Candidate Assessment of Performance

Using the CAP Rubric

Workshop for Program Supervisors and Supervising Practitioners

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Workshop Agenda

★ Warming Up (7 minutes)

★ Learning (34 minutes)

★ Practicing (34 minutes)

★ Calibrating (25 minutes)

★ Recapping (5 minutes)

★ Total workshop time: 1 hour and 45 minutes

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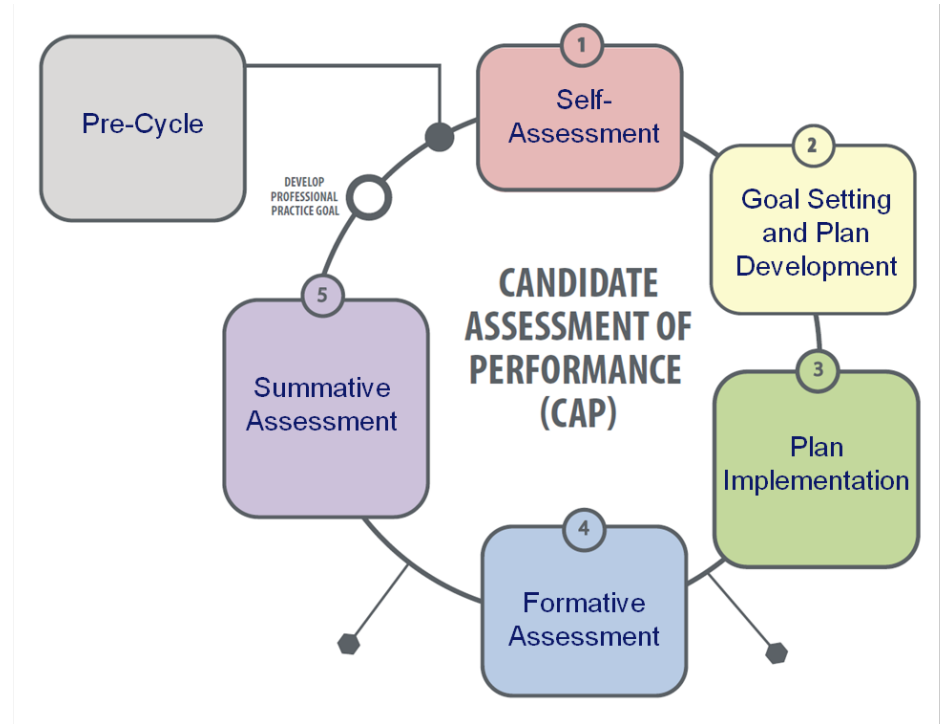EFFECTIVENESS

Warming Up

Warm Up

★ Turn to a partner:

    ★ Think about the 5-Step Cycle used in CAP.

    ★ For each step in the cycle, list the ways that you could use the CAP rubric to support the activities that comprise that step.

★ As a whole group:

    ★ Share and chart your ideas.

Pre-Cycle

1 Self-Assessment

DEVELOP PROFESSIONAL PRACTICE GOAL

2 Goal Setting and Plan Development

CANDIDATE ASSESSMENT OF PERFORMANCE (CAP)

5 Summative Assessment

3 Plan Implementation

4 Formative Assessment

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Learning

Understanding the CAP Rubric

Goals of CAP

- ✓ Provide candidates with opportunities to demonstrate the knowledge and skills they have gained in preparation.

- ✓ Support candidates' growth and development through consistent, high quality feedback and evaluation.

- ✓ Ensure candidates are ready to make impact with students on day 1.

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Purpose of the CAP Rubric

★ Designed to help candidates and assessors:

1. Develop a consistent, shared understanding of what performance looks like at the four performance levels;

2. Develop a common terminology of practice and structure to organize evidence; and

3. Make evidence-based professional judgments about performance ratings.

★ Serves as the content anchor throughout the process.

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The CAP Process

★ CAP takes place throughout the practicum.

★ Program supervisors, supervising practitioners, and candidates collect evidence of practice, which informs CAP ratings.

★ CAP ratings are determined using the CAP Rubric at three points in the process:

When?	Who?	Why?
Self-Assessment	Candidate alone	To reflect on pre-practicum and coursework performance and prepare for goal-setting.
	Program Supervisor and Supervising Practitioner together	To establish a baseline that will inform goal-setting.
Formative Assessment	Program Supervisor and Supervising Practitioner together	To provide feedback on interim progress; "no surprises" at the summative evaluation.
Summative Assessment	Program Supervisor and Supervising Practitioner together	To determine whether candidate passes CAP and is ready to teach.

