five attempts to take the PASL.

Frequently Asked Questions About the 268 Principal Assessment

73. What types of questions are included on the 068 and 268 Principal tests?

- Discrete items are included on the 068 and 268 tests. Discrete items are single, stand-alone questions that are unrelated to any other question on the test.
- Cluster sets are included on the 068 and 268 tests. Cluster sets are questions that begin with a scenario or stimulus and are followed by 2–6 questions related to the scenario.
- Decision sets are included on the 068 test but will not be included on the 268 test. Decision sets are questions that begin with a scenario and 1–2 questions. Then additional information is presented to develop the story line, and additional questions are presented to the candidate.
- Technology-enhanced questions are included on the 068 and 268 tests. Technology-enhanced questions include answer grid, drag-and-drop ordering, matching, multiple-select multiple-choice options, and video stimulus.

74. How many questions will be on the 268 test compared to the 068 test?

- The 268 test will include approximately 100 selected-response questions; 068 has 120 selected-response questions.
- The 268 test will include 4 constructed-response questions; there are no constructed-response questions on the 068 test.

Principal (268) Test Design Preview	
Test Name	Principal
Test Code	268
Testing Time	5 hours
Test Delivery Format	Computer-administered test (CAT)
Estimated Number of SR Questions	91–110
Estimated Number of CR Questions	4
Estimated Weighting of SR and CR sections	50–60% (SR) 40–50% (CR)

75. What are the differences between 068 and 268 domains and competencies?

- The 068 test has 3 domains and 9 competencies with descriptive statements under each competency.
- The 268 test has 6 domains and 11 competencies with descriptive statements under each competency. Selected descriptive statements are prioritized to indicate greater emphasis and provide focus for the candidate’s preparation.

76. What are the content areas that have been separated to form the new domains in 268?

The domains in the 268 test align to the 2016 Texas Principal Standards. Compared to the domains in the 068 test, there are three major areas that have been elevated to new domains: 1) School Culture, 2) Human Capital, and 3) Ethics, Equity, and Diversity.

77. Will all six domains on the 268 test have a constructed-response question?

No, the constructed-response questions assess content from Domains I, II, and III only.

78. When compared to the 068 preparation manual, what enhancements will be made to the 268 preparation manual?

There are several enhancements planned for the 268 preparation manual, including:

- A key word list to explain important terms that may be new to candidates.
- A resource list to provide current leadership materials, especially related to the observation and coaching of teachers.
- A side-by-side comparison of 068 with 268 to help candidates see the major changes in item types, domains, and characteristics of questions.
- Sample test questions that are of the same rigor and relevance as the questions found on the actual 268 test.

79. When compared to the content on the 068 test, what are the new areas of emphasis on the 268 test?

- A much greater emphasis is being placed on instructional coaching and providing evidence-based feedback to teachers.
- Emphasis is being placed on supporting staff in the effective use of instructional data to inform instructional practice and develop intervention plans.
- Emphasis is being placed on continuous improvement, change management, and the importance of culture and diversity in schools.

80. After reviewing the TEA priority statements in the 268 framework and the sample questions that include video, it will be helpful for candidates to have opportunities to video record themselves facilitating coaching conferences with teachers. What can preparation programs do to help candidates in this area?

During a preparation program, each candidate should expect to experience multiple opportunities to demonstrate proficiency in coaching teachers. Preparation program instructions should include course assignments that allow candidates to plan coaching conferences, videotape themselves, reflect, and receive feedback from instructors and/or peers. Candidates should visit with instructors and/or program directors if additional authentic experiences are desired as part of the program.

81. Does the fact that Domain VI on ethics, equity, and diversity is weighted less than other domains mean that it is a low priority?

No. The principal standards development and principal assessment design committees felt this area was important enough to elevate it to its own domain to signify additional importance and emphasis. Additionally, Domains I through V divide their assigned weighting between two competencies, but the weighting for Domain VI includes only one competency. In addition, the 268 test questions will assess this content explicitly in Domain VI and implicitly by presenting scenarios within the context of equity and diversity when assessing content in other domains. Additionally, equity and diversity are embedded in multiple descriptive statements under other competencies. Please refer to the 268 framework to review areas such as I1H, I2D, II4B, II4D, IV7A, V10F, and V10H (notations include the domain, competency, and descriptive statement).

82. When will the 268 test preparation manual be available online?

Fall 2018.

