

**Candidate Assessment of Performance Materials**

# Goals of CAP:

* To ensure teacher candidates are ready to make impact with students on day one.
* To measure teacher candidates’ practice on key indicators as outlined in the Guidelines for the Professional Standards for Teachers (PSTs).
* To support teachers in improving their practice based on targeted feedback and performance evaluations.

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*Candidate: Please upload all required documents to your LiveText ePortfolio within the appropriate seminar course prior to the semester end date. See Checklist on page 16 for a listing of the required documents needed for successful completion of practicum.*

# Candidate Assessment of Performance (CAP) Materials

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# CAP Overview

**1A**

**Roles in CAP**

TC = Teacher Candidate; SP = Supervising Practitioner (in‐service teacher); PS = Program Supervisor (Lesley faculty)

**Note:** After each observation, candidate should complete a self-reflection (*see page 4 of packet*) and share with the PS, SP, and Seminar leader

# CAP Process

**Candidate will complete the following components in Seminar**

* + ***Self‐Assessment and SMART Goal:*** In Seminar, TC will complete assessment based on prior experiences in pre‐practicum, coursework, and Observation #1. ***Inquiry:*** Using the Self‐Assessment, the TC drafts a S.M.A.R.T Goal to be used in the inquiry process. The TC shares the completed Self‐ Assessment and Implementation Plan with the SP, PS and Seminar leader prior to Three‐Way Meeting #1. *See pages 5A-C (Self Assessment) and 6A-D (Creating a SMART Goal) of this packet.*
  + ***Identify the Measure of Impact on Student Learning****:* The TC identifies ways to assess and measure student learning. The SP may help guide the TC to determine which assessment(s) are the most appropriate for measuring student learning, growth, or achievement. This may be a part of TC’s inquiry project. Candidate: Be sure to seek input and guidance from SP and share with PS at the first Three‐Way Meeting. This will be discussed in Seminar.  *See page 7 of this packet.*

# Between weeks 3-5 of Practicum

* + ***PS & SP‐Observation #1:*** Together the PS and the SP conduct the 1st announced observation and document evidence to support the feedback provided. Both the SP and PS complete an Observation Form (*See page 3A of this packet for example of Observation Form)*. Elements of focus are *Well‐structured Lesson* and *High Expectations.* Prior to the first observation, the candidate must provide the PS and SP with a written lesson plan 24‐48 hours prior to the observation.
    - ***Observation Post‐Conference/Three‐way Meeting:*** Immediately following the observation, the PS and SP provides the TC verbal feedback, identifying specific areas of strength (reinforcement) and areas for improvement (refinement). The completed observation form should be emailed to the candidate within a few days of the observation. In addition, at the 3‐way meeting, the SP and PS may discuss with the candidate the following *(see page 3B of packet for meeting guide)*
      * TC’s Self‐Assessment and S.M.A.R.T. question
      * Identified measure of student learning, growth, or achievement

# Between weeks 4 and 7 of practicum

* + ***Candidate Administers and Collects Student Feedback Surveys:*** The TC, with support from the SP, administers the appropriate Student Feedback Survey. *See pages 8-10 for copies of the Surveys to be administered.*
  + ***SP‐Observation #2:*** The SP performs an unannounced observation and completes the Observation Form. Elements of focus are *Well‐structured Lesson* and *Safe‐Learning Environment. See page 3A.*
    - ***Post‐Conference for Observation #2:*** Immediately following the observation, the SP provides verbal feedback to the TC on areas of reinforcement and refinement. The SP should email the written observation form to the candidate and PS within a few days of this observation.
  + ***PS‐Observation # 3:*** The PS and TC discuss the plans for announced observation #3 (Focus elements are *Adjustments to Practice and Meeting Diverse Needs*). Prior to this observation, the candidate must provide the PS with a written lesson plan 24‐48 hours prior to the observation. A suggestion in scheduling this observation is to do so at a time that will provide an opportunity to conduct the post‐conference with the second 3‐way meeting, described below. This will take some coordination, as the PS will want to connect with the SP to calibrate Formative Assessment ratings prior to the post‐conference/3‐way meeting and ensure the SP is available to attend. If the PS cannot connect with the SP prior to the three‐way meeting, then the time can be used when meeting in‐person to kick‐off the discussion around the Formative Assessment ratings.
    - ***Observation Post‐Conference/Three‐Way Meeting:*** Immediately following the observation, the PS provides verbal feedback to the TC on areas of reinforcement and refinement using the evidence documented from the observation. The 3‐way meeting is also a time to discuss the candidate’s inquiry project and adjust the goal(s) accordingly, discuss the Student Feedback Surveys, and the general status of the candidate’s student teaching. The Program Supervisor should share the written observation form from Observation #3 with the candidate and SP within a few days of this observation. The Formative Assessment Rubric is also reviewed/discussed and feedback is given to the TC by the PS and SP. *See page 3B of this packet for meeting guide.*

**1B**

# Practicum Midterm

* + ***PS/SP/Candidate ‐ Formative Assessment Completion:*** The PS and SP discuss evidence collected to date (observations, student surveys, lessons plans, etc.), establish the formative assessment ratings and complete the Formative Assessment Rubric with supporting evidence written in. As the Supervising Practitioner is with the candidate daily, the SP should lead this assessment and provide the Program Supervisor with the initial ratings. The PS should then connect with the SP to calibrate the ratings and the final version should then be sent to the candidate. This take places around the practicum midpoint – about 7 weeks into the student teaching experience. *See pages 12A-G of this packet.*

# Second half of Practicum

* + ***SP ‐ Observation #4:*** The SP conducts an unannounced observation and completes the Observation Form. The focus element is *Adjustment to Practice* (*See page 3A*)
    - ***Post‐Conference for Observation #4:*** Directly following the observation, the SP provides verbal feedback to the TC on areas of reinforcement and refinement according to the evidence documented during the observation. SP should email the completed Observation Form to TC and PS within a few days of observation.
  + ***PS Informal Observation and final Three‐way Meeting*** – The Program Supervisor will schedule a final, informal observation with the TC. This may also be the time to meet for the final, three‐way meeting if the time is convenient for all. At this meeting, the Summative Assessment is discussed and the TC provides evidence collected throughout the semester to share with the SP and PS in order to populate the Summative Assessment Rubric. There is flexibility in that this time could be used to kick-off the discussion for the Summative Assessment or if the PS and SP had a chance to talk beforehand, the finalized rubric could be shared with the candidate. The CAP Signature Form should also be completed at this time. S*ee page 3B for 3-way meeting guide and pages 15A-B for CAP Signature Form.*
  + ***PS/SP/Candidate ‐ Summative Assessment Completion:*** At a point prior to the Final Three‐way meeting (see above) or soon after, the PS and SP discuss the entire body of evidence collected throughout the semester, provided by the candidate (student feedback, observations, inquiry project, etc.) and complete the Summative Assessment Rubric. As the Supervising Practitioner is with the candidate daily, the SP should lead this assessment and provide the Program Supervisor with the initial ratings. The PS should then connect with the SP to calibrate the ratings and the final version should be sent to the candidate. This take places towards the very end of the candidate’s practicum experience. *See pages 13A-G of this packet*.
  + ***Candidate develops Professional Practice Goal and evidence upload:*** In Seminar, the TC develops a Professional Practice Goal (which may be developed through the Inquiry Summary Report). *See page 14 of this packet for guide*. TC should also ensure all required CAP documents are upload into the LiveText Seminar course. *See page 16* of this packet for listing of required documents. Practicum will not be passed without successfully completing and uploading documents on Checklist.

