ACS 560

Academic Measurement and Achievement Mentor

Project Proposal

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The purpose of this document is to propose the development of the Academic Measurement and Achievement Mentor (AMAM) project within the scope of ACS560 course, as guided by course instructor, Dr. Tanik. This document reveals the project's incentives by reviewing existing problems and their impact, and proposing AMAM's solutions.

High stakes testing, a practice in which the outcome on a standardized test is a determining factor in decisions regarding the student, is an area of great concern for both parents and students: underperforming students may be retained at the current grade level for an additional year. The Indiana Statewide Testing for Educational Progress (ISTEP) is administered yearly; however, the results of these tests are not immediately available. Failing test scores may be a parent's first warning of a child's deficiencies. Untimely results also permit students to be promoted to the next grade level without mastery of the requisite skills. Since results are not linked to the specific skills associated with each high-level standard, resources are spent reviewing skills for which a student is proficient, at the expense of standards for which the student is truly deficient and in need of remediation. The testing summaries provided by ISTEP are often difficult for parents to access and interpret and are clearly not created for student use. Classroom teachers are resources for remediation; however, with class sizes increasing and teachers responsible for large numbers of students, appropriate individualized attention may be difficult to obtain.

We propose the development of the Academic Measurement and Achievement Mentor, a web-based application, to provide users with proactive tools to assess academic needs and improve student performance to meet mandated academic standards. The AMAM is to provide assessments that are iterative, feedback that is immediate and remediation that is targeted at specific standards.