Novice Emerging Proficient Advanced (TARGET) Performance

Candidate demonstrates little or no understanding of how children grow, develop, and learn.

Candidate uses his/her understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that consider individual ej kf tgpøu utgpi y u cpf needs.

CAEP K-6 Standard 1.a



i i (

	Standards			demonstrates an understanding of stages in the acquisition of reading skills.
	CAEP K-6 Teacher Preparation Standards (2018 STANDARD 2: Understanding and Applying Conteunderstandings of major concepts, skills, and practic within and across literacy, mathematics, science, and	ent and Curricular Knowlea es, as they interpret discipli		
	Candidate administers required	Candidate	Candidate	Candidate
	summative assessments.	selects and	selects and	designs, selects,
		administers	administers a	adapts, and
	Candidate interpretation of the	formative and	variety of	administers a
	assessments that have been	summative	formative and	variety of
	administered includes errors in	assessments	summative	formative and
Candidate	analysis.	without making	assessments and	summative
administers		modifications to	differentiates	assessments and
formative and		meet individual	assessments	differentiates
summative		student needs.	using	assessments
assessments		Candidate	modifications based on	using modifications
regularly to				based on
determine		interprets formative and	uwf gpwø individual	uwf gpwø
uwf gpwø		summative	learning needs.	individual
competencies		assessments to	learning needs.	learning needs.
and learning needs.		provide required	Candidate	rearming needs.
necus.		data reports for	designs,	Candidate
CAEP K-6		accountability.	administers, and	designs,
Standard 3.a			accurately	administers, and
			interprets	accurately
			formative and	interprets
			summative	formative and
			assessments to	summative
			identify	assessments to
			ngctpgtuøpggfu,	identify

students an abundance of

STANDARD 4: Supporting Each Child's Learning Using Effective Instruction: Candidates make informed decisions about kputwekqp i wlf gf d{ npqy ngf i g qhej kft tgp cpf cunguw gpvqhej kft tgpøu ngctpkpi yj cvtguwwkp yj g wug qhc xctkgv{ qhghłgctive instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, anf wug y j qng encun f kuewukqpu vq uwr rqtvcpf gpj cpeg ej kft tgpøu ngctpkpi. Ccpf kf cygu wug hrgzklig i tqw kpi cttcpi go gpw, including small group and individual instruction to support effective instruction and improved learning for every child.

	including small group and individual instruction to s	upport effective instruction	and improved learning for	every child.
			Candidate	Candidate
			consistently uses	consistently uses
			research-	research-
			supported	supported
			instructional	instructional
			approaches	approaches
		Candidate uses	when planning a	when planning a
		research-	cohesive	cohesive
		supported	sequence of	sequence of
Condidata plana		instructional	lessons.	lessons and
Candidate plans a cohesive		approaches		differentiates
sequence of	Candidate uses instructional	when planning a	Candidate	instruction based
lessons to ensure	approaches lacking in research	cohesive	sequences	on the needs of
sequential and	support when planning a sequence	sequence of	instruction that	each student.
appropriate	of lessons.	lessons.	provides	~
learning	~		students with	Candidate
opportunities for	Candidate sequence instruction that	Candidate	connected	sequences
each child.	provides students with inconsistent	sequences	learning	instruction that
	or disconnected learning	instruction that	opportunities	provides
CAEP K-6	opportunities.	provides	and sufficient	students with
Standard 4.b		students with	opportunities to	connected
		connected	learn foundational	learning
		learning		opportunities and sufficient
		opportunities.	concepts and skills with the	
			intent of moving	opportunities to learn
			on to more	foundational
			advanced	concepts and
			content in	skills, and then
			subsequent	extends learning
			lessons.	of advanced

		content based on individual student needs.