**Overview**

It is essential for teacher candidates, program supervisors, and supervising practitioners to have a common understanding of quality, scope, and consistency in the CAP. On the [CAP Rubric,](https://www.doe.mass.edu/edprep/cap/cap-guidelines.pdf) descriptions of teaching practices for each Essential Element1 are differentiated across four performance levels by quality, scope, and consistency. Teacher candidates receive ratings based on quality, scope, and consistency for each of the Essential Elements.

*Definitions*

* **Quality:** is the ability to use a pedagogical approach or effectively perform a teaching practice or skill.
* **Scope:** is the scale of impact with students. The ability of the teaching candidate to use a pedagogical approach or perform a teaching practice or skill effectively with all students in various classroom situations or contexts.
* **Consistency:** is the frequency (once, sometimes, always) that the skill, action, or behavior is demonstrated effectively.

*Readiness Thresholds*

For a novice teacher to serve students well from day one, it is not necessary that they demonstrate full proficiency in each of the Essential Elements. The CAP Rubric, therefore, associates a readiness threshold to the three dimensions of quality, scope, and consistency for each Essential Element. **While candidates are expected to demonstrate proficiency in quality for each of the seven elements by the conclusion of CAP**, candidates may be considered “Ready to Teach” with ratings of Needs Improvement in scope and consistency:

* Quality: Proficient
* Scope: Needs Improvement
* Consistency: Needs Improvement

In this way, the quality rating ensures that a candidate can demonstrate the fundamental teaching practice or skill effectively, even if they still need to improve the consistency of delivery or the scope of impact. Needing improvement in those two dimensions is understandable for many novice teachers and does not indicate a lack of readiness; it signals areas for further growth and development upon employment. Candidates must meet these readiness thresholds for each of the Essential Elements in their CAP Summative Assessment to be marked *Ready to Teach*. Programs may establish higher thresholds if they choose.

*Candidate Considerations*

Regarding quality, scope, and consistency, program supervisors and supervising practitioners should:

* Stress to teacher candidates that quality is one indicator of teaching skill and ability which must be demonstrated during the practicum. Proficiency in scope and consistency will continue to develop with additional experience within and across classroom settings.
* Deconstruct each of the Essential Elements into these three components of practice.
* Use these three components to differentiate expectations for novice teachers without changing the fundamental components of effective teaching practice or skill.