PDF Appendix
CalAPA Supplemental Materials

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Agenda for the June 25-29, 2019 Meeting

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CalAPA Standard-Setting Panel Meeting

Sacramento, CA
June 25-26, 2019

Pre-Work to have been completed prior to arriving:

- Review CalAPA Performance Assessment Guides and Rubrics
- Review nine scored CalAPA submissions (three per cycle)

DAY 1: Tuesday, June 25

8:30 a.m.	**Registration:** Pick up your name badge and Briefing Book
9:00 a.m.	**Welcome and Introductions**
9:30 a.m.	**Overview of the day; explanation of the panel's charge** **California Commission on Teacher Credentialing (CTC): Policy framework and context for setting the passing standard and recommended approach**
10:00 a.m.	**Introduction to the CalAPA; Q&A**
10:30 a.m.	**Overview of CalAPA Scorer Training and Calibration**
10:45 a.m.	**Break**
11:00 a.m.	**Review Cycle 1 Pre-work and Instructions for Standard-Setting Policy Capture Activity**
11:15 a.m. – 12:45 p.m.	**CalAPA Cycle 1: Standard-Setting Policy ("Jigsaw)" Activity** (small group activity and discussion of three CalAPA Cycle 1 candidate portfolios reviewed for pre-work)
11:15 - 11:45 a.m.	Round 1 (30 minutes) – Submit Form 1: Individual Ratings and Form 2: Consensus Ratings to facilitator
11:45 a.m - 12:15 p.m.	Round 2 (30 minutes) – Submit Form 1: Individual Ratings and Form 2: Consensus Ratings to facilitator
12:15 - 12:45 p.m.	Round 3 (30 minutes) – Submit Form 1: Individual Ratings and Form 2: Consensus Ratings to facilitator
12:45 p.m.	**Lunch**
1:30 p.m.	**Review Cycle 2 Pre-work and Instructions for Standard-Setting Policy Capture Activity**

1:45-3:15 p.m.	**CalAPA Cycle 2: Standard-Setting Policy ("Jigsaw)" Activity** (small group activity and discussion of three CalAPA Cycle 2 candidate portfolios reviewed for pre-work)
1:45 - 2:15 p.m.	Round 1 (30 minutes) – Submit Form 1: Individual Ratings and Form 2: Consensus Ratings to facilitator
2:15 - 2:45 p.m.	Round 2 (30 minutes) – Submit Form 1: Individual Ratings and Form 2: Consensus Ratings to facilitator
2:45 - 3:15 p.m.	Round 3 (30 minutes) – Submit Form 1: Individual Ratings and Form 2: Consensus Ratings to facilitator
3:15 p.m.	**Break**
3:25 p.m.	**Review Cycle 3 Pre-work and Instructions for Standard-Setting Policy Capture Activity**
3:30-5:00 p.m.	**CalAPA Cycle 3: Standard-Setting Policy ("Jigsaw)" Activity** (small group activity and discussion of three CalAPA Cycle 3 candidate portfolios reviewed for pre-work)
3:30 - 4:00 p.m.	Round 1 (30 minutes) – Submit Form 1: Individual Ratings and Form 2: Consensus Ratings to facilitator
4:00 - 4:30 p.m.	Round 2 (30 minutes) – Submit Form 1: Individual Ratings and Form 2: Consensus Ratings to facilitator
4:30 - 5:00 p.m.	Round 3 (30 minutes) – Submit Form 1: Individual Ratings and Form 2: Consensus Ratings to facilitator
5:00 p.m.	**Wrap up; preview of Day 2; Adjourn**

DAY 2: Wednesday, June 26

8:30 a.m.	Sign in
9:00 a.m.	**Recap Day 1 and overview of candidate profiles**
9:10 a.m.	**Debrief and Discussion – Cycle 1** Policy Capture Activity Results, including mini-presentations of rationales/discussion by table leads. Facilitated discussion aimed at narrowing the range of scores under consideration.
9:30 a.m.	**Debrief and Discussion – Cycle 2** Policy Capture Activity Results, including mini-presentations of rationales/discussion by table leads. Facilitated discussion aimed at narrowing the range of scores under consideration.
9:50 a.m.	**Debrief and Discussion – Cycle 3** Policy Capture Activity Results, including mini-presentations of rationales/discussion by table leads. Facilitated discussion aimed at narrowing the range of scores under consideration.
10:10 a.m.	**Review of Cycle 1-3 candidate profiles within range** Facilitated discussion aimed at narrowing the range of scores under consideration.
10:30 a.m.	**Break**
10:45 a.m.	**Presentation of Cycle 1 performance data** Facilitated small group and whole group discussion
11:15 a.m.	**Panelist activity: Initial passing standard recommendation for Cycle 1** Submit Individual Form: Initial recommendation
11:30 a.m.	**Presentation of Cycle 2 performance data** Facilitated small group and whole group discussion
12:00 p.m.	**Panelist activity: Initial passing standard recommendation for Cycle 2** Submit Individual Form: Initial recommendation

12:15 p.m.	**Presentation of Cycle 3 performance data** Facilitated small group and whole group discussion
12:45 p.m.	**Panelist activity: Initial passing standard recommendation for Cycle 3** Submit Individual Form: Initial recommendation
1:00 p.m.	**Lunch**
1:45 p.m.	**Tally and display initial cut-score recommendations for Cycles 1-3** **Overview of Modeled Passing Rates – Cycles 1-3** Facilitated whole group discussion
3:00 p.m.	**Panelist activity: Final passing standard recommendations – Cycles 1-3** Submit Form: Final Recommendation
3:30 p.m.	**Break** During this time: Tallying and charting of final decisions from each panelist
3:45 p.m.	**Tally and display of final recommendations – Cycles 1-3** Summary; overview of next steps
4:00 p.m.	**Adjourn** *Please complete evaluation forms and return Briefing Books prior to leaving.*

CalAPA California Administrator Performance Assessment

Assessment Results Report

Understanding Your CalAPA Assessment Results Report

Overview

Your CalAPA Assessment Results Report provides the results for the cycle(s) that you submitted for this reporting period. If you re-submitted a leadership cycle, your report includes the new results on that leadership cycle. Results are reported to the Commission on Teacher Credentialing and the Commission-approved administrator preparation program you selected during registration.

Cautions. Your CalAPA Assessment Results Report is for your records only. This assessment was not designed to compare your performance to that of other candidates.

Rubric Performance Summary

This section indicates the most recent results you have earned on the cycle(s) scored during this reporting period. For each rubric, this table provides a description of your performance, the score you earned, and the total cycle score (sum of scores across all rubrics). This information may help you identify your relative strengths and areas for improvement.

Performance description information is provided only for any cycles scored during this reporting period. If a condition code has been applied instead, the description provides information indicating the requirement not met. Please see “Condition Codes” below for more information.

Rubric Scores. Each rubric consists of from one to five performance levels, with a score of five (5) indicating high performance. For any rubric assigned a letter (e.g., “A1”) instead of a numeric value, some or all of the submission is deemed unscorable in accordance with the CalAPA Submission Requirements. As indicated in the CalAPA Submission Requirements, any cycle receiving a condition code will be unscorable and reported overall as “N/A” for Not Applicable. See “Condition Codes” below for more information.

Leadership Cycle Performance Summary

The Cycle Performance Summary indicates the cycle status and reporting date for all submitted and scored cycles and your overall CalAPA requirement status. For non-consequential candidates, cycle status will be reported as “Complete” for any cycle submitted. For consequential candidates, cycle status will be reported as “Pass” or “Did Not Pass” for any cycle submitted and scored. If you received a condition code for any rubric, the cycle in which that condition code was assigned will indicate “N/A” for Not Applicable. Please see “Condition Codes” below for more information. CalAPA Requirement Status indicates your status for the entire assessment and will be reported as “Requirement Not Yet Met” or “Requirement Met.” For information on non-consequential and consequential definitions and CalAPA credential requirements, please review Program Sponsor Alert (PSA) 18-01 at www.ctc.ca.gov/educator-prep/ps-alerts.

Retaking CalAPA

Refer to the Get Results/Retake Assessments page on the program website at www.ctcexams.nesinc.com for registration and submission requirements for retaking CalAPA.

Condition Codes

Condition codes are applied when a submission does not meet the requirements as defined in the CalAPA Submission Requirements. Complete descriptions of these codes are available on the Assessments/CalAPA/Policies page on the program website at www.ctcexams.nesinc.com. Details indicating the requirements not met are shown in the **Rubric Performance Summary** for any rubric(s) in which you received a condition code.

- Each rubric for which a condition code is assigned will receive a letter and number (instead of a numeric score) indicating which condition code was applied.
- All other rubrics within the cycle will receive a condition code “X,” indicating that no numeric score was assigned, due to condition code(s) elsewhere in the cycle.
- Any cycle containing an indicator with a condition code(s) will be reported as Not Applicable, or “N/A.”

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CalAPA California Administrator Performance Assessment

Assessment Results Report

CALAPA USERxxxx
123 Example Lane
Example CA 12345

Social Security Number: XXX-X0-0000
Submission Deadline: 03/21/2019
Reporting Date: 04/11/2019

Your assessment results will be reported to the Commission on Teacher Credentialing and the following Commission-approved educator preparation program: Sample University

Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

Rubric Performance Summary

Cycle Step and Rubric		Rubric Score
Step 1 - Investigate		
Rubric 1.1	**Select and evaluate quantitative data sources**	
Candidate selects an area of interest and evaluates quantitative data across three years, identifying general patterns and/or trends related to school equity. Data analysis supports selection of a focus area for further investigation. Candidate analyzes the relationship between their focus area, their data findings, and the school's vision and goals.		3
Rubric 1.2	**Collect and analyze relevant qualitative data sources**	
Candidate minimally connects the qualitative data collection strategy to the quantitative data findings. Candidate superficially addresses issues of equity.		2
Rubric 1.3	**Conduct an equity gap analysis**	
Candidate identifies an equity issue within a focus area based on minimal quantitative and/or qualitative data. Patterns and/or trends are not clear in the data analysis provided. Equity issues and educational needs at the school are not clear.		2
Step 2 - Plan		
Rubric 1.4	**Determine causal factors that contribute to equity gap(s)**	
Candidate identifies potential causal factors and minimally describes how they relate to equity gap analysis. Candidate attempts to draw connections between research and causal findings, but citations are not related to the equity gap. Candidate identifies areas of need that are superficially related to their causal factor analysis.		2
Rubric 1.5	**Use findings of the analysis to develop a problem statement**	
Candidate attempts to develop a problem statement for an identified area of educational need that is loosely based on an equity gap and causal factor analysis. Candidate's problem statement lacks practical focus and is only partially responsive to the needs of students.		2
Step 3 - Act		
Rubric 1.6	**Propose strategies responsive to the problem statement**	
Candidate describes strategies minimally with general reference to the equity gap analysis and problem statement; the school vision and goals; and the institutional and/or structural factors.		2
Rubric 1.7	**Apply feedback received**	
Candidate does not apply feedback to adjust or strengthen their proposed strategies. OR Candidate states plans to communicate the proposed strategies with little explanation of steps for buy-in from stakeholders. OR Candidate does not identify anticipated implications for proposed strategies.		1

CalAPA California Administrator Performance Assessment

Assessment Results Report

CALAPA USERxxxx

Social Security Number: XXX-X0-0000

Step 4 - Reflect

Rubric 1.8	Reflect on ability to provide equity-drive leadership	
Candidate's reflection is irrelevant to the equity gap analysis and causal factors. Proposed strategies are not mentioned or aligned with the vision or equity goals. Feedback is not applied and the importance of stakeholder buy-in is not discussed in the reflection.		1
	Cycle 1 Total Score	**15**

This barcode contains unique candidate information.

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CalAPA California Administrator Performance Assessment

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Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

Rubric Performance Summary

Cycle Step and Rubric		Rubric Score
Step 1 - Investigate		
Rubric 1.1	**Select and evaluate quantitative data sources**	
Candidate selects an area of interest, identifies some patterns and/or trends, and vaguely defines a focus area with minimal attention to school equity issues. Candidate superficially describes the relationship between their focus area, their data findings, and the school's vision and goals.		2
Rubric 1.2	**Collect and analyze relevant qualitative data sources**	
Candidate minimally connects the qualitative data collection strategy to the quantitative data findings. Candidate superficially addresses issues of equity.		2
Rubric 1.3	**Conduct an equity gap analysis**	
Candidate identifies an equity issue within a focus area based on minimal quantitative and/or qualitative data. Patterns and/or trends are not clear in the data analysis provided. Equity issues and educational needs at the school are not clear.		2
Step 2 - Plan		
Rubric 1.4	**Determine causal factors that contribute to equity gap(s)**	
Candidate identifies potential causal factors and minimally describes how they relate to equity gap analysis. Candidate attempts to draw connections between research and causal findings, but citations are not related to the equity gap. Candidate identifies areas of need that are superficially related to their causal factor analysis.		2
Rubric 1.5	**Use findings of the analysis to develop a problem statement**	
Candidate attempts to develop a problem statement for an identified area of educational need that is loosely based on an equity gap and causal factor analysis. Candidate's problem statement lacks practical focus and is only partially responsive to the needs of students.		2
Step 3 - Act		
Rubric 1.6	**Propose strategies responsive to the problem statement**	
Candidate identifies a strategy for the selected area of interest with little qualitative and quantitative evidence and with limited attention to the school vision and goals, or institutional and/or structural factors.		1
Rubric 1.7	**Apply feedback received**	
Candidate vaguely describes feedback and makes minimal or irrelevant adjustments to proposed strategies. Candidate briefly describes proposed strategies to address learning need, and it is not clear that stakeholders will have the opportunity to develop buy-in. Candidate suggests potential implications for proposed strategies that are not aligned with or are irrelevant to the learning need.		2

CalAPA California Administrator Performance Assessment

Assessment Results Report

CALAPA USERxxxx

Social Security Number: XXX-X0-0000

Step 4 - Reflect

Rubric 1.8	Reflect on ability to provide equity-drive leadership	
Candidate demonstrates minimal understanding of the contribution of structural and institutional factors to equity gaps at the school. Candidate's reflection demonstrates limited understanding of the role of an equity-driven leader to address structural and institutional factors that influence equity gaps. Candidate provides limited insight into the importance of stakeholder feedback and engagement in developing strategies for school improvement.		2
	Cycle 1 Total Score	**15**

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Rubric Performance Summary

Cycle Step and Rubric		Rubric Score
Step 1 - Investigate		
Rubric 1.1	**Select and evaluate quantitative data sources**	
Candidate selects an area of interest and evaluates quantitative data across three years, identifying general patterns and/or trends related to school equity. Data analysis supports selection of a focus area for further investigation. Candidate analyzes the relationship between their focus area, their data findings, and the school's vision and goals.		3
Rubric 1.2	**Collect and analyze relevant qualitative data sources**	
Candidate collects appropriate qualitative data that clearly connect to the equity issues surfaced in the quantitative data analysis. Candidate meaningfully connects trends and patterns found in both qualitative and quantitative data analyses that deepen their understanding of their focus area.		3
Rubric 1.3	**Conduct an equity gap analysis**	
Candidate identifies an equity issue within a focus area based on minimal quantitative and/or qualitative data. Patterns and/or trends are not clear in the data analysis provided. Equity issues and educational needs at the school are not clear.		2
Step 2 - Plan		
Rubric 1.4	**Determine causal factors that contribute to equity gap(s)**	
Candidate identifies potential causal factors and minimally describes how they relate to equity gap analysis. Candidate attempts to draw connections between research and causal findings, but citations are not related to the equity gap. Candidate identifies areas of need that are superficially related to their causal factor analysis.		2
Rubric 1.5	**Use findings of the analysis to develop a problem statement**	
Candidate attempts to develop a problem statement for an identified area of educational need that is loosely based on an equity gap and causal factor analysis. Candidate's problem statement lacks practical focus and is only partially responsive to the needs of students.		2
Step 3 - Act		
Rubric 1.6	**Propose strategies responsive to the problem statement**	
Candidate describes strategies minimally with general reference to the equity gap analysis and problem statement; the school vision and goals; and the institutional and/or structural factors.		2
Rubric 1.7	**Apply feedback received**	
Candidate does not apply feedback to adjust or strengthen their proposed strategies. OR Candidate states plans to communicate the proposed strategies with little explanation of steps for buy-in from stakeholders. OR Candidate does not identify anticipated implications for proposed strategies.		1