**2**

# Categories of Evidence

The assessments of Teacher Candidates are done using multiple measures of evidence. Evidence or artifacts should reflect exactly what happens in the classroom and provide a balance of summary statements and direct quotes from the classroom. **The four major categories of evidence are: 1. Observations 2. Measures of Student Learning 3. Student Feedback 4. Candidate Artifacts.**

# Observations:

Teacher Candidates are observed four‐five times during practicum. The evidence that is collected provides focused feedback to candidates so that they can refine practices. It is important to note that observations are part of an assessment. Program Supervisors and Supervising Practitioners should be cautious prior to the lesson to not dramatically influence or alter the candidates’ plans. Program Supervisors and Supervising Practitioners should refrain from providing substantial feedback on the lesson plan prior to the observation. This feedback should be provided to candidates after the completed observation.

# Measures of Student Learning:

Teacher Candidates are expected to identify a measure of student learning, growth, or achievement. This may be tied directly to the inquiry question. Supervising Practitioners’ professional judgments will assist to set clear expectations for how and when the measure will be administered and scored in the classroom setting.

# Student Feedback:

Feedback from students plays a key role in teaching and learning and can be a critical source of evidence in understanding the performance of Teacher Candidates. The Department of Elementary and Secondary education (ESE) has developed Model Student Feedback Surveys that are intended to provide evidence of candidates’ readiness for the classroom. Candidates should be sure to share a reflection from student feedback with their Seminar Leaders, Program Supervisors, and Supervising Practitioners.

# Candidate Artifacts:

Additional artifacts may be submitted as evidence to support the assessment of Teacher Candidates. Artifacts may include, but are not limited to, unit and lesson plans, examples of students’ work, behavior plans, audio/video recordings, reflection logs and self‐assessment and the S.M.A.R.T. goal (or S.M.A.R.T. question if tied to inquiry).

# Evidence Requirement for Each Essential Element

CAP has been designed to generate and collect evidence for each of the essential elements. The four major categories are outlined below, with the corresponding essential elements and possible evidence that would support that element.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Essential Elements** | **Observations** | | | | **Measures of Student Learning** | **Student Feedback** | **Candidate Artifacts** |
| **#1** | **#2** | **#3** | **#4** |
| Well Structured Lessons | x | x |  |  | x |  |  |
| Adjustment to Practice |  |  | x | x | x |  |  |
| Meeting Diverse Needs |  |  | x |  | x |  |  |
| Safe Learning Environment |  | x |  |  |  | x |  |
| High Expectations | x |  |  |  | x | x |  |
| Reflective Practice |  |  |  |  | × |  | x |

*Candidate: Please upload all completed Observations forms to your LiveText ePortfolio*

# Observation Form

**3A**

**Observation #1 = Announced with PS and SP Observation #3 = Announced with PS Observation #2 = Unannounced with SP Observations #4 = Unannounced with SP**

Each observation focuses on different Elements. Please ensure completion of the appropriate observation and provide evidence for the observation’s corresponding Element.

**Student Name: Date:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Observation #: | | Type (Announced/Unannounced): | | | | | | | | | | |
| Observed By: | |  | | | | | | | | | | |
| Focus Elements:  *Each Observation focuses on 1 or 2 select elements. see Rubric Overview (pg 9 of packet) for element descriptions* | | ☐ | | Well Structured Lessons  **Observation #1** and **Observation #2** | | | | ☐ | Safe Learning Environment  **Observation #2** | | | |
| ☐ | | Adjustments to Practice  **Observation #3** and **Observation #4** | | | | ☐ | High Expectations  **Observation #1** | | | |
| ☐ | | 2.A.3 Meeting Diverse Needs  **Observation #3** | | | | ☐ | Reflective Practice  *(assessed through self‐assessment and inquiry project.* | | | |
| Date of Lesson: | |  | | | | | | Time (start/end): | | |  | |
| Content Topic/Lesson Objective: | | | | | | | | | | | | |
| ☐ | Whole Group | | ☐ | | Small Group | ☐ | One‐on‐One | | | ☐ | | Other |

*Active Evidence Collection occurred during the observation and is synthesized and categorized below.*

|  |  |  |
| --- | --- | --- |
| **Element** | **Evidence** | |
| Well Structured Lessons |  | |
| Adjustments to Practice |  | |
| Meeting Diverse Needs |  | |
| Safe Learning Environment |  | |
| High Expectations |  | |
| Reflective Practice |  | |
| **Focused Feedback** | | |
| Reinforcement Area/Action:  *(strengths)* | |  |
| Refinement Area/Action:  *(areas for improvement)* | |  |

**What to expect in a Three-way meeting**

**3B**

|  |  |  |  |
| --- | --- | --- | --- |
| **First Three-Way Meeting** (*occurs within first three weeks, a*fter *Announced Observation #1* with Program Supervisor (PS) and Supervising Practitioner (SP) | | | |
|  | | **During**  *45- 60 min* |  |
|  | **Before** | **After** |
| **TC** | * Complete Self-Assessment & Identify SMART Question from Inquiry 🡪 Share with PS & SP. *Upload to LiveText* | * Conduct a Post-Conference for Observation #1 * Discuss implementation plan from Inquiry – action steps. * Sign-off at conclusion of meeting *(CAP Signature Form – see page 12A-B of packet)* | * Share goals and implementation plan with practicum seminar instructor |
| **SP and PS** | * Calibrate feedback from Announced Observation #1 * Review Candidate Self-Assessment & SMART Question from Inquiry |  |
| **Second Three-Way Meeting** (occurs half-way through), after *Observation #2* (SP) and *Observation #3* (PS) | | | |
| **TC** | * Administer Student Feedback Surveys 🡪 Share results with PS and SP. *Upload into LiveText* | * Share formative ratings and discuss * Revisit candidate question and implementation plan; adjust accordingly (including potentially modifying the plan, increasing supports, adding additional observations, etc.) * Sign-off at conclusion of meeting *(CAP Signature Form – see page 12A-B of packet)* | * Share formative assessment and updated question and plan with practicum seminar instructor |
| **SP and PS** | * Review all available evidence (including observations, student feedback, measures of student learning, self-reflection forms, etc.). * Individually assess candidate performance using the CAP Rubric * Calibrate formative assessment ratings | * Schedule/conduct additional observations * Act on commitments made in implementation plan |
| **Final Three-Way Meeting** (in final weeks), after *Observation #4 and 5.* | | | |
| **TC** | * Share evidence of performance including, but not limited to: artifacts, measures of student learning, student feedback, Inquiry Summary: Reflection on Action. | * Share summative ratings and discuss * Sign-off at conclusion of meeting *(CAP Signature Form – see page 12A-B of packet)* | * Draft a professional practice goal. Suggestion: use your findings from your Inquiry analysis to inform this goal. * Ensure all documents are retained LiveText *(see page 14 of packet)* |
| **SP and PS** | * Review all available evidence * Individually assess candidate performance using the CAP Rubric * Calibrate summative assessment ratings |

# Candidate Self‐Reflection Form

**4**

Directions: Following an announced or an unannounced observation, please use the form below to reflect on the lesson. Submit the form to your Supervising Practitioner/Program Supervisor within 24 hours of the observation.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Observation Details** | | | | | | | | | | |
| Date: | |  | | | Time (start/end): | | |  | | |
| Content Topic/ Lesson Objective: | | |  | | | | | | | |
| Type of Observation: | | | | | | Observed by: | | | | |
|  | Announced | |  | Unannounced | |  | Supervising Practitioner | |  | Program Supervisor |

**Reflection Prompt***: What do you think went particularly well? How did this strength impact your students’ learning?*

**Reflection Prompt**: *If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students’ learning?*

|  |  |
| --- | --- |
| **Essential Element** | **Evidence:** Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the quality, consistency or scope of each element. |
| Well‐Structured Lessons |  |
| Adjustments to Practice |  |
| Meeting Diverse Needs |  |
| Safe Learning Environment |  |
| High Expectations |  |

