# Measuring Candidate Impact on Student Learning

## Introduction

In the Candidate Assessment of Performance (CAP), measuring student learning is a central requirement because it goes beyond observing what a candidate does in the classroom—it demonstrates whether their teaching leads to meaningful growth for students. By integrating student learning data into CAP, sponsoring organizations can ensure that candidates are not just delivering instruction, but actively improving outcomes for all learners. This focus on measurable results centers the work on student success, encourages candidates to use evidence to refine their practice, and mirrors the expectations of the Massachusetts Model System for Educator Evaluation. It also provides a vital layer of accountability for educator preparation programs, ensuring that the teachers they graduate are ready to make a positive, measurable difference with students.

## The Role of Evidence in CAP

To capture a well-rounded picture of candidate readiness, CAP requires evidence across five categories:

* Observations
* Measures of Student Learning
* Student Feedback
* Progress toward the candidate’s Professional Practice Goal
* Candidate Artifacts

Together, these components create a fuller, more reliable assessment than any single measure could provide.

## Example of a Measure of Student Learning

A measure of student learning can take many forms, but it should be intentionally chosen to align with the content and skills being taught. For example, in an elementary classroom, a candidate might use a math pre-test and post-test for a specific unit. If the class average increases by 30 percentage points, the data indicates that most students achieved expected growth. Within that same set of results, the candidate can also see where individual or small groups of students fell below the expected range, prompting reflection on patterns in specific standards and what targeted strategies could better support them.

## Using the Optional Measure of Student Learning Form

DESE offers an optional [Measure of Student Learning Form](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/measure-form.docx) to help candidates and supervising practitioners work through a structured process:

1. **Select the measure of student learning & define benchmarks** collaboratively, specifying what counts as lower than expected, expected, and higher than expected results.
2. **Collect and record data** from the assessment, noting how many students fall into each outcome range.
3. **Reflect on results** to analyze instructional strengths, identify gaps and patterns, and determine adjustments.
4. **Plan next steps** for targeted instruction and professional growth.

## Why This Process Works

By intentionally measuring and reflecting on student learning, candidates develop the skills and habits they will need as practicing educators—skills that allow them to track progress, respond to student needs, and continuously improve. When combined with the other CAP evidence categories, student learning data helps confirm a candidate’s readiness to enter the profession and ensures that their impact on students is both visible and effective.