CalAPA California Administrator Performance Assessment

Assessment Results Report

CALAPA USERxxxx

Social Security Number: XXX-X0-0000

Step 4 - Reflect

Rubric 1.8	Reflect on ability to provide equity-drive leadership	
Candidate's reflection is irrelevant to the equity gap analysis and causal factors. Proposed strategies are not mentioned or aligned with the vision or equity goals. Feedback is not applied and the importance of stakeholder buy-in is not discussed in the reflection.		1
	Cycle 1 Total Score	**16**

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Assessment Results Report

CALAPA USERxxxx
123 Example Lane
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Social Security Number: XXX-X0-0000
Submission Deadline: 03/21/2019
Reporting Date: 04/11/2019

Your assessment results will be reported to the Commission on Teacher Credentialing and the following Commission-approved educator preparation program: Sample University

Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

Rubric Performance Summary

Cycle Step and Rubric		Rubric Score
Step 1 - Investigate		
Rubric 1.1	**Select and evaluate quantitative data sources**	
Candidate selects an area of interest, identifies some patterns and/or trends, and vaguely defines a focus area with minimal attention to school equity issues. Candidate superficially describes the relationship between their focus area, their data findings, and the school's vision and goals.		2
Rubric 1.2	**Collect and analyze relevant qualitative data sources**	
Candidate minimally connects the qualitative data collection strategy to the quantitative data findings. Candidate superficially addresses issues of equity.		2
Rubric 1.3	**Conduct an equity gap analysis**	
Candidate identifies an equity issue within a focus area based on minimal quantitative and/or qualitative data. Patterns and/or trends are not clear in the data analysis provided. Equity issues and educational needs at the school are not clear.		2
Step 2 - Plan		
Rubric 1.4	**Determine causal factors that contribute to equity gap(s)**	
Candidate identifies potential causal factors and minimally describes how they relate to equity gap analysis. Candidate attempts to draw connections between research and causal findings, but citations are not related to the equity gap. Candidate identifies areas of need that are superficially related to their causal factor analysis.		2
Rubric 1.5	**Use findings of the analysis to develop a problem statement**	
Candidate attempts to develop a problem statement for an identified area of educational need that is loosely based on an equity gap and causal factor analysis. Candidate's problem statement lacks practical focus and is only partially responsive to the needs of students.		2
Step 3 - Act		
Rubric 1.6	**Propose strategies responsive to the problem statement**	
Candidate describes strategies minimally with general reference to the equity gap analysis and problem statement; the school vision and goals; and the institutional and/or structural factors.		2
Rubric 1.7	**Apply feedback received**	
Candidate vaguely describes feedback and makes minimal or irrelevant adjustments to proposed strategies. Candidate briefly describes proposed strategies to address learning need, and it is not clear that stakeholders will have the opportunity to develop buy-in. Candidate suggests potential implications for proposed strategies that are not aligned with or are irrelevant to the learning need.		2

CalAPA California Administrator Performance Assessment

Assessment Results Report

CALAPA USERxxxx

Social Security Number: XXX-X0-0000

Step 4 - Reflect

Rubric 1.8	Reflect on ability to provide equity-drive leadership	
Candidate demonstrates minimal understanding of the contribution of structural and institutional factors to equity gaps at the school. Candidate's reflection demonstrates limited understanding of the role of an equity-driven leader to address structural and institutional factors that influence equity gaps. Candidate provides limited insight into the importance of stakeholder feedback and engagement in developing strategies for school improvement.		2
	Cycle 1 Total Score	**16**

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CalAPA California Administrator Performance Assessment

Assessment Results Report

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123 Example Lane
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Reporting Date: 04/11/2019

Your assessment results will be reported to the Commission on Teacher Credentialing and the following Commission-approved educator preparation program: Sample University

Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

Rubric Performance Summary

Cycle Step and Rubric		Rubric Score
Step 1 - Investigate		
Rubric 1.1	**Select and evaluate quantitative data sources**	
Candidate selects an area of interest, identifies some patterns and/or trends, and vaguely defines a focus area with minimal attention to school equity issues. Candidate superficially describes the relationship between their focus area, their data findings, and the school's vision and goals.		2
Rubric 1.2	**Collect and analyze relevant qualitative data sources**	
Candidate collects appropriate qualitative data that clearly connect to the equity issues surfaced in the quantitative data analysis. Candidate meaningfully connects trends and patterns found in both qualitative and quantitative data analyses that deepen their understanding of their focus area.		3
Rubric 1.3	**Conduct an equity gap analysis**	
Candidate identifies an equity issue within a focus area based on minimal quantitative and/or qualitative data. Patterns and/or trends are not clear in the data analysis provided. Equity issues and educational needs at the school are not clear.		2
Step 2 - Plan		
Rubric 1.4	**Determine causal factors that contribute to equity gap(s)**	
Candidate identifies potential causal factors and minimally describes how they relate to equity gap analysis. Candidate attempts to draw connections between research and causal findings, but citations are not related to the equity gap. Candidate identifies areas of need that are superficially related to their causal factor analysis.		2
Rubric 1.5	**Use findings of the analysis to develop a problem statement**	
Candidate attempts to develop a problem statement for an identified area of educational need that is loosely based on an equity gap and causal factor analysis. Candidate's problem statement lacks practical focus and is only partially responsive to the needs of students.		2
Step 3 - Act		
Rubric 1.6	**Propose strategies responsive to the problem statement**	
Candidate develops feasible strategies and provides evidence from the equity gap analysis and other evidence to demonstrate that their proposed approach for equitable school improvement is aligned with the school vision and goals.		3
Rubric 1.7	**Apply feedback received**	
Candidate applies feedback received to adjust or strengthen proposed strategies. Candidate provides relevant and appropriate next steps for creating buy-in and communicating with stakeholders to address the learning need and describes anticipated, realistic implications that may be encountered at the school related to implementation of proposed strategies.		3

CalAPA California Administrator Performance Assessment

Assessment Results Report

CALAPA USERxxxx

Social Security Number: XXX-X0-0000

Step 4 - Reflect

Rubric 1.8	Reflect on ability to provide equity-drive leadership	
Candidate demonstrates minimal understanding of the contribution of structural and institutional factors to equity gaps at the school. Candidate's reflection demonstrates limited understanding of the role of an equity-driven leader to address structural and institutional factors that influence equity gaps. Candidate provides limited insight into the importance of stakeholder feedback and engagement in developing strategies for school improvement.		2
	Cycle 1 Total Score	**19**

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CalAPA California Administrator Performance Assessment

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Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

Rubric Performance Summary

Cycle Step and Rubric		Rubric Score
Step 1 - Investigate		
Rubric 1.1	**Select and evaluate quantitative data sources**	
All of Level 3, plus: Candidate's investigation and evaluation of quantitative data focuses on priority student group differences.		4
Rubric 1.2	**Collect and analyze relevant qualitative data sources**	
Candidate collects appropriate qualitative data that clearly connect to the equity issues surfaced in the quantitative data analysis. Candidate meaningfully connects trends and patterns found in both qualitative and quantitative data analyses that deepen their understanding of their focus area.		3
Rubric 1.3	**Conduct an equity gap analysis**	
Candidate identifies an equity issue within a focus area based on minimal quantitative and/or qualitative data. Patterns and/or trends are not clear in the data analysis provided. Equity issues and educational needs at the school are not clear.		2
Step 2 - Plan		
Rubric 1.4	**Determine causal factors that contribute to equity gap(s)**	
Candidate explains how causal factors, including institutional and/or structural factors, contribute to equity gap(s) in the focus area affecting student groups . Candidate cites relevant research to support causal factors as they relate to the school and to priority student groups in the focus area. Candidate identifies areas of need at the school that clearly draw from their causal factor analysis.		3
Rubric 1.5	**Use findings of the analysis to develop a problem statement**	
Candidate attempts to develop a problem statement for an identified area of educational need that is loosely based on an equity gap and causal factor analysis. Candidate's problem statement lacks practical focus and is only partially responsive to the needs of students.		2
Step 3 - Act		
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CalAPA California Administrator Performance Assessment

Assessment Results Report

CALAPA USERxxxx

Social Security Number: XXX-X0-0000

Step 4 - Reflect

Rubric 1.8	Reflect on ability to provide equity-drive leadership	
Candidate's reflection is irrelevant to the equity gap analysis and causal factors. Proposed strategies are not mentioned or aligned with the vision or equity goals. Feedback is not applied and the importance of stakeholder buy-in is not discussed in the reflection.		1
	Cycle 1 Total Score	**19**

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Assessment Results Report

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Retaking CalAPA

Refer to the Get Results/Retake Assessments page on the program website at www.ctcexams.nesinc.com for registration and submission requirements for retaking CalAPA.

Condition Codes

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CalAPA California Administrator Performance Assessment

Assessment Results Report

CALAPA USERxxxx
123 Example Lane
Example CA 12345

Social Security Number: XXX-X0-0000
Submission Deadline: 05/16/2019
Reporting Date: 06/06/2019

Your assessment results will be reported to the Commission on Teacher Credentialing and the following Commission-approved educator preparation program: Sample University

Leadership Cycle 2: Facilitating Communities of Practice

Rubric Performance Summary

Cycle Step and Rubric	Rubric Score
Step 1 - Investigate	
Rubric 2.1 **Describe and analyze current practices of professional learning**	
Candidate briefly describes professional collaboration practices with minimal analysis of the role and scope of these practices at the school.	2
Rubric 2.2 **Select an area of educational focus**	
Candidate selects and minimally describes an area of educational focus loosely based on student data or school priorities or vision. Candidate lists group members and provides brief or irrelevant detail of their professional characteristics. Reasons for inclusion to participate in the community of practice are not clear.	2
Step 2 - Plan	
Rubric 2.3 **Work with the group to identify a problem of practice**	
Candidate describes a problem of practice with little reference to student learning and/or well-being, or it is not clear how the problem of practice is based on the selected area of educational focus. Candidate minimally involves the group in the identification of the problem of practice and does not seek consensus or establish buy-in from the group.	2
Rubric 2.4 **Work with the group to identify strategy**	
Candidate identifies a strategy that vaguely addresses the problem of practice. Candidate attempts to consult with the group to seek input and consensus, but is not successful. Candidate does not determine potential impact on student learning and/or well-being.	2
Step 3 - Act	
Rubric 2.5 **Facilitate group learning**	
Candidate facilitates the group meetings and provides evidence of establishing norms but not a process for using them with limited information on how the group makes decisions, respects diverse viewpoints, works collaboratively, or maintains focus and energy. Submitted agendas, minutes, or work products are not provided for all meetings.	2
Rubric 2.6 **Facilitate and support members in learning to implement strategy**	
Candidate minimally facilitates group learning about the evidence-based strategy during meetings with little or unspecific support for individual learning and implementation needs. Candidate collects or asks for feedback, but does not show evidence of use of results received from the group.	2
Step 4 - Reflect	
Rubric 2.7 **Use feedback to improve leadership skills**	
Candidate identifies strengths and areas for growth and cites group member feedback or other evidence of practice that provides a weak or vague connection to identify areas for improvement in their leadership skills.	2
Cycle 2 Total Score	**14**

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Leadership Cycle 2: Facilitating Communities of Practice

Rubric Performance Summary

Cycle Step and Rubric		Rubric Score
Step 1 - Investigate		
Rubric 2.1	**Describe and analyze current practices of professional learning**	
Candidate describes and analyzes the role and scope of current professional collaboration at the school, and how it relates to student learning and/or well-being.		3
Rubric 2.2	**Select an area of educational focus**	
Candidate selects and minimally describes an area of educational focus loosely based on student data or school priorities or vision. Candidate lists group members and provides brief or irrelevant detail of their professional characteristics. Reasons for inclusion to participate in the community of practice are not clear.		2
Step 2 - Plan		
Rubric 2.3	**Work with the group to identify a problem of practice**	
Candidate names a problem of practice not connected to student learning and/or well-being. OR Candidate provides no evidence that they sought input from the group.		1
Rubric 2.4	**Work with the group to identify strategy**	
Candidate identifies a strategy that vaguely addresses the problem of practice. Candidate attempts to consult with the group to seek input and consensus, but is not successful. Candidate does not determine potential impact on student learning and/or well-being.		2
Step 3 - Act		
Rubric 2.5	**Facilitate group learning**	
Candidate facilitates the group meetings and provides evidence of establishing norms but not a process for using them with limited information on how the group makes decisions, respects diverse viewpoints, works collaboratively, or maintains focus and energy. Submitted agendas, minutes, or work products are not provided for all meetings.		2
Rubric 2.6	**Facilitate and support members in learning to implement strategy**	
Candidate minimally facilitates group learning about the evidence-based strategy during meetings with little or unspecific support for individual learning and implementation needs. Candidate collects or asks for feedback, but does not show evidence of use of results received from the group.		2
Step 4 - Reflect		
Rubric 2.7	**Use feedback to improve leadership skills**	
Candidate identifies strengths and areas for growth and cites group member feedback or other evidence of practice that provides a weak or vague connection to identify areas for improvement in their leadership skills.		2
	Cycle 2 Total Score	**14**

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Leadership Cycle 2: Facilitating Communities of Practice

Rubric Performance Summary

Cycle Step and Rubric		Rubric Score
Step 1 - Investigate		
Rubric 2.1	**Describe and analyze current practices of professional learning**	
All of Level 3, plus: Candidate explains the relationship between different forms of professional collaboration at the school and how these practices have impacted student learning and/or well-being, providing evidence from observations, documentation, surveys, student work, and/or staff consultations.		4
Rubric 2.2	**Select an area of educational focus**	
Candidate selects an area of educational focus, citing data on student learning and/or well-being that corresponds to school priorities or vision. Candidate describes community of practice group members by demographic characteristics, current roles, assignments, and positional relationships, and provides clear reasons for inclusion in the group for each member in relation to the area of selected educational focus.		3
Step 2 - Plan		
Rubric 2.3	**Work with the group to identify a problem of practice**	
Candidate describes a problem of practice with little reference to student learning and/or well-being, or it is not clear how the problem of practice is based on the selected area of educational focus. Candidate minimally involves the group in the identification of the problem of practice and does not seek consensus or establish buy-in from the group.		2
Rubric 2.4	**Work with the group to identify strategy**	
Candidate identifies a strategy that vaguely addresses the problem of practice. Candidate attempts to consult with the group to seek input and consensus, but is not successful. Candidate does not determine potential impact on student learning and/or well-being.		2
Step 3 - Act		
Rubric 2.5	**Facilitate group learning**	
Candidate demonstrates a range of group facilitation skills that maintain group focus and energy during meetings (e.g., beginning, norm creation, consensus building, respect for diverse viewpoints, closure), as shown in the video clips and documented in agendas, minutes, and work products for all meetings.		3
Rubric 2.6	**Facilitate and support members in learning to implement strategy**	
Candidate minimally facilitates group learning about the evidence-based strategy during meetings with little or unspecific support for individual learning and implementation needs. Candidate collects or asks for feedback, but does not show evidence of use of results received from the group.		2

CalAPA California Administrator Performance Assessment

Assessment Results Report

CALAPA USERxxxx

Social Security Number: XXX-X0-0000

Step 4 - Reflect

Rubric 2.7	Use feedback to improve leadership skills	
Candidate identifies a strength or area for improvement with no or minimal supporting evidence based on the group's feedback or early impact and/or initial implementation results.		1
	Cycle 2 Total Score	**17**

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CalAPA California Administrator Performance Assessment

Assessment Results Report

Understanding Your CalAPA Assessment Results Report

Overview

Your CalAPA Assessment Results Report provides the results for the cycle(s) that you submitted for this reporting period. If you re-submitted a leadership cycle, your report includes the new results on that leadership cycle. Results are reported to the Commission on Teacher Credentialing and the Commission-approved administrator preparation program you selected during registration.