*Candidate: Please upload completed Self-Assessment to your LiveText ePortfolio*

**5A**

# Candidate Self‐Assessment

To be completed within the first three weeks of the practicum, prior to the first 3‐way meeting

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

Candidates draw from prior experiences and knowledge of where their strengths lie and where there are areas in need of improvement. Candidates should reflect on the following in completing the Self‐Assessment:

* + Skills acquired in coursework
  + Experiences in pre‐practicum
  + Targeted feedback they have received about their practice
  + Evidence of impact with students
  + Reflection on performance in Announced Observation #1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **I.A.4: Well‐Structured** | | | | | |
|  | Unsatisfactory | | Needs Improvement | Proficient | Exemplary |
| I.A.4: Well‐  Structured | Develops lessons with | | Develops lessons with | Develops well‐ | Develops well‐structured |
| inappropriate student | | only some elements of | structured lessons with | and highly engaging |
| engagement strategies, | | appropriate student | challenging, measurable | lessons with challenging, |
| pacing, sequence, | | engagement strategies, | objectives and | measurable objectives |
| activities, materials, | | pacing, sequence, | appropriate student | and appropriate student |
| resources, and/or | | activities, materials, | engagement strategies, | engagement strategies, |
| grouping for the  intended outcome or | | resources, and  grouping. | pacing, sequence,  activities, materials, | pacing, sequence,  activities, materials, |
| for the students in the | |  | resources, technologies, | resources, technologies, |
| class. | |  | and grouping. | and grouping to attend to |
|  | |  |  | every student’s needs. Is |
|  | |  |  | able to model this |
|  | |  |  | element. |
| Rating |  | |  |  |  |
| **I.B.2: Adjustment to Practice** | | | | | |
| I‐B‐2.  Adjustment to Practice | | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Makes few  adjustments to  practice based on  formal and informal  assessments. | May organize and  analyze some  assessment results but  only occasionally  adjusts practice or  modifies future  instruction based on  the findings. | Organizes and analyzes  results from a variety of  assessments to  determine progress  toward intended  outcomes and uses  these findings to adjust  practice and identify  and/or implement  appropriate  differentiated  interventions and  enhancements for  students. | Organizes and analyzes  results from a  comprehensive system of  assessments to  determine progress  toward intended  outcomes and frequently  uses these findings to  adjust practice and  identify and/or  implement appropriate  differentiated  interventions and  enhancements for  individuals and groups of  students and appropriate  modifications of lessons  and units. Is able to  model this element. |
| Rating | |  |  |  |  |

**5B**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **II.A.3: Meeting Diverse Needs** | | | | |
| II‐A‐3.  Meeting Diverse Needs | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences. | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. | Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element. |
| Rating |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **II.B.1: Safe Learning Environment** | | | | |
| II‐B‐1.  Safe Learning Environment | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role— individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |
| Rating |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **II.D.2: High Expectations** | | | | |
| II‐D‐2.  High Expectations | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Gives up on some students or communicates that some cannot master challenging material. | May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability. | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. | Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students’ misconceptions about innate ability. Is able to model this element. |
| Rating |  |  |  |  |

**5C**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **IV.A.1: Reflective Practice** | | | | |
| IV‐A‐1.  Reflective Practice | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element. |
| Rating |  |  |  |  |

Based on your Self‐Assessment, briefly summarize your areas of strength and high‐priority areas for growth.

|  |  |  |
| --- | --- | --- |
| Area(s) of Strength | Evidence/Rationale | Element/Dimension |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Area(s) for Growth | Evidence/Rationale | Element/Dimension |
|  |  |  |
|  |  |  |

*Please share your Self‐Assessment as well as the SMART Question & Implementation Plan with your Program Supervisor and Supervising Practitioner at least three days in advance of your Three‐Way Meeting, or earlier upon request.*

*Upload to your LiveText seminar course.*

# Creating a SMART Goal

**6A**

# through Inquiry Process and Self-Assessment

The inquiry process may be used to support several CAP requirements. In developing a strong inquiry question, it should meet the characteristics of S.M.A.R.T. and the question may then be used to meet the CAP requirement of creating and implementing a S.M.A.R.T. goal. In addition, CAP requires a candidate to identify and measure one aspect of how he/she has made an impact on students’ learning. This may also be identified and measured within the inquiry process. Should the candidate choose to overlap CAP and inquiry, the candidate should ensure that within the *Inquiry Summary Report: Reflection on Action,* the CAP components are clearly stated. Finally, the reflection on the inquiry analysis, *Inquiry Summary Report: Reflection on Action,* may inform the final CAP requirement, which is to develop a professional practice goal to implement in candidate’s first year of teaching.

# Candidate S.M.A.R.T. Goal & Implementation Plan

Draft a S.M.A.R.T. Question informed by Self-Assessment. Key characteristics of a SMART question are:

**S = Specific and Strategic**

* + - How does this question fit with candidate’s teaching?
    - Will the projected results positively impact student learning?
    - How does this question dovetail with candidate’s professional goals?

**M = Measurable**

* How will student achievement or learning be impacted?
* When will data be collected – what time of day? How often?
* What will be used to collect data?

**A = Action Oriented, Achievable**

* + - How does this relate to candidate’s current practice?
    - How much prep time will be needed before candidate can begin the inquiry?
    - How compatible will this question be with other activities?

**R = Rigorous, Realistic, and Results Focused (the 3 Rs)** – Questions should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement, but it should not be out of reach.

* + - How important is this question candidate professionally?
    - Is this question too big? If so, can the big question be broken down into smaller ones from which to choose?

**T = Timed and Tracked** – Question needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help educators know whether they are on track to achieve the goal, and give educators information they need to make midcourse corrections.

* + - What is the time frame?
    - Is there enough time in the semester to carry out this project?
    - When will the outcomes be measured?

*Taken from Lesley University, Graduate School of Education, Classroom Inquiry Handbook, page 17, Revised 2011*

# Creating a SMART Goal

**6B**

**Steps in Classroom Inquiry**

1. Finding a S.M.A.R.T. Goal
2. Framing (Refining) a Question - Hypothesis
3. Developing a Plan for Data Collection (Design) – Implementation Plan
4. Analyzing the Data
5. Interpreting the Data
6. Formulating and Sharing Your Knowledge
7. Deciding How to Use Your Knowledge (Change Instruction, Curriculum, etc.)

# Brainstorming a SMART Goal

Think of your own practical experience as a teacher.

* + Is there a question you have been wanting to investigate?
  + What strengths would you like to develop?
  + What do you find puzzling?
  + Are there situations which present difficulties and in which you’d like to become more effective?
  + Is there a student that you find intriguing?
  + Is there a teaching strategy that you find exciting?
  + Is there a learning process you find interesting?
  + Is there a segment of the curriculum you find fascinating?

Survey course work and the reflections you have prepared.

* + What strategies would you like to try?
  + What assignments would you like to implement?
  + What puzzles would you like to investigate?
  + What issues would you like to examine?
  + What theory can you examine in practice?

Think about your classroom and course work and do a free write for each possible question you may have.

* + What do you know about it?
  + How would it lend itself to your practicum experience?
  + How interested in it are you? Why are you interested in it?

Take a situation and examine it. Talk about it with a partner. Write about it, too.

* + What happens in the situation?
  + Who does what?
  + Which events, actions, and features of the situation are important?

5H

* + Who would benefit from your inquiry? With whom might you share it?

