



CAP Online Platform User Guide

Teacher Candidate (TC)

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[Massachusetts Department of Elementary and Secondary Education](#)

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Overview

CAP Online Platform

The CAP Online Platform is aligned with the expectations outlined in the [2024 Guidelines for the Candidate Assessment of Performance](#). It is a virtual option for participants to complete the required CAP forms.

Purpose of the User Guide

This document is designed to support teacher candidates (TCs) to use the CAP Online Platform. It focuses on the technical aspects of the system.

Additional Guidance and Support

The [CAP Online Platform FAQs](#) are updated regularly based on user questions.

The [CAP Handbook](#) distills requirements into user-oriented language and offers recommendations and resources for each stage of the CAP process.

Blue text boxes like this indicate common user issues. Please take note of the tips in these boxes. If these materials do not address your questions, please contact your educator preparation program's CAP manager (CM) or your assigned program supervisor (PS).

Important: The CAP Online Platform does not automatically save. Use the “save” button periodically as you work or draft responses in a separate document and paste them into the platform when ready.

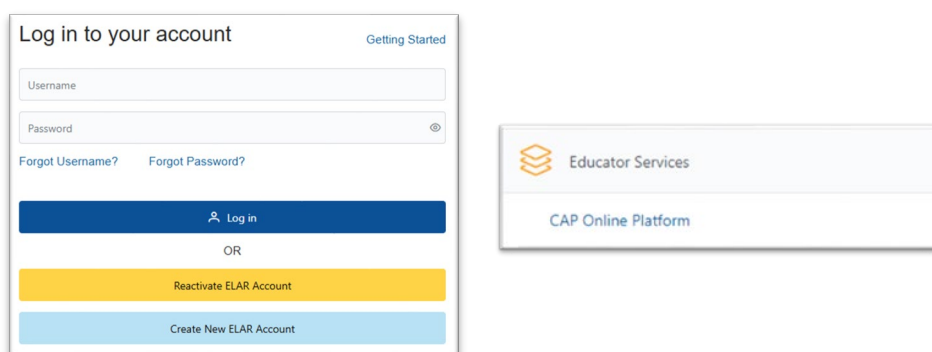
Getting Started

Logging In

As a teacher candidate (TC), you will get access to the platform once your program’s CAP manager (CM) or your program supervisor (PS) starts your CAP cycle.

Once added to the system, you will be able to access the CAP Online Platform from the list of applications on the home page of the [Education Security Portal](#) (ESP).

- **If you have not yet created an [ELAR profile](#)**, you must to access the platform.
- **When logging into ESP for the first time**, use the “Forgot Password” feature to enter your username and the email associated with your account to set up a password. Additional resources can be found [here](#).
- **You may need to click into ELAR** to see the CAP Online Platform.
- **If the platform is not listed** as shown below, please contact your PS.



The image shows two screenshots. The left screenshot is the login page titled "Log in to your account" with a "Getting Started" link. It contains fields for "Username" and "Password", links for "Forgot Username?" and "Forgot Password?", a "Log in" button, and links for "Reactivate ELAR Account" and "Create New ELAR Account". The right screenshot shows the "Educator Services" menu with the "CAP Online Platform" link highlighted.

Teacher Candidate Role

The TC has the ability to:

