

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

Student Created e-Portfolios

CAREER PORTFOLIO: FINE ARTS

HOME RESUME FOUNDATIONS OF MODERN ART SPECIALTY AREA FOCUS: SCULPTURE FACEBOOK WIKI BLOG

NEO-ASSYRIAN RELIEFS VIDEO OBSERVATION

Home > Foundations of Modern Art

FOUNDATIONS OF MODERN ART



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 freer 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.

JAMIE SONG

HOME EMPLOYMENT INTERNSHIPS WORK SAMPLES VOLUNTEER ACTIVITIES AWARDS CONTACT

Jamie Song

Home



Jamie Song

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.

Author: Jamie Song
Last modified: 05/13/2015 9:38 PM (EDT)

Student Created e-Portfolio Experience

Jamie Song
Template: "Showcase Portfolio" View Published URL

Preview Request Comments

Select Page/Area to Edit:

- Add Area
- Delete Area
- Move Area
- Copy Area

Jamie Song

- Home
- Jamie Song
- Employment
 - Taskstream
 - Ricky's NYC
 - LG
 - Samsung
- Internships
 - Arkadium
 - Gameoft
- Work Samples
 - Marketing Work Sample
 - Social Media Management Work Sample
- Volunteer Activities
 - ESL
- Awards
- Contact
 - Contact

Jamie Song Rename

Text and Image Section Edit Text & Image Delete Section

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.

Add: Text & Image Slideshow Standards Main Text Attachments

Jamie Song
Template: "Showcase Portfolio" View Published URL

All Folios & Web Pages Style Edit Content Comments Publish/Share

My Style

Theme Selected

Label

Customize Preview

All Themes

Browse the Taskstream Themes!

Demo for Webster	Architect	Candy
Jewel	Label	Nature
Noir	Notepad	Reporter

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

General Information

- **Final Portfolio Submission**
 - Portfolio

General Information

- **Human Cultures, Physical & Nat. 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

Template: B.A. Fine Art Spring 2015

Work

Scores/Results

Options

Preview as Folio

Status: Work Not Started

Expand All Collapse All

Human Form

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

Directions
Students will use the knowledge they've acquired in class to answer the questions in the following form. [Help on this Page](#) [Print](#)

Evaluation Method
Final scoring method: Evaluator mark

Form: ART 2800 Form

Please complete this form as part of

To begin, select the type of content you

Add: Form

Core Courses

Template: General Education Core

Preview as Folio

Work

Scores/Results

Options

Don't forget to submit! 2SS

Submit Work

Expand All Collapse All

General Information

Human Cultures, Physical & Nat. 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

Integrative and Applied Learning

- Final Paper First Year Seminar
- Research Project Presentation
- Senior Capstone Presentation

Quantitative Literacy Assignment (Specified Assignment from Math course)

Directions [Help on this Page](#)

Evaluation Method

Attachment Section

Manage Attachments

Delete Section

Files:

Quantitative Literacy Assignment.docx

Add: Text & Image Slideshow Standards Attachments Videos Links

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

Assessment

Edit Evaluation - Google Chrome
 https://staffdev.taskstream.com/staff_dev//staff_dev/mentor/eval_edit_frame.asp?qyz=AZYJBeWFWYSgk6U3Jm&uid=udf7eeziz6cgzq&fid=pnzdfqcw00uhfhzmhlzwhiz0cmhv&ci

Evaluate/Score Work

Area: Human Cultures, Physical & Nat. World: Global Learning Reflection (Reflection from Junior or Senior Year Global Learning Course or Experience)
 Author: Joseph Bellingeri (student id:)
 Work Submitted: 05/27/2015 02:00:17 PM (EDT)

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

Evaluate work using rubric "Global Learning"

[Print Rubric](#) Show Criteria Descriptions

Global Self-Awareness	1 Benchmark	2 Milestone	3 Milestone	4 Capstone
	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
	<p>SCORE (0-4): <input type="text" value="2"/> Comments on this criterion: <input type="text"/></p> <p>Save Draft</p>			
Perspective Taking	1 Benchmark	2 Milestone	3 Milestone	4 Capstone
	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.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
	<p>SCORE (0-4): <input type="text" value="3"/> Comments on this criterion: <input type="text"/></p> <p>Save Draft</p>			
Cultural Diversity	1 Benchmark	2 Milestone	3 Milestone	4 Capstone
	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.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews..	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
	<p>SCORE (0-4): <input type="text" value="3"/> Comments on this criterion: <input type="text"/></p> <p>Save Draft</p>			
Personal and Social Responsibility	1 Benchmark	2 Milestone	3 Milestone	4 Capstone
	Takes informed and responsible action to address ethical, social, and	Analyzes the ethical, social, and environmental consequences of global	Explains the ethical, social, and environmental consequences of local and	Identifies basic ethical dimensions of some local or national decisions that

Reports

What kind of data can I report on?

