ASSESSMENT HANDBOOK

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1. MISSION OF SOUTHEAST NEW MEXICO COLLEGE (SENMC)

The mission of SENMC is to provide educational programs, training, and services that best serve our diverse students, communities, and industry.

2. VISION STATEMENT

Building bridges to a better life through education.

3. INTRODUCTION OF ASSESSMENT

Southeast New Mexico College is committed to providing quality education. The institution realizes that excellence in education can only be accomplished by vigorous assessment of student academic achievement that serves to improve learning, teaching, strategic planning and institutional effectiveness.

The administration and faculty of Southeast New Mexico College are committed to excellence in learning, teaching and their professional enhancement through the use of comprehensive assessment to make continuous improvement efforts. This assessment handbook is focused, practical, user-friendly, issue-oriented, and integral to the fabric of the college.

The diversely perceived benefits of an assessment handbook are:

- Enhancement of learning and teaching
- Improvement of strategic planning
- Demonstration of institutional effectiveness to funding agencies
- Promotion of effective/efficient resource allocation

SENMC is committed to five basic tenets:

1. Assessment should start small and build on small successes.
2. Assessment should be cost-effective and linked to budget planning.
3. Assessment should be systematic, widespread and useful.
4. Assessment should involve the whole campus community, including students, faculty, staff, administrators, and executives.
5. Assessment should be used to facilitate the decision-making and strategic planning processes of the institution.

4. THE ASSESSMENT COMMITTEE

4.1. COMMITTEE STRUCTURE

The Assessment Committee exists as a standing committee of SENMC. The committee is charged with the planning and implementation of institution-wide assessment of student academic achievement.

The Assessment Committee meets monthly or as required throughout the academic year and will consist of an institutional analyst, faculty, and ex-officio members from the executive team. According to SENMC policy, the specific composition and committee members will be named by the President, and minutes will be prepared and, upon approval, provided to the President's office. Minutes will also be made available to interested parties upon request. All meetings are open to the campus community.

4.2. COMMITTEE OBJECTIVE

The principal objectives of the Assessment Committee are to:

1. Enhance the knowledge of the faculty at Southeast New Mexico College about the assessment of student learning by:
    - Conducting meetings and workshops to provide professional development opportunities related to assessment techniques.
    - Entering into an ongoing dialog with the Campus community about the assessment of student academic achievement.

2. Provide a comprehensive plan for assessment at the college and regularly revise the plan to continuously improve the assessment processes.

5. CONCEPTUAL FRAMEWORK USED TO DESIGN THE ASSESSMENT PLAN

The Assessment Committee recommends, as an overall conceptual model for assessment of student academic achievement, the use of the Input-Environment-Outcome (I-E-O) model as explained by Alexander Astin in his book, Assessment for Excellence (1993) that is available in both print and digital format in the SENMC Library.

This model emphasizes the necessity of consideration of what the student brings to the course/program, the environment of learning within the course/program, and student outcomes. These three elements are interdependent, and assessment of student academic achievement cannot be worthwhile without consideration of all three.

The current plan involves a broad range of direct and indirect assessment measures that are utilized at the classroom, program and institutional level and at all stages of the student's academic progress.

The assessment of student academic achievement is an ongoing and evolutionary process. The assessment committee will review and revise if necessary the handbook biennially.

6. COMPREHENSIVE ASSESSMENT PROCESS AT SOUTHEAST NEW MEXICO COLLEGE

6.1 ORGANIZATIONAL STRUCTURE AND RESPONSIBILITY MECHANISM

The person ultimately responsible for the assessment process at the Southeast New Mexico College is the Vice-President of Academic Affairs (VPAA).

The VPAA charges the Assessment Committee to develop, implement, monitor, and improve academic assessment for student learning.

The Assessment Committee, the Office of Institutional Research, the chairs of academic departments, and the managers of the academic programs coordinate with faculty members to conduct assessments at three levels at SENMC.

All faculty members are responsible for conducting assessments for the relevant courses and academic programs.

6.2 ASSESSMENT EMBEDDED THROUGHOUT THE INSTITUTION

In Southeast New Mexico College, assessment processes are embedded throughout the institutional structure, and there are three different levels of assessment processes:

6.2.1. Course Level Assessment

Individual faculty members should include graduate outcomes and measurable course objectives in their course syllabi. Faculty members use a variety of direct measures corresponding to these outcomes and course objectives to assess the students' learning achievement. For every course offered by the college, an anonymous student course evaluation is conducted by the college each semester as indirect measure for the course assessment, and the feedback is presented to the course instructor. The faculty members make class and course improvements based upon the outcomes of these direct and indirect assessments. Every faculty member conducts classroom/course level assessments and input the assessment outcomes into TASKSTREAM. The assessment results are available to the program manager /department chair, as well as the institutional analysist for further analysis, under the supervision of Assessment Committee and the Vice President of Academic Affairs.

For every course offered by the college, the course level assessment should be finished on a triennial basis. The department chair/program manager coordinates with the individual faculty members to fulfill this goal.

6.2.2. Program Level Assessment

Program Level Assessment has four main components:

1. Each degree-seeking program has created specific program outcomes that are published on the college catalog and college website. The program outcomes are assessed for all graduating students.

2. Each program has created program-oriented assessments that are administered to all program graduates annually.

3. Each program utilizes the assessment results and the improvements (made based on the results of the program assessments) to generate the program review.

4. Program reviews incorporate course and program assessments which are completed and presented to the Steering Committee on a Triennial basis by the Department Chair. The committee informs the administrative departments of the relevant information for decision-making and strategic planning purposes.

