

Summative Assessment

The PS and SP discuss evidence collected to date (observations, student surveys, lesson plans, etc.), establish the formative assessment ratings and complete the rubric below with supporting evidence/observation feedback written in. As the Supervising Practitioner is with the candidate daily, the SP should lead this assessment and provide the Program Supervisor with the initial ratings. The PS should then connect with the SP to calibrate the ratings and the final version should then be sent to the candidate. This takes place around the practicum midpoint – about 7 weeks into the student teaching experience. The candidate should also provide an update to the PS and SP on the following CAP components, which may be used as evidence in meeting the **6 Essential Elements**:

- Student Feedback Surveys
- Self-Assessment
- Student learning goal and impact on student growth (see inquiry project)
-

Please place an 'X' in the appropriate box. The shaded areas are the readiness thresholds that Teacher Candidates must meet on the Summative Assessment.

Name:		Date:	
-------	--	-------	--

I.A.1: Subject Matter Knowledge				
I-A-1. Subject Matter Knowledge	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	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.	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.
	Quality		*	
	Scope	*		
	Consistency	*		

Sources of Evidence for I-A-1 Subject Matter Knowledge

Observations				Measure of Student Learning *	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence I-A-I Subject Matter Knowledge:

Areas of Growth I-A-1 Subject Matter Knowledge:

I.A.4: Well-Structured Units and Lessons				
I-A-4. Well-Structured Units and Lessons	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills	Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.	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.	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 all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.
	Quality			
	Scope			
	Consistency			

Sources of Evidence for I-A-4: Well-Structured Units and Lessons:

Observations				Measure of Student Learning *	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required	<input type="checkbox"/>		<input checked="" type="checkbox"/> Required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**the measure of student learning may be from the TC's inquiry project.*

Evidence I.A.4: Well-Structured Units and Lessons:

Areas for Growth I.A.4: Well-Structured Units and Lessons:

I.B.2: Adjustment to Practice				
I-B-2. Adjustment to Practice	Unsatisfactory	Needs Improvement	Proficient	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 first gs.	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.	Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.
	Quality			
	Scope			
	Consistency			

Sources of Evidence for I.B.2: Adjustment to Practice:

Observations				Measure of Student Learning *	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**the measure of student learning may be from the TC's inquiry project.*

Evidence I.B.2: Adjustment to Practice:

Areas for Growth I.B.2: Adjustment to Practice:

II.A.3: Meeting Diverse Needs				
II-A-3. Meeting Diverse Needs	Unsatisfactory	Needs Improvement	Proficient	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 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.	Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.
Quality				
Scope				
Consistency				

Sources of Evidence for II.A.3: Meeting Diverse Needs:

Observations				Measure of Student Learning *	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Required	<input type="checkbox"/>	<input checked="" type="checkbox"/> Required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**the measure of student learning may be from the TC's inquiry project.*

Evidence II.A.3: Meeting Diverse Needs:

Areas for Growth II.A.3: Meeting Diverse Needs:

II.B.1: Safe Learning Environment				
II-B-1. Safe Learning Environment	Unsatisfactory	Needs Improvement	Proficient	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.
Quality				
Scope				
Consistency				

Sources of Evidence for II.B.1: Safe Learning Environment:

Observations				Measure of Student Learning *	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
<input type="checkbox"/>	<input checked="" type="checkbox"/> Required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Required	<input type="checkbox"/>	<input type="checkbox"/>

Evidence II.B.1: Safe Learning Environment:

Areas for Growth II.B.1: Safe Learning Environment:

II.D.2: High Expectations				
II-D-2. High Expectations	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material.	Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability.	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.	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.
Quality				
Scope				
Consistency				

Sources of Evidence for II.D.2: High Expectations:

Observations				Measure of Student Learning *	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
<input checked="" type="checkbox"/> Required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Required	<input type="checkbox"/>	<input type="checkbox"/>

Evidence II.D.2: High Expectations:

Area for Growth II.D.2: High Expectations:

IV.A.1: Reflective Practice				
IV-A-1. Reflective Practice	Unsatisfactory	Needs Improvement	Proficient	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.
Quality				
Scope				
Consistency				

Sources of Evidence for IV.A.1: Reflective Practice:

Observations				Measure of Student Learning *	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required	<input checked="" type="checkbox"/> Required

**the measure of student learning may be from the TC's inquiry project.*

Evidence IV.A.1: Reflective Practice:

Areas for Growth IV.A.1: Reflective Practice:

Calibration

Summary of Ratings – Enter E, P, N, or U				
Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
I-A-1.Subject Matter Knowledge				
1.A.4: Well-Structured Units and Lessons				
1.B.2: Adjustment to Practice				
2.A.3: Meeting Diverse Needs				
2.B.1: Safe Learning Environment				
2.D.2: High Expectations				
4.A.1: Reflective Practice				

Suggestions for Candidate	
----------------------------------	--