

ADVANCING LEARNING OUTCOMES ASSESSMENT

Taskstream is proud to partner with The Association of American Colleges and Universities (AAC&U), State Higher Education Executive Officers (SHEEO), and the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC) as they seek to create a nationally scalable approach to outcomes assessment based on authentic student work.

A NEW APPROACH TO ASSESSMENT

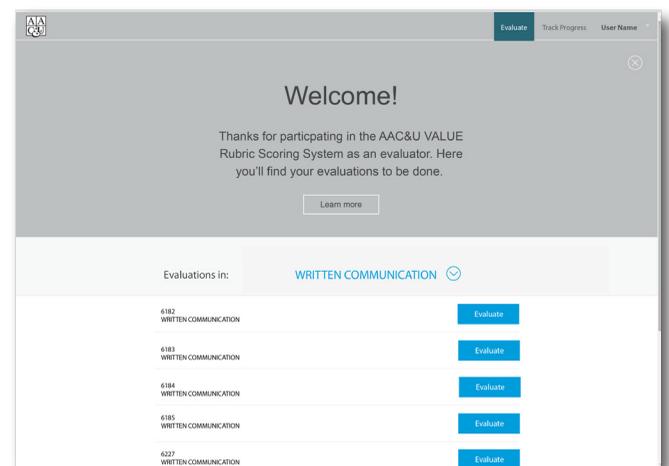
The Multi-State Collaborative to Advance Learning Outcomes Assessment represents a cross-state and cross-institutional effort to provide meaningful evidence of how well students are achieving learning outcomes based on faculty assessment of authentic student work products using common rubrics.

This initiative marks a significant departure from traditional standardized testing, and builds upon the AAC&U LEAP initiative and its VALUE rubrics to assess the LEAP Essential Learning Outcomes. It privileges faculty judgment of students' own work, but also seeks to aggregate results in a way that allows for benchmarking across institutions and states.

“ The Multi-State Collaborative is a very important step toward focusing assessment on the best evidence of all: the work students produce in the course of their college studies. ”

– CAROL GEARY SCHNEIDER, PRESIDENT, AAC&U

The initial group of institutions included 68 two-year and four-year institutions spanning nine states – Connecticut, Indiana, Kentucky, Massachusetts, Minnesota, Missouri, Oregon, Rhode Island, and Utah – and a cohort of independent colleges and universities.



This project is powered by innovative technology from Taskstream.

The first phase focused on building faculty assessment capacity, collecting student work products, and establishing the reliability and validity of cross-institutional assessment using this new approach. In spring 2015, select faculty members across the participating institutions, trained and calibrated on the use of the VALUE rubrics, will assess students' work to measure achievement of three essential learning outcomes – written communication, quantitative reasoning, and critical thinking.

“We are delighted to provide the infrastructure for AAC&U to achieve their vision for this groundbreaking work on a national scale.”

- WEBSTER THOMPSON, PRESIDENT, TASKSTREAM

POWERED BY INNOVATIVE TECHNOLOGY

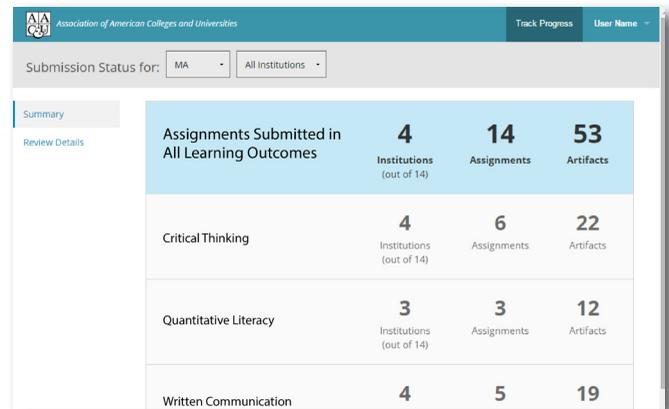
A committee comprised of representatives from AAC&U, SHEEO, and the Multi-State Collaborative selected Taskstream as the technical partner for the project.

Leveraging the company’s nearly fifteen years of experience supporting rubric-based assessment of student work products, Taskstream is providing the platform and technical expertise for managing the collection and scoring of student artifacts and reporting the resulting data at institution, state, and national levels.

Project participants are the first to experience new technology from Taskstream grounded in a streamlined user experience, responsive design, and scalable architecture.

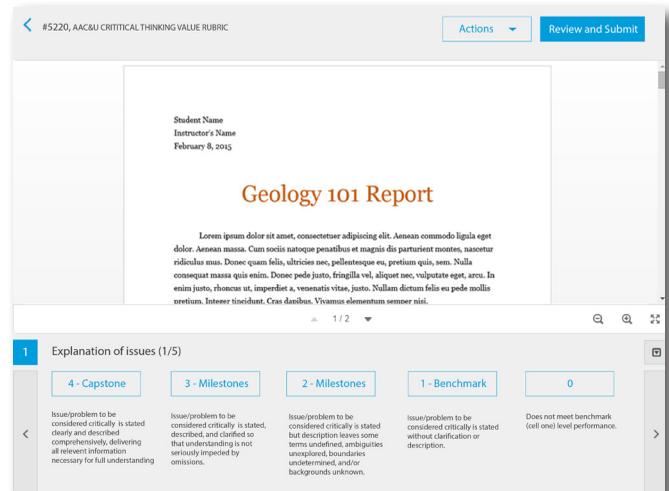
Participating institutions enter information into Taskstream about the assignments that led to the sampled student work products and upload the anonymous artifacts in bulk. Project leads at national, state, and institutional levels can track submission activity in simple, clear activity reports. Trained evaluators are presented with a queue of work for evaluation and a new, user-friendly and highly efficient, scoring experience.

Institutions and their state agencies will be able to generate reports that will allow faculty and institution leaders to assess—and improve—the levels of student achievement on a set of cross-cutting outcomes. With Taskstream’s performance reports, institutions can hone in on discrete criteria within a learning outcome, analyze performance trends within their own institution, and compare their performance to state, sector, and national aggregates.



Assignments Submitted in All Learning Outcomes	4 Institutions (out of 14)	14 Assignments	53 Artifacts
Critical Thinking	4 Institutions (out of 14)	6 Assignments	22 Artifacts
Quantitative Literacy	3 Institutions (out of 14)	3 Assignments	12 Artifacts
Written Communication	4	5	19

Project leads at national, state, and institutional levels can track submission activity in simple, clear activity reports.



#5220, AAC&U CRITICAL THINKING VALUE RUBRIC

Student Name
Instructor's Name
February 8, 2015

Geology 101 Report

1 / 2

1 Explanation of issues (1/5)

4 - Capstone | 3 - Milestones | 2 - Milestones | 1 - Benchmark | 0

Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.

Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries unclarified, and/or backgrounds unknown.

Issue/problem to be considered critically is stated without clarification or description.

Does not meet benchmark (cell one) level performance.

New scoring functionality sets a higher standard for ease-of-use and faculty productivity when scoring work online.