Cautions. Your CalAPA Assessment Results Report is for your records only. This assessment was not designed to compare your performance to that of other candidates.

Rubric Performance Summary

This section indicates the most recent results you have earned on the cycle(s) scored during this reporting period. For each rubric, this table provides a description of your performance, the score you earned, and the total cycle score (sum of scores across all rubrics). This information may help you identify your relative strengths and areas for improvement.

Performance description information is provided only for any cycles scored during this reporting period. If a condition code has been applied instead, the description provides information indicating the requirement not met. Please see “Condition Codes” below for more information.

Rubric Scores. Each rubric consists of from one to five performance levels, with a score of five (5) indicating high performance. For any rubric assigned a letter (e.g., “A1”) instead of a numeric value, some or all of the submission is deemed unscorable in accordance with the CalAPA Submission Requirements. As indicated in the CalAPA Submission Requirements, any cycle receiving a condition code will be unscorable and reported overall as “N/A” for Not Applicable. See “Condition Codes” below for more information.

Leadership Cycle Performance Summary

The Cycle Performance Summary indicates the cycle status and reporting date for all submitted and scored cycles and your overall CalAPA requirement status. For non-consequential candidates, cycle status will be reported as “Complete” for any cycle submitted. For consequential candidates, cycle status will be reported as “Pass” or “Did Not Pass” for any cycle submitted and scored. If you received a condition code for any rubric, the cycle in which that condition code was assigned will indicate “N/A” for Not Applicable. Please see “Condition Codes” below for more information. CalAPA Requirement Status indicates your status for the entire assessment and will be reported as “Requirement Not Yet Met” or “Requirement Met.” For information on non-consequential and consequential definitions and CalAPA credential requirements, please review Program Sponsor Alert (PSA) 18-01 at www.ctc.ca.gov/educator-prep/ps-alerts.

Retaking CalAPA

Refer to the Get Results/Retake Assessments page on the program website at www.ctcexams.nesinc.com for registration and submission requirements for retaking CalAPA.

Condition Codes

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CalAPA California Administrator Performance Assessment

Assessment Results Report

CALAPA USERxxxx
123 Example Lane
Example CA 12345

Social Security Number: XXX-X0-0000
Submission Deadline: 05/16/2019
Reporting Date: 06/06/2019

Your assessment results will be reported to the Commission on Teacher Credentialing and the following Commission-approved educator preparation program: Sample University

Leadership Cycle 3: Supporting Teacher Growth

Rubric Performance Summary

Cycle Step and Rubric		Rubric Score
Step 1 - Investigate		
Rubric 3.1	**Describe and analyze current role of teacher coaching**	
Candidate lists the teacher coaching, observation, and/or instructional feedback practices at the school, providing limited detail about the processes used. The purpose for conducting these processes is unclear. Candidate provides minimal description of how the volunteer teacher's professional experience influenced their choices about how to prepare for and conduct coaching and/or observation.		2
Step 2 - Plan		
Rubric 3.2	**Select CSTP element(s) and plan for observation**	
Candidate minimally involves the volunteer teacher in selection of CSTP element(s) or in the plan for the observation. Candidate and volunteer teacher broadly discuss classroom context, learning goals, and/or student assets and learning needs. It is not clear what aspects of instruction need to be the focus of the observation and a plan is not specified.		2
Step 3 - Act		
Rubric 3.3	**Recognize and document qualities of teaching practice**	
Candidate occasionally recognizes and documents observation evidence of teaching practice related to the selected CSTP elements. The majority of evidence collected is off-task and is not directly related to the selected CSTP elements. OR Candidate documents evidence that may be CSTP related, but evidence is vague and/or too general and may not inform the volunteer teacher about improving student learning of the lesson content or teaching practices in a specific, meaningful, or useful way to the teacher.		2
Rubric 3.4	**Foster a learning conversation in post-observation meeting**	
Candidate provides the volunteer teacher with minimal CSTP-focused evidence or feedback, with limited discussion of findings. Candidate vaguely connects observation evidence, lesson observation video, or quality of student work to volunteer teacher's strengths or areas for growth.		2
Rubric 3.5	**Facilitate next steps during the post-observation meeting**	
Candidate determines the volunteer teacher's next steps for professional growth with some basis in the observation evidence, lesson video, or student work during the post-observation meeting.		2
Step 4 - Reflect		
Rubric 3.6	**Analyze their support for teacher growth**	
Candidate generally and/or broadly describes strengths and/or areas for improvement in coaching and observation with cursory use of volunteer teacher's feedback and other evidence to demonstrate how they maintained a high standard of professional behavior, integrity, and/or equity.		2

CalAPA California Administrator Performance Assessment

Assessment Results Report

CALAPA USERxxxx

Social Security Number: XXX-X0-0000

Rubric 3.7	Reflect on role as school leader	
Candidate minimally describes an understanding of how instructional coaching and equitable leadership inform a continuous improvement mindset. Candidate suggests next steps but is not clear about why these steps should be recommended to support the volunteer teacher's development.		2
	Cycle 3 Total Score	**14**

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Leadership Cycle 3: Supporting Teacher Growth

Rubric Performance Summary

Cycle Step and Rubric		Rubric Score
Step 1 - Investigate		
Rubric 3.1	**Describe and analyze current role of teacher coaching**	
Candidate describes and analyzes the current role of teacher coaching, observation, and instructional feedback, including the purpose and intended goals of the practices. Candidate describes plans for and implications of each step of the teacher coaching cycle and observation based on the volunteer teacher's professional experience, current teaching assignment, and past experience in relation to coaching.		3
Step 2 - Plan		
Rubric 3.2	**Select CSTP element(s) and plan for observation**	
Candidate directs the pre-observation meeting with minimal attention to the volunteer teacher's preferences regarding the focus of the observation and selection of the CSTP element(s). Learning goals, context, and student assets and learning needs are not discussed.		1
Step 3 - Act		
Rubric 3.3	**Recognize and document qualities of teaching practice**	
Candidate occasionally recognizes and documents observation evidence of teaching practice related to the selected CSTP elements. The majority of evidence collected is off-task and is not directly related to the selected CSTP elements. OR Candidate documents evidence that may be CSTP related, but evidence is vague and/or too general and may not inform the volunteer teacher about improving student learning of the lesson content or teaching practices in a specific, meaningful, or useful way to the teacher.		2
Rubric 3.4	**Foster a learning conversation in post-observation meeting**	
Candidate provides the volunteer teacher with minimal CSTP-focused evidence or feedback, with limited discussion of findings. Candidate vaguely connects observation evidence, lesson observation video, or quality of student work to volunteer teacher's strengths or areas for growth.		2
Rubric 3.5	**Facilitate next steps during the post-observation meeting**	
Candidate determines the volunteer teacher's next steps for professional growth with some basis in the observation evidence, lesson video, or student work during the post-observation meeting.		2
Step 4 - Reflect		
Rubric 3.6	**Analyze their support for teacher growth**	
Candidate generally and/or broadly describes strengths and/or areas for improvement in coaching and observation with cursory use of volunteer teacher's feedback and other evidence to demonstrate how they maintained a high standard of professional behavior, integrity, and/or equity.		2

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Rubric 3.7	Reflect on role as school leader	
Candidate minimally describes an understanding of how instructional coaching and equitable leadership inform a continuous improvement mindset. Candidate suggests next steps but is not clear about why these steps should be recommended to support the volunteer teacher's development.		2
	Cycle 3 Total Score	**14**

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Leadership Cycle 3: Supporting Teacher Growth

Rubric Performance Summary

Cycle Step and Rubric		Rubric Score
Step 1 - Investigate		
Rubric 3.1	**Describe and analyze current role of teacher coaching**	
All of Level 3, plus: Candidate explains how the teacher coaching, observation, and instructional feedback practices are differentiated among teachers at the school and function to improve student achievement and/or well-being. Candidate describes how teachers participate in the selection and purpose of the instructional feedback practices to meet the unique needs of the teachers, build trust, and create rapport.		4
Step 2 - Plan		
Rubric 3.2	**Select CSTP element(s) and plan for observation**	
Candidate engages the volunteer teacher in a detailed pre-observation discussion about the classroom context, student assets and learning needs, and content-specific learning goals. Candidate confers with the teacher to select CSTP element(s) and evidence to be collected, and to establish a clear plan for the observation.		3
Step 3 - Act		
Rubric 3.3	**Recognize and document qualities of teaching practice**	
Candidate accurately recognizes and documents essential teaching practices related to the selected CSTP element(s) and content-specific student learning goals for the lesson, using an observation tool or evidence collection process that is clearly aligned to the CSTP element(s).		3
Rubric 3.4	**Foster a learning conversation in post-observation meeting**	
Candidate provides the volunteer teacher with minimal CSTP-focused evidence or feedback, with limited discussion of findings. Candidate vaguely connects observation evidence, lesson observation video, or quality of student work to volunteer teacher's strengths or areas for growth.		2
Rubric 3.5	**Facilitate next steps during the post-observation meeting**	
Candidate determines the volunteer teacher's next steps for professional growth with some basis in the observation evidence, lesson video, or student work during the post-observation meeting.		2
Step 4 - Reflect		
Rubric 3.6	**Analyze their support for teacher growth**	
Candidate generally and/or broadly describes strengths and/or areas for improvement in coaching and observation with cursory use of volunteer teacher's feedback and other evidence to demonstrate how they maintained a high standard of professional behavior, integrity, and/or equity.		2

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Social Security Number: XXX-X0-0000

Rubric 3.7	**Reflect on role as school leader**
Candidate does not demonstrate an awareness of the connection between equitable leadership and instructional coaching. OR Candidate does not provide next steps for the volunteer teacher's development.	1
Cycle 3 Total Score	**17**

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Rubric Performance Summary

Cycle Step and Rubric		Rubric Score
Step 1 - Investigate		
Rubric 3.1	**Describe and analyze current role of teacher coaching**	
Candidate describes and analyzes the current role of teacher coaching, observation, and instructional feedback, including the purpose and intended goals of the practices. Candidate describes plans for and implications of each step of the teacher coaching cycle and observation based on the volunteer teacher's professional experience, current teaching assignment, and past experience in relation to coaching.		3
Step 2 - Plan		
Rubric 3.2	**Select CSTP element(s) and plan for observation**	
Candidate engages the volunteer teacher in a detailed pre-observation discussion about the classroom context, student assets and learning needs, and content-specific learning goals. Candidate confers with the teacher to select CSTP element(s) and evidence to be collected, and to establish a clear plan for the observation.		3
Step 3 - Act		
Rubric 3.3	**Recognize and document qualities of teaching practice**	
Candidate occasionally recognizes and documents observation evidence of teaching practice related to the selected CSTP elements. The majority of evidence collected is off-task and is not directly related to the selected CSTP elements. OR Candidate documents evidence that may be CSTP related, but evidence is vague and/or too general and may not inform the volunteer teacher about improving student learning of the lesson content or teaching practices in a specific, meaningful, or useful way to the teacher.		2
Rubric 3.4	**Foster a learning conversation in post-observation meeting**	
Candidate provides the volunteer teacher with minimal CSTP-focused evidence or feedback, with limited discussion of findings. Candidate vaguely connects observation evidence, lesson observation video, or quality of student work to volunteer teacher's strengths or areas for growth.		2
Rubric 3.5	**Facilitate next steps during the post-observation meeting**	
Candidate engages the volunteer teacher in a two-way conversation to identify next steps and related resources for professional learning and growth that are clearly based on the CSTP-related evidence including observation feedback, lesson video, and/or student work.		3
Step 4 - Reflect		
Rubric 3.6	**Analyze their support for teacher growth**	
Candidate generally and/or broadly describes strengths and/or areas for improvement in coaching and observation with cursory use of volunteer teacher's feedback and other evidence to demonstrate how they maintained a high standard of professional behavior, integrity, and/or equity.		2

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Rubric 3.7	**Reflect on role as school leader**
Candidate minimally describes an understanding of how instructional coaching and equitable leadership inform a continuous improvement mindset. Candidate suggests next steps but is not clear about why these steps should be recommended to support the volunteer teacher's development.	2
Cycle 3 Total Score	**17**

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Step 1 Rubrics

Rubric 1.1 — Step 1: Investigate

Essential Question: Based on the selected area of interest, how does the candidate select and evaluate quantitative data sources across three years, identify patterns and/or trends related to equity, and relate the analysis to the school's vision and goals?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate selects an area of interest that is not supported by presented data. **OR** Candidate does not accurately identify patterns or trends related to school equity issues. **OR** Candidate does not relate their analysis to the school vision and goals.	Candidate selects an area of interest, identifies some patterns and/or trends, and vaguely defines a focus area with minimal attention to school equity issues. Candidate superficially describes the relationship between their focus area, their data findings, and the school's vision and goals.	Candidate selects an area of interest and evaluates quantitative data across three years, identifying general patterns and/or trends related to school equity. Data analysis supports selection of a focus area for further investigation. Candidate analyzes the relationship between their focus area, their data findings, and the school's vision and goals.	**All of Level 3, plus:** Candidate's investigation and evaluation of quantitative data focuses on priority student group differences.	**All of Levels 3 and 4, plus:** Candidate cites relevant research that supports patterns and/or trends related to equity as found in their evaluation of the quantitative data.

CAPE Standard 1; Elements 1A, 1C

Primary Source of Evidence:

- Written Narrative: Data Collection, Summary, and Equity Gap Analysis

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Rubric 1.2 — Step 1: Investigate

Essential Question: How does the candidate collect and analyze relevant qualitative data and explain their relation to quantitative data findings and equity issues?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate provides no or irrelevant information about the connection between qualitative and quantitative data. **OR** Candidate does not address issues of equity.	Candidate minimally connects the qualitative data collection strategy to the quantitative data findings. Candidate superficially addresses issues of equity.	Candidate collects appropriate qualitative data that clearly connect to the equity issues surfaced in the quantitative data analysis. Candidate meaningfully connects trends and patterns found in both qualitative and quantitative data analyses that deepen their understanding of their focus area.	**All of Level 3, plus:** Candidate provides a comprehensive analysis of the relationship between their findings and the school's vision and equity goals.	**All of Levels 3 & 4, plus:** Candidate's qualitative data collection strategy is responsive to the complex context in which they are working and demonstrates cultural sensitivity and an appreciation for diverse viewpoints.

CAPE Standard 1; Elements 1A, 1C

CAPE Standard 3; Element 3B

Primary Source of Evidence:

- Written Narrative: Data Collection, Summary, and Equity Gap Analysis

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Rubric 1.3 — Step 1: Investigate

Essential Question: How does the candidate conduct an equity gap analysis to inform their understanding of the equity issues and educational needs at the school?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies an equity issue within a focus area with little or no evidence of quantitative or qualitative data analysis.	Candidate identifies an equity issue within a focus area based on minimal quantitative and/or qualitative data. Patterns and/or trends are not clear in the data analysis provided. Equity issues and educational needs at the school are not clear.	Candidate defines an equity gap(s), presenting quantitative and qualitative data analysis evidence of the patterns and/or trends in this gap within a focus area at the school. Analysis provides an understanding of the equity issues and educational needs at the school.	**All of Level 3, plus:** Candidate provides a detailed description of equity gap(s) for priority student groups, presenting analyses of the identified gap(s).	**All of Levels 3 & 4, plus:** Candidate cites relevant research to support findings in data analysis, summary, and equity gap analysis.