*Taken from Lesley University, Graduate School of Education, Classroom Inquiry Handbook, page 8, revised 2011.*

**Implementation Plan**

**6C**

*Candidate: This form is not required, but may be used as a guide in developing a successful working plan. This plan combines the CAP requirements and the inquiry process working plan.*

|  |  |
| --- | --- |
| **What** is your question? Is it specific, clear, and well defined? Is it manageable?(What is the *Essential Element(s), See Self‐Assessment Form)* | |
|  | |
| **Who** is involved (students, parents, teachers, administrators)? | |
|  | |
| **Why** is this area important? | |
|  | |
| **What** skills, knowledge, or practice will you acquire or develop through achieving this goal? | |
|  | |
| **How** will your data be collected (i.e. surveys, interviews, observations, assessments)? | |
|  | |
| **When** will you achieve this goal? **When** will the data be collected and how often?  **What** is your baseline? | |
|  | |
| **How** will you demonstrate progress toward this goal? (*Include potential sources of evidence demonstrating goal progress)* | |
|  | |
| **How** will you know the goal has been achieved? | |
|  | |
| **What** is the intended impact on student learning or outcomes? | |
|  | |
| What actions will you take to achieve the goal? | What actions/supports/resources will you need from your Program Supervisor and Supervising Practitioner? |
|  |  |

**Examples of Documentation Tools for Data Collection for achieving your SMART Goal**

**6D**

##### FIELD NOTEBOOK

Your observations and reflections (raw and cooked notes)

##### TEACHER DOCUMENTS

Lesson Plans, Pre-Test & Post-Test

##### STUDENT DOCUMENTS

Classwork, Writing, Journals, Comprehension answers

##### INTERVIEWS

Students, Teachers

##### QUESTIONNAIRES, SURVEYS

Students, Students in other classes, Teachers, Other clinical students

##### RATING SCALES

Students’ attitudes, Students’ preferences

##### CHECKLISTS OR TALLY CHART

Students’ behavior in class, homework completed, books read

##### SOCIOGRAMS

Students’ friendships and work partners

##### AUDIO TAPES, VIDEOS, PHOTOGRAPHS

Audio tape of clinical student, mentor teacher, & other teachers Video or Photos of students working

##### OUTSIDE OBSERVER

Observational notes about specific behaviors

*Taken from Lesley University, Graduate School of Education, Classroom Inquiry Handbook, page 8, revised 2011.*

**Measuring Candidate Impact on Student Learning through the Inquiry Process**

**7**

In the space below, describe the anticipated impact on student learning, growth, or achievement.

**Guidance:**

During the first few weeks of practicum, the Teacher Candidate (TC) should begin brainstorming a measure of impact on student learning. This could be identified through the inquiry project (though the overlap is not required). The TC should be sure to use his or her Supervising Practitioner (SP) as a resource to ensure the measure of student learning, growth, or achievement is acceptable within the SP’s classroom. The Supervising Practitioner should be involved in setting firm expectations for how and when the measure will be administered and scored and given the SP’s professional experience with the identified measure(s) and understanding of the specific learning context, the Supervising Practitioner should set parameters for a range of expected learning, growth, or achievement (see ESE’s Implementation Brief on Scoring and Parameter Setting for more information about this process).

Measures impact on student learning can take many forms and is primarily developed between the Supervising Practitioner and the Teacher Candidate. The measure should be finalized and confirmed during the first three-way meeting, which occurs around week three of practicum.

Incorporating this component of CAP within the inquiry project provides an opportunity to administer the identified measure(s) of student learning, growth, or achievement in a specific way. Administration should not occur at the end of the practicum, but rather at the instructionally appropriate time during the inquiry process. After the data is collected, the candidate should analyze the results and compare them to the parameters set within the implementation plan. Did all students achieve the expected outcomes? If not, were there patterns in performance that might indicate why some students made higher or lower than expected gains? The findings and reflection may also inform the final CAP requirement of developing a professional practice goal – the final step in CAP.

The experience of administering, scoring, and analyzing a measure of student learning, growth, or achievement is a crucial component of CAP. It is an essential skill of every effective teacher to be able to draw conclusions about his or her practice from student outcome data. Therefore, it is important to gauge a candidate’s aptitude to develop this skill. It is important to note that a measure of student learning, growth, or achievement is not a complete measure of a candidate’s impact on student learning. In the educator evaluation framework, multiple measures over multiple years are used to inform conclusions about educator impact. **Given the abbreviated classroom experience associated with CAP, it is impossible to generate enough data to draw a conclusion about the candidate’s impact on student learning. However, it is possible to assess the candidate’s ability to reflect on student outcomes and make connections to his or her practice.**

|  |
| --- |
| **Measure of Student Learning** |
|  |

# Overview

**8A**

The K – 2 discussion prompts represent a subset of items that were piloted with students in Kindergarten, first, and second grades during the ESE Model Pilot Survey Project. These items are intended to serve as discussion prompts for early elementary teachers to use with their students to collect feedback about their practice.

The following items may be used by teachers in a conversational setting with individual students or small groups of students. They are listed in no particular order. A teacher may choose to use them in any way that he/she and his/her evaluator deem helpful. Teachers may want to record notes as students respond.

|  |
| --- |
| **K-2 Discussion Prompts** |
| 1. Students help each other to learn. |
| 2. When asked, I can talk about what I am learning. |
| 3. When I am stuck, my teacher wants me to try again before she or he helps me. |
| 4. I have to explain my thinking when I write, answer questions and talk about my work. |
| 5. When my teacher is talking, he or she asks us if we understand. |
| 6. After I talk to my teacher, I know how to make my work better. |

# Instructions for Administering

Districts should work with their K – 2 teachers to determine the best way to administer the discussion prompts – whether it is soliciting responses from individual students, small groups of students, or a full class. If a teacher or school wants to preserve student confidentiality in the solicitation of verbal feedback, another staff member familiar to the students may engage them in responses to these discussion prompts. However, steps must be taken to ensure that younger students are clear about the subject (their teacher) of the discussion.

It is important to make students feel comfortable responding to the discussion prompts. Prior to beginning the discussion, classroom teachers or proctors should inform students of its purpose. Communicate to students that they are having this discussion to help their teacher learn how they feel about being a student their (the teacher’s) class. The reason for the discussion is to help their teacher make their class even better. Students should be assured that there are no right or wrong answers, and that they should answer honestly.

Students in Grades K – 2 will require guidance and support when engaging in discussion about the prompts. The classroom teacher or survey proctor may clarify or rephrase words if a student does not understand.

**8B**

The following table provides a crosswalk between discussion prompts and the Standards and Indicators of Effective Teaching Practice. You may sort the table differently by selecting it and finding the Sort function in the Table Layout tab.

I.A: Curriculum & Planning I.B: Assessment

**Standard I: Curriculum, Planning & Assessment Standard II: Teaching All Students**

1. C: Analysis
2. B: Learning Environment II.D: Expectations

|  |  |
| --- | --- |
| **Standard/ # Indicator** | **Item** |
| II.B 1. | Students help each other to learn |
| II.D 2. | When asked, I can talk about what I am learning. |
| II.B 3. | When I am stuck, my teacher wants me to try again before she or he helps me. |
| I.A 4. | I have to explain my thinking when I write, answer questions and talk about my  work. |
| I.B 5. | When my teacher is talking, he or she asks if we understand. |
| I.C 6. | After I talk to my teacher, I know how to make my work better. |

# Grades 3 – 5 Student Feedback Survey

**9A**

Name of **teacher**: Date:

Directions: Read each statement and then choose **one** answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class’s answers to better understand what it’s like to be a student in this class. Your teacher will not see your individual answers.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Strongly Agree** | | | **Agree** | **Disagree** | **Strongly Disagree** | |
| 1. What I am learning now connects to what I learned before. |  | ○ | ○ | ○ |  | ○ |
| 2. When something is hard for me, my teacher offers many ways to help me learn. |  | ○ | ○ | ○ |  | ○ |
| 3. My teacher uses our mistakes as a chance for us all to learn. |  | ○ | ○ | ○ |  | ○ |
| 4. My teacher makes me think first, before he or she answers my questions. |  | ○ | ○ | ○ |  | ○ |
| 5. I can show my learning in many ways (e.g., writing, graphs, and pictures). |  | ○ | ○ | ○ |  | ○ |
| 6. My teacher helps students make better choices when they are misbehaving. | ○ |  | ○ | ○ | ○ |  |
| 7. Students encourage each other to do really good work in this class. | ○ |  | ○ | ○ | ○ |  |
| 8. My teacher asks us to share what we have learned in a lesson. | ○ |  | ○ | ○ | ○ |  |
| 9. In my teacher’s class, I have learned not to give up, even when things get difficult. | ○ |  | ○ | ○ | ○ |  |
| 10. My teacher uses things that interest me to explain hard ideas. | ○ |  | ○ | ○ | ○ |  |