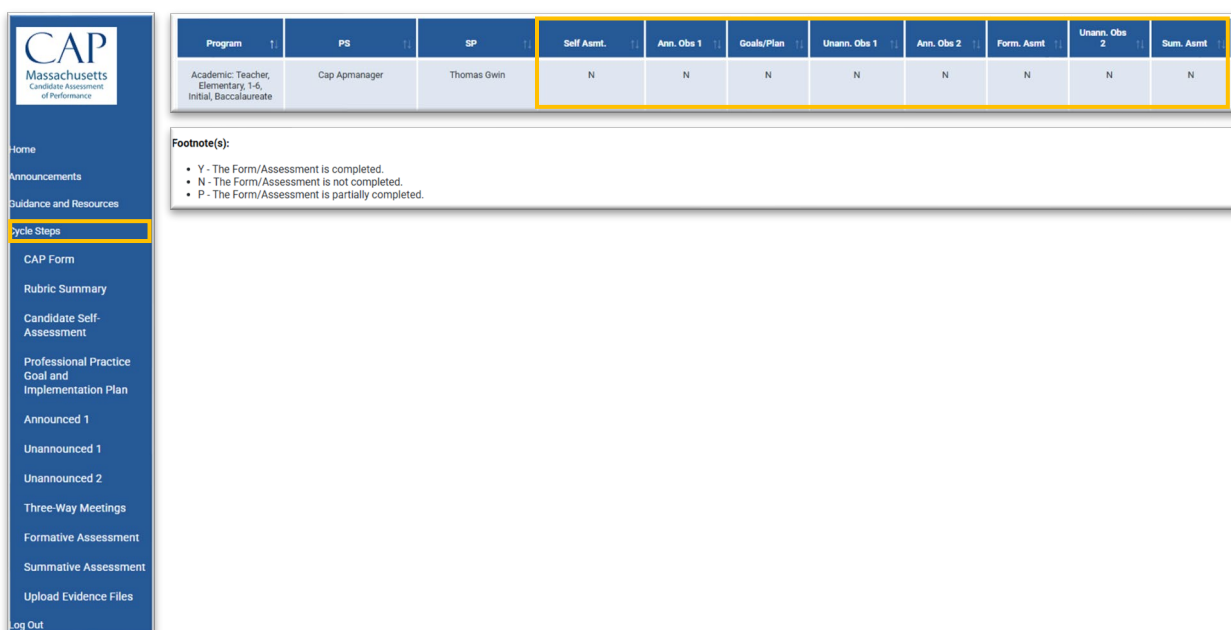
- Complete the Rubric Summary and Self-Assessment;
- Contribute to the Professional Practice Goal and Implementation Form;
- Upload and tag evidence;
- View completed Observation Forms and Assessments; and
- Communicate with the program supervisor and supervising practitioner.

Navigating the System

Home Page

Once you have logged in, you will be brought to a home page with an overview of your progress through the CAP cycle.

You will also see a navigation bar, which can be used to access each form as you move through each step in the cycle, on the left-hand side.



The screenshot shows the CAP Online Platform Home Page. On the left is a blue navigation bar with the CAP logo and a list of links: Home, Announcements, Guidance and Resources, Cycle Steps (highlighted with a yellow box), CAP Form, Rubric Summary, Candidate Self-Assessment, Professional Practice Goal and Implementation Plan, Announced 1, Unannounced 1, Unannounced 2, Three-Way Meetings, Formative Assessment, Summative Assessment, Upload Evidence Files, and Log Out. The main content area features a table with columns: Program, PS, SP, Self Asmt., Ann. Obs 1, Goals/Plan, Unann. Obs 1, Ann. Obs 2, Form. Asmt., Unann. Obs 2, and Sum. Asmt. The data row shows 'Academic: Teacher, Elementary 1-6, Initial, Baccalaureate' for Program, 'Cap Aspmanger' for PS, 'Thomas Gwin' for SP, and 'N' for all assessment columns. Below the table is a 'Footnote(s):' section with a bulleted list: 'Y - The Form/Assessment is completed.', 'N - The Form/Assessment is not completed.', and 'P - The Form/Assessment is partially completed.'

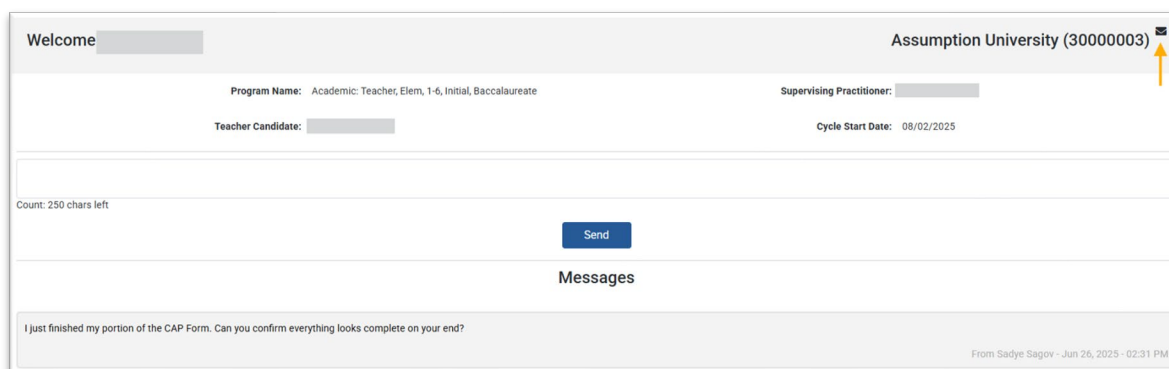
Program	PS	SP	Self Asmt.	Ann. Obs 1	Goals/Plan	Unann. Obs 1	Ann. Obs 2	Form. Asmt	Unann. Obs 2	Sum. Asmt
Academic: Teacher, Elementary 1-6, Initial, Baccalaureate	Cap Aspmanger	Thomas Gwin	N	N	N	N	N	N	N	N

Footnote(s):

- Y - The Form/Assessment is completed.
- N - The Form/Assessment is not completed.
- P - The Form/Assessment is partially completed.

