ULM Unit Assessment System: Some Important Elements
(1) Portals, (2) Signature Assessments, (3) SOLO, (4) PASS-PORT

(1) Assessment Portals

Initial Programs *(Undergraduate/MAT)*	Advanced Graduate Programs	Doctoral Programs
Portal I: Entry to Pre-Professional Education	**Portal V**: Admission to Graduate Studies	**Portal IX:** Admission to Doctoral Studies
Portal II: Admission to Professional Teacher Education	**Portal VI:** Admission to Candidacy	**Portal X:** Admission to Pre-Candidacy
Portal III: Admission to Student Teaching/ Internship	**Portal VII:** Admission to Graduate Internship	**Portal XI:** Admission to Candidacy
Portal IV: Exit Teacher Education	**Portal VIII:** Exit Graduate Program	**Portal XII:** Exit Doctoral Program
Post Certification Track	**Post Graduate Track**	**Post Doctoral Track**

(2) Signature Assessments

Signature Assessments represent significant internal measures of candidate demonstration of the conceptual framework knowledge, skills, and dispositions. Designated for each course is a specific signature assessment that is comprehensive, reflects the major content of the course, and enables the candidate to demonstrate the target knowledge, skills, and dispositions within the context of meaningful, real-life performances.

(3) SOLO: The Common Rubric

SOLO, the Structure of the Observed Learning Outcomes Taxonomy (Biggs, 2003; Biggs & Collis, 1982), is the common rubric for interpreting the designated *signature assessments*, reporting the conceptual framework knowledge, skills, and dispositions, and providing continuity in assessment across courses and programs. Positive attributes of SOLO include: 1) it describes and differentiates five levels of observed cognitive and relational attainment (see below); 2) the system applies to a wide range of content areas and performances; 3) it parallels familiar systems, including those of Piaget and Bloom, yet is easier to understand and use (Chan et. al., 2002); 4) SOLO is especially appropriate for multi-faceted, performance-based outcomes such as *teaching*; and 5) use of the common five-point rubric facilitates comparisons across performance demonstrations.

Solo Rubric

Prestructural (1) _____	Unistructural (2) _____	Multistructural (3) _____	Relational (4) _____	Extended Abstract (5) _____
There may be preliminary preparation, but the task itself is not attacked in an appropriate way.	One aspect of the task is performed or understood serially; but there is no relationship to facts or ideas	Two or more aspects of the task are performed or understood serially with limited interrelationships to other ideas	Several aspects are integrated so that the whole has a coherent structure and meaning in and of itself	The coherent whole is raised to a higher level of performance showing expertise within and of itself.

SOLO Compared with Piaget's Stages of Development & Bloom's Taxonomy of Educational Objectives (Biggs, 2003)

SOLO Taxonomy	Piagetian Stage of Development
Prestructural	Pre-Operational
Unistructural	Early Concrete
Multistructural	Middle Concrete
Relational	Concrete Generalization
Extended Abstract	Formal Operational

SOLO Taxonomy	Bloom Taxonomy of Educational Objectives
Prestructural, Unistructural	Knowledge
Unistructural	
Multistructural	Comprehension, Application, Analysis
Relational, Extended Abstract	Synthesis, Evaluation

(4) PASS-PORT: *Professional Accountability Support System Using a PORTal Approach*

PASS-PORT is the electronic portfolio system, which is augmented by Excel and supports electronic data collection and analysis and candidate and faculty development of electronic professional portfolios.

ULM Assessment Plan Portal Requirements for Undergraduate Programs

Admission Application, B.S. or B.A.
Portal I Portfolio Checklist
____High School GPA ____Acceptable ACT ____Approved Program Plan
Portal I: Entry to Pre-Professional Education
Portal II Portfolio Checklist
IIA Knowledge, Skills, & Dispositions ____SOLO Scores ≥ 4 for Signature Assessments ____CURR 285 or CSCI 163/167 ____EDFN 201 or KINS 211 ____PSYC 203 or 205 ____Dispositions Score: EDFN 201/KINS 211 ____Dispositions Self Evaluation & Reflection IIB Application for Admission to Teacher Ed ____Proof of Professional Liability Insurance ____30 hours of Gen Ed & Pre-professional courses w/ 2.5 GPA ____PRAXIS I, Acceptable Scores   ____PRAXIS I Reading ≥ 174 ____PRAXIS I Writing ≥ 173 ____PRAXIS I Math ≥ 172 ____ Survey for Admission to Teacher Education ____ Speech and Hearing Test
Portal II: Admission to Professional Teacher Education
Portal III Portfolio

IIIA Knowledge, Skills, & Dispositions
____SOLO Scores ≥ 4 for Signature Assessments
____CURR 375
____EDFN 401, CURR 304, or KINS 411
____SPED 202 or CURR 302
____READ 321, 322, or 418
____Methods as prescribed per program
____Dispositions: EDFN 401, CURR 304 or KINS 411; One Methods per Semester
____Self Evaluations and Reflection
IIIB Application for Student Teaching
____Proof of Professional Liability Insurance
____Completion of all GenEd and ProfEd (except 3 hours & Student Teaching) with grade $\geq C$ & 2.5
____PRAXIS Content Specialty & Pedagogy acceptable scores
    ____ PRAXIS Content Specialty _____
    ____ PRAXIS Pedagogy _____
____Completed Application to Student Teach

Portal III: Admission to Student Teaching
Portal IV Portfolio
IVA. Knowledge, Skills, & Dispositions ____SOLO Scores ≥ 4 for Signature Assessments ____Student Teaching ____Candidate's Evaluation of ____ Classroom Supervisor ____ University Supervisor ____ Self ____Exit Interview/Survey IVB. Final Applications ____Proof of Professional Liability Insurance ____Completion of Student Teaching with grade $\geq C$ & 2.5 overall GPA ____Student Teaching Portfolio ____Application to Graduate ____Application for Louisiana Teacher Certification ____Application to Complete Program
Portal IV: Exit Program with B.A., B.S., or M.A.T.
Post-Certification Track

College of Education and Human Development
University of Louisiana at Monroe