

# Quick Reference Guide: The CAP Rubric

## The CAP Rubric

The Candidate Assessment of Performance (CAP) assesses teacher candidate readiness and supports the provision of targeted, detailed feedback to inform growth.

The [CAP Rubric](#) is aligned to the [Massachusetts Model Teacher Rubric](#) for in-service teachers and measures practice using the same four performance levels (Exemplary, Proficient, Needs Improvement, Unsatisfactory) with the same descriptors of practice at each performance level. The CAP Rubric is customized for the preparation context in the following ways:

- The CAP Rubric includes the **Seven Essential Elements** which represent observable, high-priority, and high-leverage practices for all new teachers;
- The CAP Rubric differentiates for novice teachers by rating performance for each element across three dimensions (**Quality, Scope, and Consistency**); and
- The CAP Rubric assigns **Readiness Thresholds** as minimum expectations for performance on each element.

## The Seven Essential Elements

CAP assesses practice on Seven Essential Elements derived from the [Standards for Effective Teaching](#) and the [Professional Standards for Teachers](#). An element was deemed essential to CAP if 1) the absence of a teacher’s competency in the skill would likely put students at risk, and 2) the element is foundational for other skills. Combined performance on these elements is considered representative of readiness to be impactful on day one.

Element	Proficient Descriptor (Refer to the <a href="#">CAP Rubric</a> for descriptions of each performance level)
<b>I.A.1: Subject Matter Knowledge</b>	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.
<b>I.A.3: Well-Structured Units and Lessons</b>	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.
<b>I.B.2: Adjustments to Practice</b>	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 differentiated interventions and enhancements for students.
<b>II.A.3: Meeting Diverse Needs</b>	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.

<b>II.B.1: Safe Learning Environment</b>	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.
<b>II.E.1: High Expectations</b>	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.
<b>IV.A.1: Reflective Practice</b>	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.

## Quality, Scope, and Consistency

Teacher candidates receive ratings on three dimensions of an element – Quality, Scope, and Consistency.

- **Quality:** The ability to perform the skill, action, or behavior
- **Scope:** The scale of impact (one student, a subset of students, all students) to which the skill, action, or behavior is demonstrated with quality
- **Consistency:** The frequency (once, sometimes, always) that the skill, action, or behavior is demonstrated with quality.

By deconstructing each of the Seven Essential Elements into these three components of practice, the CAP Rubric makes it possible for Program Supervisors and Supervising Practitioners to appropriately differentiate expectations for novice teachers without changing the fundamental expectations for effective practice.

## Readiness Thresholds

In order for a novice teacher to make a positive impact with students from day one, CAP prioritizes candidates' demonstrated ability to proficiently execute a skill but recognizes that the consistency and scope at which a novice teacher can execute these skills will continue to develop with experience.

The CAP Rubric therefore associates a **readiness threshold** to the dimensions of Quality, Scope and Consistency. A candidate is expected to demonstrate *proficiency* in Quality for all seven elements at the conclusion of CAP, indicating competence in each essential skill. Candidates may be rated *needs improvement* for Consistency and Scope in a given element. Candidates must meet these readiness thresholds for all Seven Essential Elements to pass CAP and be deemed "ready to teach." Sponsoring Organizations may establish higher thresholds if they choose.

### **Quality as Gatekeeper: Expectations for Growth**

The *Quality* rating serves as a gatekeeper for each element, ensuring that a candidate can demonstrate the fundamental skill at a proficient level, even if he/she still needs to improve the *consistency* of delivery, or the *scope* of impact.

Needing improvement in those two dimensions does not necessarily indicate lack of readiness, but rather signals areas for further growth and development upon employment.