**OPTIONAL: If you have any additional feedback for your teacher, please share it here.**



# Grades 3 – 5 Student Feedback Survey

**9B**

**This item key is not intended for distribution to students.** The following table provides a crosswalk between survey items and the Standards and Indicators of Effective Teaching Practice addressed in the CAP student feedback survey. You may sort the table differently by selecting it and finding the Sort function in the Table Layout tab.

|  |
| --- |
| **CAP: 6 Essential Elements** |
| I.A.4: Well Structured Lessons II.B2: Adjustment to Practice  II.A.3: Meeting Diverse Needs II.D2: High Expectations II.B.1: Safe Learning Environment |

|  |  |
| --- | --- |
| **Element #** | **Item** |
| I.A.4 1. | What I am learning now connects to what I learned before. |
| II.A.3 2. | When something is hard for me, my teacher offers many ways to help me learn. |
| II.B.1 3. | My teacher uses our mistakes as a chance for us all to learn. |
| I.A.4 4. | My teacher makes me think first, before he or she answers my questions. |
| II.A.3 5. | I can show my learning in many ways (e.g., writing, graphs, pictures). |
| II.B.1 6. | My teacher helps students make better choices when they are misbehaving. |
| II.D.2 7. | Students encourage each other to do really good work in this class. |
| I.A.4 8. | My teacher asks us to share what we have learned in a lesson. |
| II.D.2 9. | In this teacher's class, I have learned not to give up, even when things get difficult. |
| II.A.3 10. | My teacher uses things that interest me to explain hard ideas. |



**10A**



Name of Teacher: Date:

Directions: Read each statement and then choose **one** answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class’s responses to better understand what it’s like to be a student in this class. Your teacher will not see your individual answers.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** | | **Agree** | **Disagree** | **Strongly Disagree** |
| 1. My teacher demonstrates that mistakes are a part of learning. | ○ | ○ | ○ | ○ |
| 2. My teacher asks us to summarize what we have learned in a lesson. | ○ | ○ | ○ | ○ |
| 3. Students push each other to do better work in this class. | ○ | ○ | ○ | ○ |
| 4. The work in this class is challenging but not too difficult for me. | ○ | ○ | ○ | ○ |
| 5. In my class, my teacher uses students' interests to plan class activities. | ○ | ○ | ○ | ○ |
| 6. The level of my work in this class goes beyond what I thought I was able to do. | ○ | ○ | ○ | ○ |
| 7. To help me understand, my teacher uses my interests to explain difficult ideas to me. | ○ | ○ | ○ | ○ |
| 8. In this class, I learn how to use technology well (e.g., Internet, tools) to support my learning. | ○ | ○ | ○ | ○ |
| 9. Our class stays on task and does not waste time. | ○ | ○ | ○ | ○ |
| 10. I can show my learning in many ways (e.g., writing, graphs, pictures) in this class. | ○ | ○ | ○ | ○ |

**OPTIONAL: If you have any additional feedback for your teacher, please share it here.**

**10B**

**This item key is not intended for distribution to students.** The following table provides a crosswalk between survey items and the Standards and Indicators of Effective Teaching Practice addressed throughout the survey. You may sort the items by Standard/Indicator by selecting the table and finding the Sort function in the Table Layout tab.

I.A.4: Well Structured Lessons II.A.3: Meeting Diverse Needs II.B.1: Safe Learning Environment

**CAP: 6 Essential Elements**

1. B2: Adjustment to Practice II.D2: High Expectations



|  |  |  |
| --- | --- | --- |
| **St/Ind** | **#** | **Item** |
| II.B.1 | 1. | My teacher demonstrates that mistakes are a part of learning. |
| I.A.4 2. | | My teacher asks us to summarize what we have learned in a lesson. |
| II.D.2 | 3. | Students push each other to do better work in this class. |
| II.D.2 | 4. | The work in this class is challenging but not too difficult for me. |
| I.A.4 5. | | In my class, my teacher uses students' interests to plan class activities. |
| II.D.2 | 6. | The level of my work in this class goes beyond what I thought I was able to do. |
| II.A.3 | 7. | To help me understand, my teacher uses my interests to explain difficult ideas to me. |
| I.A.4 8. | | In this class, I learn how to use technology well (e.g., Internet, tools) to support my learning. |
| II.B.1 | 9. | Our class stays on task and does not waste time. |
| II.A.3 | 10. | I can show my learning in many ways (e.g., writing, graphs, pictures) in  this class. |

**Rubric Overview**

**11A**

The CAP Rubric has been built to measure performance in relation to the Professional Standards for Teachers (PST).

It unpacks the Performance Descriptors and sets varying Readiness Thresholds for performance with each Essential

Element. These thresholds are called Dimensions of Readiness.

The CAP Rubric is designed to:

* 1. Develop a consistent, shared understanding of what performance looks like in practice
  2. Develop a common terminology and structure of organized evidence
  3. Make informed professional judgements about performance ratings

CAP assesses Teacher Candidate performance on six **Essential Elements**, that are embedded within four broader

based Standards.

Standards

* *Broad based categories of knowledge, skills, and performance of effective practice*

Elements

* *More specific descriptions of actions and behaviors, embedded within a particular Standard*

# Standards | Elements | Descriptor

|  |  |  |
| --- | --- | --- |
| **Standards** | **Elements** | **Proficient Descriptor** |
| 1: Curriculum, Planning and Assessment | Well‐Structured Lessons | Develops well‐structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. |
| Adjustment to Practice | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. |
| 2: Teaching All Students | Meeting Diverse Needs | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners. |
| Safe Learning Environment | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. |
| High Expectations | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. |
| 3: Professional Culture | Reflective Practice | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. |

### 

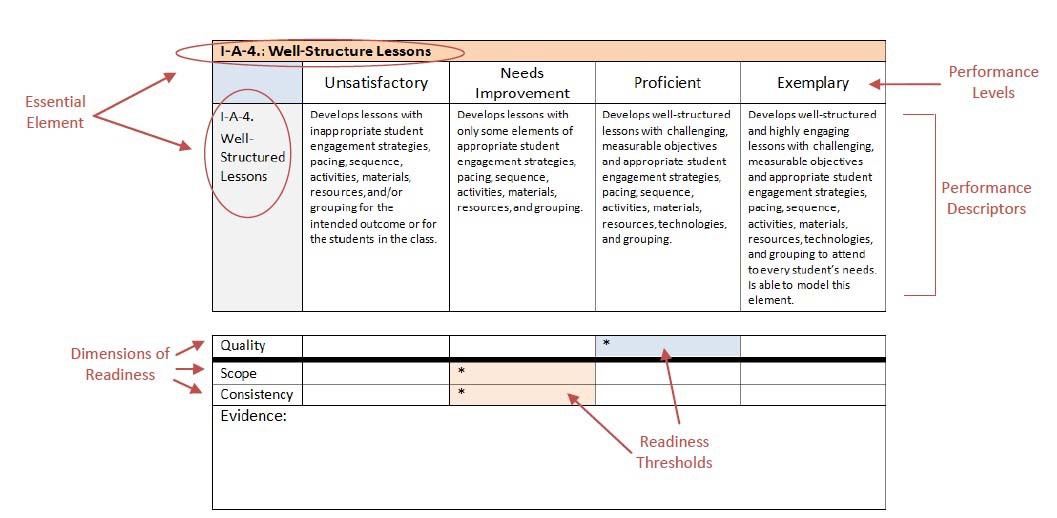
### Dimensions of Readiness:

* **Quality:** *ability to perform the skill, action or behavior as described in the proficient performance descriptor*
* **Consistency:** *the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is*

*demonstrated with quality*

**11B**

* **Scope:** *the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality*



Minimum thresholds have been established to assess the readiness of each candidate within each element. **Teacher Candidates are expected to demonstrate Proficiency in the Dimension of Quality. Quality is the gatekeeper or**

**precursor to the dimension of Scope and Consistency.** Teacher Candidates must meet all readiness thresholds that

have been established in each element.