6.2.3. Instructional Aspect of Institutional Level Assessment

The principal institutional-level assessment measure is the ETS PP (Educational Testing Service) Proficiency Profile. The test is annually conducted by the Assessment Committee and the Office of Institutional Research and is given as an exit exam to students about to graduate, and open to all other students willing to take the test. The test covers all institutional or graduate outcomes. The ETS Proficiency Profile test has provision for additional test questions from SENMC to ensure that all institutional outcomes are evaluated. The Assessment Committee has added assessment measures for digital literacy and personal/social responsibility.

Additional information will be obtained from attitudinal surveys (e.g., Student Opinion Survey) given to students routinely by the Office of Institutional Research.

Data from these sources mentioned above will be analyzed by the Office of Institutional Research and reported to the Assessment Committee and the Steering Committee.

6.2.4. Administrative Aspect of Institutional Level Assessment

The Vice-President of Academic Affairs in conjunction with the Vice President of Business and Finance is in charge of the budget planning and is responsible for addressing the needs of the Assessment Committee to the highest decision-making level administration to obtain financial

support for testing materials purchase, faculty travel, and other assessment-related expenses.

6.2.5. Assessment of General Education Courses

General education courses are assessed according to outcomes provided by the Higher Education Department. Each general education course is associated to one of the six content areas of the general education curriculum, namely: Communication; Mathematics; Science; Social and Behavioral Sciences, Humanities; and, Creative and Fine Arts. Each content area, in turn, has associated three Essential Skills. The association of content areas and Essential Skills appears in Appendix A-7.

Southeast New Mexico College assesses Essential Skills on a six-year cycle. Each Essential Skill is evaluated according to its Component Skills on a 6-year calendar as follows:

Year	Communication	Quantitative Reasoning	Critical Thinking	Personal and Social Responsibility	Information and Digital Literacy
1		1	1		1
2	1			1	
3		2	2		3
4	2			4	
5		3	3		4
6	3		4		

For purposes of this cycle, year 1 is the academic year 2023-2024. Each number in the table represents the number of the Component Skill associated to each Essential Skill according to the table found in Appendix A-8.

Faculty must record the results of their assessment in Taskstream, and they must include a plan for improvement that will be executed, based on the results of the assessment. Results of the assessment, as well as modifications made based on the results, must be submitted to the Assessment Committee for aggregation and reporting to the College. In addition, results must be shared with department members so that plans for improvement are known to all faculty, including those that did not teach the General Education course during this cycle. It is expected that efforts to work in improving each outcome will continue until the next reporting cycle, where a new plan will be devised. Modifications to plans may be necessary, but work in improving student performance in these outcomes will continue.

In order to evaluate each Component Skill, faculty must use the rubrics included in Appendix A-9.

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6.2.6. Additional Assessments conducted at SENMC

SENMC uses multiple measures to place students in math and English courses. Those include grades in Mathematics and English courses from student high school transcripts for those who graduated within the last five years; scores on the Accuplacer Next Gen writing, reading, and quantitative reasoning assessments, scores on ACT and/or SAT tests if taken within the last two years, and consultations with departmental faculty as appropriate. Students sign up for the Accuplacer test through the Learning Assistance Center (LAC) who administers the exam and accesses student score reports via the online College Board portal.

At SENMC, co-curricular activities are learning activities, programs and experiences that complement the institution's curriculum and form part of a coordinated approach to comprehensive education and learning. Co-curricular activities are formally identified and closely associated with the mission and values, graduate outcomes, or courses or programs. As such, they are subject to a process of assessment and evaluation. Co-curricular activities are distinct from extra-curricular activities, which are out-of-class activities not directly tied to the curriculum.

Co-curricular activities at SENMC are activities outside the classroom that enhance or supplement formal classroom instruction. They are optional, ungraded engagements that significantly contribute to diverse forms of supplementary education. Examples of such activities at SENMC encompass student clubs and organizations (e.g., Alpha Rho Xi, Student Government Association, Equality Club, etc.), cultural experiences (e.g., Loud Creation launch party, First year Experience, Divide and Conquer, Summer Boot-camp, Guest Lecture/Presentation, etc.), or other activities deemed as such.

These co-curricular initiatives are intentionally designed to address the varied needs of both students and stakeholders, underpinned by clear and measurable objectives. Such objectives are reasonably aligned with SENMC's overarching mission and values, graduate outcomes, as well as specific courses or programs. Moreover, these activities undergo a systematic process of assessment and evaluation, aimed at collecting substantive evidence to propel them toward new levels of excellence. Comprehensive details regarding the assessment procedures are outlined in this handbook.

Activities identified as co-curricular will assess and document their activities using the template for assessment of co-curricular activities. Data are collected and analyzed and the results are used for improvement. The Assessment Committee ensures that the results are widely distributed on campus.

Non-Academic areas engage in assessment as a means for continuously improving their activities through which we realize our mission of teaching and service. Non-Academic areas will complete annual assessment in one or more intended learning and/or service outcomes per year, summarizing this activity in annual reports that are shared with relevant leadership. Building on this annual work, each program or unit engages in a comprehensive periodic review process once every seven years with the goal of refining future efforts in light of past performance and the evolving institutional and higher educational context.

6.3. DATA COLLECTION, INTERPRETATION AND DISSEMINATION

The Vice-President of Academic Affairs, the Assessment Committee and the Office of Institutional Research are responsible for the collection, interpretation and dissemination of information about assessment outcomes. Data will be provided by individual faculty, chairs and program managers in TASKSTREAM and standard forms (Appendix A1-A3). The institutional level assessment outcomes will be provided by the Office of Institutional Research.

