



# Valdosta State University Dewar College of Education & Human Services

## Intern Keys/Candidate Assessment on Performance Standards (CAPS)

### Rating Sheet

Teacher Candidate Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_ Date: \_\_\_\_\_ Department: \_\_\_\_\_

Assessment Type: **Early Field Experience (Formative)**

Observer's Name \_\_\_\_\_ Teacher Candidate  Mentor  Supervisor

### **Instructions**

Use the form during observations and documentation reviews to comment on evidence of the teacher candidate meeting the standard. Based on the observation and documentation provided, evaluators should check the applicable rating. Specific comments must be included to substantiate the rating. Follow the directions in the *Intern Keys/Candidate Assessment on Performance Standards (CAPS) User Guide* for completing the assessment.

*\*\*\*Standard 9: Professionalism is rated post observation during the conference with the teacher candidate. The purpose in evaluating post-observation is to provide the candidate an opportunity to demonstrate reflective practice through conversation with the evaluator.*

### **Assessment Types**

**Formative Assessment:** The formative assessment is used for a formal observation of an implemented lesson in its entirety; all standards are evaluated. Level 4 is not intended for formative assessments of teacher candidates and may only be used in the summative assessment. Provide a rationale for the ratings by listing evidence observed or comments in the right-hand column of the form. Overall comments may be given in the space on the last page.

**Summative Assessment:** The summative assessment is the culminating evidence that includes walkthroughs, formative assessments, and additional documentation collected during the clinical practice of a program. The summative assessment should be based on the teacher candidate's overall performance during clinical practice. Use the preponderance of evidence (formative assessments using Intern Keys/CAPS, informal observations, lesson plans, etc.) to determine the teacher candidate's level of performance at the completion of clinical practice. Provide a rationale for the ratings by listing evidence observed or comments in the right-hand column of the form. Overall comments may be given in the space on the last page.

**Walkthrough:** A walk-through is a 10-minute minimum observation. It provides a snapshot of practice where a limited number of standards (typically 1-4) are rated. The walkthrough is an announced or unannounced observation that is not required or submitted for clinical practice.

**Performance Standard 1: Professional Knowledge:** The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Rating: \_\_\_\_\_ Level IV      \_\_\_\_\_ Level III      \_\_\_\_\_ Level II      \_\_\_\_\_ Level I

Specific Comments:

**Performance Standard 2: Instructional Planning:** The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all the students.

Rating: \_\_\_\_\_ Level IV      \_\_\_\_\_ Level III      \_\_\_\_\_ Level II      \_\_\_\_\_ Level I

Specific Comments:

**Performance Standard 7: Positive Learning Environment:** The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Rating: \_\_\_\_\_ Level IV      \_\_\_\_\_ Level III      \_\_\_\_\_ Level II      \_\_\_\_\_ Level I

Specific Comments:

**Performance Standard 9: Professionalism:** The teacher candidate exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice.

Rating: \_\_\_\_\_ Level IV      \_\_\_\_\_ Level III      \_\_\_\_\_ Level II      \_\_\_\_\_ Level I

Specific Comments:

**Performance Standard 10: Communication:** The teacher candidate communicates effectively with students, district and school personnel, and relevant stakeholders in ways that enhance student learning.

Rating: \_\_\_\_\_ Level IV      \_\_\_\_\_ Level III      \_\_\_\_\_ Level II      \_\_\_\_\_ Level I

Specific Comments:

Overall Comments:

\_\_\_\_\_  
Observer's Signature/Date

\_\_\_\_\_  
Candidate's Signature/Date

This assessment was adapted from the Georgia Department of Education Teacher Keys Effectiveness System Evaluator Training & Credentialing Materials 2013-2014 and the Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards available at:  
[http://www.gapsc.com/GaEducationReform/Downloads/Intern\\_TKES\\_DRAFT\\_11-2-13.pdf](http://www.gapsc.com/GaEducationReform/Downloads/Intern_TKES_DRAFT_11-2-13.pdf).