Messages

You can communicate with the PS and SP via a built-in messaging system. Click on the envelope at the top right of the screen to draft or view messages. You will receive an email notification if you receive a message from one of your supervisors.



The screenshot shows the CAP Online Platform Messages Page. At the top, there is a 'Welcome' message and a user profile for 'Assumption University (30000003)' with an envelope icon. Below this, the 'Program Name' is 'Academic: Teacher, Elem, 1-6, Initial, Baccalaureate' and the 'Supervising Practitioner' is a redacted name. The 'Teacher Candidate' is also a redacted name, and the 'Cycle Start Date' is '08/02/2025'. There is a text input field with a 'Count: 250 chars left' indicator and a 'Send' button. Below the input field is a 'Messages' section showing a message from 'Sadye Sagov' dated 'Jun 26, 2025 - 02:31 PM' with the text: 'I just finished my portion of the CAP Form. Can you confirm everything looks complete on your end?'.

Count: 250 chars left

Send

Messages

I just finished my portion of the CAP Form. Can you confirm everything looks complete on your end?

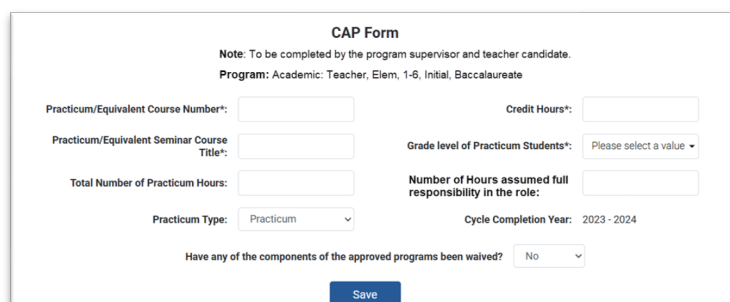
From Sadye Sagov - Jun 26, 2025 - 02:31 PM

Cycle Steps

Filling out the CAP Form

The PS and TC are primarily responsible for completing the CAP Form. This includes entering information about assigned supervisors, the practicum setting, and completed practicum hours.

Use numerical values as applicable for this form and select “Save” as you go and once complete. If you have a split practicum, select the grade levels for both placements.



CAP Form
 Note: To be completed by the program supervisor and teacher candidate.
 Program: Academic: Teacher, Elem, 1-6, Initial, Baccalaureate

Practicum/Equivalent Course Number*: Credit Hours*:

Practicum/Equivalent Seminar Course Title*: Grade level of Practicum Students*:

Total Number of Practicum Hours: Number of Hours assumed full responsibility in the role:

Practicum Type: Cycle Completion Year: 2023 - 2024

Have any of the components of the approved programs been waived?

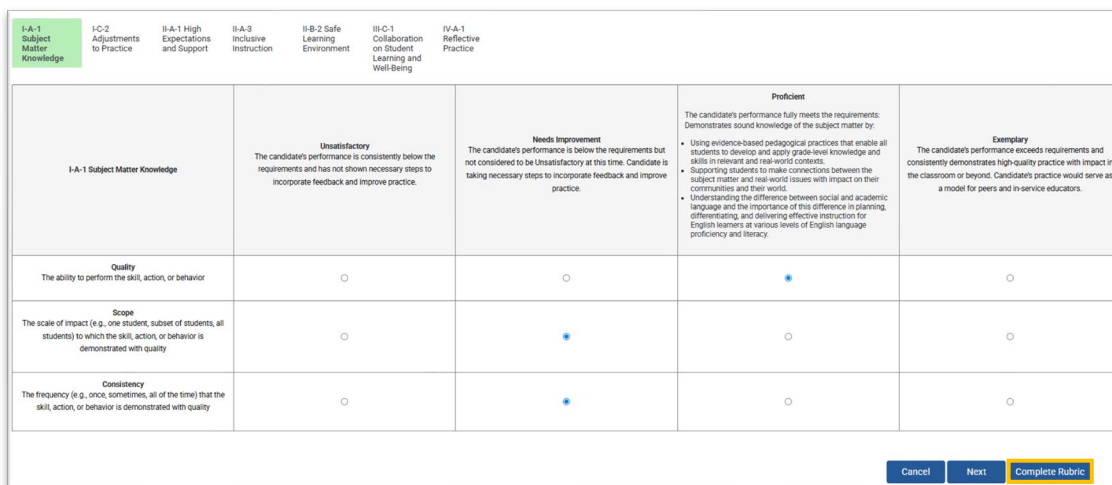
Save

Completing the Rubric Summary

Before the first three-way meeting, you will be responsible for completing both the Rubric Summary and the Self-Assessment Form.