Assessment data are available to faculty and executives for decision-making and strategic-planning purposes.

1. All course and program assessment reports created by faculty, department chairs, and program managers are placed in TASKSTREAM which are accessible to faculty via request to the Office of Institutional Research.

2. Program reviews incorporate course and program level assessments to help the department and the program to determine the improvements needed to facilitate the students' success in the program.

3. Assessment data are presented on a regular basis to the college faculty body during faculty meetings to help creating the insights into the individual program level and institutional level teaching-learning processes, which helps to improve the overall students' learning at SENMC.

4. The Assessment Committee regularly presents information of the assessment outcomes to the Steering Committee to help the decision making and strategic planning process.

5. Each academic program will presents course and program assessments in their program reviews to the Steering Committee to help the decision making and strategic planning process.

6.4 FEEDBACK LOOPS

It is extremely important that there are feedback loops in the assessment process.

At the individual course level, measurable course objectives are directly assessed in the classroom and other teaching-learning settings. Faculty members make course level improvements based upon the results of the direct assessments of measurable course objectives aligned with graduate outcomes. Classroom and course assessment types, results, and corresponding improvements are documented on a triennial basis in TASKSTREAM (for full time faculty) and in measurable course outcome forms (Appendix A1) (for part time faculty), which are collected and recorded in TASKSTREAM by the Department Chair.

At the program level, programs are directly assessed using individual, specific program assessment methodologies created by the program manager and faculty members of each program. Graduate outcomes and program outcomes are published to the college's website every academic year. Annual program assessment results are also available in TASKSTREAM. Program assessment results and the completed measurable course objective forms are used in writing program reviews for program improvement.

At the institutional level, direct institutional assessment is conducted annually using the ETS Proficiency Profile test with students about to graduate and all other students willing to take the test. Results are shared across campus and individual departments and faculty implement changes in their programs and teaching according to these results.

Finally, governance committees and the executive committees examine the results of the ETS Proficiency Profile, as well as program reviews to generate the strategic development plan to achieve institutional improvements.

6.5 THE TIMETABLE OF ASSESSMENT

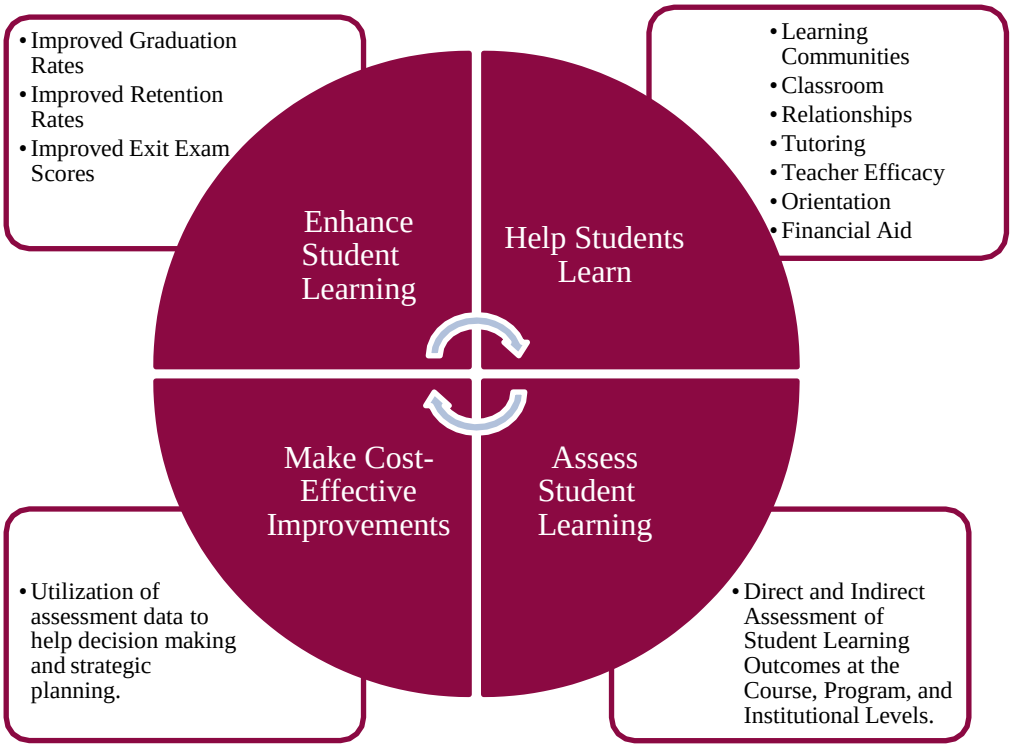
The Time Table of individual course, program and institutional level assessments at SENMC is shown below:

Assessment Level	Responsible Personnel	Assessment Implementation Time line	
		Each Academic Year	Every 3 Academic Years
Classroom/Course Level	Every Full-Time Faculty and Adjuncts	Conducting Assessments of specific courses (or the specific course objectives of the course), based on the arrangement made by the Department Chair/Program Manager	
	Department Chair/Program Manager	Coordinating with Faculty Members for Course Level Assessments	Coordinating with All Faculty Members for the Completeness of Course Level Assessments of all Course Offered by the Department
Program Level	Chair/Program Manager	Conducting Program Level assessments and Creating Program Review	Completing Program Review
Institution Level	Office of Institutional Research and Assessment Committee	Implementing the ETS Proficiency Profile Test	

7. STRATEGY FOR CONTINUED SUCCESS: ONGOING ASSESSMENT AT SOUTHEAST NEW MEXICO COLLEGE

Assessment is not a terminal endeavor. The assessment process must be cyclic and ongoing. Therefore, after implementation of each revision of the *Student Outcomes Assessment Model*, there will be feedback as to the success and relative usefulness of different aspects of the assessment process.

