Candidate Assessment of Performance (CAP) PLUS Rubric

The CAP Rubric was developed by the Massachusetts Department of Elementary & Secondary Education and represents the key tool for evaluating the growth and performance of teacher candidates during their practicum. Faculty in BU's School of Education developed the CAP Plus Rubric to **supplement** the DESE-designed CAP rubric.

The CAP Rubric includes four additional elements of teaching that we believe are important for teacher candidates to consider as part of their practicum experience.

We regard these additional elements as a supplemental (and optional) form for supervising practitioners and BU program supervisors to make use of, as they see fit, in the latter stages of the teacher candidate's practicum. The teacher candidate does NOT need to be formally evaluated on these additional elements of teaching practice, and the CAP Plus form does NOT need to be submitted to SED or the DESE along with other, required forms.

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

Teacher Clarity & Communication
Elements of lesson in which teacher is introducing, leading or facilitating a learning activity

	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.

Teacher Questioning
Elements of lesson in which teacher and/or students are asking and answering questions

	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.

Student Talk
Elements of lesson in which students engage in discussion with each other and/or their teacher

	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.

Subject Knowledge
Teacher draws upon content knowledge to facilitate student learning

	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.