CAPE Standard 1; Elements 1A, 1C

CAPE Standard 3; Elements 3B, 3C

Primary Source of Evidence:

- Written Narrative: Data Collection, Summary, and Equity Gap Analysis

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Step 2 Rubrics

Rubric 1.4 — Step 2: Plan

Essential Question: How does the candidate determine causal factors, including institutional and/or structural factors, that contribute to the identified equity gap(s) affecting student groups and cites the research supporting their determination?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies causal factors that are superficial or irrelevant to the equity gap analysis. **OR** Candidate does not cite research. **OR** Candidate identifies areas of need that are unrelated to their causal factor analysis.	Candidate identifies potential causal factors and minimally describes how they relate to equity gap analysis. Candidate attempts to draw connections between research and causal findings, but citations are not related to the equity gap. Candidate identifies areas of need that are superficially related to their causal factor analysis.	Candidate explains how causal factors, including institutional and/or structural factors, contribute to equity gap(s) in the focus area affecting student groups. Candidate cites relevant research to support causal factors as they relate to the school and to priority student groups in the focus area. Candidate identifies areas of need at the school that clearly draw from their causal factor analysis.	**All of Level 3, plus:** Candidate explains in detail with supporting evidence how several causal factors can contribute to equity differences for priority student groups in the focus area at the school.	**All of Levels 3 & 4, plus:** Candidate demonstrates a sophisticated, research-based understanding of the systemic, institutional, or structural causes of equity gaps and identifies relevant and actionable areas of need that if addressed would likely improve conditions for student success and well-being.

CAPE Standard 1; Element 1A

CAPE Standard 2; Element 2A

CAPE Standard 3; Element 3C

Primary Source of Evidence:

- Written Narrative: Potential Causes and Problem Statement

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Rubric 1.5 — Step 2: Plan

Essential Question: How does the candidate use the equity gap analysis and identification of potential causal factors to develop an actionable problem statement related to student achievement and/or well-being?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies a problem that will be the focus for planning for school improvement with little evidence of an equity gap and causal factor analysis. Candidate's problem statement suggests a course of action that is not workable given the context of or vision for equity at the school.	Candidate attempts to develop a problem statement for an identified area of educational need that is loosely based on an equity gap and causal factor analysis. Candidate's problem statement lacks practical focus and is only partially responsive to the needs of students.	Candidate defines an actionable problem statement for an area of educational need to support student achievement and/or well-being that clearly draws from the equity gap analysis and potential causal factors identified. The candidate's problem statement is feasible and responsive to the needs of students, and supports or informs the vision and equity goals of the school.	**All of Level 3, plus:** Candidate provides a well-developed problem statement for an identified area of educational need that includes detailed evidence of the scope of the problem for specific student group(s).	**All of Levels 3 & 4, plus:** Candidate cites relevant evidence-based practices or research on how the identified area of educational need has been addressed in other school settings as the basis for student achievement and/or well-being.

CAPE Standard 1; Elements 1A, 1C

CAPE Standard 5; Element 5B

Primary Source of Evidence:

- Written Narrative: Potential Causes and Problem Statement

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Step 3 Rubrics

Rubric 1.6 — Step 3: Act

Essential Question: Are the strategies proposed for equitable school improvement well informed by the findings of the equity gap analysis and causal factors, and responsive to the problem statement?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies a strategy for the selected area of interest with little qualitative and quantitative evidence and with limited attention to the school vision and goals, or institutional and/or structural factors.	Candidate describes strategies minimally with general reference to the equity gap analysis and problem statement; the school vision and goals; and the institutional and/or structural factors.	Candidate develops feasible strategies and provides evidence from the equity gap analysis and other evidence to demonstrate that their proposed approach for equitable school improvement is aligned with the school vision and goals.	**All of Level 3 plus:** Candidate provides multiple, relevant strategies that strategically focus on equitable school improvement for specific priority student groups. Candidate's strategies represent a comprehensive and contextually responsive approach to addressing the identified problem or need that respects all educators and students.	**All of Levels 3 & 4, plus:** Candidate provides detailed research-based evidence of the relevance of the proposed strategies and their implementation for improving student learning and/or well-being for the specific student groups.

CAPE Standard 1; Element 1A

CAPE Standard 3; Element 3C

CAPE Standard 5; Element 5B

Primary Source of Evidence:

- Written Narrative: Planning for School Improvement and Promoting Equity

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Rubric 1.7 — Step 3: Act

Essential Question: How does the candidate apply the feedback received from their supervisor or other key stakeholder(s) familiar with the school context and describe next steps for creating buy-in and potential implications for the proposed set of strategies?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not apply feedback to adjust or strengthen their proposed strategies. **OR** Candidate states plans to communicate the proposed strategies with little explanation of steps for buy-in from stakeholders. **OR** Candidate does not identify anticipated implications for proposed strategies.	Candidate vaguely describes feedback and makes minimal or irrelevant adjustments to proposed strategies. Candidate briefly describes proposed strategies to address learning need, and it is not clear that stakeholders will have the opportunity to develop buy-in. Candidate suggests potential implications for proposed strategies that are not aligned with or are irrelevant to the learning need.	Candidate applies feedback received to adjust or strengthen proposed strategies. Candidate provides relevant and appropriate next steps for creating buy-in and communicating with stakeholders to address the learning need and describes anticipated, realistic implications that may be encountered at the school related to implementation of proposed strategies.	**All of Level 3, plus:** Candidate seeks additional rounds of feedback from other stakeholders on the revised plan to ensure they are proposing a workable/feasible set of proposed strategies. Candidate strategically plans to communicate and share the plan with a diverse range of key stakeholder groups.	**All of Levels 3 & 4, plus:** Candidate plans to coach stakeholders to examine and address potential biases that could impact student learning and/or well-being due to identified equity gaps, including those specifically related to sources of education disadvantage or discrimination, and is transparent about the potential underlying causal factors.

CAPE Standard 1; Elements 1B, 1C

CAPE Standard 2; Element 2A

CAPE Standard 3; Element 3C

CAPE Standard 5; Elements 5B, 5C

CAPE Standard 6; Elements 6A, 6B

Primary Source of Evidence:

- Written Narrative: Planning for School Improvement and Promoting Equity

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Step 4 Rubric

Rubric 1.8 — Step 4: Reflect

Essential Question: How does the candidate summarize what they have learned in Leadership Cycle 1 and connect that learning to their development as an equity-driven leader?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's reflection is irrelevant to the equity gap analysis and causal factors. Proposed strategies are not mentioned or aligned with the vision or equity goals. Feedback is not applied and the importance of stakeholder buy-in is not discussed in the reflection.	Candidate demonstrates minimal understanding of the contribution of structural and institutional factors to equity gaps at the school. Candidate's reflection demonstrates limited understanding of the role of an equity-driven leader to address structural and institutional factors that influence equity gaps. Candidate provides limited insight into the importance of stakeholder feedback and engagement in developing strategies for school improvement.	Candidate demonstrates understanding of the contribution of structural and institutional factors to equity gaps at the school and describes the role of an equity-driven leader to address these factors. Candidate describes the importance of seeking feedback on proposed strategies and in building stakeholder buy-in. Candidate draws from their work in Cycle 1 to identify their strengths and areas for further growth and development in equity-driven leadership.	**All of Level 3, plus:** Candidate's reflection demonstrates that they are aware of how the school context influences their ability to provide equity-driven leadership, and analyzes how equity gap analysis and underlying causal factors can impact conditions for student learning/well-being.	**All of Levels 3 & 4, plus:** Candidate's reflection identifies potential future equity leadership challenges at the school or for specific priority student groups and how to address these challenges collaboratively with other stakeholders.

CAPE Standard 5; Elements 5A, 5B

CAPE Standard 6; Element 6A

Primary Source of Evidence:

- Reflective Narrative (written or video)

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Step 1 Rubrics

Rubric 2.1 — Step 1: Investigate

Essential Question: How does the candidate describe and analyze current practices of professional collaboration at the school as it relates to student learning and/or well-being?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate lists or identifies professional collaboration practices at the school.	Candidate briefly describes professional collaboration practices with minimal analysis of the role and scope of these practices at the school.	Candidate describes and analyzes the role and scope of current professional collaboration at the school, and how it relates to student learning and/or well-being.	**All of Level 3, plus:** Candidate explains the relationship between different forms of professional collaboration at the school and how these practices have impacted student learning and/or well-being, providing evidence from observations, documentation, surveys, student work, and/or staff consultations.	**All of Levels 3 & 4, plus:** Candidate critiques professional collaboration at the school, citing evidence-based adult learning processes and/or research that supports or refutes the practices and outlines implications for facilitating a community of practice at the school.

CAPE Standard 2; Elements 2A, 2B, 2C, 2D

Primary Source of Evidence:

- Written Narrative: Professional Learning Context, Area of Educational Focus, and Community of Practice

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Rubric 2.2 — Step 1: Investigate

Essential Question: How does the candidate select an area of educational focus based on student data and identify a group of educators to participate in a community of practice about student learning and/or well-being that corresponds to school priorities or vision?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies an area of educational focus that is not based on student data, or school priorities or vision. **OR** Candidate provides little detail about professional characteristics and/or does not provide reasons for member identification to participate in the community of practice.	Candidate selects and minimally describes an area of educational focus loosely based on student data or school priorities or vision. Candidate lists group members and provides brief or irrelevant detail of their professional characteristics. Reasons for inclusion to participate in the community of practice are not clear.	Candidate selects an area of educational focus, citing data on student learning and/or well-being that corresponds to school priorities or vision. Candidate describes community of practice group members by demographic characteristics, current roles, assignments, and positional relationships, and provides clear reasons for inclusion in the group for each member in relation to the area of selected educational focus.	**All of Level 3, plus:** Candidate articulates how the work of the group is likely to advance conditions for student learning and/or well-being, addressing school priorities or vision.	**All of Levels 3 & 4, plus:** Candidate includes a broad range of members in the community of practice to ensure diverse viewpoints are represented and respected, leading to supports for all students to learn and/or to experience a positive sense of well-being that clearly corresponds to school priorities or vision.

CAPE Standard 1; Element 1C

CAPE Standard 2; Element 2C

Primary Source of Evidence:

- Written Narrative: Professional Learning Context, Area of Educational Focus, and Community of Practice

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Step 2 Rubrics

Rubric 2.3 — Step 2: Plan

Essential Question: Based on the selected area of educational focus, how does the candidate work with the group to identify a problem of practice related to student learning and/or well-being?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate names a problem of practice not connected to student learning and/or well-being. **OR** Candidate provides no evidence that they sought input from the group.	Candidate describes a problem of practice with little reference to student learning and/or well-being, or it is not clear how the problem of practice is based on the selected area of educational focus. Candidate minimally involves the group in the identification of the problem of practice and does not seek consensus or establish buy-in from the group.	Based on the selected area of educational focus, the candidate works with the group to identify the problem of practice in relation to student learning and/or well-being, based on student data. Candidate explains how they facilitated the group's process in analyzing student data and consensually selecting a problem of practice, building ownership and buy-in from members of the group.	**All of Level 3, plus:** Candidate differentiates the academic performance for student groups and/or issue of well-being, providing supporting student data/evidence and explains how they facilitated the group to address these differences in defining the problem of practice.	**All of Levels 3 & 4, plus:** Candidate explains how they co-facilitated the collaborative process with the group members to analyze student data/ evidence, respected diverse viewpoints of the group, and co-identified the problem of practice.

CAPE Standard 1; Element 1C

CAPE Standard 2; Elements 2A, 2D

CAPE Standard 5; Elements 5B, 5C

Primary Source of Evidence:

- Written Narrative: Problem of Practice Description and Strategy

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Rubric 2.4 — Step 2: Plan

Essential Question: How does the candidate work with the group to identify and monitor an evidence-based strategy that addresses the problem of practice based on student learning and/or well-being?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies a strategy with little connection to the problem of practice and does not provide evidence of consulting the group for input or consensus.	Candidate identifies a strategy that vaguely addresses the problem of practice. Candidate attempts to consult with the group to seek input and consensus, but is not successful. Candidate does not determine potential impact on student learning and/or well-being.	Candidate facilitation of the group allowed the group to fully consider and decide on an evidence-based strategy to address the problem of practice. Candidate effectively leads the group to consider the relevance and feasibility of the selected strategy and its potential impact on student learning and/or well-being.	**All of Level 3, plus:** Candidate describes in detail how they facilitated the group in determining that the evidence-based strategy will improve student learning and/or well-being across specific student groups.	**All of Levels 3 & 4, plus:** Candidate describes in detail how they co-facilitated the group and describes how the group determined process for monitoring impact of the strategy on student learning and/or well-being for the whole school, grade level, and/or specific student groups.

CAPE Standard 2; Elements 2A, 2C

CAPE Standard 3; Element 3C

CAPE Standard 5; Element 5B

Primary Source of Evidence:

- Written Narrative: Problem of Practice Description and Strategy

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Step 3 Rubrics

Rubric 2.5 — Step 3: Act

Essential Question: How does the candidate facilitate group learning, including establishing and using norms, documenting group decisions, facilitating collaborative process (group consensus, feedback, and progress), supporting diverse viewpoints, and maintaining focus and energy?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate participation in the group meetings is evident in the video clips, but few facilitation skills are demonstrated, **OR** submitted agendas, minutes, or work products are not provided or are not representative of the meetings.	Candidate facilitates the group meetings and provides evidence of establishing norms but not a process for using them with limited information on how the group makes decisions, respects diverse viewpoints, works collaboratively, or maintains focus and energy. Submitted agendas, minutes, or work products are not provided for all meetings.	Candidate demonstrates a range of group facilitation skills that maintain group focus and energy during meetings (e.g., beginning, norm creation, consensus building, respect for diverse viewpoints, closure), as shown in the video clips and documented in agendas, minutes, and work products for all meetings.	**All of Level 3, plus:** Candidate demonstrates consistent facilitation skills across meetings that are responsive to both individuals and the group, resulting in a climate of trust, mutual respect, and honest communication.	**All of Levels 3 & 4, plus:** Candidate co-facilitates the group and describes how group member leadership was fostered and supported throughout the meetings as shown in the video clips and documented in the agendas, minutes, and work products.

CAPE Standard 2; Element 2C

CAPE Standard 3; Element 3C

CAPE Standard 5; Element 5B

Primary Sources of Evidence:

- Agendas and Minutes for Group Meetings
- Key Collaborative Work Products
- 3 Annotated Video Clips

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Rubric 2.6 — Step 3: Act

Essential Question: How does the candidate facilitate group meetings and support members, individually and as a group, in learning to implement the evidence-based strategy and use feedback from members to help inform the learning process?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not support group learning and implementation of the evidence-based strategy to address student learning needs and/or well-being and does not ask for or collect feedback from the group.	Candidate minimally facilitates group learning about the evidence-based strategy during meetings with little or unspecific support for individual learning and implementation needs. Candidate collects or asks for feedback, but does not show evidence of use of results received from the group.	Candidate facilitates meetings for the group to learn how to implement the evidence-based strategy, checking for understanding during meetings and seeking feedback from group members. Candidate supports both individual and group learning during implementation of strategy, using feedback from the group to inform the learning process.	**All of Level 3, plus:** Candidate addresses feedback received from the group to inform the learning process within and between meetings, and identifies challenges encountered.	**All of Level 4, plus:** Candidate consistently seeks feedback from the group at meetings and addresses challenges encountered, facilitating the group to propose and act on potential solutions to implement the strategy.