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Alignment to Educator Evaluation

★ The CAP Rubric uses the performance descriptors from the MA Educator Evaluation Framework model rubric for each of the 6 essential elements in CAP.

Essential Element	Standard
Well-Structured Lessons	Standard I: Curriculum Planning, and Assessment
Adjustments to Practice	
Meeting Diverse Needs	Standard II: Teaching All Students
Safe Learning Environment	
High Expectations	
Reflective Practice	Standard IV: Professional Culture

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Alignment to Educator Evaluation

★ …BUT goes one step deeper to unpack each descriptor into three dimensions:

　　★ Quality

　　★ Scope

　　★ Consistency

★ These dimensions allow CAP assessors (SPs and PSs—you!) to provide more nuanced feedback to candidates *and* recognize that full proficiency for each element is not the expectation for beginning teachers.

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Massachusetts Department of Elementary & Secondary Education

Quality, Scope, and Consistency

★ Quality: ability to perform the skill, action or behavior as described in the proficient performance descriptor.

   ★ The minimum threshold for the quality dimension is performance at the *proficient* level.

   ★ Quality is a gatekeeper. Candidates who fail to demonstrate quality at the *proficient* level should not be rated on scope or consistency and **do not pass CAP**.

      ★ For example, if the *quality* of a candidate's practice on the meeting diverse needs element is at the *needs improvement* level at the formative assessment stage, the assessors should not provide ratings on scope or consistency.

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Quality, Scope, and Consistency

★ Scope: the scale of impact to which the skill, action or behavior is demonstrated with quality.

   ★ Assessors should consider whether the candidate is able to demonstrate <u>quality</u> with all students, only a subset of students, one student, or no students.

   ★ The minimum threshold for the scope dimension is performance at the *needs improvement* level.

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Quality, Scope, and Consistency

★ Consistency: the frequency that the skill, action or behavior is demonstrated with quality.

  ★ Assessors should consider whether the candidate is able to demonstrate quality all the time, sometimes, once, or never.

  ★ The minimum threshold for the consistency dimension is performance at the *needs improvement* level.

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CAP Rubric Architecture

★ Provides descriptors of 4 performance levels for each of the 6 essential elements measured by CAP:

★ Exemplary

★ Proficient

★ Needs Improvement

★ Unsatisfactory

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Rubric Performance Descriptors

★ Provides performance descriptors for each of the 6 essential elements measured by CAP.

★ Example:

I.A.4: Well-Structure Lessons				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-4. Well-Structured Lessons	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.

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CAP Rubric Architecture

★ Provides space for assessors to:

   ★ Document formative and summative ratings.

   ★ Record a summary of evidence to support each rating.

★ Indicates the minimum thresholds for quality, scope, and consistency.

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CAP Rubric Architecture

Minimum threshold reminders

Formative Assessment				
Quality			*	
Scope		*		
Consistency		*		
Evidence:				

Summative Assessment				
Quality			*	
Scope		*		
Consistency		*		
Evidence:				

Space to provide formative and summative ratings

Record of evidence to support ratings.

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Using the CAP Rubric Throughout the CAP Cycle

Pre-Cycle

DEVELOP PROFESSIONAL PRACTICE GOAL

1 Self-Assessment

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Using the CAP Rubric Throughout the CAP Cycle

