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| **Candidate Assessment of Performance (CAP) Form and Rubrics** |
| **Section 1: General Information** (*to be completed by the Candidate and Program Supervisor*) |
| **Candidate Information** |
| First Name: |  | Last Name: |  |
| Street Address: |  |
| City/Town: |  | State: |  | Zip: |  |
| MEPID #: |  | Massachusetts license number(if applicable): |  |
| **Program Information** |
| Sponsoring Organization: | **Fitchburg State University** |
| Program Area & Grade Level: |  |
| Have any components of the approved program been waived? 603 CMR 7.03(1)(b) | * Yes
 | * No
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| **Practicum Information** |

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| X |

 | Practicum |

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 | ~~Practicum Equivalent~~  |
| Practicum Course Number (not CRN): |  | Credit hours: |  |
| Practicum Seminar Course Title: |  |
| Practicum Site: |  | Grade Level(s) of Students: |  |
| **Supervising Practitioner Information** *(to be completed by the Program Supervisor)* |
| Name:  |  |
| School District: |  | Position: |  |
| License Field(s): |  | MEPID |  |
| # of years experience under license: |  |

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 | Professional  |
| *To the best of my knowledge* (*per the Supervising Practitioner’s Principal/Evaluator*)*, the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation.*  |

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 | Yes |

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 | No  |

* **The Signatures page has been completed for the 1st 3-way meeting (check box)**.

**The CAP is signed and dated at 3 points in the candidate’s experience:**

1. **after the 1st 3-way meeting,**
2. **at the 2nd 3-way meeting (Formative Assessment), and**
3. **at the final 3-way meeting (Summative Assessment).**

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| **Section 2: CAP Rubric** – **Formative Assessment** | **Date:**  |
|  (*to be completed by the Program Supervisor and Supervising Practitioner* ) |

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| **1.A.4: Well-Structured Lessons Formative Assessment** |
| **1.A.4.****Well-Structured Lessons** | 1 - Unsatisfactory | 2 - Needs Improvement | 3 - Proficient | 4 - Exemplary |
| Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class. | Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping. | Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. | Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs. Is able to model this element. |
| **Formative Assessment – completed at 2nd 3-way meeting** (*check box to indicate level of performance*) |
| **Dimension** | **1 - Unsatisfactory** | **2 - Needs Improvement** | **3 - Proficient** | **4 - Exemplary** |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

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| **Evidence for rating**: (*to be completed by the Program Supervisor and Supervising Practitioner).Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered*. *Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.* |
| **Source of Evidence** | **Evidence to Support the Ratings for 1.A.4: Well Structured Lessons** |
| **Announced Observation #1** |  |
| **Unannounced Observation #1** |  |
| **Measures of Student Learning** *(If available)* |  |
| **Other:** |  |
| **Other:** |  |

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| **1.B.2: Adjustment to Practice Formative Assessment** |
| **1.B.2.****Adjustment to Practice** | 1 - Unsatisfactory | 2 - Needs Improvement | 3 - Proficient | 4 - Exemplary |
| Makes few adjustments to practice based on formal and informal assessments.  | May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.  | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.  | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element. |
| **Formative Assessment – completed at 2nd 3-way meeting** (*check box to indicate level of performance*) |
| **Dimension** | **1 - Unsatisfactory** | **2 - Needs Improvement** | **3 - Proficient** | **4 - Exemplary** |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

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| **Evidence for rating**: (*to be completed by the Program Supervisor and Supervising Practitioner).Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered*. *Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.* |
| **Source of Evidence** | **Evidence to Support the Ratings for 1.B.2: Adjustment to Practice**  |
| **Announced Observation #2** |  |
| **Unannounced Observation #2***(If available)* |  |
| **Measures of Student Learning** *(If available)* |  |
| **Other:** |  |
| **Other:** |  |

| **2.A.3: Meeting Diverse Needs Formative Assessment** |
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| **2.A.3.****Meeting Diverse Needs** | 1 - Unsatisfactory | 2 - Needs Improvement | 3 - Proficient | 4 - Exemplary |
| Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.  | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. | Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element. |
| **Formative Assessment – completed at 2nd 3-way meeting** (*check box to indicate level of performance*) |
| **Dimension** | **1 - Unsatisfactory** | **2 - Needs Improvement** | **3 - Proficient** | **4 - Exemplary** |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