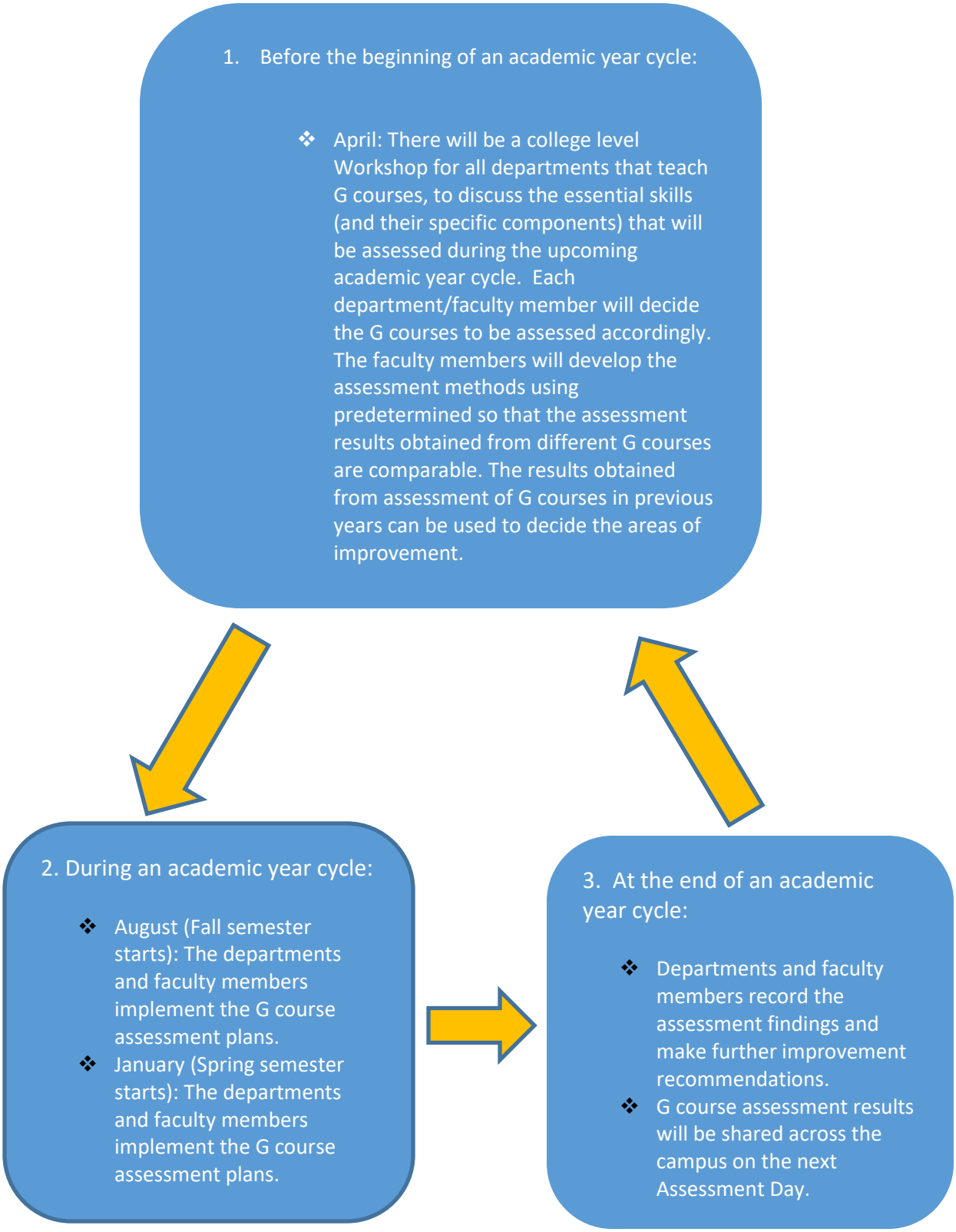
Course Assessment Cycle at SENMC:



The *Student Outcomes Assessment Model* will require evaluation on an ongoing basis. There is no universal template for the assessment of student academic achievement. Our assessment process will evolve with the needs and expectations of the institution. Assessment is an ongoing journey as we adapt, improve, and strive to create a complete learning-centered institution.

Assessments are carried out using TASKSTREAM (taskstream.com). There are three reporting forms in Taskstream: Measurable Course Outcome Reporting Form. Program Outcomes Assessment Reporting Form and Annual Program Review Form. All these forms are given in Appendix A1-A3. Full time faculty members will contact the Office of Institutional Research to create an account at Taskstream. Once the account is created, faculty may access the Measurable Course Outcomes Reporting Form in Taskstream. Adjunct faculty need to fill the hand copies of the form to the Department Chair/Program Director.

General Education Assessment Cycle



APPENDIXES
Appendix A-1: Measurable Course Outcomes Reporting Form

Instructor: Click here to enter text.
Course: Click here to enter text.
Section Number(s): Click here to enter text.
Semester: Click here to enter text.
Year: Click here to enter text.

Measurable Course Outcome #1

Graduate Outcome: Click here to enter text.
Measurable Course Outcome: Click here to enter text.
Description of Assessment: Click here to enter text.
Results:____% of students performed at_____% or above on this course outcome.
Analysis/Interpretation of Results: Click here to enter text.
Course Improvements Based on Results: Click here to enter text.

