

# 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
<b>Portal I:</b> Entry to Pre-Professional Education	<b>Portal V:</b> Admission to Graduate Studies	<b>Portal IX:</b> Admission to Doctoral Studies
<b>Portal II:</b> Admission to Professional Teacher Education	<b>Portal VI:</b> Admission to Candidacy	<b>Portal X:</b> Admission to Pre-Candidacy
<b>Portal III:</b> Admission to Student Teaching/ Internship	<b>Portal VII:</b> Admission to Graduate Internship	<b>Portal XI:</b> Admission to Candidacy
<b>Portal IV:</b> Exit Teacher Education	<b>Portal VIII:</b> Exit Graduate Program	<b>Portal XII:</b> Exit Doctoral Program
<b>Post Certification Track</b>	<b>Post Graduate Track</b>	<b>Post Doctoral Track</b>

### (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

Prestructural  
Unistructural  
Multistructural  
Relational  
Extended Abstract

##### SOLO Taxonomy

Prestructural, Unistructural  
Unistructural  
Multistructural  
Relational, Extended Abstract

##### Piagetian Stage of Development

Pre-Operational  
Early Concrete  
Middle Concrete  
Concrete Generalization  
Formal Operational

##### Bloom Taxonomy of Educational Objectives

Knowledge  
  
Comprehension, Application, Analysis  
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 Ed.D. Programs

<b>Admission Application for Doctoral Studies, Ed.D.</b>
<u>Portal IX Portfolio: LEC</u>
<input type="checkbox"/> Masters or Specialist Degree, college transcripts, GPA ( $\geq 2.75$ undergrad; 3.25 grad.) <input type="checkbox"/> GRE, acceptable scores (V+Q=1000) <input type="checkbox"/> Valid Teaching Certificate <input type="checkbox"/> Application Portfolio (writing sample, interview, recommendations, etc.) approved
<b>Portal IX Admission to Doctoral Studies</b>
<u>Portal X Portfolio</u>
<input type="checkbox"/> Program Outcomes <input type="checkbox"/> Core Course Assessments <input type="checkbox"/> Preliminary Examinations, satisfactory performance <input type="checkbox"/> Plan of Study, approved <input type="checkbox"/> Degree Plan, approved <input type="checkbox"/> Portal X Portfolio Review Application, approved
<b>Portal X Admission to Pre-Candidacy</b>
<u>Portal XI Portfolio</u>
<input type="checkbox"/> Major Course Assessments <input type="checkbox"/> Residency Requirements, completed <input type="checkbox"/> Comprehensive Exams, satisfactory performance <input type="checkbox"/> Internship Application (H.1), approved <input type="checkbox"/> Portal XI Portfolio Review Application, approved
<b>Portal XI: Admission to Candidacy &amp; Internship</b>
<u>Portal XII Portfolio</u>
<input type="checkbox"/> Site Log, Service Log, Professional Development Plan, approved <input type="checkbox"/> Internship, completed with acceptable performances <input type="checkbox"/> Dissertation Prospectus, approved <input type="checkbox"/> Dissertation, defended and approved <input type="checkbox"/> Application to Graduate <input type="checkbox"/> GPA $\geq 3.25$ <input type="checkbox"/> Exit Survey <input type="checkbox"/> Portal XII Portfolio Review Application, approved
<b>Portal XII: Exit Doctoral Program with Ed.D.</b>
<i>Post-Doctoral Track</i>