To complete the Rubric Summary:

1. Select Rubric Summary from the navigation bar
2. Use the radio buttons to rate Quality, Scope, and Consistency for first element
3. Click “Next” and repeat the process for all seven elements
4. Check off “Complete Rubric” on the final page



I-A-1 Subject Matter Knowledge	I-C-2 Adjustments to Practice	II-A-1 High Expectations and Support	II-A-3 Inclusive Instruction	II-B-2 Safe Learning Environment	III-C-1 Collaboration on Student Learning and Well-Being	IV-A-1 Reflective Practice
I-A-1 Subject Matter Knowledge						
	Unsatisfactory The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.					
		Needs Improvement The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.				
			Proficient The candidate's performance fully meets the requirements. Demonstrates sound knowledge of the subject matter by: • Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. • Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. • Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.			
				Exemplary The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators.		
Quality The ability to perform the skill, action, or behavior	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scope The scale of impact (e.g., one student, subset of students, all students) to which the skill, action, or behavior is demonstrated with quality	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistency The frequency (e.g., once, sometimes, all of the time) that the skill, action, or behavior is demonstrated with quality	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<div> <input type="button" value="Cancel"/> <input type="button" value="Next"/> <input type="button" value="Complete Rubric"/> </div>						

Make sure to check off the “Complete Rubric” box at the end of the Rubric Summary. This box will appear once you have entered ratings for all seven Essential Elements. If you do not see the box, hit “Back” to check that you have completed all ratings for each element.

You will not be able to work on your Self-Assessment Form until you have checked off “Complete Rubric” box.

Completing the Self-Assessment

To complete the Self-Assessment:

1. Choose “Self-Assessment” from the left-hand navigation bar on your home page.
2. Your rubric ratings will automatically populate into a summary table at the top of the page as shown below. It may be helpful to reference this table as you complete the rest of the form.

Self-Assessment Rubric Summary			
Element	Quality	Scope	Consistency
I-A-1 Subject Matter Knowledge	Needs Improvement	Proficient	Proficient
I-C-2 Adjustments to Practice	Proficient	Needs Improvement	Needs Improvement
II-A-1 High Expectations and Support	Needs Improvement	Needs Improvement	Needs Improvement
II-A-3 Inclusive Instruction	Needs Improvement	Needs Improvement	Needs Improvement
II-B-2 Safe Learning Environment	Proficient	Needs Improvement	Needs Improvement
III-C-1 Collaboration on Student Learning and Well-Being	Needs Improvement	Needs Improvement	Needs Improvement
IV-A-1 Reflective Practice	Proficient	Proficient	Proficient

3. Complete the form by summarizing your areas of strength and areas for growth, drafting a preliminary goal to improve your practice, and outlining actions and supports needed to achieve the goal. **The platform does not automatically save, so make sure to click the “Save” button periodically as you work.**
4. Once you have completed all portions and are ready to share this document with your PS and SP, click “Save” and then “Complete” at the bottom of the screen. **All fields must contain text in order for the “Complete” box to appear.**
5. Your PS and SP will then have the opportunity to review the document and accept it or return it to you with feedback for revisions.
6. **If the document is returned to you for revisions,** your Rubric Summary will be unlocked. You must once again select “Complete Rubric” in order to be able to make edits to the Self-Assessment Form. Once finished applying edits, click “Complete” to submit the form.

Completing the Professional Practice Goal and Implementation Plan

After the PS and the SP approve the Self-Assessment Form, you will work together to complete the Professional Practice Goal and Implementation Plan Form. This form is unique, as it is the only one for which all three users share responsibility.

You will complete the Professional Practice Goal. The preliminary goal you drafted in the Self-Assessment Form will be automatically entered into this box. You will now refine it and identify the aligned Essential Element(s). You will have the opportunity to finalize this goal based on any input provided by your PS and SP during the first Three-Way Meeting. As with all other forms, make sure to use the “Save” button as you go.