Measurable Course Outcome #2

Graduate Outcome: Click here to enter text.
Measurable Course Outcome: Click here to enter text.
Description of Assessment: Click here to enter text.
Results:____% of students performed at_____% or above on this core competency/course outcome.
Analysis/Interpretation of Results: Click here to enter text.
Course Improvements Based on Results: Click here to enter text.

Measurable Course Outcome #3

Graduate Outcome: Click here to enter text.
Measurable Course Outcome: Click here to enter text.
Description of Assessment: Click here to enter text.
Results:____% of students performed at_____% or above on this core competency/course outcome.
Analysis/Interpretation of Results: Click here to enter text.
Course Improvements Based on Results: Click here to enter text.

Appendix A-2: Program Outcomes Assessment Reporting Form

Program Name: Click here to enter text.
Person Submitting Form: Click here to enter text.
Date: Click here to enter text.

Program Outcomes: 1) Click here to enter text. 2) Click here to enter text. 3) Click here to enter text.
Description of Program Assessment: Click here to enter text.
How many students participated in the program assessment? Click here to enter text.
Results:_____% of students performed at____% or above on stated program outcomes.
What program improvements will you make based upon assessment results? Click here to enter text.
What improvements will you make in the program assessment? Click here to enter text.
Briefly describe the discussion you have had with program faculty regarding program assessment results: Click here to enter text.

Appendix A-3: Program Review Reporting Form

Program or Department Name: Click here to enter text. **Date:** Click here to enter text.

Person Completing Form: Click here to enter text.

Executive Summary

- Identify the critical recommendations for your program.

Click here to enter text.

- Identify the strengths and weaknesses of your program.

Click here to enter text.

- Identify your program's curricular needs based upon the population you serve.

Click here to enter text.

- Identify any resources (facilities, equipment, financing) your program needs.

Click here to enter text.

- Identify any specific staffing needs your program has.

Click here to enter text.

Program Goals

Click here to enter text.

Program Outcomes

Click here to enter text.

Program Outcomes and Program Matrix

- Please attach curriculum map showing courses offered and program outcomes addressed in each course.

Program Assessment

- Please attach the program's most recently completed program outcomes assessment form.

Program Data and Trends

What is the current number of declared majors in your program?	Click here to enter text.
How does this compare to previous years?	Click here to enter text.
What is the program's most recent retention rate?	Click here to enter text.
How does this compare to previous years?	Click here to enter text.
What is the program's most recent graduation rate?	Click here to enter text.
How does this compare to previous years?	Click here to enter text.

Curriculum

- Please attach a list of your program's current class offerings which includes their measurable course outcomes or core competencies addressed.
    - What is the number of online versus face-to-face courses offered by your program? _____
    - What is the number of support versus program classes offered by your program? _____
- Are there any courses in the catalog that have not been offered in the past three years? If yes, identify the courses and discuss your plans regarding these courses.

Click here to enter text.

- Briefly describe how your courses meet the NMHED general education transfer requirements or NMSUtransfer requirements (i.e. B.A.S.)?

  Click here to enter text.

- Summarize the results of your course assessment efforts and improvements made to courses based uponassessment results.

  Click here to enter text.

Resources

- Facilities
  - Identify the primary facilities (buildings, classrooms, laboratories) used by the program.

    Click here to enter text.

  - Are current buildings, classrooms, laboratories, and offices sufficient to meet the needs of yourprogram? If no, explain what deficiencies exist?

    Click here to enter text.

  - How might any deficiencies identified above be addressed by the program? By the college?

    Click here to enter text.

- Equipment
  - Briefly describe current equipment used by your program and indicate whether it is adequate orinadequate.

    Click here to enter text.

  -

  - Is additional equipment required to support this program? If so, please explain.

    Click here to enter text.

- Budget/Finances
  - Is adequate financial support available to meet the needs of this program? If not, please explain?

    Click here to enter text.

- Advising
  - What are your program's current efforts and responsibilities in advising students?

    Click here to enter text.

Faculty

- Identify trends in staffing using information for full-time faculty, adjunct faculty, overload faculty, andstaff. How have these changed over time?

  Click here to enter text.

- Based on the trends identified above, identify specific program staffing needs. If the program reports a need for additional positions, specify how any additional faculty/staff will enhance program performanceand student success.

  Click here to enter text.

- Briefly describe departmental faculty members' qualifications and recent professional developmentactivity

Appendix A-4: Co-curricular Assessment Form

Southeast New Mexico State College
Co-Curricular Assessment Form

Semester: **Year:**

Group or Association Name:

Advisor:

SENMC Mission
The mission of SENMC is to provide educational programs, training, and services that best serve our diverse students, communities, and industry.

SENMC Values follow the acronym **PRIDE**, which stands for **P**ersistence; **R**esilience, **R**espect, and **R**esourcefulness; **I**nclusion and **I**ntegrity; **D**iversity, and **E**xcellence.

This is the list of graduate outcomes of Southeast New Mexico College:

1. Effective communication skills in reading, writing, listening, and speaking.
2. Basic critical thinking skills including problem identification, evidence acquisition, evidence evaluation, and reasoning/conclusion.
3. An understanding of personal and social responsibility.
4. An ability to apply the fundamental concepts of quantitative reasoning in mathematics and science.
5. Appropriate information and digital literacy, and skills for personal and professional use.
6. An understanding of the fundamental concepts for analyzing significant primary texts and/or works of art, including fine arts, literature music, theater, and film.

Add below course or program outcomes that this activity supports, including the name of the course and/or program:

What is/are the main student learning outcomes(s) for this assessment?

Briefly describe the planning of this activity that is relevant for this assessment.

