Taskstream e-Portfolio Solutions
e-Portfolios

- Enable students to demonstrate learning
- Collect and house student artifacts digitally
- Encourage personal growth through reflective and integrated learning
- Assess learning and competency
e-Portfolio Options

Student Created Portfolio
• Allows students to create a wide variety of portfolios
  - Showcase Portfolios
  - Professional Portfolio

Directed Response Folio (DRF)
• Allows students to showcase their work
• Allow faculty to assess and measure learning
  - Course based Portfolio
  - Standards/Outcome based Portfolio
  - Portfolio Submission
  - Performance Assessment
Student Experience

How do you want your students to engage with and benefit from your e-Portfolio initiative?
Student Experience

Student Created e-Portfolios
- Allow students to create the structure of their e-Portfolio
- Receive feedback/comments on their work
- Publish to the Web

Directed Response Folio
- Faculty/ Administrators create the structure
- Specify which artifacts students can submit.
- Receive feedback via comments as well as assessment/evaluation of their work
- Publish to the Web
Another unsettling element in modern art is that common symptom of immaturity, the dread of doing what has been done before.

— Edith Wharton (1862 – 1937)

In view of this diversity, it is difficult to define modern art in a way that includes all of 20th-century Western art. For some critics, the most important characteristic of modern art is its attempt to make painting and sculpture ends in themselves, thus distinguishing modernism from earlier forms of art that had conveyed the ideas of powerful religious or political institutions. Because modern artists were no longer funded primarily by these Institutions, they were forced to suggest more personal meanings. This attitude is often expressed as art for art’s sake, a point of view that is often interpreted as meaning “art without political or religious motives.” But even if religious and government institutions no longer commissioned most art, many modern artists still sought to convey spiritual or political messages. Russian painter Wassily Kandinsky, for instance, felt that color combined with abstraction could express a spiritual reality beneath ordinary appearances, while German painter Otto Dix created openly political works that criticized policies of the German government.

Welcome to my Professional Showcase Portfolio. Please use the links on the left navigation bar to find out more about my professional and academic career.

Authors: Jamie Song
Last modified: 05/13/2015 9:18 PM (EDT)
Welcome to my Professional Showcase Portfolio. Please use the links on the left navigation bar to find out more about my professional and academic career.

Additional Content Sections
No content sections. Click 'Section' button to create a new content section on this page.

Taskstream
Directed Response Folio (DRF)

General Information
- ART 1110
  - Iconography
- ART 2800
  - Human Form
- ART 3240
  - Analytical Lines
- ART 4110
  - Internship Reflection
- ART 4125
  - Portfolio Submission
- ART 4909
  - Thesis
- ENG 1000C
  - Assigned Reading Analysis
- HIS 1000C
  - Final Project Evaluation
- SCI 1000C
  - Lab Score
- MATH 1000C
  - Exam Score

- Final Portfolio Submission
  - Portfolio

- Human Cultures, Physical & Natural World
  - Midterm Paper - 100 level Science
  - Final Paper from Humanities Course
  - Global Learning Reflection

- Intellectual and Practical Skills
  - Quantitative Literacy Assignment
  - First Year Seminar
  - Information Literacy Assignment
  - Paper from Writing Intensive Course
  - Senior Capstone Project

- Personal and Social Responsibility
  - 1st Year Service Learning Paper
  - Philosophy or Ethics Paper
  - Junior Year Service Learning
  - Global Learning Project
DRF Student Experience

B.A. Fine Art Spring 2015

Human Form

Directions
Students will use the knowledge they've acquired in class to answer the questions in the following form.

Evaluation Method
Final scoring method: Evaluator marks

Core Courses

Form: ART 2800 Form
Please complete this form as part of the Core Courses.

Quantitative Literacy Assignment (Specified Assignment from Math course)

Directions
Evaluation Method

Attachment Section
Files:
1. Quantitative Literacy Assignment.docx
Assessment

How can my organization assess student portfolios?
Assessment

Student e-Portfolios
• Students can submit their e-Portfolio for assessment
• e-Portfolio can be submitted and assessed at different points or assessed as a whole portfolio

Directed Response Folio
• Can assess each individual artifact
• Assess progress over time
### Evaluate/Score Work

**Area:** Human Cultures, Physical World: Global Learning Reflection (Reflection from Junior or Senior Year Global Learning Course or Experience)

**Author:** [Name]

**Work Submitted:** [Date]

The program creator added the following instructions to help guide your evaluation:

#### Evaluate work using rubric “Global Learning”

<table>
<thead>
<tr>
<th>Global Self-Awareness</th>
<th>Benchmark</th>
<th>2 Milestone</th>
<th>3 Milestone</th>
<th>4 Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively addresses significant issues in the natural and human world based on articulating one’s identity in a global context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SCORE (0-4):**

- **2** | Comments on this criterion: |

<table>
<thead>
<tr>
<th>Perspective Taking</th>
<th>Benchmark</th>
<th>2 Milestone</th>
<th>3 Milestone</th>
<th>4 Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e., cultural, disciplinary, and ethical).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SCORE (0-4):**