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| **Evidence for rating**: (*to be completed by the Program Supervisor and Supervising Practitioner).Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered*. *Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.* |
| **Source of Evidence** | **Evidence to Support the Ratings for 2.A.3: Meeting Diverse Needs**  |
| **Announced Observation #2** |  |
| **Measures of Student Learning** *(If available)* |  |
| **Other:** |  |
| **Other:** |  |
| **Other:** |  |

| **2.B.1: Safe Learning Environment Formative Assessment** |
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| **2.B.1.****Safe Learning Environment** | 1 - Unsatisfactory | 2 - Needs Improvement | 3 - Proficient | 4 - Exemplary |
| Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.  | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |
| **Formative Assessment – completed at 2nd 3-way meeting** (*check box to indicate level of performance*) |
| **Dimension** | **1 - Unsatisfactory** | **2 - Needs Improvement** | **3 - Proficient** | **4 - Exemplary** |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

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| **Evidence for rating**: (*to be completed by the Program Supervisor and Supervising Practitioner).Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered*. *Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.* |
| **Source of Evidence** | **Evidence to Support the Ratings for 2.B.1: Safe Learning Environment**  |
| **Unannounced Observation #1** |  |
| **Student Feedback Survey** |  |
| **Other:** |  |
| **Other:** |  |
| **Other:** |  |

| **2.D.2: High Expectations Formative Assessment** |
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| **2.D.2.****High Expectations** | 1 - Unsatisfactory | 2 - Needs Improvement | 3 - Proficient | 4 - Exemplary |
| Gives up on some students or communicates that some cannot master challenging material. | May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.  | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. | Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students’ misconceptions about innate ability. Is able to model this element. |
| **Formative Assessment – completed at 2nd 3-way meeting** (*check box to indicate level of performance*) |
| **Dimension** | **1 - Unsatisfactory** | **2 - Needs Improvement** | **3 - Proficient** | **4 - Exemplary** |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

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| **Evidence for rating**: (*to be completed by the Program Supervisor and Supervising Practitioner).Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered*. *Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.* |
| **Source of Evidence** | **Evidence to Support the Ratings for 2.D.2: High Expectations**  |
| **Announced Observation #1** |  |
| **Student Feedback Survey**  |  |
| **Other:** |  |
| **Other:** |  |
| **Other:** |  |

| **4.A.1: Reflective Practice Formative Assessment** |
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| **4.A.1.****Reflective Practice** | 1 - Unsatisfactory | 2 - Needs Improvement | 3 - Proficient | 4 - Exemplary |
| Demonstrates limited reflection on practice and/or use of insights gained to improve practice.  | May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element. |
| **Formative Assessment – completed at 2nd 3-way meeting** (*check box to indicate level of performance*) |
| **Dimension** | **1 - Unsatisfactory** | **2 - Needs Improvement** | **3 - Proficient** | **4 - Exemplary** |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

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| **Evidence for rating**: (*to be completed by the Program Supervisor and Supervising Practitioner).Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered*. *Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.* |
| **Source of Evidence** | **Evidence to Support the Ratings for 4.A.1: Reflective Practice**  |
| **Measure of Student Learning** (if available) |  |
| **Student Feedback Survey** *(If available)* |  |
| **Candidate Artifacts** |  |
| **Professional Practice Goal** |  |
| **Other:** |  |

* **The Formative Assessment Calibration page has been completed.**
* **The *Signature* page has been signed and dated for this 2nd 3-way meeting.**

**CAP Rubric Formative Assessment – Calibration**

| **Summary of Ratings Formative Assessment** |
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| Element | Quality | Scope | Consistency |
| --- | --- | --- | --- |
| 1.A.4: Well-Structured Lessons |  |  |  |
| 1.B.2: Adjustments to Practice |  |  |  |
| 2.A.3: Meeting Diverse Needs |  |  |  |
| 2.B.1: Safe Learning Environment |  |  |  |
| 2.D.2: High Expectations |  |  |  |
| 4.A.1: Reflective Practice |  |  |  |

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| **Reinforcement Area(s)**  | * 1.A.4: Well Structured Lessons
 | * 2.B.1: Safe Learning Environment
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| * 1.B.2: Adjustments to Practice
 | * 2.D.2: High Expectations
 |
| * 2.A.3: Meeting Diverse Needs
 | * 4.A.1: Reflective Practice
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| **Evidence-Based Feedback to Candidate**  |  |