How will you know if students have met the learning outcome(s)? Describe the co-curricular activity/ experience used to determine if students met the learning outcomes.

- Collection Method(s) (check all that apply)

> Survey
> Expert or Peer Review
> Creative Expression
> Focus Group
> Test
> Other
> Document Analysis
> Testimonial Diaries/ Journals
> Interview
> Portfolio Review
> Observation

Provide a brief description of your assessment method(s) and sample size (number of students).

How did this Co-Curricular activity/ experience contribute to the co-curricular goal(s) you identified for this assessment?

Moving forward, what steps will you take with regard to this Co-Curricular activity/ experience? (What did you learn and what will you modify in the future?)

Appendix A-5: Event Evaluation Form

Southeast New Mexico State College
Event Evaluation Form

Name of the event: _____ Date:_____

Check One: SENMC Student _____ Faculty/Staff _____ Visitor _____ Other _____

Please use the following scale when answering the following questions:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Please rate your experience based on the following statements (circle the option that best applies)

I felt welcome and included in this event	1	2	3	4	5	NA
This event was worth attending	1	2	3	4	5	NA
I learned something new during this event	1	2	3	4	5	NA
I will use the information I learned today to achieve my academic goals	1	2	3	4	5	NA

This event increased my knowledge about (complete all that apply)

Effective communication skills in reading, writing, listening and speaking	1	2	3	4	5	NA
Basic critical thinking (problem identification, evidence acquisition and evaluation, and reasoning/conclusion)	1	2	3	4	5	NA
Personal and social responsibility	1	2	3	4	5	NA
Quantitative reasoning in mathematics and science	1	2	3	4	5	NA
Information and digital literacy, and skills for personal and professional use	1	2	3	4	5	NA
Analyzing significant primary texts and/or works of art (fine arts, literature, music, theater and film)	1	2	3	4	5	NA

List one idea of how you can apply what you learned today to your success as a student:

Comments:

Student Name:

Student ID:

Appendix A-6: Quickstart Guide for TASKSTREAM

Quickstart Guide for Southeast New Mexico State College: Course Level Assessment Workspace

71 WEST 23RD STREET, NEW YORK, NY 10010 · T 1.800.311.5656 · e help@taskstream.com

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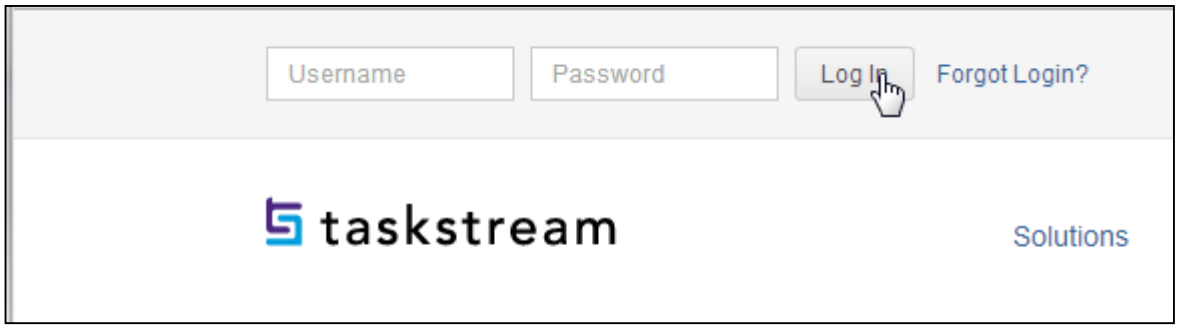
Log in to Taskstream

This tutorial will walk you through accessing AMS and adding assessment data (MeasureableCourse Outcomes, Assessment Plans, and Action Plans) to the Course Level Assessment Workspace.

1. To get started, please be sure you have your username and password.

2. Please open your internet browser and go to www.taskstream.com

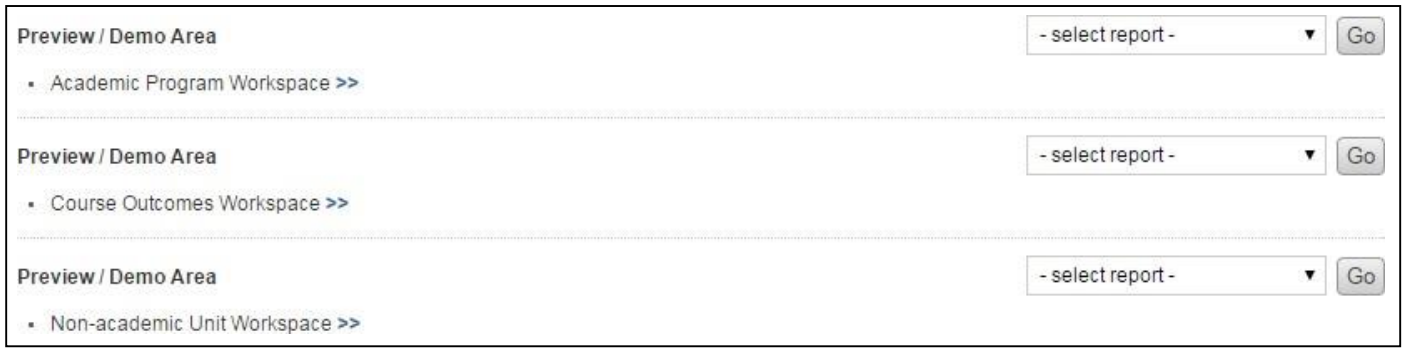
3. Enter your username and password at this screen and click Log In:



Taskstream Home Page

You will now be taken to your homepage. The homepage will contain one or more workspaces,which will be affiliated with different participating areas (programs, departments, etc.). Each workspace is the vessel into which you may input your assessment data.

