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| **Candidate Assessment of Performance (CAP) PLUS Rubric** |

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| **BU.2.E: Enacting Lessons** (to be completed by the Program Supervisor and Supervising Practitioner ) |

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| **Teacher Clarity & Communication**  ***Elements of lesson in which teacher is introducing, leading or facilitating a learning activity*** | | | | |
| 2-E-1.  Teacher Clarity & Communication | Entry | Developing | Practicing | Robust |
| None of the following qualities is present when a teacher is presenting and executing a learning activity (e.g., explanation, modeling, summarizing): clarity, organization and accessibility. | Only one of the following qualities is present when a teacher is presenting and executing a learning activity (e.g., explanation, modeling, summarizing): clarity, organization and accessibility. | Two of the following qualities are present when a teacher is presenting and executing a learning activity (e.g., explanation, modeling, summarizing): clarity, organization and accessibility. | Presentation and execution of the learning activity (e.g., explanation, modeling, summarizing) are clear and organized and accessible. |

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| **Teacher Questioning**  ***Elements of lesson in which teacher and/or students are asking and answering questions*** | | | | |
| 2-E-2.  Teacher Questioning | Entry | Developing | Practicing | Robust |
| Teacher questioning displays few of the following qualities: high cognitive demand, wait time, supports for students' thinking, and appropriate timing. | Teacher questioning displays some of the following qualities: high cognitive demand, wait time, supports for students' thinking, and appropriate timing. | Teacher questioning displays most of the following qualities: high cognitive demand, wait time, supports for students' thinking, and appropriate timing. | Teacher questioning consistently displays: high cognitive demand, wait time, supports for students' thinking, and appropriate timing. |

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| **Student Talk**  ***Elements of lesson in which students engage in discussion with each other and/or their teacher*** | | | | |
| 2-E-3.  Student Talk | Entry | Developing | Practicing | Robust |
| Teacher attempts to engage students by mostly using an Initiate/Respond/Evaluate (IRE) pedagogical strategy. Teacher brings about little to no student participation. | Teacher attempts to use pedagogical strategies and/or groupings to bring about some student participation, but discussions are sometimes ill-structured. Teacher brings about some engaged student participation, but frequently from the most skilled students. | Teacher uses a limited number of pedagogical strategies and/or groupings to bring about frequent student participation, discussion, and critical thinking. Teacher begins to elicit a variety of student voices and to encourage students to communicate with one another. | Teacher uses diverse pedagogical strategies and groupings to bring about frequent and diverse student participation, discussion, and critical thinking; classroom discussion is rich and students communicate with one another. |

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| **Subject Knowledge**  ***Teacher draws upon content knowledge to facilitate student learning*** | | | | |
| 2-E-4.  Subject Knowledge | Entry | Developing | Practicing | Robust |
| Teacher reveals gaps in content knowledge or exhibits difficulty in responding to students’ inquiries. The use of examples and non-examples is often unclear or unhelpful. | Teacher attempts to draw on content knowledge in ways that do not often result in deeper interaction with content. Responses to students’ inquiries and the use of examples and non-examples are sometimes unclear or unhelpful. | Teacher attempts to draw on content knowledge to encourage students’ interaction with the content through responses to students’ inquiries, examples, and counter-examples. | Teacher draws appropriately on extensive content knowledge to broaden and deepen students’ interaction with content through responses to students’ inquiries, multiple examples and counter-examples, analogies, differentiation, etc. |