CAPE Standard 1; Element 1B

CAPE Standard 2; Elements 2A, 2C

Primary Sources of Evidence:

- Agendas and Minutes for Group Meetings
- Key Collaborative Work Products
- 3 Annotated Video Clips

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Step 4 Rubric

Rubric 2.7 — Step 4: Reflect

Essential Question: How does the candidate use feedback and initial results to improve their leadership skills and practices to facilitate a community of practice?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies a strength or area for improvement with no or minimal supporting evidence based on the group's feedback or early impact and/or initial implementation results.	Candidate identifies strengths and areas for growth and cites group member feedback or other evidence of practice that provides a weak or vague connection to identify areas for improvement in their leadership skills.	Candidate identifies strengths and areas for growth in how to facilitate a community of learners to address a problem of practice, using group member feedback, early impact and/or initial implementation results, or other evidence of practice.	**All of Level 3, plus:** Candidate cites specific examples from their evidence collected to illustrate how they maintained professionalism, integrity, and equity consistently throughout the group learning process and in response to the school's context.	**All of Levels 3 & 4, plus:** Candidate draws on evidence-based professional practices and research related to leadership development, adult learning, and group facilitation in analyzing their own practices and leadership growth throughout the cycle steps.

CAPE Standard 2; Element 2C

CAPE Standard 5; Elements 5A, 5B

Primary Source of Evidence:

- Reflective Narrative (written or video)

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Step 1 Rubric

Rubric 3.1 — Step 1: Investigate

Essential Question: How does the candidate describe and analyze the current role of teacher coaching, observation practices, and/or instructional feedback at the school, and explain the implications for their approach to conducting a coaching cycle?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies the teacher coaching, observation, and/or instruction feedback practices at the school with no explanation of the purpose or processes. Candidate outlines a plan for the coaching cycle with little or no details about implications for their approach.	Candidate lists the teacher coaching, observation, and/or instructional feedback practices at the school, providing limited detail about the processes used. The purpose for conducting these processes is unclear. Candidate provides minimal description of how the volunteer teacher's professional experience influenced their choices about how to prepare for and conduct coaching and/or observation.	Candidate describes and analyzes the current role of teacher coaching, observation, and instructional feedback, including the purpose and intended goals of the practices. Candidate describes plans for and implications of each step of the teacher coaching cycle and observation based on the volunteer teacher's professional experience, current teaching assignment, and past experience in relation to coaching.	**All of Level 3, plus:** Candidate explains how the teacher coaching, observation, and instructional feedback practices are differentiated among teachers at the school and function to improve student achievement and/or well-being. Candidate describes how teachers participate in the selection and purpose of the instructional feedback practices to meet the unique needs of the teachers, build trust, and create rapport.	**All of Levels 3 & 4, plus:** Candidate discusses relevant evidence-based practices and/or adult learning theory to explain how school practices of teacher coaching, observation, and instructional feedback support ongoing teacher development.

CAPE Standard 2; Elements 2A, 2B, 2C, 2D

CAPE Standard 3; Element 3C

CAPE Standard 5; Element 5B

Primary Source of Evidence:

- Written Narrative: Context for Coaching Cycle and Volunteer Teacher

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Step 2 Rubric

Rubric 3.2 — Step 2: Plan

Essential Question: How does the candidate work with the volunteer teacher to understand the learning goals, classroom context, and student assets and learning needs; to select CSTP element(s), including data to be collected; and to plan for the observation?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate directs the pre-observation meeting with minimal attention to the volunteer teacher's preferences regarding the focus of the observation and selection of the CSTP element(s). Learning goals, context, and student assets and learning needs are not discussed.	Candidate minimally involves the volunteer teacher in selection of CSTP element(s) or in the plan for the observation. Candidate and volunteer teacher broadly discuss classroom context, learning goals, and/or student assets and learning needs. It is not clear what aspects of instruction need to be the focus of the observation and a plan is not specified.	Candidate engages the volunteer teacher in a detailed pre-observation discussion about the classroom context, student assets and learning needs, and content-specific learning goals. Candidate confers with the teacher to select CSTP element(s) and evidence to be collected, and to establish a clear plan for the observation.	**All of Level 3, plus:** Candidate and volunteer teacher examine and discuss the relationship between the classroom context, teacher self-assessment of instructional needs, challenges, and student assets and learning needs. Based on the shared understanding, they co-select and agree on relevant CSTP element(s) and agree on evidence to be collected.	**All of Levels 3 & 4, plus:** Candidate uses deliberate questioning strategies to facilitate and engage in a two-way discussion with the volunteer teacher. Candidate is able to re-direct the conversation to stay on task and confirms the purpose and goals of the coaching cycle and observation.

CAPE Standard 2; Elements 2A, 2B, 2C, 2D

CAPE Standard 5; Element 5C

Primary Sources of Evidence:

- Written Narrative: Classroom Context, Lesson, and Observation
- 2 Annotated Video Clips of the Pre-Observation Meeting

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Step 3 Rubrics

Rubric 3.3 — Step 3: Act

Essential Question: How does the candidate recognize and document qualities of teaching practice related to the selected CSTP element(s) and learning goals?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate inaccurately recognizes and documents observation evidence of the CSTP element(s) that are irrelevant, inaccurate, or misleading in regard to the observed teaching practice. Candidate provides no observation evidence related to student learning goals of the lesson.	Candidate occasionally recognizes and documents observation evidence of teaching practice related to the selected CSTP elements. The majority of evidence collected is off-task and is not directly related to the selected CSTP elements. **OR** Candidate documents evidence that may be CSTP related, but evidence is vague and/or too general and may not inform the volunteer teacher about improving student learning of the lesson content or teaching practices in a specific, meaningful, or useful way to the teacher.	Candidate accurately recognizes and documents essential teaching practices related to the selected CSTP element(s) and content-specific student learning goals for the lesson, using an observation tool or evidence collection process that is clearly aligned to the CSTP element(s).	**All of Level 3, plus:** Candidate's observation evidence documented either a. missed teaching opportunities that would have supported students to meet the content-specific learning goals **OR** b. successful CSTP-related practices that the teacher did implement that positively impacted student learning during the lesson.	**All of Level 4, plus:** Candidate documents how the teacher addresses whole class, small group, and individual student learning needs during the lesson and how they adapted or did not adapt their instruction to meet student needs as aligned to the learning goals of the lesson and the selected CSTP element(s).

CAPE Standard 2; Elements 2A, 2B, 2C, 2D

Primary Sources of Evidence:

- Volunteer Teacher's Lesson Plan and Learning Goals for the Class You Observed
- CSTP-Focused Notes from the Observation and/or Forms Used to Document the Observation Evidence
- Up to 5 Annotated Video Clip(s) of the Post-Observation Meeting

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Rubric 3.4 — Step 3: Act

Essential Question: How does the candidate foster a learning conversation in a post-observation meeting using CSTP-related observation evidence, lesson observation video, student work, or other related evidence with the volunteer teacher regarding strengths and area(s) for growth?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate provides inaccurate or irrelevant feedback to the volunteer teacher, making limited use of the observation and other collected evidence (e.g., lesson observation video, student work). **OR** No strengths or areas of growth for the volunteer teacher are discussed.	Candidate provides the volunteer teacher with minimal CSTP-focused evidence or feedback, with limited discussion of findings. Candidate vaguely connects observation evidence, lesson observation video, or quality of student work to volunteer teacher's strengths or areas for growth.	Candidate fosters a two-way conversation with the volunteer teacher, citing evidence of the CSTP-specific observation evidence, lesson observation video, student work, and/or other CSTP-related evidence to support feedback. Candidate respectfully, and in a supportive manner, identifies strengths and areas for growth based on gathered evidence.	**All of Level 3, plus:** Candidate and volunteer teacher together make connections between the pre-observation meeting considerations, the observation, CSTP-related evidence of teaching practice, and evidence of student learning of content. Candidate and volunteer teacher co-determine, based on evidence, strengths and areas for growth.	**All of Levels 3 & 4, plus:** Candidate cites and shares evidence-based instructional practices related to findings to support the feedback conversation. Candidate coaches volunteer teacher to reflect on how to address differentiated student needs given the learning goals.

CAPE Standard 2; Elements 2A, 2B, 2C, 2D

CAPE Standard 5; Element 5B

Primary Sources of Evidence:

- Volunteer Teacher's Lesson Plan and Learning Goals for the Class You Observed
- CSTP-Focused Notes from the Observation and/or Forms Used to Document the Observation Evidence
- Up to 5 Annotated Video Clips of the Post-Observation Meeting

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Rubric 3.5 — Step 3: Act

Essential Question: How does the candidate facilitate next steps for ongoing teacher learning and development through coaching during the post-observation meeting?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies a resource or possible professional learning activity or next steps with little relationship to the CSTP-related observation evidence or student work during the post-observation meeting.	Candidate determines the volunteer teacher's next steps for professional growth with some basis in the observation evidence, lesson video, or student work during the post-observation meeting.	Candidate engages the volunteer teacher in a two-way conversation to identify next steps and related resources for professional learning and growth that are clearly based on the CSTP-related evidence including observation feedback, lesson video, and/or student work.	**All of Level 3, plus:** Candidate and the volunteer teacher collaboratively plan next steps and identify resources for CSTP-related professional learning with specific attention to addressing differentiated student learning needs.	**All of Levels 3 & 4, plus:** Candidate provides specific evidenced-based resources to support the volunteer teacher's professional growth and engages the teacher in developing detailed next steps for professional learning and growth.

CAPE Standard 2; Elements 2A, 2B, 2C, 2D

CAPE Standard 5; Element 5B

Primary Sources of Evidence:

- Volunteer Teacher's Lesson Plan and Learning Goals for the Class You Observed
- CSTP-Focused Notes from the Observation and/or Forms Used to Document the Observation Evidence
- Up to 5 Annotated Video Clips of the Post-Observation Meeting

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Step 4 Rubrics

Rubric 3.6 — Step 4: Reflect

Essential Question: How does the candidate analyze their capacity to support the volunteer teacher's development based on the CSTP through the coaching and observation process, while maintaining a high standard of professionalism, integrity, and equity?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not describe their capacity to support teacher development through coaching or observation processes, and no evidence is provided about their level of professional behavior, integrity, or equity during the coaching and observation process.	Candidate generally and/or broadly describes strengths and/or areas for improvement in coaching and observation with cursory use of volunteer teacher's feedback and other evidence to demonstrate how they maintained a high standard of professional behavior, integrity, and/or equity.	Candidate analyzes coaching and observation strengths and identifies areas for self-improvement, clearly drawing on the volunteer teacher's feedback and other evidence gathered throughout the cycle. Candidate describes specific examples based on evidence of how they maintained a high standard of professional behavior, integrity, and equity during the coaching and observation process.	**All of Level 3, plus:** Candidate provides an extensive analysis of the volunteer teacher's feedback in relation to the coaching and observation abilities in planning and conducting the coaching cycle and discusses how they would change their approach to coaching to address the teacher's needs.	**All of Levels 3 & 4, plus:** Candidate cites evidence-based practices or research as they analyze their capacity to maintain a high standard of professional behavior, integrity, and equity and explain how these types of leadership skills and abilities support teacher development and/or adult learning.

CAPE Standard 5; Elements 5A, 5C

Primary Source of Evidence:

- Reflective Narrative (written or video)

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Rubric 3.7 — Step 4: Reflect

Essential Question: How does the candidate, informed by a continuous improvement mindset and focus on equitable leadership, reflect on their role as a school leader acting as an instructional coach, and determine next steps to support the volunteer teacher's development?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not demonstrate an awareness of the connection between equitable leadership and instructional coaching. **OR** Candidate does not provide next steps for the volunteer teacher's development.	Candidate minimally describes an understanding of how instructional coaching and equitable leadership inform a continuous improvement mindset. Candidate suggests next steps but is not clear about why these steps should be recommended to support the volunteer teacher's development.	The candidate, informed by a continuous improvement mindset and focus on equitable leadership, reflects on their role as a school leader acting as an instructional coach and explains the benefits of using coaching to support teacher development. Candidate clearly determines and describes next development steps for the volunteer teacher.	**All of Level 3, plus:** Candidate cites specific evidence from the cycle, drawing on the volunteer teacher's feedback and other collected evidence, to support their reflection and analysis of their capacity to be an equitable leader and an instructional coach and describes how these practices can lead to continuous improvement for the volunteer teacher and other teachers at the school.	**All of Levels 3 & 4, plus:** Candidate cites evidence-based practices or research that support instructional coaching and observation as a viable and equitable strategy to support teacher development.

CAPE Standard 2; Elements 2A, 2D

CAPE Standard 5; Elements 5A, 5C

Primary Source of Evidence:

- Reflective Narrative (written or video)

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CalAPA Descriptive Statistics

The following tables and figures provide statistical summaries based on candidates' CalAPA performance during the first administration year (2018-2019). These summaries include data reported in the 2018-2019 program year through June 6, 2019. All candidates submitting CalAPA Cycle 1, Cycle 2, or Cycle 3 are included in the summaries.

Complete Scores

The data and analyses presented here include only complete, scored first attempt submissions from the 2018-2019 program year through the June 6, 2019 reporting period.

Condition Codes

Submissions with *condition codes*, indicating a score cannot be assigned to a rubric, are not included. Examples of condition codes include, submissions where artifacts and evidence are not complete or video is not playable or audible.

Double-Scoring of Submissions

Some candidate submissions receive a second (or third) read by an additional independent scorer. A portion of submissions are double-scored for reliability analyses. In some cases submissions are scored by a third scorer – a Lead Assessor, which is a routine element of operational scoring. Scores used in these analyses are the scores as reported to the candidates, including any resolution, adjudication, or double scoring.

Small Sample Sizes - Demographic Subgroups

Data for subgroups with fewer than 15 submissions are not reported in tables that provide demographic summaries.

Note About Sample Interpretation

Because these data represent a sample of CalAPA candidates (i.e., those submitting at least one cycle in 2018-2019), we cannot generalize from these results to the entire population of teacher candidates not taking CalAPA during this period, or to those taking CalAPA in the future.