DRF Category Reports

🔑 Performance by DRF Category

Reports Home » Select DRF/Users » Main Results

🔗 Help on this Page

Summary of Performance for Authors

🖨️ Print View 📄 Export to Excel

Program: Core Courses

DRF template: General Education Core

Authors: 24 Authors matched search criteria [[Show Full List](#)]

Report Generated: Tuesday, June 02, 2015

Save Report

Show: Group Average Group Median Standard Deviation Graph (Avg. for Group)

Human Cultures,Physical&Nat. World

Folio Areas Assessed	Authors Reconciled	Results for Group	Graph (Avg. for Group)
Midterm Paper-100 level Science 🔍	24 of 24 (100%)	Avg. = 1.40/4 (35%)	
Final Paper from Humanities Course 🔍	20 of 24 (83%)	Avg. = 2.23/4 (56%)	
Global Learning Reflection 🔍	10 of 24 (42%)	Avg. = 1.77/4 (44%)	

Rubric Criteria Report

Custom Performance Report for Format: AACU Value

Print View Export to Excel

Report Format: AACU Value

Save Report

DRF Template(s): General Education Core

Program(s): Core Courses

Authors: 24 Authors matched search criteria [\[View All Authors\]](#)

Report Generated: Tuesday, June 02, 2015

Show for Criteria: Average Median Standard Deviation Graph Distribution

Show for Summary: Average of Criterion Averages Scores Averages Show Only Totals

Civic Engagement

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group) 0% 20% 40% 60% 80% 100%	Distribution of scores								
				Score	1		2		3		4	
Diversity of Communities and... Folio Area: Personal and Social Responsibility: 1st Year Service Learning Paper DRF Template: General Education Core	21 of 24 (87.5%)	Avg.=1.57/4 (39.29%)		Score	1		2		3		4	
				Count/%	9	42.86%	12	57.14%	0	0%	0	0%
Analysis of Knowledge Folio Area: Personal and Social Responsibility: 1st Year Service Learning Paper DRF Template: General Education Core	21 of 24 (87.5%)	Avg.=1.71/4 (42.86%)		Score	1		2		3		4	
				Count/%	9	42.86%	9	42.86%	3	14.29%	0	0%
Civic Identity and Commitmen... Folio Area: Personal and Social Responsibility: 1st Year Service Learning Paper DRF Template: General Education Core	21 of 24 (87.5%)	Avg.=1.81/4 (45.24%)		Score	1		2		3		4	
				Count/%	7	33.33%	11	52.38%	3	14.29%	0	0%

CUSTOM DISTRIBUTION for Civic Engagement						
Level (Range)	Benchmark (0-25%)		Milestone (26-75%)		Capstone (76-100%)	
Count / %	0	0%	21	100%	0	0%

Reports for Portfolio Submission

Portfolio Submission Spring 2015

Final Scores for Folio Area: Portfolio Submission Spring 2015; Portfolio Submission

Print View Export to Excel

DRF Template: Portfolio Submission Spring 2015

[New Search](#) [Save Report](#)

Used in Program: Portfolio Submission Spring 2015

Authors: 2 Authors matched search criteria [\[View All Authors\]](#)

Report Generated: Tuesday, June 02, 2015

Change View: Final Scores Go

Show: Criterion Scores Comments

« Previous										Next »
Author	Final Score Max = 4	Rubric: Portfolio Evaluation Rubric					Average Rubric Score	Last Submission Date	Last Evaluation Date	Evaluator
		Criterion 1 Creativity/ Original...	Criterion 2 Fundamentals	Criterion 3 Art Literacy	Criterion 4 Applied Knowledge	Criterion 5 Art History				
Dr. Anderson Email: help@taskstream.com View Work/Evaluation	3.40	3.00	4.00	3.00	3.00	4.00	3.40	04/22/2015	06/02/2015	Dr. Anderson
Emily Mayer Email: emayer@taskstream.com View Work/Evaluation	3.60	4.00	3.00	4.00	3.00	4.00	3.60	04/15/2015	04/15/2015	Dr. Anderson
AVERAGE FOR GROUP	3.50	3.50	3.50	3.50	3.00	4.00	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?