**NEW!! Rubric Evidence Example for 11.A.3: Meeting Diverse Needs**

* Joe developed jigsaw activities in which students were assigned a reading level and skill set appropriate primary

resources to read and act as “expert” on to a group of peers who read other texts without transparency as to why

readings were assigned.

* He sought to have students practice the skills of reading, writing, and speaking in every class period.
* Joe taught content-specific vocabulary with a foreign language approach, asking students to reinforce their

understanding with application of prior knowledge of root words, suffixes, and prefixes and incorporating call and-response practice of pronunciations.

* Joe reinforced the ideas of generating/using mnemonics, labeled diagrams, analogies, and examples to tackle

abstract content.

* He worked individually with SPED and ELL and high social/emotional needs students before and after school and

during lunch to guide them through a metacognitive understanding of their strengths and growth areas and to

develop individualized strategies for taking responsibility for their own learning.

**12A**

The PS and SP discuss evidence collected to date (observations, student surveys, lesson plans, etc.), establish the formative assessment ratings and complete the rubric below with supporting evidence/observation feedback written in. As the Supervising Practitioner is with the candidate daily, the SP should lead this assessment and provide the Program Supervisor with the initial ratings. The PS should then connect with the SP to calibrate the ratings and the final version should then be sent to the candidate. This take places around the practicum midpoint

* + about 7 weeks into the student teaching experience. The candidate should also provide an update to the PS and SP on the following CAP components, which may be used as evidence in meeting the ***6 Essential Elements:***
    - Student Feedback Surveys
    - Self‐Assessment
    - S.M.A.R.T. Goal and Measure of Impact on Student Learning (aka Inquiry question, Zoom project, etc.)

Please place an ‘X’ in the appropriate box. The shaded areas are the readiness thresholds that Teacher Candidates must meet on the Summative Assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate Name: |  | Date: |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I.A.4: Well‐Structured Lessons** | | | | |
| **Quality** | Unsatisfactory (U) | Needs Improvement (N) | Proficient (P) | Exemplary (E) |
| Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class. | Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping. | Develops well‐ structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. | Develops well‐ structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |

**12B**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |

**Evidence for meeting the *Well‐Structured Lesson* Element:**

**12C**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I.B.2: Adjustment to Practice** | | | | |
| **Quality** | Unsatisfactory (U) | Needs Improvement (N) | Proficient (P) | Exemplary (E) |
| Makes few adjustments to practice based on formal and informal assessments. | May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |

**Evidence for meeting the *Adjustment to Practice* Element:**

**12D**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **II.A.3: Meeting Diverse Needs** | | | | |
| **Quality** | Unsatisfactory (U) | Needs Improvement (N) | Proficient (P) | Exemplary (E) |
| Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences. | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. | Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |

**Evidence for meeting the *Meeting Diverse Needs* Element:**

**12E**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **II.B.1: Safe Learning Environment** | | | | |
| **Quality** | Unsatisfactory (U) | Needs Improvement (N) | Proficient (P) | Exemplary (E) |
| Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role— individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |

**Evidence for meeting the *Safe Learning Environment* Element:**

**12F**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **II.D.2: High Expectations** | | | | |
| **Quality** | Unsatisfactory (U) | Needs Improvement (N) | Proficient (P) | Exemplary (E) |
| Gives up on some students or communicates that some cannot master challenging material. | May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability. | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. | Effectively models and reinforces ways that students can consistently master challenging material through effective effort.  Successfully challenges students’ misconceptions about innate ability. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |

**Evidence for meeting the *High Expectations* Element:**

**12G**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **IV.A.1: Reflective Practice** | | | | |
| **Quality** | Unsatisfactory (U) | Needs Improvement (N) | Proficient (P) | Exemplary (E) |
| Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |

**Evidence for meeting the *Reflective Practice* Element:**

**Calibration**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summary of Ratings – Enter E, P, NI, or U** | | | | |
| Element | Quality | Scope | Consistency | Readiness Thresholds Met? (Y/N) |
| 1.A.4: Well-Structured Lessons |  |  |  |  |
| 1.B.2: Adjustment to Practice |  |  |  |  |
| 2.A.3: Meeting Diverse Needs |  |  |  |  |
| 2.B.1: Safe Learning Environment |  |  |  |  |
| 2.D.2: High Expectations |  |  |  |  |
| 4.A.1: Reflective Practice |  |  |  |  |

**12H**

|  |  |
| --- | --- |
| **Suggestions for Candidate** |  |

**13A**

At a point prior to the Final Three‐way meeting or soon after, the PS and SP discuss the entire body of evidence that has been collected through the semester (provided by the candidate: student feedback, observations, Inquiry question, etc.) and complete the Summative Assessment Rubric below. As the Supervising Practitioner is with the candidate daily, the SP should lead this assessment and provide the Program Supervisor with the initial ratings. The PS should then connect with the SP to calibrate the ratings and the final version should be sent to the candidate. This take places towards the very end of the candidate’s practicum experience. Please place an ‘X’ in the appropriate box. The shaded areas are the readiness thresholds that Teacher Candidates must meet on the Summative Assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate Name: |  | Date: |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I.A.4: Well‐Structured Lessons** | | | | |
| **Quality** | Unsatisfactory (U) | Needs Improvement (N) | Proficient (P) | Exemplary (E) |
| Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class. | Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping. | Develops well‐ structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. | Develops well‐ structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |

**Evidence for meeting the *Well‐Structured Lesson* Element:**

**13B**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I.B.2: Adjustment to Practice** | | | | |
| **Quality** | Unsatisfactory (U) | Needs Improvement (N) | Proficient (P) | Exemplary (E) |
| Makes few adjustments to practice based on formal and informal assessments. | May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings. | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |

**Evidence for meeting the *Adjustment to Practice* Element:**

**13C**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **II.A.3: Meeting Diverse Needs** | | | | |
| **Quality** | Unsatisfactory (U) | Needs Improvement (N) | Proficient (P) | Exemplary (E) |
| Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences. | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. | Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |

**Evidence for meeting the *Meeting Diverse Needs* Element:**

**13D**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **II.B.1: Safe Learning Environment** | | | | |
| **Quality** | Unsatisfactory (U) | Needs Improvement (N) | Proficient (P) | Exemplary (E) |
| Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role— individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |

**Evidence for meeting the *Safe Learning Environment* Element:**

**13E**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **II.D.2: High Expectations** | | | | |
| **Quality** | Unsatisfactory (U) | Needs Improvement (N) | Proficient (P) | Exemplary (E) |
| Gives up on some students or communicates that some cannot master challenging material. | May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability. | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. | Effectively models and reinforces ways that students can consistently master challenging material through effective effort.  Successfully challenges students’ misconceptions about innate ability. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
|  |  |  |  |