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7	Cycle 3 Rubric, Task, and Total Score – Descriptive Statistics
8	Cycle 3 Rubric Scores Assigned
9	Cycle 3 Demographics with Total Score Descriptive Statistics

Figure Number	Figure Description
1	Frequency Distribution of CalAPA Cycle 1 Scores
2	Frequency Distribution of CalAPA Cycle 2 Scores
3	Frequency Distribution of CalAPA Cycle 2 Scores

Table 1: Cycle 1 Rubric, Task, and Total Score - Descriptive Statistics

	N	Mean	SD	Median	Min	Max
I01	1,385	3.7	0.96	4.0	1	5
I02	1,385	3.0	0.86	3.0	1	5
I03	1,385	3.1	0.92	3.0	1	5
P04	1,385	3.0	1.07	3.0	1	5
P05	1,385	2.5	0.95	2.0	1	5
A06	1,385	2.9	1.09	3.0	1	5
A07	1,385	2.6	0.96	3.0	1	5
R08	1,385	2.5	1.02	2.0	1	5
Investigate	1,385	9.8	2.35	10.0	3	15
Plan	1,385	5.5	1.71	5.0	2	10
Act	1,385	5.4	1.75	5.0	2	10
Reflect	1,385	2.5	1.02	2.0	1	5
Total Score	1,385	23.1	5.50	23.0	8	40

Table 2: Cycle 1 Rubric Scores Assigned

I01									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
54	4	143	10	204	15	812	59	172	12

I02									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
66	5	243	18	702	51	326	24	48	3

I03									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
57	4	249	18	688	50	289	21	102	7

P04									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
151	11	255	18	547	39	338	24	94	7

P05									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
171	12	621	45	392	28	160	12	41	3

A06									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
173	12	345	25	459	33	330	24	78	6

A07									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
206	15	398	29	562	41	196	14	23	2

Table 2: Cycle 1 Rubric Scores Assigned

R08									
1.0		**2.0**		**3.0**		**4.0**		**5.0**	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
256	18	494	36	410	30	189	14	36	3

Table 3: Cycle 1 Demographics with Total Score Descriptive Statistics

	N	Percent	Mean	SD	Median	Min	Max
Gender							
Male	354	26	23.2	5.35	23.0	8	40
Female	1,016	73	23.1	5.55	23.0	8	40
Undeclared	15	1	23.8	5.78	24.0	15	36
Race/Ethnicity							
N/A	59	4	22.6	5.35	22.0	11	36
Black	112	8	21.7	6.15	22.0	8	37
Asian	85	6	23.3	4.34	23.0	9	36
SE Asian	64	5	23.3	5.31	23.0	9	34
Pac Islander	8						
Hispanic	331	24	22.9	5.50	23.0	8	38
Native American	12						
White	653	47	23.6	5.58	23.0	8	40
Other	61	4	22.9	4.88	22.0	10	38
Setting							
City	843	61	23.0	5.41	23.0	8	38
Rural	87	6	23.2	5.59	23.0	10	35
Suburban	372	27	23.5	5.69	23.0	9	40
Town	83	6	23.3	5.47	23.0	8	37
Language							
English Only	987	71	23.4	5.60	23.0	8	40
English and one or more other languages	307	22	22.6	5.30	23.0	8	38
One or more languages other than English	91	7	22.5	4.87	22.0	12	36

Figure1: Frequency Distribution of CalAPA Cycle 1 Scores

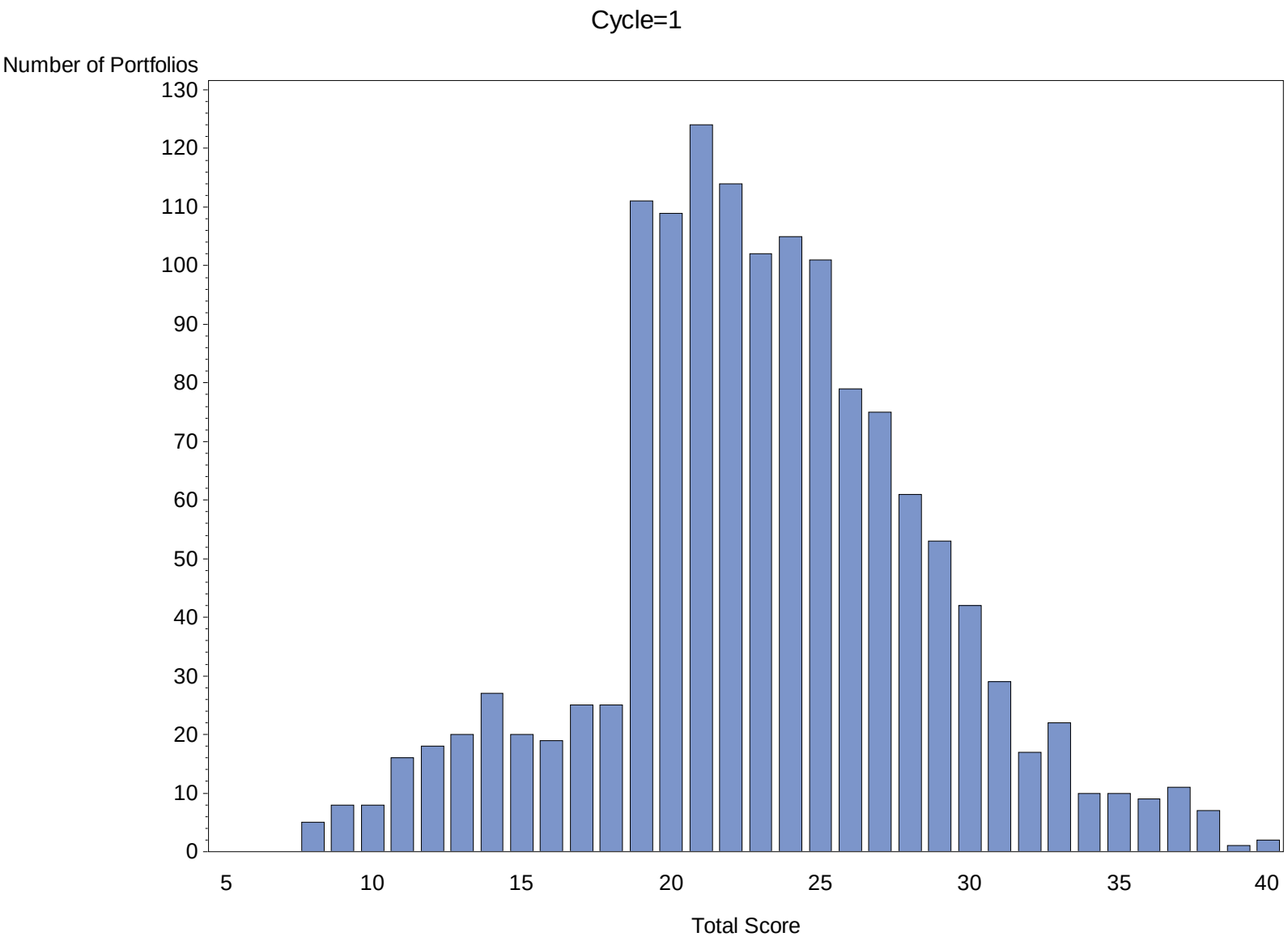


Table 4: Cycle 2 Rubric, Task, and Total Score - Descriptive Statistics

	N	Mean	SD	Median	Min	Max
I01	975	2.9	0.83	3.0	1	5
I02	975	2.5	0.82	2.0	1	5
P03	975	2.6	0.86	3.0	1	5
P04	975	2.8	0.81	3.0	1	5
A05	975	2.9	0.87	3.0	1	5
A06	975	2.8	0.85	3.0	1	5
R07	975	2.8	0.93	3.0	1	5
Investigate	975	5.4	1.44	5.0	2	10
Plan	975	5.3	1.47	5.0	2	10
Act	975	5.7	1.58	6.0	2	10
Reflect	975	2.8	0.93	3.0	1	5
Total Score	975	19.2	4.39	19.0	7	35

Table 5: Cycle 2 Rubric Scores Assigned

I01									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
38	4	257	26	512	53	131	13	37	4

I02									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
71	7	435	45	363	37	90	9	16	2

P03									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
98	10	353	36	402	41	113	12	9	1

P04									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
45	5	315	32	445	46	160	16	10	1

A05									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
61	6	230	24	432	44	243	25	9	1

A06									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
70	7	275	28	474	49	137	14	19	2

R07									
1.0		2.0		3.0		4.0		5.0	
N	%	N	%	N	%	N	%	N	%
69	7	292	30	429	44	141	14	44	5

Table 6: Cycle 2 Demographics with Total Score Descriptive Statistics

	N	Percent	Mean	SD	Median	Min	Max
Gender							
Male	255	26	18.9	4.42	19.0	8	35
Female	710	73	19.3	4.38	19.0	7	34
Undeclared	10						
Race/Ethnicity							
N/A	49	5	18.1	3.78	18.0	8	27
Black	84	9	17.5	4.75	18.0	9	30
Asian	63	6	19.8	4.05	19.0	11	30
SE Asian	52	5	19.3	5.14	19.0	9	33
Pac Islander	6						
Hispanic	222	23	18.9	3.93	19.0	8	28
Native American	7						
White	450	46	19.6	4.45	19.0	7	35
Other	42	4	20.4	4.38	20.0	11	28
Setting							
City	573	59	19.1	4.52	19.0	8	35
Rural	62	6	18.5	3.97	19.0	8	27
Suburban	284	29	19.5	4.26	19.0	7	33
Town	56	6	19.3	4.11	19.0	10	26
Language							
English Only	691	71	19.2	4.39	19.0	7	35
English and one or more other languages	224	23	19.3	4.38	19.0	8	34
One or more languages other than English	60	6	18.7	4.40	19.0	10	30

Figure 2: Frequency Distribution of CalAPA Cycle 2 Scores

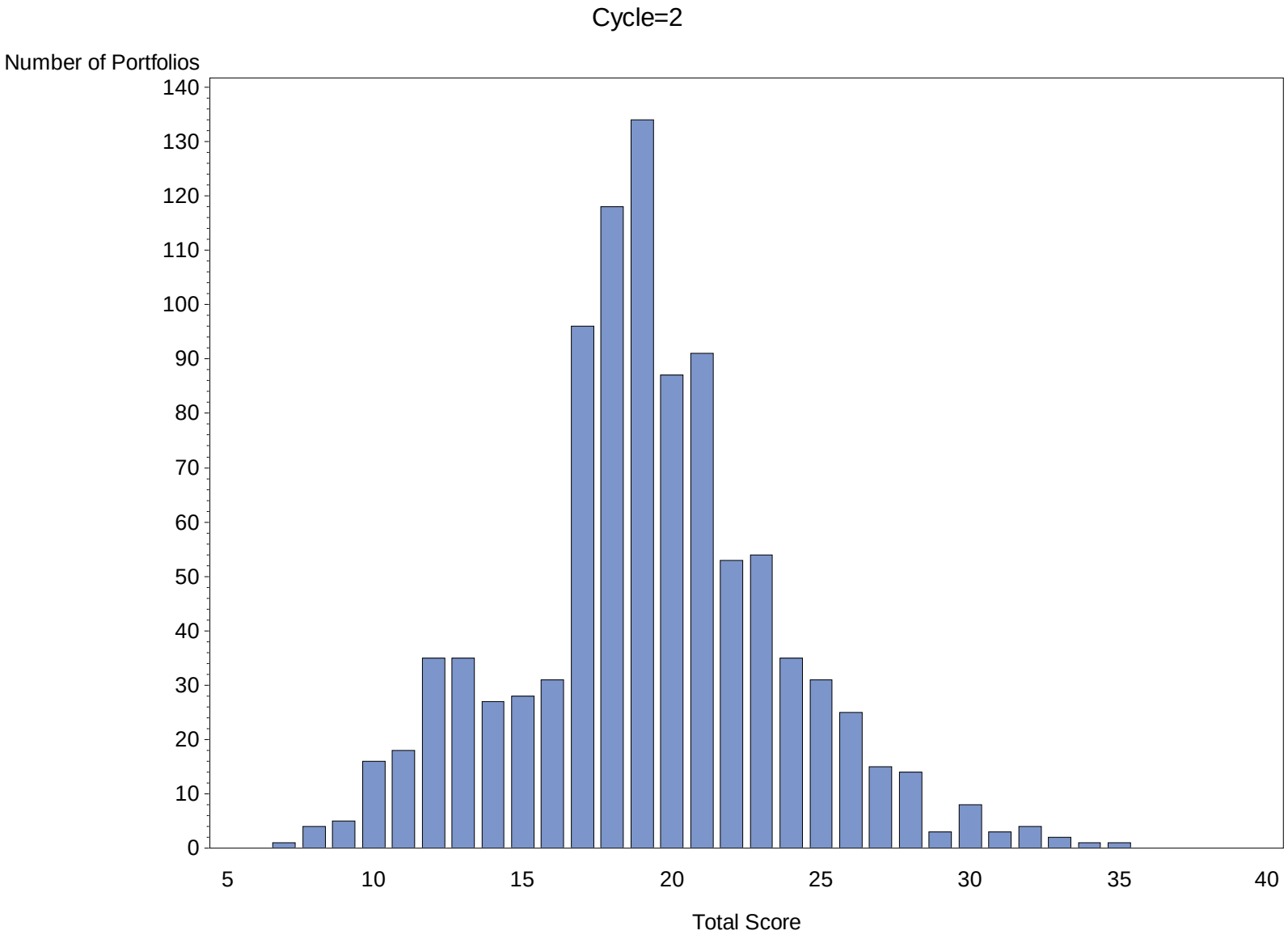


Table 7: Cycle 3 Rubric, Task, and Total Score - Descriptive Statistics

	N	Mean	SD	Median	Min	Max
I01	906	3.1	0.65	3.0	1	5
P02	906	2.9	0.79	3.0	1	5
A03	906	2.8	0.82	3.0	1	5
A04	906	3.0	0.76	3.0	1	5
A05	906	2.7	0.73	3.0	1	5
R06	906	2.8	0.67	3.0	1	5
R07	906	2.7	0.69	3.0	1	5
Investigate	906	3.1	0.65	3.0	1	5
Plan	906	2.9	0.79	3.0	1	5
Act	906	8.6	1.86	9.0	3	15
Reflect	906	5.5	1.19	6.0	2	10
Total Score	906	20.1	3.53	20.0	8	33

Table 8: Cycle 3 Rubric Scores Assigned

01									
1.0		**2.0**		**3.0**		**4.0**		**5.0**	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
8	1	113	12	599	66	167	18	19	2

P02									
1.0		**2.0**		**3.0**		**4.0**		**5.0**	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
15	2	256	28	458	51	150	17	27	3

A03									
1.0		**2.0**		**3.0**		**4.0**		**5.0**	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
26	3	293	32	400	44	173	19	14	2

A04									
1.0		**2.0**		**3.0**		**4.0**		**5.0**	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
23	3	163	18	477	53	232	26	11	1

A05									
1.0		**2.0**		**3.0**		**4.0**		**5.0**	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
32	4	323	36	445	49	101	11	5	1

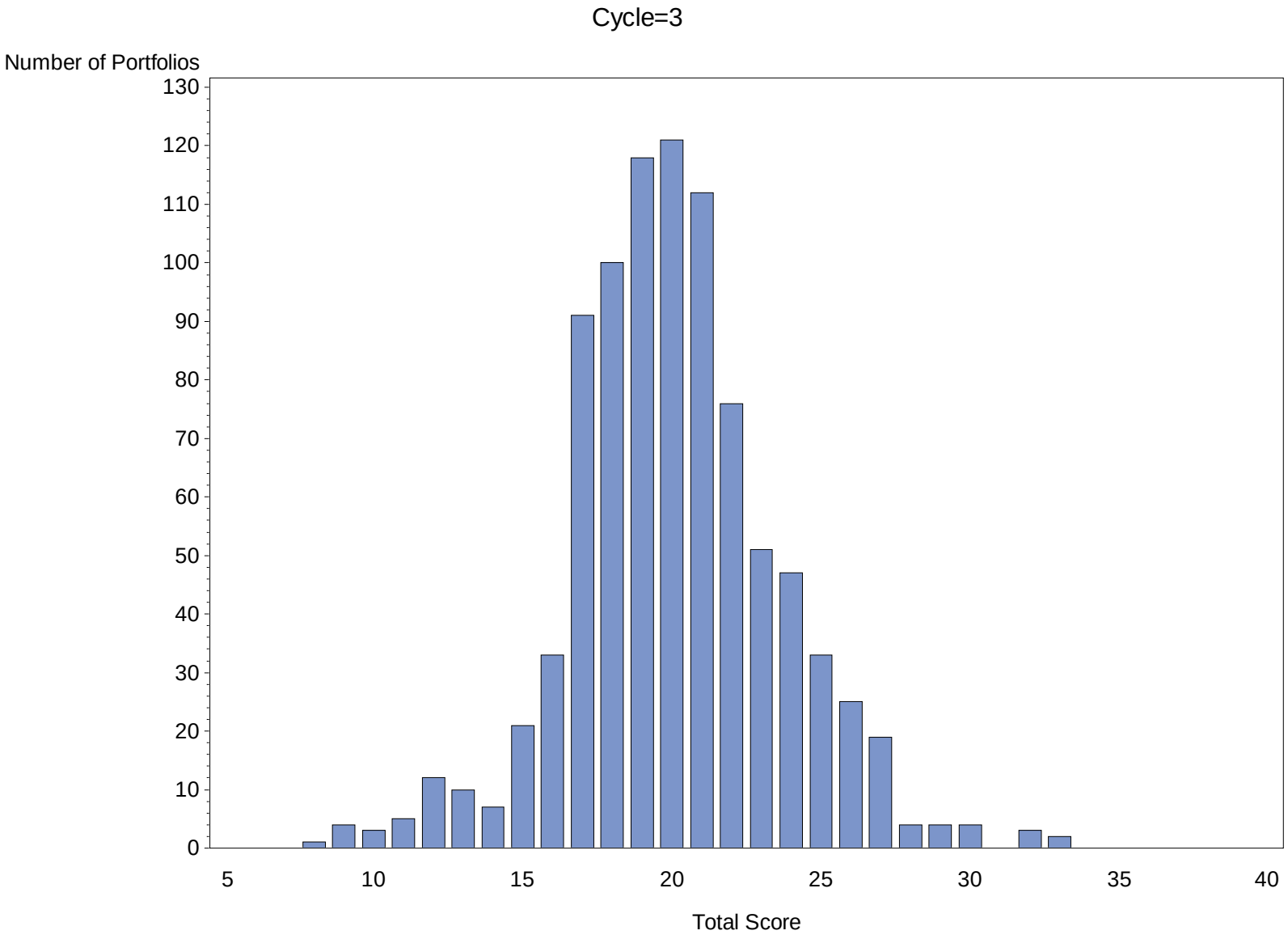
R06									
1.0		**2.0**		**3.0**		**4.0**		**5.0**	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
18	2	239	26	544	60	99	11	6	1