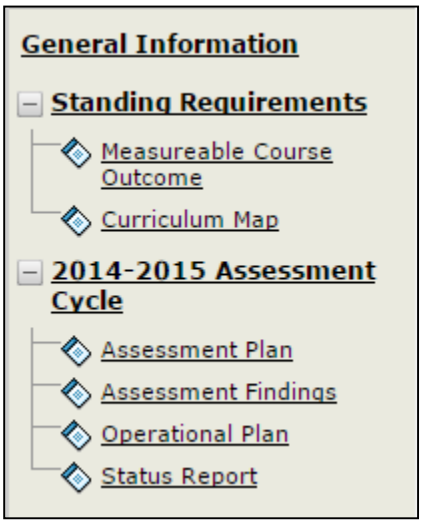
(***Please Note:*** the following screenshots serve as examples and may not mirror that exact titlesassociated with your workspace(s).)



You can access your course assessment workspace by clicking Course Outcomes Workspacelocated within the appropriate participating area.

Your Workspace

Once you click on the workspace title, you will see the structure on the left-hand side of the page.This structure has been designed by NMSU Carlsbad and contains several different requirementsrelated to your course assessment process.

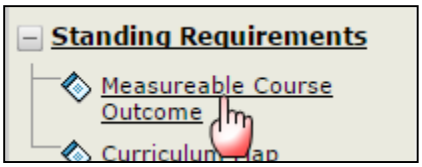


The *Standing Requirements* category contains/will contain assessment data that will remain relatively steady over time, whereas the assessment cycles will be completed anew each year.

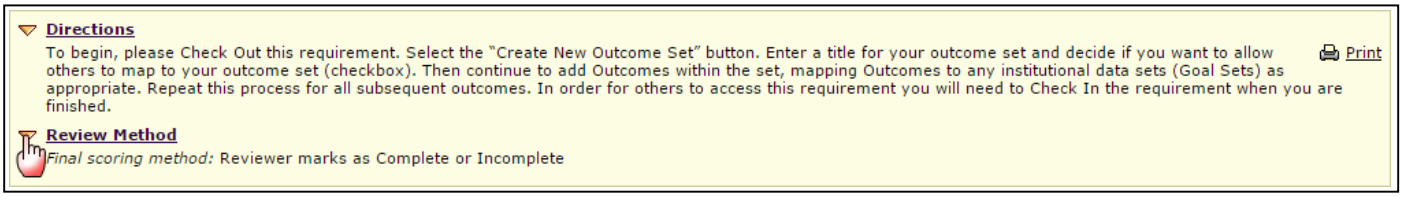
The *Measurable Course Outcome* requirement is the first in the structure. To begin working on itor any other requirement, please select it from the workspace structure.

Measurable Course Outcomes

To view the directions and add the required data, click on the *Measurable Course Outcome* requirement from the structure.

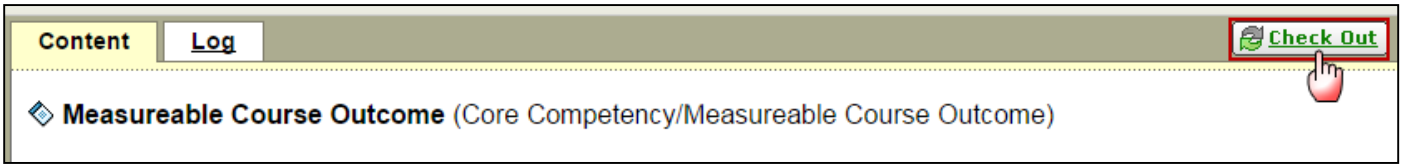


When you do this, the requirement will open in the main screen. Please note that each requirement has its own custom set of directions. To view these directions click the *Directions* linkand the directions will expand/collapse as appropriate.



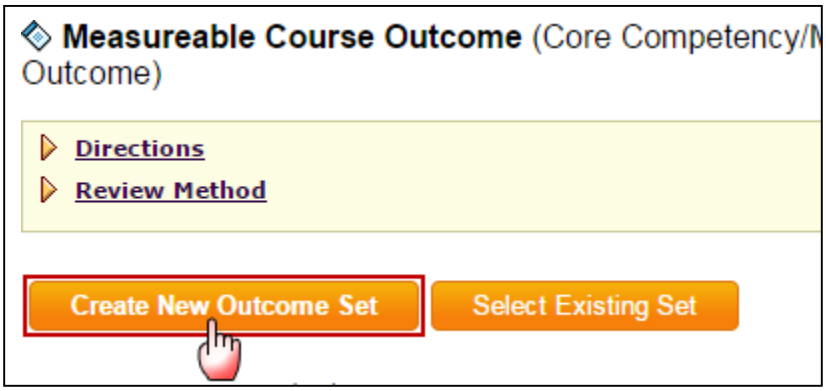
This same window allows you to see the method by which your data will be reviewed by anassessment committee at the school.

You will see a green *Check Out* button. Please note that all requirements in Taskstream's AMSsystem use a Check In / Check Out system.

