The assessment system used by the PEU consists of a multi-step process to collect and analyze data on a candidate, program and unit level, while also assessing how well it functions under the leadership of the ASET committee. Tk20, allows for faculty to send and score key assessments, and allows students to submit their work for these key assessments. The scored results can then be disaggregated by candidate, program and unit. Program and unit-wide data is shared with each specific program and the unit during professional development days, a few days before the fall trimester begins. Each candidate is evaluated using this data during each transition point. These transition points and their corresponding key assessments are listed here:

- **Transition points:**
  - 0, admission to the university: ACT scores and demographic data must be on file with the university. Demographic data is collected from an application (EXHIBIT). ACT composite score must be a minimum of 20;
  - 1, the first practicum experience: course must be completed with “C” or better, mini-disposition results from candidate on-site supervisor (Ex 2.4.b.1) and key assessment assignments for each program are submitted (Ex 2.4.a.5);
  - 2, the second practicum experience: mini-disposition (Ex 2.4.b.2) results from the on-site supervisor and course instructor, and key assessment assignments from each program (Ex 1.4.a);
  - 3, the methods courses key assessments. The methods courses must be completed with a “C” or better;
  - 4, student teaching: Teacher Work Sample (TWS) results (Ex 2.4.b.3), as well as disposition assessments (Ex 2.4.b.2) and formative and summative assessments (Ex 2.4.b.11) gathered from university supervisors, cooperating teachers and even content supervisors (for secondary education). TWS is scored by at least two scorers, and candidate’s must receive an average passing score of 3 or above on each item of the rubric. Otherwise, the candidate will need to redo the work related to these items in order to pass student teaching;
  - 5, post-graduation: The state-implemented Beginning Teacher Assessment by Principals (BTAP) for new teachers (Ex 2.4.b.5).

Other points of review include scores for the CBASE, needed to enter a preparation program, and a content area PRAXIS II, which must be taken in order to be certified to teach in Missouri. The CBASE requirement is a score of 265 on three sub-tests and 235 on the remaining two sub-tests if the student had a 20 ACT composite score, or a 235 on each sub-test if the student received an ACT composite score of 21 or higher.

Some of these assessments will change in the near future, as the Department of Elementary and Secondary Education (DESE) oversees the development of a new general education assessment to
replace the CBASE, a new certification test to replace the PRAXIS, and a new performance-based assessment to replace the TWS (Ex 2.4.a.12).

- Advanced students also have key assessments collected throughout their academic career (Ex 2.4.a.3). These include:
  - a disposition assessment completed by one of their references in order to apply for their program (Ex 2.4.b.9);
  - an admissions test, either the GRE or a program equivalent;
  - a disposition assessment completed by either advisors or faculty who have had them in courses, given after they have completed at least 9-12 credit hours (Ex 2.4.b.9);
  - a self-reported survey given to students on how well they are meeting state standards, also given upon completion of 9-12 credit hours (Ex 2.4.b.7)
  - two disposition assessments given at the end of their programs, one by the graduate student and the other by an advisor or faculty member who had the graduate student in class (Ex 2.4.b.9);
  - a completed program-specific assessment either in the form of a comprehensive exam or portfolio (Ex 2.4.a.13)

For initial students, the most important gateways are entry to a program, entry to student teaching and completion of student teaching. For graduate students, disposition results can be requested and reviewed by advisors at any time, and they must complete their program-specific assessment in satisfactory manner in order to complete their program.