R07									
1.0		**2.0**		**3.0**		**4.0**		**5.0**	
N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
22	2	342	38	472	52	59	7	11	1

Table 9: Cycle 3 Demographics with Total Score Descriptive Statistics

	N	Percent	Mean	SD	Median	Min	Max
Gender							
Male	239	26	19.8	3.96	20.0	8	33
Female	657	73	20.2	3.37	20.0	10	33
Undeclared	10						
Race/Ethnicity							
N/A	41	5	20.4	3.54	20.0	14	29
Black	77	8	19.0	3.13	19.0	9	27
Asian	55	6	20.5	3.45	20.0	11	30
SE Asian	46	5	20.0	3.35	20.0	12	28
Pac Islander	4						
Hispanic	208	23	19.3	3.71	19.0	9	33
Native American	8						
White	430	47	20.6	3.43	20.0	8	32
Other	37	4	19.1	3.32	19.0	12	26
Setting							
City	543	60	19.8	3.51	20.0	9	33
Rural	51	6	20.5	3.91	20.0	8	32
Suburban	264	29	20.4	3.34	20.0	10	32
Town	48	5	21.0	4.00	21.0	12	28
Language							
English Only	632	70	20.4	3.52	20.0	8	33
English and one or more other languages	226	25	19.3	3.58	19.0	9	30
One or more languages other than English	48	5	19.5	2.74	19.0	12	25

Figure 3: Frequency Distribution of CalAPA Cycle 3 Scores



CalAPA Modeled Passing Rates – Impact Data

The following tables and figures indicate modeled passing rates reported at various cut scores. These summaries report passing rates observed in the current sample of CalAPA candidates based on a range of possible cut scores for each cycle. The number of candidates passing and the overall passing rate are reported (as a percentage of all candidates in a given group) by cycle, by number of candidate rubric scores of 1 allowed, and by demographic characteristics.

These data provide information about anticipated passing rates but may not necessarily represent the population of administrator candidates at large, or the exact passing rate expected in future administrations of the CalAPA. They are meant to provide guidance in anticipating general passing rates.

The data are based on candidates' CalAPA performance during the first operational year (2018-2019), reported through June 6, 2019. All candidates submitting CalAPA Cycle 1, Cycle 2, or Cycle 3 are included in the impact data.

Note on Small Sample Sizes - Demographic Subgroups

When sample sizes are small, observed passing rates include a significant amount of sampling error and do not provide a good indication of the performance of the larger population. Therefore, for demographic subgroups with fewer than 15 submissions, passing rates were not included.

Note

Throughout all tables:

- Total N = total submissions in that group
- N Pass = number passing
- % Pass = passing rate as a percentage of all candidates in the indicated group

Table of Tables/Figures – Impact Data

Table Number	Table Description
1	Cycle 1 – Overall Passing Rates by Cut Score
2	Cycle 1 – Overall Passing Rates by Cut Score and Number of Candidate Scores of 1 Allowed
3	Cycle 1 – Passing Rate by Race/Ethnicity
4	Cycle 1 – Passing Rate by Gender
5	Cycle 1 – Passing Rate by Language
6	Cycle 1 – Passing Rate by Setting
7	Cycle 2 – Overall Passing Rates by Cut Score
8	Cycle 2 – Overall Passing Rates by Cut Score and Number of Candidate Scores of 1 Allowed
9	Cycle 2 – Passing Rate by Race/Ethnicity
10	Cycle 2 – Passing Rate by Gender
11	Cycle 2 – Passing Rate by Language
12	Cycle 2 – Passing Rate by Setting
13	Cycle 3 – Overall Passing Rates by Cut Score
14	Cycle 3 – Overall Passing Rates by Cut Score and Number of Candidate Scores of 1 Allowed
15	Cycle 3 – Passing Rate by Race/Ethnicity
16	Cycle 3 – Passing Rate by Gender
17	Cycle 3 – Passing Rate by Language
18	Cycle 3 – Passing Rate by Setting

Figure Number	Figure Description
1	Passing Rates by Cycle 1 Total Score
2	Passing Rates by Cycle 2 Total Score
3	Passing Rates by Cycle 3 Total Score

Table 1: Cycle 1 - Overall Passing Rates by Cut Score

	Total N	N Pass	% Pass
Cut Score			
10	1,385	1,372	0.99
11	1,385	1,364	0.98
12	1,385	1,348	0.97
13	1,385	1,330	0.96
14	1,385	1,310	0.95
15	1,385	1,283	0.93
16	1,385	1,263	0.91
17	1,385	1,244	0.90
18	1,385	1,219	0.88
19	1,385	1,194	0.86
20	1,385	1,083	0.78
21	1,385	974	0.70
22	1,385	850	0.61
23	1,385	736	0.53

Figure 1: Passing Rates by Cycle 1 Total Score

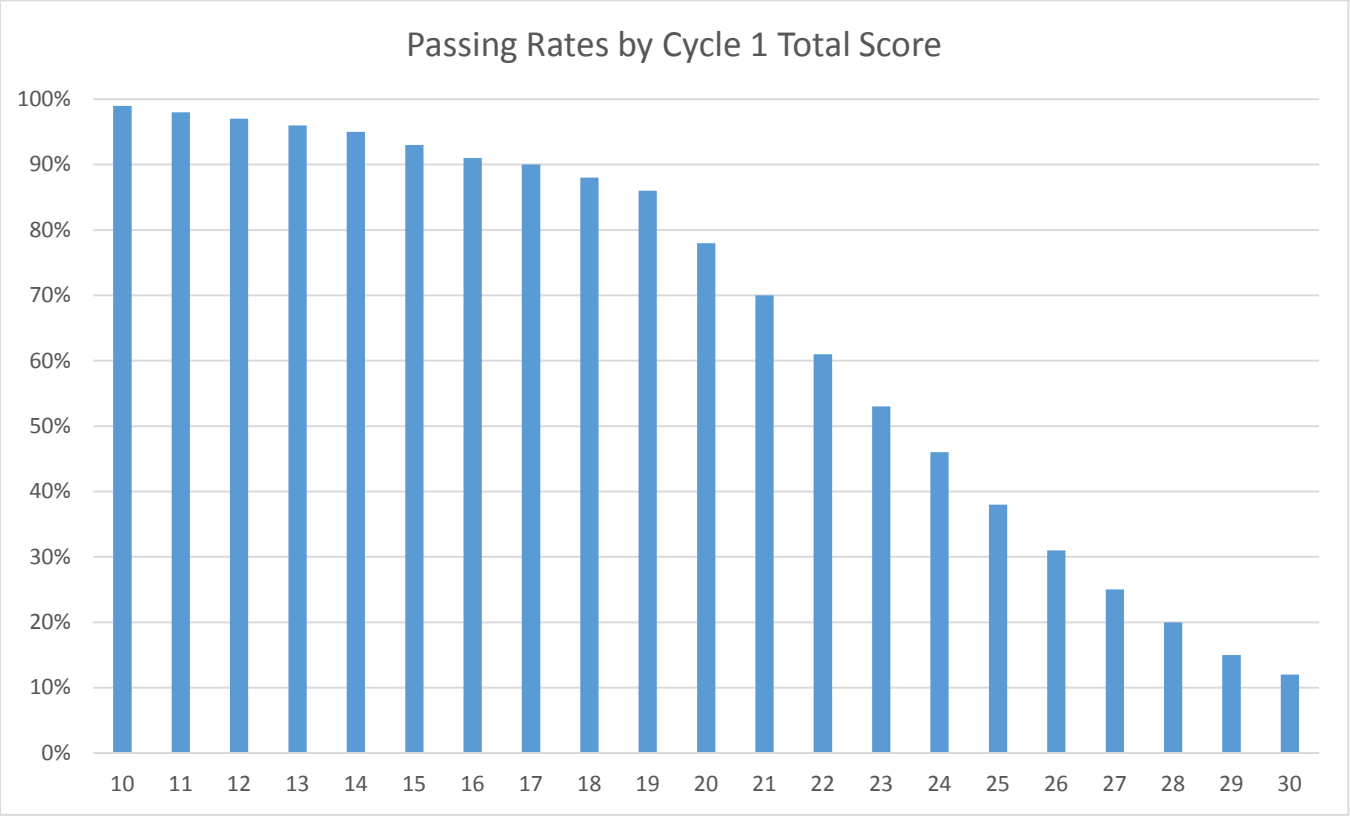


Table 2: Cycle 1-Overall Passing Rates by Cut Score and Number of Candidate Scores of 1 Allowed

		No Side Condition		At most three 1s		At most two 1s		At most one 1	
	Total N	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score									
10	1,385	1,372	0.99	1,306	0.94	1,243	0.90	1,107	0.80
11	1,385	1,364	0.98	1,306	0.94	1,243	0.90	1,107	0.80
12	1,385	1,348	0.97	1,306	0.94	1,243	0.90	1,107	0.80
13	1,385	1,330	0.96	1,306	0.94	1,243	0.90	1,107	0.80
14	1,385	1,310	0.95	1,292	0.93	1,243	0.90	1,107	0.80
15	1,385	1,283	0.93	1,272	0.92	1,230	0.89	1,107	0.80
16	1,385	1,263	0.91	1,257	0.91	1,217	0.88	1,102	0.80
17	1,385	1,244	0.90	1,241	0.90	1,205	0.87	1,095	0.79
18	1,385	1,219	0.88	1,218	0.88	1,188	0.86	1,086	0.78
19	1,385	1,194	0.86	1,194	0.86	1,169	0.84	1,073	0.77
20	1,385	1,083	0.78	1,083	0.78	1,071	0.77	1,005	0.73
21	1,385	974	0.70	974	0.70	968	0.70	923	0.67
22	1,385	850	0.61	850	0.61	847	0.61	817	0.59
23	1,385	736	0.53	736	0.53	733	0.53	718	0.52

Table 3: Cycle 1 - Passing Rate by Race/Ethnicity

	Race/Ethnicity																	
	N/A		Black		Asian		SE Asian		Pac Isl		Hispanic		NatAmer		White		Other	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score																		
10	59	1.00	107	0.96	84	0.99	63	0.98			330	1.00			648	0.99	61	1.00
11	59	1.00	106	0.95	84	0.99	63	0.98			328	0.99			645	0.99	60	0.98
12	58	0.98	102	0.91	84	0.99	62	0.97			321	0.97			642	0.98	60	0.98
13	56	0.95	102	0.91	84	0.99	61	0.95			317	0.96			631	0.97	60	0.98
14	56	0.95	98	0.88	83	0.98	60	0.94			313	0.95			621	0.95	60	0.98
15	55	0.93	94	0.84	83	0.98	59	0.92			306	0.92			608	0.93	60	0.98
16	53	0.90	94	0.84	83	0.98	59	0.92			300	0.91			598	0.92	59	0.97
17	52	0.88	93	0.83	82	0.96	59	0.92			295	0.89			589	0.90	58	0.95
18	51	0.86	92	0.82	82	0.96	57	0.89			285	0.86			580	0.89	57	0.93
19	51	0.86	90	0.80	79	0.93	55	0.86			275	0.83			572	0.88	57	0.93
20	48	0.81	75	0.67	69	0.81	54	0.84			250	0.76			524	0.80	49	0.80
21	42	0.71	70	0.63	62	0.73	48	0.75			225	0.68			478	0.73	39	0.64
22	30	0.51	61	0.54	56	0.66	42	0.66			198	0.60			421	0.64	33	0.54
23	26	0.44	53	0.47	49	0.58	36	0.56			173	0.52			364	0.56	28	0.46

Table 4: Cycle 1 - Passing Rate by Gender

	Gender					
	Male		Female		Undeclared	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score						
10	350	0.99	1,007	0.99	15	1.00
11	348	0.98	1,001	0.99	15	1.00
12	345	0.97	988	0.97	15	1.00
13	341	0.96	974	0.96	15	1.00
14	337	0.95	958	0.94	15	1.00
15	330	0.93	938	0.92	15	1.00
16	323	0.91	927	0.91	13	0.87
17	319	0.90	912	0.90	13	0.87
18	312	0.88	894	0.88	13	0.87
19	303	0.86	879	0.87	12	0.80
20	282	0.80	789	0.78	12	0.80
21	258	0.73	705	0.69	11	0.73
22	228	0.64	612	0.60	10	0.67
23	192	0.54	536	0.53	8	0.53

Table 5: Cycle 1 - Passing Rate by Language

	Language					
	English Only		English and one or more other languages		One or more languages other than English	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score						
10	977	0.99	304	0.99	91	1.00
11	972	0.98	301	0.98	91	1.00
12	961	0.97	296	0.96	91	1.00
13	949	0.96	292	0.95	89	0.98
14	933	0.95	289	0.94	88	0.97
15	917	0.93	280	0.91	86	0.95
16	904	0.92	275	0.90	84	0.92
17	893	0.90	271	0.88	80	0.88
18	875	0.89	265	0.86	79	0.87
19	859	0.87	260	0.85	75	0.82
20	784	0.79	233	0.76	66	0.73
21	701	0.71	210	0.68	63	0.69
22	620	0.63	178	0.58	52	0.57
23	537	0.54	155	0.50	44	0.48

Table 6: Cycle 1 - Passing Rate by Setting

	Setting							
	City		Rural		Suburban		Town	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score								
10	834	0.99	87	1.00	369	0.99	82	0.99
11	829	0.98	86	0.99	367	0.99	82	0.99
12	821	0.97	84	0.97	363	0.98	80	0.96
13	811	0.96	82	0.94	358	0.96	79	0.95
14	799	0.95	82	0.94	350	0.94	79	0.95
15	778	0.92	82	0.94	345	0.93	78	0.94
16	767	0.91	80	0.92	341	0.92	75	0.90
17	759	0.90	78	0.90	332	0.89	75	0.90
18	741	0.88	76	0.87	329	0.88	73	0.88
19	725	0.86	73	0.84	324	0.87	72	0.87
20	653	0.77	68	0.78	295	0.79	67	0.81
21	584	0.69	60	0.69	270	0.73	60	0.72
22	510	0.60	50	0.57	236	0.63	54	0.65
23	433	0.51	47	0.54	210	0.56	46	0.55

