## Initial Candidate Performance Assessments at Program Gates

<table>
<thead>
<tr>
<th>Gate 1</th>
<th>Gate 2</th>
<th>Gate 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>Midpoint of Clinical Practice</td>
<td>Exit from Program</td>
</tr>
</tbody>
</table>

Decision at each gate (Admitted, Meets and/or Conditions Met require all criteria at each gate be at or above expected level of performance):

- Admitted in good standing
- Admit w/dept. provisions
- Conditional
- Denied
- Meets (or conditions met)*
- Conditional
- Does not meet
- Meets (or conditions met)**
- Conditional
- Does not meet
- Meets (or conditions met)***
- Conditional
- Does not meet

* Minimum score of 2 in scale of 1-3 expected for midpoint clinical on each of nine outcomes on IEF/STEF. Any score under two means either a growth plan is created (conditional) or irremediable problem blocking advancement (does not meet).

** Minimum score of 2 on scale of 1-3 expected for initial teachers on each of nine outcomes on ECP to complete student teaching without conditions.

*** Minimum score of 2 on scale of 1-3 expected on each of nine outcomes (portfolio) to successfully exit program.

## Advanced and Post-Certification Candidate Performance Assessments at Program Gates

<table>
<thead>
<tr>
<th>Gate 1</th>
<th>Gate 2</th>
<th>Gate 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>Midpoint program and advancement to candidacy</td>
<td>Exit from program</td>
</tr>
</tbody>
</table>

Decision at each gate (Admitted, Meets and/or Conditions Met require all criteria at each gate be at or above expected level of performance):

- Admitted in good standing
- Admit w/dept. provisions
- Conditional
- Denied
- Meets (or conditions met)
- Conditional
- Does not meet
- Meets (or conditions met)
- Conditional
- Does not meet

* SPA Reports for Advanced Programs with scoring rubrics and criteria are found on the NCATE AIMS site

In order to ensure fairness, consistency and accuracy of all assessments, faculty review assessment procedures on a regular basis. By using multiple measures and different assessment tools aligned to the SOE goals, faculty can enhance accuracy and consistency.