**Evidence for meeting the *High Expectations* Element:**

**13F**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **IV.A.1: Reflective Practice** | | | | |
| **Quality** | Unsatisfactory (U) | Needs Improvement (N) | Proficient (P) | Exemplary (E) |
| Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element. |
|  |  |  |  |
| **Scope** | The scale of impact is on one student. | The scale of impact is on a small group or subset of students. | The scale of impact is all students in the classroom to which the candidate is assigned. | The scale of impact is on all students in the classroom to which the candidate is assigned and is done with exceptional attention to the needs of each student in the class. |
|  |  |  |  |
| **Consistency** | The frequency with which the candidate demonstrates this skill, action or behavior with quality is at least once. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is sometimes / occasionally. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is most of the time. | The frequency with which the candidate demonstrates this skill, action or behavior with quality is all the time. |
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**Evidence for meeting the *Reflective Practice* Element:**

**Calibration**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summary of Ratings – Enter E, P, NI, or U** | | | | |
| Element | Quality | Scope | Consistency | Readiness Thresholds Met? (Y/N) |
| 1.A.4: Well-Structured Lessons |  |  |  |  |
| 1.B.2: Adjustment to Practice |  |  |  |  |
| 2.A.3: Meeting Diverse Needs |  |  |  |  |
| 2.B.1: Safe Learning Environment |  |  |  |  |
| 2.D.2: High Expectations |  |  |  |  |
| 4.A.1: Reflective Practice |  |  |  |  |

**13G**

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| --- | --- |
| **Suggestions for Candidate** |  |

**Inquiry Summary Report: Reflection on Action**

**14**

*Candidate: Please upload Summary Report to your LiveText ePortfolio*

Guiding Questions to include in your Inquiry Summary Report: *Reflection on Action*

|  |  |  |
| --- | --- | --- |
| **What** was your question and why did you choose it? | | |
|  | | |
| **Who** was involved? | | |
|  | | |
| **How** did your Self-Assessment help inform your question? To which elements is your question tied? | | |
|  | | |
| **What** was your intervention strategy? | | |
|  | | |
| **What** were your data collection methods and analysis? | | |
|  | | |
| **What** were your findings as they relate to student achievement, learning, or growth? | | |
|  | | |
| **What** were your results and conclusions? | | |
|  | | |
| **What** were the strengths of the process and areas to change for next time? Use this to inform your Professional Practice Goal. | | |
|  | | |
| **Who** would benefit from your inquiry? With whom might you share it?” | | |
|  | | |
| **Identify your Professional Practice Goal:** |  | |
| What actions will you take to achieve the goal? | | What actions/supports/resources will you need from your administration? |
|  | |  |

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|  | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Section 1: General Information** (to be completed by the Candidate and the Program Supervisor) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Candidate Information | | | | | | | | | | | | | | | | | | | | | | | | | |
| First Name: |  | | | | | | | Last Name: | |  | | | | | | | | | | | | | | | |
| Street Address: | | | |  | | | | | | | | | | | | | | | | | | | | | |
| City/Town: |  | | | | | | | | | | | | State: | |  | | | | | Zip: | | | | |  |
| MEPID #: | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Massachusetts license number (if applicable): | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Program Information | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sponsoring Organization: | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Program Area & Grade Level: | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Have any components of the approved program been waived? 603 CMR 7.03(1)(b) | | | | | | | | | | | | | | | | | |  | | --- | |  | | | | | | | |  | | --- | |  | | | |
| Yes | | | | | | No | | |
| Practicum Information | | | | | | | | | |  | | --- | |  | | | Practicum | | | | | | | |  | | --- | |  | | Practicum Equivalent | | | | | | |
| Practicum/Equivalent Course Number: | | | | | |  | | | | | | | | | | | Credit hours: | | | | |  | | | |
| Practicum/Equivalent Seminar Course Title: | | |  | | | | | | | | | | | | | | | | | | | | | | |
| Practicum/Equivalent Site: | | | | |  | | | | | | | Grade Level(s) of Students: | | | | | | | | | |  | | | |
| Supervising Practitioner Information | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name: | |  | | | | | | | | | | | | | | | | | | | | | | | |
| School District: | |  | | | | | | | | | | Position: | | | |  | | | | | | | | | |
| License Field(s): | |  | | | | | | | | | | | | | | MEPID or License # | | | | |  | | | | |
| # of years’ experience under license: | | | | | | |  | | | | | | | |  | | --- | |  | | | | Initial | | | | |  | | --- | |  | | | | Professional | |
| To the best of my knowledge (per the Supervising Practitioner’s Principal/Evaluator), the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his most recent evaluation. | | | | | | | | | | | | | | |  | | --- | |  | | | | Yes | | | | |  | | --- | |  | | | | No | |

**15A**

**Required Form**

**Candidate Assessment of Performance Form**

*Candidate: Please upload all completed CAP Forms to your LiveText ePortfolio*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Section 2: Total Hours and Signatures Date:** | | | | | | | | |
| **Name:** |  | | | **Date:** | |  | | |
| Three-Way Meetings | | | | | | | | |
| 1st Three-Way Meeting  **Date**: | | Candidate |  | | | | | |
| Supervising Practitioner |  | | | | | |
| Program Supervisor |  | | | | | |
| 2nd Three-Way Meeting  **Date**: | | Candidate |  | | | | | |
| Supervising Practitioner |  | | | | | |
| Program Supervisor |  | | | | | |
| Final Three-Way Meeting  **Date**: | | Candidate |  | | | | | |
| Supervising Practitioner |  | | | | | |
| Program Supervisor |  | | | | | |
| **Enter** Total Number of Practicum Hours: (400 Hours minimum) | |  | **Enter** Total number of hours assumed full responsibility in the role: (100 hours minimum) | | | |  | |
| Based on the candidate’s performance as measured on the CAP Rubric, we have determined this candidate to be: | | Ready to Teach | |  | | --- | |  | | Not Yet Ready | | | | |  | | --- | |  | |
| **Supervising Practitioner Signature** | |  | | **Date:** |  | | | |
| **Program Supervisor Signature** | |  | | **Date:** |  | | | |
| Mediator  (if necessary see: 603 CMR 7.04(4)) | |  | | **Date:** |  | | | |

**15B**

**Required Form**

*Candidate: Please upload all completed CAP Forms to your LiveText ePortfolio*

**Candidate Assessment of Performance Form**

***Candidate: Please upload completed CAP Forms to your LiveText ePortfolio***

**16**

CAP Paperwork Checklist

Candidates are responsible for ensuring that ***all required CAP documents listed below*** are uploaded into their LiveText e-Portfolio Seminar course. Practicum will not be passed without all required paperwork complete and uploaded. Please ensure that all signatures and dates are present and legible.

**Required Forms**

1. **Observations Forms (all required from PS and SP – both settings)**
2. **Self-Assessment**
3. **Student Feedback from surveys**
4. **Formative Assessment**
5. **Summative Assessment**
6. **Inquiry Summary Report: Reflection on Action**
7. **CAP Signature Form (12A and 12B)**

**All required forms can be accessed and downloaded from our website:**

[www.lesley.edu/academics/graduate-school-of-education/field-placement/candidate-assessment-of-performance-cap-for](https://www.lesley.edu/academics/graduate-school-of-education/field-placement/candidate-assessment-of-performance-cap-for)