83. What materials are available to candidates preparing to take the 268 test?

Two key resources will be available to help candidates prepare:

- An enhanced preparation manual will be provided online beginning in the fall of 2018 and will include key terms, a resource list, and a side-by-side comparison of the 068 test to the 268 test.
- An interactive practice test will be provided online, which will include a complete practice test in a format similar to the actual test. The interactive practice test will include an answer key and rationales to help candidates expand their understanding of the knowledge and skills assessed on the 268 test.

84. What is the average testing time for the 068 test? Will the testing time for the 268 be similar?

For the 068 test, candidates need about 2 ½ hours of the total 5-hour testing time to complete all the questions. For the 268 test, we estimate that candidates will need to carefully plan their time and use all 5 hours permitted. With the addition of the constructed-response questions and additional stimulus in selected-response questions, candidates should plan to manage their time carefully.

85. What is the relationship between the 268 test and teacher and principal evaluation systems used in Texas?

The content included on the 268 test is purposefully reflective of the Texas Teacher Evaluation and Support System (T-TESS) and the Texas Principal Evaluation and Support System (T-PESS). This alignment should help candidates recognize the inter-connectedness of their daily work in schools, the certification process, and the Texas evaluation systems.

86. Will there be a scoring rubric for the constructed-response items for the 268 test?

Yes. A scoring rubric will be part of the information included in the new 268 preparation manual.

87. Will there be a printed supplemental booklet of the Texas Academic Performance Report (TAPR) included on the 268 test?

No. A printed supplemental booklet is no longer needed. However, multiple questions will include data from parts of the TAPR and other assessment sources.

88. What is the latest date that a first-time test taker can take the 068 test?

December 31, 2018

89. When is the last time a candidate can be certified under the 068 test?

A candidate is required to have all coursework and internship requirements completed by August 31, 2019 and be recommended by his or her preparation program for their certification by October 30, 2019 to be certified under the 068 test.

90. How many attempts will candidates have for 068, 268, and PASL assessments?

Like other Texas licensure requirements, candidates will have five attempts to take each test: PASL, 268, and 068 individually.

91. Do previous attempts at taking the 068 test count toward the maximum of five opportunities if I take the 268 test?

No. 068 attempts are not counted toward the 268 test because they are different assessments.

92. Will the free offering of the 268 test in December 2018, January 2019, and February 2019 count toward a candidate's five maximum attempts?

Yes. Anytime a candidate takes the 268 test, it will count as one of the five allowable attempts.

93. When is the last time a candidate can take 268 and be exempt from PASL?

The candidate must have passed the 268 test and completed all course work and internship activities by August, 31, 2019, AND the candidate must be recommended by his or her program and apply for certification by October 30, 2019.

94. Will the 268 test be a continuous administration examination like the 068 test?

No. Because constructed-response test questions will be individually scored, we anticipate 268 will have quarterly administration windows in July, October, January, and April.

95. When compared to the 068 test, why is there an increase in the cost of the 268 test and PASL assessments?

The primary reason for the increase in cost from \$131 for the 068 test to \$210 for the 268 test is the addition of constructed-response questions that must be scored individually by Raters. Similarly, the cost of the PASL assessment (\$400) is due to the extensive length of candidate responses that must be individually scored by Raters.

96. With respect to the 268 test and Performance Assessment for School Leaders (PASL), what is the biggest change expected for the practicum?

To ensure candidates have the knowledge and skills necessary for success on the 268 and PASL assessments, practicums should focus on authentic experiences and activities that will positively affect instructional practices and student learning. In order to have the kinds of experiences that are relevant to the current principal position, interns will need the support of their principal as well as opportunities to work with other teachers and committees. Candidates may want to consult with the program director about the possibility of getting an internship placement approval at the beginning of the preparation program.

97. How will the new principal certification assessments fit into the timeline of a principal certification program?

Both the 268 and PASL are intended to be summative assessments of a candidate's knowledge and skills necessary for safe and competent practice as a principal. A preparation program's approval for a candidate to take these assessments is important and most helpful near the end of the candidate's program. Based on preparation program requirements, internship timeframes, and administration dates for both the PASL and 268, candidates may need to be flexible in planning which assessment they take first. No matter which test candidates take, the 068, the 268, or the 268 and PASL, a candidate will have 5 attempts to pass each assessment individually.