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| **Refinement Area(s)**  | * 1.A.4: Well Structured Lessons
 | * 2.B.1: Safe Learning Environment
 |
| * 1.B.2: Adjustments to Practice
 | * 2.D.2: High Expectations
 |
| * 2.A.3: Meeting Diverse Needs
 | * 4.A.1: Reflective Practice
 |
| **Evidence-Based Feedback to Candidate**  |  |

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| **Section 3: CAP Rubric** – **Summative Assessment** | **Date:**  |
|  (*to be completed by the Program Supervisor and Supervising Practitioner* ) |

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| **1.A.4: Well-Structured Lessons Summative Assessment** |
| **1.A.4.****Well-Structured Lessons** | 1 - Unsatisfactory | 2 - Needs Improvement | 3 - Proficient | 4 - Exemplary |
| Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class. | Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping. | Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. | Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs. Is able to model this element. |
| **Summative Assessment – completed at final 3-way meeting** (*check box to indicate level of performance*) |
| **Dimension** | **1 - Unsatisfactory** | **2 - Needs Improvement** | **3 - Proficient** | **4 - Exemplary** |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

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| **Evidence for rating**: (*to be completed by the Program Supervisor and Supervising Practitioner).Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered*. *Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.* |
| **Source of Evidence** | **Evidence to Support the Ratings for 1.A.4: Well Structured Lessons** |
| **Announced Observation #1** |  |
| **Unannounced Observation #1** |  |
| **Measures of Student Learning** |  |
| **Other:** |  |
| **Other:** |  |

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| **1.B.2: Adjustment to Practice Summative Assessment** |
| **1.B.2.****Adjustment to Practice** | 1 - Unsatisfactory | 2 - Needs Improvement | 3 - Proficient | 4 - Exemplary |
| Makes few adjustments to practice based on formal and informal assessments.  | May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.  | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.  | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element. |
| **Summative Assessment – completed at final 3-way meeting** (*check box to indicate level of performance*) |
| **Dimension** | **1 - Unsatisfactory** | **2 - Needs Improvement** | **3 - Proficient** | **4 - Exemplary** |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

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| **Evidence for rating**: (*to be completed by the Program Supervisor and Supervising Practitioner).Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered*. *Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.* |
| **Source of Evidence** | **Evidence to Support the Ratings for 1.B.2: Adjustment to Practice**  |
| **Announced Observation #2** |  |
| **Unannounced Observation #2** |  |
| **Measures of Student Learning** |  |
| **Other:** |  |
| **Other:** |  |

| **2.A.3: Meeting Diverse Needs Summative Assessment** |
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| **2.A.3.****Meeting Diverse Needs** | 1 - Unsatisfactory | 2 - Needs Improvement | 3 - Proficient | 4 - Exemplary |
| Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.  | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. | Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element. |
| **Summative Assessment – completed at final 3-way meeting** (*check box to indicate level of performance*) |
| **Dimension** | **1 - Unsatisfactory** | **2 - Needs Improvement** | **3 - Proficient** | **4 - Exemplary** |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

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| **Evidence for rating**: (*to be completed by the Program Supervisor and Supervising Practitioner).Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered*. *Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.* |
| **Source of Evidence** | **Evidence to Support the Ratings for 2.A.3: Meeting Diverse Needs**  |
| **Announced Observation #2** |  |
| **Measures of Student Learning**  |  |
| **Other:** |  |
| **Other:** |  |
| **Other:** |  |

| **2.B.1: Safe Learning Environment Summative Assessment** |
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| **2.B.1.****Safe Learning Environment** | 1 - Unsatisfactory | 2 - Needs Improvement | 3 - Proficient | 4 - Exemplary |
| Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.  | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |
| **Summative Assessment – completed at final 3-way meeting** (*check box to indicate level of performance*) |
| **Dimension** | **1 - Unsatisfactory** | **2 - Needs Improvement** | **3 - Proficient** | **4 - Exemplary** |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

