**DESE Pre-Practicum Model Gateway Task – EVALUATION TOOL**

**[**Bid # BD-19-1026-DOE02-DOE01-35818, Alternative ID#:  19MACISSC1]

**Name of Bidder:**

**Name of Review:**

**Date Reviewed:**

**Required conditions (Gateway tasks must meet these initial requirements in order to be considered):**

* Gateway assesses *individual, independent* candidate performance. It is possible to fully isolate candidate performance from that of peers, Supervising Practitioner, or others.
* Gateway involves a discrete task representing a *snapshot* of candidate performance during the pre-practicum, not a comprehensive, multi-point, long-term assessment (e.g. the Candidate Assessment of Performance).
* Assesses pedagogical skill(s) embedded in the [Professional Standards for Teachers](http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf) that *build towards* candidates’ ability to demonstrate readiness on the [Candidate Assessment of Performance (CAP)'s essential elements](http://www.doe.mass.edu/edprep/cap/).

| Criteria | Weight | Score | Max. points  | Awarded points |
| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| In order to successfully complete the gateway, candidates must demonstrate [fluency in the subject-matter](http://www.doe.mass.edu/edprep/resources/smk-guidelines.pdf) they are teaching | x5 | Task requires no subject-matter knowledge | Task requires basic knowledge of the subject-matter | Task requires candidates to know and apply essential content in one way | Task requires candidates to know and apply essential content in multiple ways (functional knowledge) | Task requires candidates to know and apply content in at least one way AND make vertical connections within content  | Task requires candidates to know and apply content in multiple ways AND make vertical connections within content (fluency) | 25 |  |
| Gateway is centered on an instructional task that is authentic and integral to the work of an effective educator in the licensure role. | x10 | The gateway does not require a performance task. | Licensed educators engage in this type of task rarely or not at all AND/OR task is not instructional  | Licensed educators engage in this type of task occasionally but it is not integral to the work of an effective educator | Licensed educators engage in this type of task regularly OR it is integral to the work of an effective educator | Licensed educators engage in this type of task regularly AND it is integral to the work of an effective educator | Licensed educators engage in this type of task daily AND it is integral to the work of an effective educator | 50 |  |
| Scoring guide for the gateway sets minimum thresholds of performance that are sufficiently rigorous to assess readiness for the practicum. | x2 | There is no scoring guide associated with the task | Scoring guide does not set a clear minimum threshold | Scoring guide lacks the specificity necessary for consistent calibration | Scoring guide attempts to set a threshold but expectations are not clear or rigorous | Scoring guide sets a threshold of performance that reflects some components of proficient practice | Scoring guide sets a threshold of performance that clearly reflects proficient practice | 10 |  |
| Other Considerations (3 points each):* Incorporates a measure of actual student learning as a component of scoring
* Includes scorer calibration supports and assurances
* Includes clear implementation advice/guidance that allows for easy adoption
* Demonstrates evidence of effective past use
* Involves candidates’ ability to adapt as needed and use instructional materials and/or support English Learners and/or Students with Disabilities
 | 15 |  |
| TOTAL | 100 |  |