

CAP Quick Reference Guide

Collecting & Weighing Evidence in CAP

Introduction

To make valid and reliable judgments in the Candidate Assessment of Performance (CAP), evaluators must gather **multiple sources of evidence** for each Essential Element, apply consistent criteria across **Quality, Scope, and Consistency**, and ensure that **all parts of the Essential Element descriptor** are fully addressed. A multi-source approach reduces bias, increases accuracy, and provides a comprehensive view of candidate readiness.

Requirements & Evidence Sources

- **Minimum requirement:** Each Essential Element must be supported by at least **two distinct sources of evidence**. For Elements I-A-1, II-A-1, and II-B-2, one of the sources must come from observations.
- Across the full set of CAP ratings, evaluators must draw from **each of the five categories of CAP evidence**:
 - Observations
 - Candidate artifacts
 - Measures of student learning
 - Student feedback
 - Evidence of progress toward professional practice goals

Applying Evidence to Ratings

For each Essential Element:

1. **Examine the full Essential Element descriptor carefully.** Supervisors must look closely at the **specific practices and language** under each Essential Element in the CAP Rubric. Each part of the descriptor must be reflected in at least one submitted piece of evidence.
2. **Gather diverse sources** that collectively represent the full scope of candidate practice. For example, II-A-1 High Expectations and Support might be demonstrated through observed interactions, a candidate's classroom management plan, and student work samples.
3. **Weigh evidence using the three CAP dimensions:**
 - a. **Quality:** Is the evidence rich and substantive?
 - b. **Scope:** Does it reflect performance across varied settings, timeframes, or groups?
 - c. **Consistency:** Does the candidate demonstrate the practice reliably over time?
4. **Cross-reference the descriptor:** Before assigning a rating, confirm that all components of the Element are clearly addressed in the evidence.

Example: II-A-1 High Expectations and Support

The candidate's performance fully meets the requirements:

Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by:

- Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning.
- Providing flexible and responsive supports, scaffolds, and tools to meet students' needs.
- Communicating clear criteria for success (e.g., models, rubrics, exemplars).

Reinforcing perseverance and effort with challenging content and tasks.

Demonstrated
through observation

Demonstrated through
candidate artifact

Evidence Collection & Tracking Strategies

- **Plan ahead:** Map which sources will be collected for each Essential Element throughout the practicum.
- **Use tracking tools:** Maintain a "Categories of Evidence" chart to ensure each Essential Element is fully and fairly supported.
- **Guide artifact development:** Help candidates align artifacts (e.g., lesson plans, assessments, goal-setting documents) to the expectations within each Element.

Standards of Readiness

- Updated Element descriptors reflect DESE's focus on culturally responsive and student-centered practices.
- A "Demonstrates" rating should only be assigned when evidence addresses **every component** of the Essential Element and meets minimum expectations for Quality, Scope, and Consistency.
- Relying on a single strong example is not sufficient if it does not fully represent the Element in its entirety.

Conclusion

Effective evaluation in CAP depends on collecting **multiple, well-aligned evidence sources** and verifying that **each part of every Essential Element** is clearly demonstrated. This process ensures fair, defensible ratings and strengthens the developmental support provided to teacher candidates across their practicum.