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| **Evidence for rating**: (*to be completed by the Program Supervisor and Supervising Practitioner).Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered*. *Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.* |
| **Source of Evidence** | **Evidence to Support the Ratings for 2.B.1: Safe Learning Environment**  |
| **Unannounced Observation #1** |  |
| **Student Feedback Survey**  |  |
| **Other:** |  |
| **Other:** |  |
| **Other:** |  |

| **2.D.2: High Expectations Summative Assessment** |
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| **2.D.2.****High Expectations** | 1 - Unsatisfactory | 2 - Needs Improvement | 3 - Proficient | 4 - Exemplary |
| Gives up on some students or communicates that some cannot master challenging material. | May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.  | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. | Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students’ misconceptions about innate ability. Is able to model this element. |
| **Summative Assessment – completed at final 3-way meeting** (*check box to indicate level of performance*) |
| **Dimension** | **1 - Unsatisfactory** | **2 - Needs Improvement** | **3 - Proficient** | **4 - Exemplary** |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

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| **Evidence for rating**: (*to be completed by the Program Supervisor and Supervising Practitioner).Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered*. *Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.* |
| **Source of Evidence** | **Evidence to Support the Ratings for 2.D.2: High Expectations**  |
| **Announced Observation #1** |  |
| **Student Feedback Survey**  |  |
| **Other:** |  |
| **Other:** |  |
| **Other:** |  |

| **4.A.1: Reflective Practice Summative Assessment**  |
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| **4-A-1.****Reflective Practice** | 1 - Unsatisfactory | 2 - Needs Improvement | 3 - Proficient | 4 - Exemplary |
| Demonstrates limited reflection on practice and/or use of insights gained to improve practice.  | May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element. |
| **Summative Assessment – completed at final 3-way meeting** (*check box to indicate level of performance*) |
| **Dimension** | **1 - Unsatisfactory** | **2 - Needs Improvement** | **3 - Proficient** | **4 - Exemplary** |
| Quality |  |  | \* |  |
| Scope |  | \* |  |  |
| Consistency |  | \* |  |  |

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| **Evidence for rating**: (*to be completed by the Program Supervisor and Supervising Practitioner).Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered*. *Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.* |
| **Source of Evidence** | **Evidence to Support the Ratings for 4.A.1: Reflective Practice**  |
| **Measure of Student Learning**  |  |
| **Student Feedback Survey**  |  |
| **Candidate Artifacts** |  |
| **Professional Practice Goal** |  |
| **Other:** |  |

* **The Summative Assessment Calibration page has been completed.**
* **The *Signature* page has been signed and dated for this final 3-way meeting.**

**CAP Rubric Summative Assessment – Calibration**

| **Summary of Ratings Summative Assessment** |
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| Element | Quality | Scope | Consistency | Readiness Thresholds Met? (Y/N) |
| --- | --- | --- | --- | --- |
| 1.A.4: Well-Structured Lessons |  |  |  |  |
| 1.B.2: Adjustments to Practice |  |  |  |  |
| 2.A.3: Meeting Diverse Needs |  |  |  |  |
| 2.B.1: Safe Learning Environment |  |  |  |  |
| 2.D.2: High Expectations |  |  |  |  |
| 4.A.1: Reflective Practice |  |  |  |  |

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| **Evidence-Based Feedback to Candidate** |  |
| **Recommended Focus for Future Professional Practice Goal** |  |



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| Candidate Assessment of Performance (CAP) Form and Rubric |
| Section 4: Total Hours and Signatures |
| Three-Way Meetings |  | **Signatures** |
| 1st Three-Way MeetingDate:  | Candidate |  |
| Supervising Practitioner |  |
| Program Supervisor |  |
| 2nd Three-Way MeetingDate:  | Candidate |  |
| Supervising Practitioner |  |
| Program Supervisor |  |
| Final Three-Way MeetingDate:  | Candidate |  |
| Supervising Practitioner |  |
| Program Supervisor |  |

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| --- | --- | --- | --- |
| Total Number of Practicum Hours: |  | Number of hours assumed full responsibility in the role: |  |

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| Based on the candidate’s performance as measured on the CAP Rubric, we have determined this candidate to be: | * Ready to Teach
 | * Not Yet Ready
 |

**Final Signatures**

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| --- | --- | --- |
| Supervising Practitioner |  | Date: |
| Program Supervisor |  | Date: |
| Mediator (if necessary, see 603 CMR 7.04(4)) |  | Date: |

***Return original completed CAP to Teacher Candidate for inclusion in the candidate’s Licensure Application Packet.***