

2024-2025

# Candidate Formative Assessment Summary Report



Educator Preparation Program

University of Puerto Rico in Aguadilla

Department of Education and Physical Education

## Introduction

The Formative Assessment Rubric serves as a comprehensive tool for evaluating teacher candidates' performance across seven critical competencies essential for clinical practice. This rubric employs a four-point scale (4 = Exceeds, 3 = Meets, 2 = Approaches, and 1 = Fails) to assess proficiency in various elements relevant to their fieldwork. The results, derived from the evaluation of five candidates, reflect a high level of overall performance across all competencies, with ratings predominantly falling within the *Exceeds* range.

The first and second teaching evaluations for the academic year 2024–2025 highlight exceptional achievements among candidates within our Educator Preparation Program (EPP). Most candidates demonstrated *Exceeds* levels of proficiency across all seven critical competencies.

In Assessment 4.1 for the **Bachelor of Arts in Elementary Education (EE)**, performance was particularly noteworthy in Competency 2 (Knowledge of students, their learning process, and understanding of diversity), where candidates achieved a perfect score of 100% across both evaluation cycles. Competency 3 (Management of the educational setting) also reached 100% during the first evaluation before adjusting to 93% in the second. Conversely, the lowest average marks for this program group occurred in Competency 7 (Management of professional documents), where candidates averaged 77% on the first evaluation and 80% on the second.

For candidates within the **Bachelor of Arts in Teaching English as a Second Language (ENGL)** and secondary tracks, data from the first teaching evaluation indicates an exceptional 98% achievement rate in Competency 4 (Communication Skills). The lowest relative average for this group during the first cycle was in Competency 1 (Knowledge and mastery of subject content and effective teaching planning), with a still-strong average of 91%.

By the second teaching evaluation, the **English (ENGL)** candidates reached a flawless 100% in both Competency 4 (Communication Skills) and Competency 5 (Learning Evaluation and Assessment). Like the first cycle, the lowest average score was observed in Competency 1, marked at 90%.

Across both programmatic evaluation sets for Assessment 4.1, consistent strength was displayed in Competency 6 (Professional development, ethics, collaboration, and relations with parents), maintaining a steady range between 92% and 94%. Overall, the lowest performance bands across both groups were restricted to Competency 1 (ranging from 81% to 90%) and Competency 7 for the Elementary Education cohort (ranging from 77% to 80%).

### M3: Candidate Formative Assessment

R3.3 Competency at Completion

Academic Year: 2024-2025

BA in Elementary Education (EE)

N = 2 | Total Points Scale Base: 138 points

Competency	1 <sup>st</sup> Assessment 4.1 - EE	2 <sup>nd</sup> Assessment 4.1 - EE
I: Knowledge and mastery of the subject- matter and the effective teaching planning process	81%	90%
II: Knowledge of the students, their learning process, and comprehension of student diversity	100%	100%
III: Management of Educational Setting	100%	93%
IV: Communication Skills	96%	83%
V: Learning Evaluation and Assessment	80%	87%
VI: Professional development, ethics, collaboration, relationship	93%	93%
VII: Management of Professional Documents and reflection on the Processes	77%	80%

BA in Teaching English as a Second Language & Secondary Education

N = 3 | Total Points Scale Base: 120 points

Competency	1 <sup>st</sup> Assessment 4.1 - ENGL	2 <sup>nd</sup> Assessment 4.1 - ENGL
I: Knowledge and mastery of the subject- matter and the effective teaching planning process	91%	90%
II: Knowledge of the students, their learning process, and comprehension of student diversity	92%	94%
III: Management of Educational Setting	89%	93%
IV: Communication Skills	98%	100%
V: Learning Evaluation and Assessment	93%	100%
VI: Professional development, ethics, collaboration, relationship	92%	94%
VII: Management of Professional Documents and reflection on the Processes	93%	98%

## Continuous Improvement

Although the evaluative findings for the 2024–2025 candidate cohort demonstrate a highly positive trajectory in candidate effectiveness, the Educator Preparation Program (EPP) remains systemically committed to the continuous review, refinement, and improvement of its clinical and instructional practices. While the formative feedback gathered throughout the clinical practice cycles was predominantly encouraging, it successfully illuminated specific target areas optimized for operational and pedagogical enhancement.

In direct response to these data insights—specifically regarding the lower performance baselines observed in **Competency 1** (Knowledge and mastery of subject content and effective teaching planning) across all programs, and **Competency 7** (Management of professional documents) within the Elementary Education track—the EPP will implement the following strategic actions:

- **Targeted Instructional Interventions:** The department will design and integrate focused workshops and enhanced scaffolded modules within the preparatory coursework prior to clinical placement, specifically targeting advanced lesson planning, macro-level subject matter integration, and systematic professional documentation management.
- **Systematic Feedback Loops:** The EPP will maintain rigorous, periodic reviews of the clinical practice component, intentionally incorporating structured qualitative and quantitative feedback from teacher candidates, university supervisors, and cooperating school partners.
- **Cooperating Teacher Alignment:** Collaborative alignment sessions will be conducted with cooperating school directors and mentor teachers to ensure uniform assessment expectations and unified support mechanisms for candidates during their field experiences.

This sustained focus on data-driven, continuous review is vital to fulfilling our institutional mission, maintaining robust alignment with CAEP standards, and responding dynamically to the evolving needs of the contemporary educational sector.