Self-Assessment

Goal-Setting and Plan Development

Plan Implementation

Formative Assessment
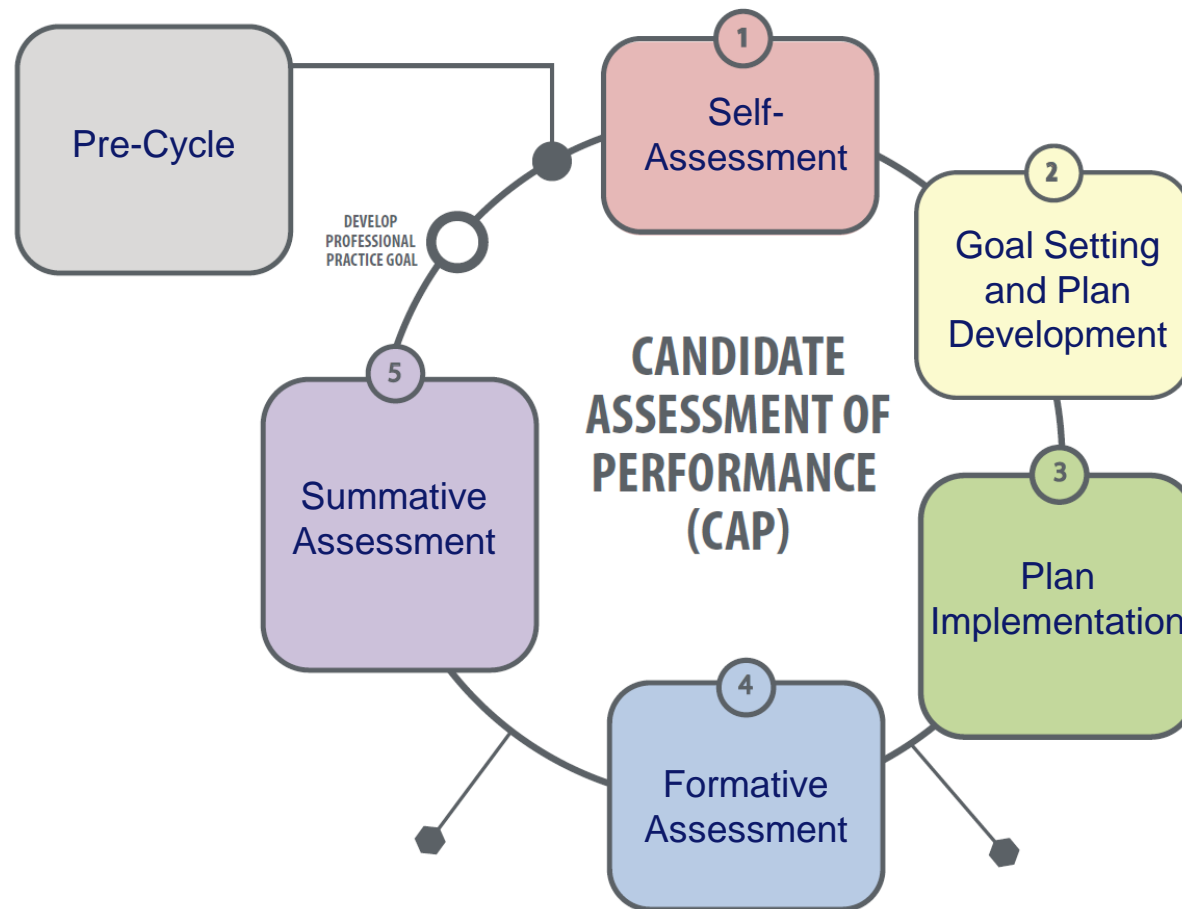
Summative Assessment

★ Candidate (C) uses performance descriptors to self-assess performance in pre-practicum, coursework, and Announced Observation #1.

★ Program Supervisor (PS) and Supervising Practitioner (SP) use performance descriptors to establish baseline ratings; shared with Candidate at first Three-Way Meeting.

★ PS and SP use rubric to analyze evidence collected during Announced Observation #1

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Using the CAP Rubric Throughout the CAP Cycle

Self-Assessment

Goal-Setting and Plan Development

Plan Implementation

Formative Assessment

Summative Assessment

★ PS and SP may reference the rubric in the post-conference for Announced Observation #1 (e.g., "Based on how the lesson went, tell me about any areas of the rubric that you are currently working to strengthen.").

★ C, PS, and SP consult the rubric when finalizing the professional practice goal to understand how current practice relates to the level of practice necessary to attain the goal – the *proficient* descriptors may be especially helpful here.

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Using the CAP Rubric Throughout the CAP Cycle

Self-Assessment

Goal-Setting and Plan Development

Plan Implementation

Formative Assessment

Summative Assessment

★ PS and SP may reference the rubric in pre- and post-conferences (e.g., "Tell me about any areas of the rubric that you are currently working to strengthen.").

★ PS and SP use the rubric to categorize evidence collected during Unannounced Observation #1 and Announced Observation #2.

★ Evidence should explain what happened in the observation that shows/does not show that a skill has been demonstrated.

★ Evidence statements should not simply restate the performance descriptors in the rubric.

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Using the CAP Rubric Throughout the CAP Cycle

Self-Assessment

Goal-Setting and Plan Development

Plan Implementation

Formative Assessment

Summative Assessment

★ PS and SP use rubric performance descriptors to jointly establish formative assessment ratings for each element; shared with C at the second Three-Way Meeting.

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Using the CAP Rubric Throughout the CAP Cycle

Self-Assessment

Goal-Setting and Plan Development

Plan Implementation

Formative Assessment

Summative Assessment

★ PS and SP may reference the rubric in the post-conference for Unannounced Observation #2.

★ PS and SP use rubric performance descriptors to jointly establish summative assessment ratings for each element to determine whether the C has passed CAP; shared with C at the third Three-Way Meeting.

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Mapping Evidence

★ At the Formative Assessment step, the PS and SP should review the evidence collected to date and identify any gaps.