**Office of Field Placement Contacts**

**Liesl Martin, Director**

617.349.8673/liesl.martin@lesley.edu

**Christina Jache, Assistant Director**  **Erin Fitzgerald, Assistant Director**

617.349.8753/cjache@lesley.edu 617.349.8400/efitzge3@lesley.edu

Programs: Early Childhood/Elementary/ ESL Programs: Special Education, Middle/

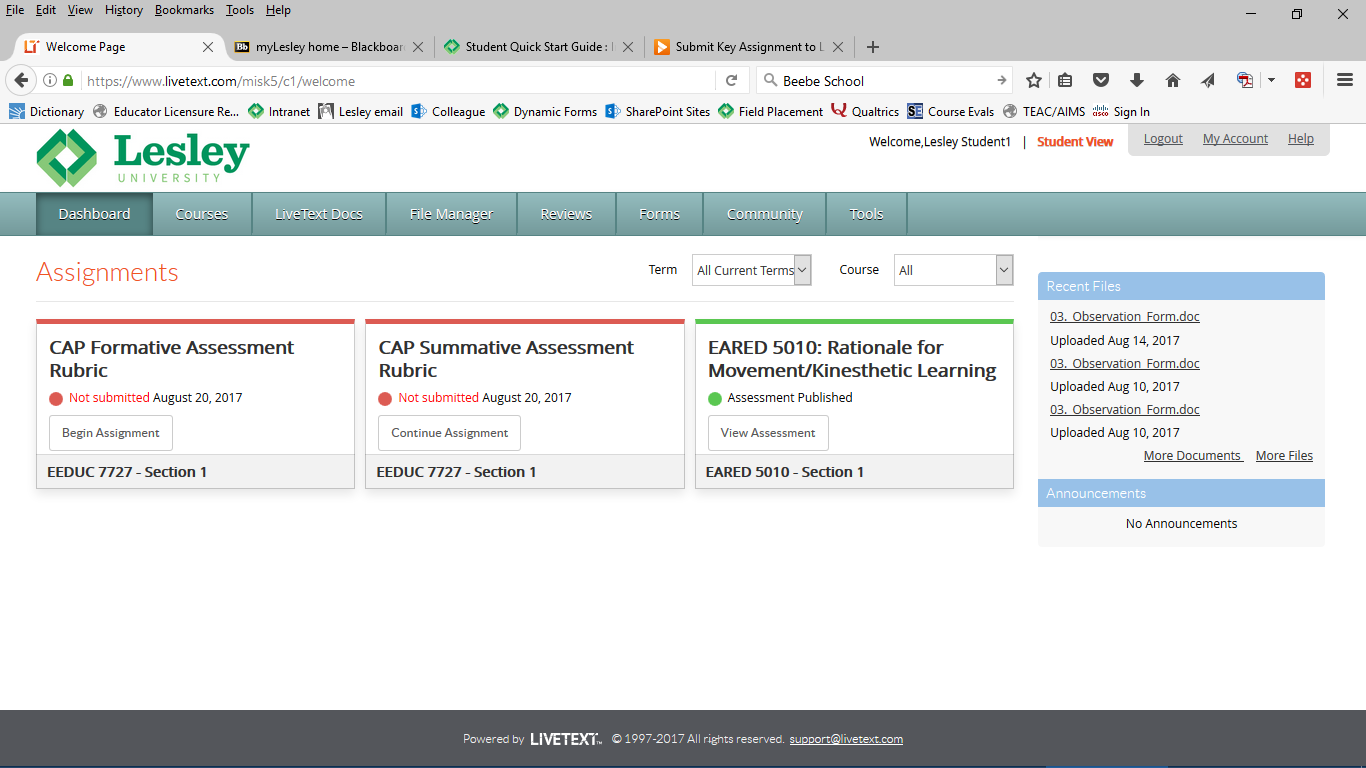
Visual Arts High School/ Reading/ Instructional Tech

**17**

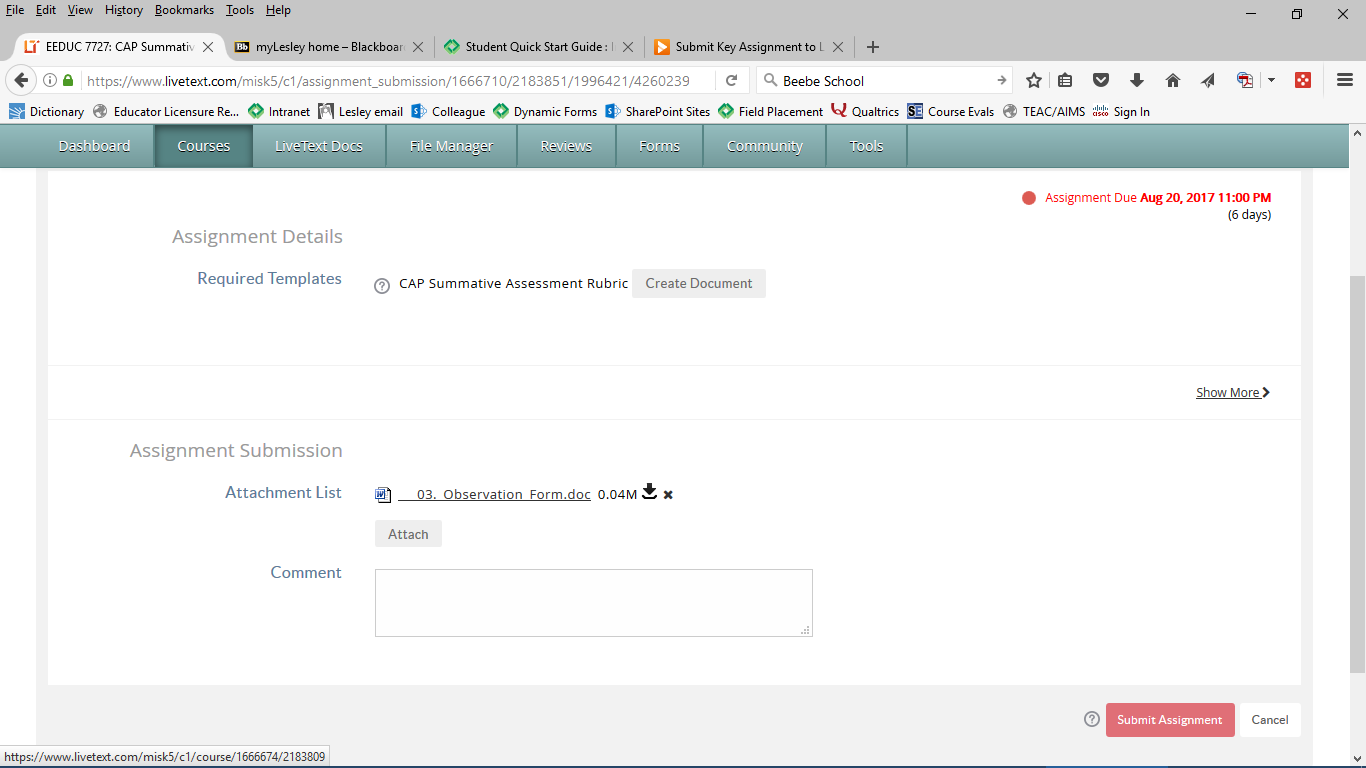
**LiveText CAP Document Upload Instructions**

Please contact [map@lesley.edu](mailto:map@lesley.edu) for support.

1. Log on to your LiveText Account.
2. From the **Dashboard** page, click on your seminar course. You may upload documents into the CAP **Formative Assessment** rubric and **Summative Assessment** rubric 🡪 Click on **Begin Assignment** or **Continue Assignment.**



1. Next, under *Assignment Submission*, attach the CAP documents. You may upload one at a time, but please be sure you **do not click ‘Submit Assignment’ until** you’ve uploaded all required CAP documentation and are ready for your instructor to input the final ratings for either the Formative or Summative Assessment. Clicking on **Submit Assignment** prior to uploading all documentation will prevent you from continuing to upload evidence. Should you inadvertently click **Submit Assignment** before you’ve finished, you’ll need to ***withdraw*** the uploads and start again or upload into the other Assessment rubric. Please be sure to upload your Formative Rubric to the Formative Assessment Rubric assignment and likewise for the Summative Rubric.



1. Once you have uploaded all documents, you may then click on ‘**Submit Assignment**’. **Instructors:** Please don’t provide final Summative Assessment ratings until candidates upload all required CAP documents. Doing so will prevent them from uploading any additional documentation.