Table 7: Cycle 2 - Overall Passing Rates by Cut Score

	Total N	N Pass	% Pass
Cut Score			
10	975	965	0.99
11	975	949	0.97
12	975	931	0.95
13	975	896	0.92
14	975	861	0.88
15	975	834	0.86
16	975	806	0.83
17	975	775	0.79
18	975	679	0.70
19	975	561	0.58

Figure 2: Passing Rates by Cycle 2 Total Score

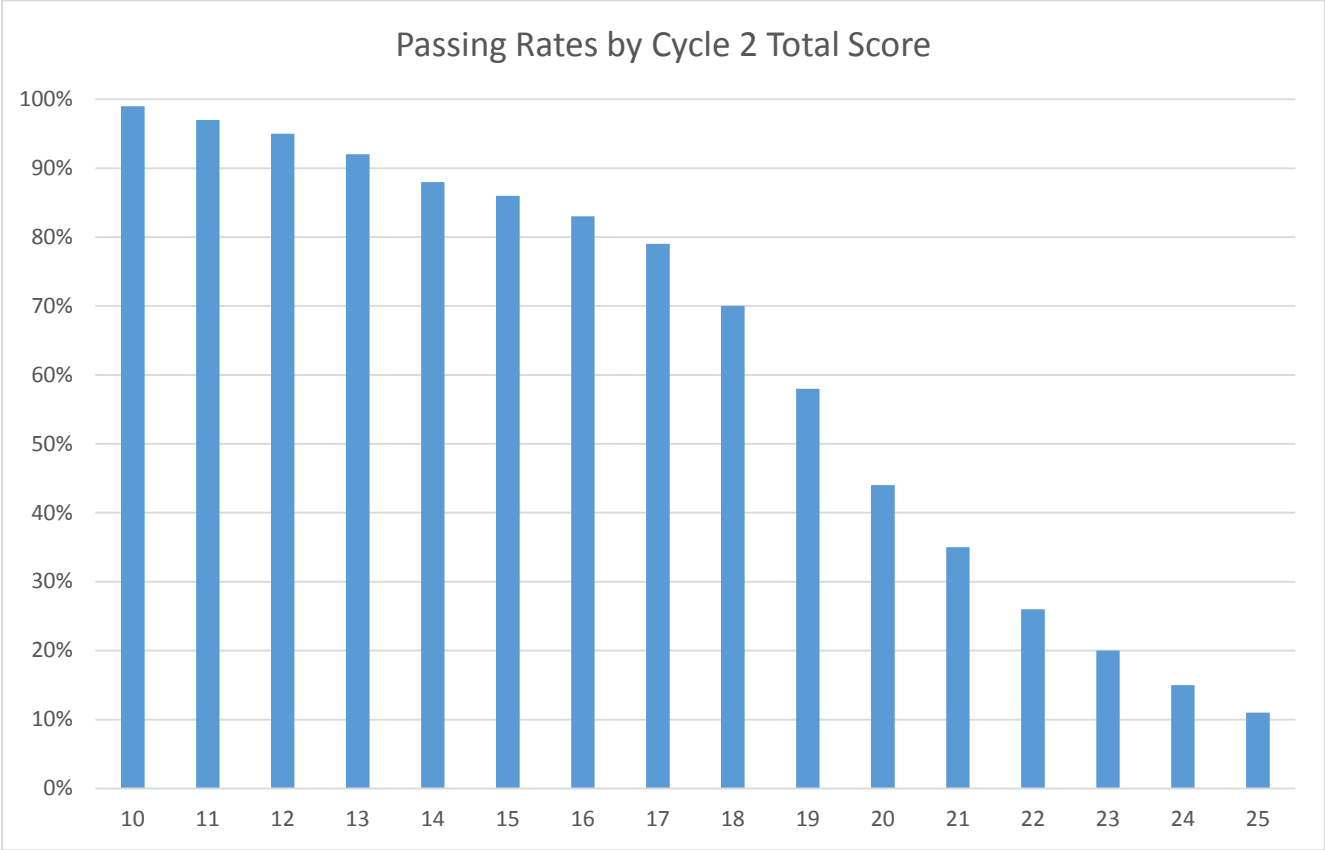


Table 8: Cycle 2-Overall Passing Rates by Cut Score and Number of Candidate Scores of 1 Allowed

		No Side Condition		At most three 1s		At most two 1s		At most one 1	
	Total N	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score									
10	975	965	0.99	940	0.96	918	0.94	861	0.88
11	975	949	0.97	940	0.96	918	0.94	861	0.88
12	975	931	0.95	930	0.95	918	0.94	861	0.88
13	975	896	0.92	896	0.92	892	0.91	861	0.88
14	975	861	0.88	861	0.88	860	0.88	842	0.86
15	975	834	0.86	834	0.86	833	0.85	822	0.84
16	975	806	0.83	806	0.83	805	0.83	798	0.82
17	975	775	0.79	775	0.79	775	0.79	769	0.79
18	975	679	0.70	679	0.70	679	0.70	677	0.69
19	975	561	0.58	561	0.58	561	0.58	560	0.57

Table 9: Cycle 2 - Passing Rate by Race/Ethnicity

	Race/Ethnicity																	
	N/A		Black		Asian		SE Asian		Pac Isl		Hispanic		NatAmer		White		Other	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score																		
10	48	0.98	81	0.96	63	1.00	51	0.98			220	0.99			448	1.00	42	1.00
11	47	0.96	78	0.93	63	1.00	50	0.96			214	0.96			443	0.98	42	1.00
12	47	0.96	75	0.89	62	0.98	49	0.94			211	0.95			434	0.96	41	0.98
13	47	0.96	68	0.81	60	0.95	47	0.90			206	0.93			416	0.92	40	0.95
14	43	0.88	62	0.74	58	0.92	45	0.87			201	0.91			403	0.90	38	0.90
15	41	0.84	58	0.69	57	0.90	41	0.79			194	0.87			395	0.88	37	0.88
16	38	0.78	57	0.68	55	0.87	41	0.79			183	0.82			386	0.86	36	0.86
17	36	0.73	52	0.62	54	0.86	39	0.75			175	0.79			373	0.83	36	0.86
18	30	0.61	46	0.55	45	0.71	37	0.71			148	0.67			330	0.73	33	0.79
19	21	0.43	36	0.43	36	0.57	31	0.60			125	0.56			274	0.61	29	0.69

Table 10: Cycle 2 - Passing Rate by Gender

	Gender					
	Male		Female		Undeclared	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score						
10	252	0.99	703	0.99		
11	249	0.98	690	0.97		
12	244	0.96	677	0.95		
13	229	0.90	658	0.93		
14	216	0.85	636	0.90		
15	208	0.82	617	0.87		
16	200	0.78	597	0.84		
17	196	0.77	570	0.80		
18	172	0.67	499	0.70		
19	144	0.56	410	0.58		

Table 11: Cycle 2 - Passing Rate by Language

	Language					
	English Only		English and one or more other languages		One or more languages other than English	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score						
10	682	0.99	223	1.00	60	1.00
11	676	0.98	215	0.96	58	0.97
12	662	0.96	212	0.95	57	0.95
13	634	0.92	209	0.93	53	0.88
14	607	0.88	202	0.90	52	0.87
15	593	0.86	192	0.86	49	0.82
16	573	0.83	186	0.83	47	0.78
17	552	0.80	179	0.80	44	0.73
18	484	0.70	157	0.70	38	0.63
19	394	0.57	134	0.60	33	0.55

Table 12: Cycle 2 - Passing Rate by Setting

	Setting							
	City		Rural		Suburban		Town	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score								
10	565	0.99	61	0.98	283	1.00	56	1.00
11	556	0.97	59	0.95	279	0.98	55	0.98
12	548	0.96	58	0.94	273	0.96	52	0.93
13	528	0.92	55	0.89	263	0.93	50	0.89
14	500	0.87	54	0.87	257	0.90	50	0.89
15	484	0.84	51	0.82	249	0.88	50	0.89
16	462	0.81	51	0.82	245	0.86	48	0.86
17	443	0.77	48	0.77	238	0.84	46	0.82
18	389	0.68	44	0.71	206	0.73	40	0.71
19	325	0.57	37	0.60	168	0.59	31	0.55

Table 13: Cycle 3 - Overall Passing Rates by Cut Score

	Total N	N Pass	% Pass
Cut Score			
12	906	893	0.99
13	906	881	0.97
14	906	871	0.96
15	906	864	0.95
16	906	843	0.93
17	906	810	0.89
18	906	719	0.79
19	906	619	0.68
20	906	501	0.55

Figure 3: Passing Rates by Cycle 3 Total Score

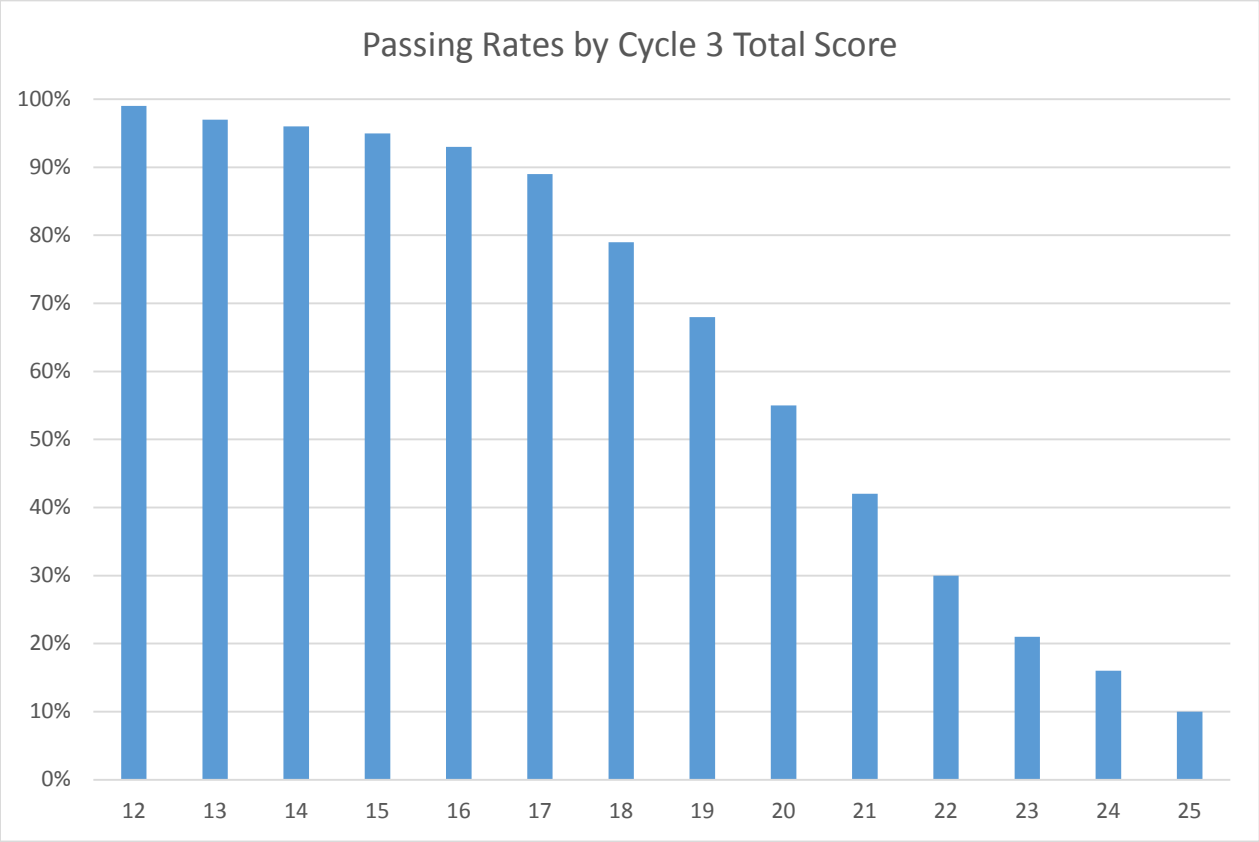


Table 14: Cycle 3-Overall Passing Rates by Cut Score and Number of Candidate Scores of 1 Allowed

		No Side Condition		At most three 1s		At most two 1s		At most one 1	
	Total N	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score									
12	906	893	0.99	893	0.99	881	0.97	870	0.96
13	906	881	0.97	881	0.97	876	0.97	870	0.96
14	906	871	0.96	871	0.96	869	0.96	866	0.96
15	906	864	0.95	864	0.95	863	0.95	860	0.95
16	906	843	0.93	843	0.93	843	0.93	840	0.93
17	906	810	0.89	810	0.89	810	0.89	807	0.89
18	906	719	0.79	719	0.79	719	0.79	716	0.79
19	906	619	0.68	619	0.68	619	0.68	617	0.68
20	906	501	0.55	501	0.55	501	0.55	500	0.55

Table 15: Cycle 3 - Passing Rate by Race/Ethnicity

	Race/Ethnicity																	
	N/A		Black		Asian		SE Asian		Pac Isl		Hispanic		NatAmer		White		Other	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score																		
12	41	1.00	74	0.96	54	0.98	46	1.00			202	0.97			427	0.99	37	1.00
13	41	1.00	74	0.96	54	0.98	45	0.98			198	0.95			423	0.98	35	0.95
14	41	1.00	71	0.92	54	0.98	43	0.93			195	0.94			421	0.98	35	0.95
15	39	0.95	71	0.92	54	0.98	43	0.93			192	0.92			419	0.97	35	0.95
16	38	0.93	69	0.90	52	0.95	43	0.93			185	0.89			414	0.96	31	0.84
17	38	0.93	67	0.87	51	0.93	41	0.89			172	0.83			400	0.93	30	0.81
18	31	0.76	60	0.78	45	0.82	36	0.78			149	0.72			364	0.85	24	0.65
19	27	0.66	49	0.64	42	0.76	32	0.70			118	0.57			318	0.74	24	0.65
20	25	0.61	34	0.44	32	0.58	26	0.57			98	0.47			263	0.61	16	0.43

Table 16: Cycle 3 - Passing Rate by Gender

	Gender					
	Male		Female		Undeclared	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score						
12	229	0.96	654	1.00		
13	228	0.95	643	0.98		
14	222	0.93	639	0.97		
15	219	0.92	635	0.97		
16	214	0.90	619	0.94		
17	203	0.85	597	0.91		
18	180	0.75	529	0.81		
19	163	0.68	446	0.68		
20	132	0.55	361	0.55		

Table 17: Cycle 3 - Passing Rate by Language

	Language					
	English Only		English and one or more other languages		One or more languages other than English	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score						
12	626	0.99	219	0.97	48	1.00
13	619	0.98	215	0.95	47	0.98
14	612	0.97	212	0.94	47	0.98
15	608	0.96	209	0.92	47	0.98
16	597	0.94	200	0.88	46	0.96
17	576	0.91	191	0.85	43	0.90
18	520	0.82	164	0.73	35	0.73
19	454	0.72	132	0.58	33	0.69
20	368	0.58	112	0.50	21	0.44

Table 18: Cycle 3 - Passing Rate by Setting

	Setting							
	City		Rural		Suburban		Town	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
Cut Score								
12	533	0.98	50	0.98	262	0.99	48	1.00
13	525	0.97	50	0.98	260	0.98	46	0.96
14	518	0.95	50	0.98	257	0.97	46	0.96
15	513	0.94	50	0.98	255	0.97	46	0.96
16	501	0.92	49	0.96	249	0.94	44	0.92
17	478	0.88	47	0.92	243	0.92	42	0.88
18	419	0.77	41	0.80	220	0.83	39	0.81
19	355	0.65	36	0.71	193	0.73	35	0.73
20	284	0.52	31	0.61	154	0.58	32	0.67