★ Action steps should be taken prior to the Summative Assessment to fill gaps (i.e., if evidence is weak for well-structured lessons, the candidate is asked to produce artifacts to bolster the evidence).

★ Leading up to the Summative Assessment step, the PS and SP review all of the evidence collected and make sure to adhere to the **minimum** evidence requirements for each essential element.

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Mapping Evidence

★ Minimum evidence requirements are as follows:

Essential Element	Observations				Measures of Student Learning	Student Feedback	Candidate Artifacts
	#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced			
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					✓		✓

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Determining Ratings

★ Scoring CAP relies on the professional judgment of the PS and SP

★ The body of evidence is applied to the rubric for each element. The PS and SP must articulate the evidence that supports each rating.

★ There are no pre-determined weights or algorithms in CAP.

★ Candidates must demonstrate performance at each readiness threshold level in order to pass CAP.

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Practicing

Formative Assessment Simulation

★ On your own:

   ★ Review the evidence provided and use professional judgment to determine formative assessment ratings for the following elements:

      ★ Well-structured lessons

      ★ Safe learning environment

   ★ Sample evidence includes:

      ★ Completed observation forms from Unannounced Observation #1 and Announced Observations #s 1 and 2.

      ★ Results from a measure of student learning.

      ★ Student survey results.

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Formative Assessment Simulation

★ With a partner:

  ★ Simulate PS and SP calibration of ratings.

    ★ Each person shares his/her rating and rationale for each dimension of both elements.

    ★ Where ratings match, co-author and chart an evidence statement.

    ★ Where ratings are discrepant, revisit the performance descriptors and the evidence together.

      ★ If consensus is reached, co-author and chart an evidence statement.

      ★ If consensus cannot be reached, chart both ratings and two separate evidence statements.

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Formative Assessment Simulation

★ As a whole group:

    ★ Listen to each pair share out its ratings and evidence statements.

    ★ Note where ratings:

        ★ Matched.
        ★ Were discrepant, but resolved.
        ★ Were discrepant, and not resolved.

    ★ Zoom in on the 2-3 ratings that resulted in the most matches. Discuss what about the evidence was likely responsible for the high degree of consensus.

    ★ Now discuss the 2-3 ratings that resulted in the highest number of discrepancies. Discuss whether the discrepancies are the result of differences in judgment *or* the product of insufficient evidence?

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Calibrating

Assessor Calibration

★ Calibration is the result of ongoing, frequent collaboration of groups of educators to:

1. Come to a common, shared understanding of what practice looks like at different performance levels and

2. Establish and maintain consistency in aspects of the evaluation process including analyzing evidence, providing feedback, and using professional judgment to determine ratings

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Assessor Calibration

★ Calibration between program supervisors and supervising practitioners, which we just simulated in pairs, is essential in CAP to provide candidates with consistent feedback.

★ Calibration across all program supervisors at a preparation program is also important to establishing a common set of expectations for teacher candidates. Let's practice that now as a group.

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Summative Assessment Simulation

★ On your own:

    ★ Review the additional evidence provided and use professional judgment to determine summative assessment ratings for the following elements:

        ★ Adjustments to practice

        ★ Reflective practice

    ★ New sample evidence includes:

        ★ Completed observation forms from Unannounced Observation #2.

        ★ Candidate artifacts.

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Summative Assessment Simulation

★ In teams of 3-4, conduct a peer review of a group member's summative assessment ratings:

  ★ Choose 1 person to be the "subject."

  ★ The subject will read aloud his/her ratings and associated evidence statements.

  ★ The remaining team members discuss their assessment of the ratings and evidence statements using the rubric performance descriptors. The subject listens silently.

  ★ The subject then responds to the team members' assessment, explaining his/her rationale more deeply. The group listens silently.

  ★ Together the team brainstorms specific ways to better connect the subject's evidence statements to the rubric performance descriptors.

*Choose a new subject and repeat the process as time permits.

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Summative Assessment Simulation

★ As a whole group:

 ★ Discuss how the sample evidence provided could be supplemented to better support ratings.

 ★ Develop one new strategy for promoting consistent ratings across all program assessors.

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Recapping

Recap

★ The CAP Rubric is the content anchor for the entire process.

★ The rubric is used at each step of the 5-step cycle.

★ The rubric promotes a shared understanding of practice and helps assessors make informed judgments.

★ Assessors consider the body of evidence (adhering to minimum requirements) and use professional judgment to apply evidence to the rubric and determine ratings.

★ Calibration is important to ensure consistent feedback, grounded in the rubric.

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Questions?

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