- **3** | Comments on this criterion: |

<table>
<thead>
<tr>
<th>Cultural Diversity</th>
<th>Benchmark</th>
<th>2 Milestone</th>
<th>3 Milestone</th>
<th>4 Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SCORE (0-4):**

- **3** | Comments on this criterion: |

<table>
<thead>
<tr>
<th>Personal and Social Responsibility</th>
<th>Benchmark</th>
<th>2 Milestone</th>
<th>3 Milestone</th>
<th>4 Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes informed and responsible action to address ethical, social, and environmental consequences of global events.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SCORE (0-4):**

- **3** | Comments on this criterion: |

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[Taskstream Logo]
Reports

What kind of data can I report on?
### Performance by DRF Category

**Summary of Performance for Authors**

- **Program:** Core Courses
- **DRF template:** General Education Core
- **# Authors:** 24 Authors matched search criteria [Show Full List]
- **Report Generated:** Tuesday, June 02, 2015

#### Human Cultures, Physical & Nat. World

<table>
<thead>
<tr>
<th>Folio Areas Assessed</th>
<th>Authors Reconciled</th>
<th>Results for Group</th>
<th>Graph (Avg. for Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Paper-100 level Science Q</td>
<td>24 of 24 (100%)</td>
<td>Avg. = 1.40/4 (35%)</td>
<td>[Graph]</td>
</tr>
<tr>
<td>Final Paper from Humanities Course Q</td>
<td>20 of 24 (83%)</td>
<td>Avg. = 2.23/4 (56%)</td>
<td>[Graph]</td>
</tr>
<tr>
<td>Global Learning Reflection Q</td>
<td>10 of 24 (42%)</td>
<td>Avg. = 1.77/4 (44%)</td>
<td>[Graph]</td>
</tr>
</tbody>
</table>
### Civic Engagement

<table>
<thead>
<tr>
<th>Rubric Criteria</th>
<th>Authors evaluated</th>
<th>Results for Group</th>
<th>Graph (avg. for group)</th>
<th>Distribution of scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity of Communities and...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Folio Areas: Personal and Social Responsibility: 1st Year Service Learning Paper | 21 of 24 (87.5%) | Avg. = 1.57/4 (39.29%) | ![Graph](image) | Score: 1 2 3 4  
  Count/%: 9 42.86% 12 57.14% 0 0% 0 0% |
| Analysis of Knowledge |         |                  |                        |                        |
| Folio Areas: Personal and Social Responsibility: 1st Year Service Learning Paper | 21 of 24 (87.5%) | Avg. = 1.71/4 (42.86%) | ![Graph](image) | Score: 1 2 3 4  
  Count/%: 9 42.86% 9 42.86% 3 14.29% 0 0% |
| Civic Identity and Commitment... |         |                  |                        |                        |
| Folio Areas: Personal and Social Responsibility: 1st Year Service Learning Paper | 21 of 24 (87.5%) | Avg. = 1.81/4 (45.24%) | ![Graph](image) | Score: 1 2 3 4  
  Count/%: 7 33.33% 11 52.38% 3 14.29% 0 0% |

#### CUSTOM DISTRIBUTION for Civic Engagement

<table>
<thead>
<tr>
<th>Level (Range)</th>
<th>Benchmark (0-25%)</th>
<th>Milestone (26-75%)</th>
<th>Capstone (76-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count / %</td>
<td>0</td>
<td>21</td>
<td>0</td>
</tr>
</tbody>
</table>
### Final Scores for Folio Area: Portfolio Submission Spring 2015

**Author**: Dr. Anderson  
**Email**: help@taskstream.com  
**Score**: 3.40

- **Criterion 1**: Creativity/Originality  
  - Score: 3.00
- **Criterion 2**: Fundamentals  
  - Score: 4.00
- **Criterion 3**: Art Literacy  
  - Score: 3.00
- **Criterion 4**: Applied Knowledge  
  - Score: 3.00
- **Criterion 5**: Art History  
  - Score: 4.00

**Average Rubric Score**: 3.40  
**Last Submission Date**: 04/22/2015  
**Last Evaluation Date**: 06/02/2015

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**Author**: Emily Mayer  
**Email**: emayer@taskstream.com  
**Score**: 3.60

- **Criterion 1**: Creativity/Originality  
  - Score: 4.00
- **Criterion 2**: Fundamentals  
  - Score: 3.00
- **Criterion 3**: Art Literacy  
  - Score: 4.00
- **Criterion 4**: Applied Knowledge  
  - Score: 3.00
- **Criterion 5**: Art History  
  - Score: 4.00

**Average Rubric Score**: 3.60  
**Last Submission Date**: 04/15/2015  
**Last Evaluation Date**: 04/15/2015

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**Average for Group**: 3.50  
**Criterion 1**: 3.50  
**Criterion 2**: 3.50  
**Criterion 3**: 3.50  
**Criterion 4**: 3.00  
**Criterion 5**: 4.00

**Average Rubric Score**: 3.50
Which approach is best for your institution
Questions to guide your approach

• How do you want to involve assessment in your initiative?
• Is there a specific format you want students to use?
• Do you want students to create their own portfolios?
• How is the e-portfolio initiative woven into the student’s educational experience?