CAP Professional Practice Goal: Based on the candidate's Self-Assessment and feedback from the program supervisor and supervising practitioner, the candidate has set the following Professional Practice Goal:

Count: 4000 chars left

Identify the Essential Element(s) that are the focus of this Goal:

<input type="checkbox"/> I-A-1 Subject Matter Knowledge	<input type="checkbox"/> I-C-2 Adjustments to Practice	<input type="checkbox"/> II-A-1 High Expectations and Support
<input type="checkbox"/> II-A-3 Inclusive Instruction	<input type="checkbox"/> II-B-2 Safe Learning Environment	<input type="checkbox"/> III-C-1 Collaboration on Student Learning and Well-Being
<input type="checkbox"/> IV-A-1 Reflective Practice		

Your PS and SP will complete the Implementation Plan based on your goal.

Your SP will complete the Measure of Student Learning and Student Feedback sections with input from you and your PS. These sections of the form determine how this evidence will be collected and analyzed. The actual results and your reflections will be uploaded as evidence later in the CAP process.

Once all members of the triad have saved their sections, the PS must select the “Complete” button that will appear at the bottom of the form. After it is “Complete”, the form can no longer be edited.

Three-Way Meetings

To complete the information for Three-Way Meetings, navigate to “Three-Way Meetings” in the left-hand navigation bar. The PS, SP, or TC may edit this form. You will be required to enter a date for each meeting by the end of the CAP cycle. The notes sections are optional.

Unannounced 2

Three-Way Meetings

Formative Assessment

Summative Assessment

Upload Evidence Files

Correspondence History

CAP Guidance and Resources

Second Three-Way Meeting

mm/dd/yyyy

Notes: (optional)

Count: 4000 chars left

Uploading Evidence

The CM, PS, SP, and TC all have the ability to upload evidence. To do so, navigate to “Upload Evidence Files” in the left-hand navigation bar.

File Sizes and Formats

The maximum amount of data space for each cycle is 100 MB. Once you have reached 100 MB you will no longer be able to upload files. Formats allowed: .doc(x), .xls(x), .ppt(x), .pdf, .jpg, .png, .bmp, .gif, .mp3, .wav.

Upload Evidence Files

Choose file

Browse

Total File size: 100 MB free of 100 MB

The maximum amount of data space for each cycle is 100 MB. Once you have reached 100 MB of data you will no longer be able to upload files. Only the following formats are allowed: .doc(x), .xls(x), .ppt(x), .pdf, .jpg, .png, .bmp, .gif, .mp3, .wav, .txt

File Tags

To appear in Formative and Summative Assessment each file must be tagged to:

- One or more categories of evidence
- One or more Essential Elements

Select Type(s) of Evidence:

☐ Candidate Artifact

☐ Measure of Student Learning

☐ Observations

☐ Professional Practice Goal

☐ Student Feedback

Tag File to Essential Element(s):

☐ I-A-1 Subject Matter Knowledge

☐ I-C-2: Adjustments to Practice

☐ II-A-1 High Expectations and Support

☐ II-A-3 Inclusive Instruction

☐ II-B-2 Safe Learning Environment

☐ III-C-1 Collaboration on Student Learning and Well-Being

☐ IV-A-1 Reflective Practice

Upload

Once evidence is uploaded, it will be viewable under “Current Uploaded Evidence.”

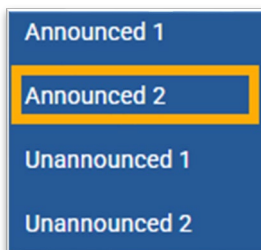
Current Uploaded Evidence File

Show 10 entries

Search:

File Name	Type of Evidence	Tagged Element(s)	File Owner	Uploaded Date	File Size (mb)	Action
No uploaded file data exist.						

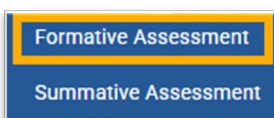
Viewing Observation Forms



During each Announced and Unannounced Observation, your PS and/or SP will document synthesized evidence and feedback on your strengths and areas for improvement.

Each form will become visible in the navigation bar when complete. You may click on the form's title to view its contents.

Viewing Formative and Summative Assessments



For both the Formative Assessment and Summative Assessment, your PS and SP will review all available evidence and determine ratings for Quality, Scope, and Consistency for each of the seven Essential Elements.

Each form will become visible to you once your PS and SP have calibrated and released it to you. You may click on the form's title to view its contents.