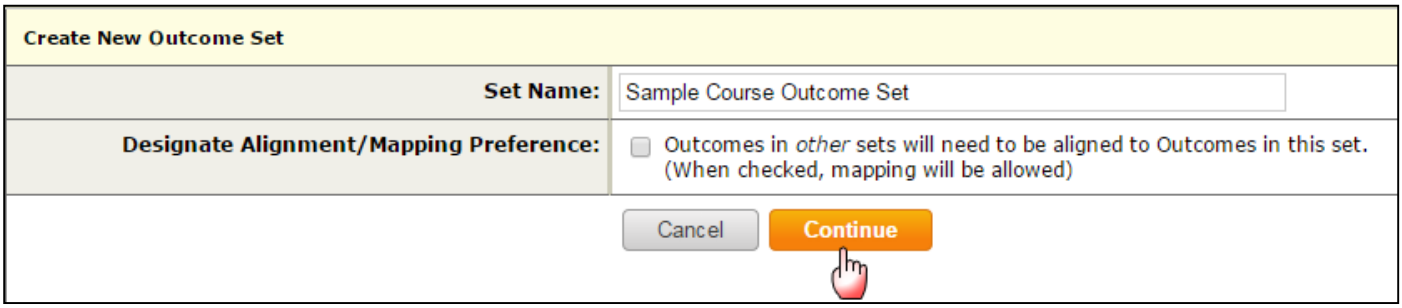


NOTE: *To edit or add data to any requirement you will first need to "Check Out" the requirement. Additionally, to allow your peers access to the same requirement, you can "Check In" the requirement when you are finished. All items will be automatically checked in when logging out ofthe system or navigating to another website.*

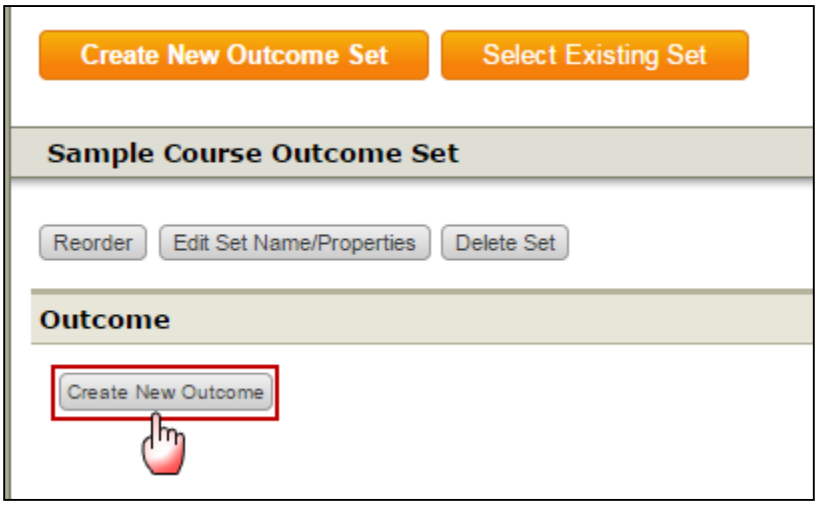
When presented with two buttons, you will want to choose the *Create New Outcome Set* buttonduring these initial steps.



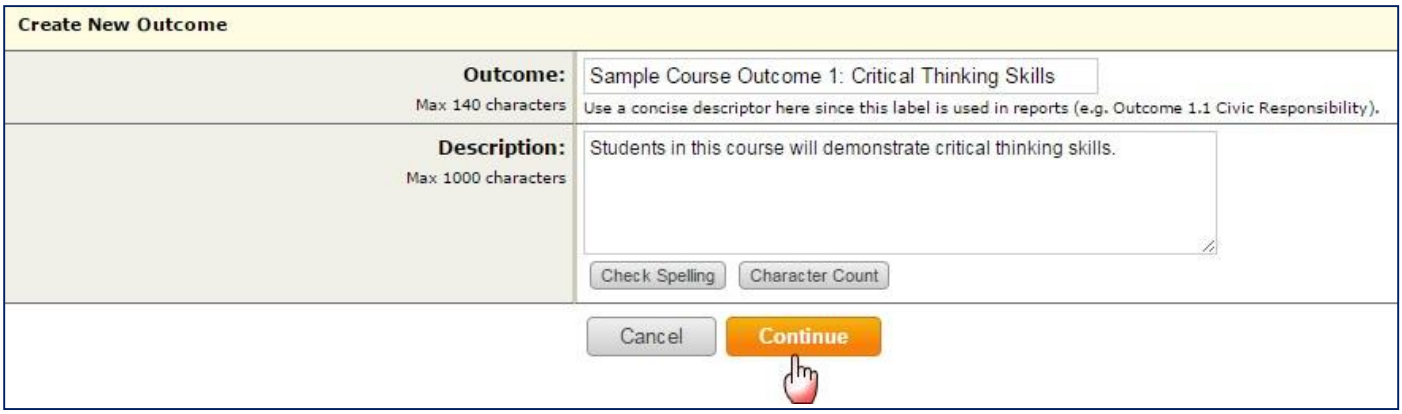
You may then title the Outcome Set. For your course outcomes, please **do not** check the boxallowing outcomes in other sets to be aligned to outcomes in this set. Then you may click continue.



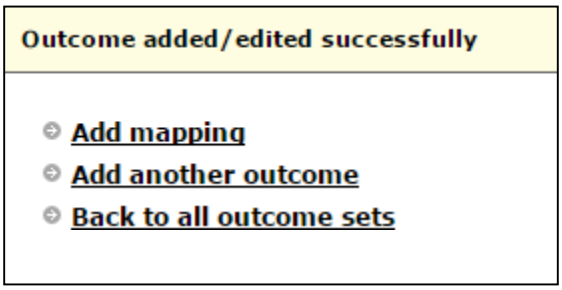
Next, you may create your Course Outcomes. To create a Course Outcome, click the Create NewStudent Learning Outcome Button.



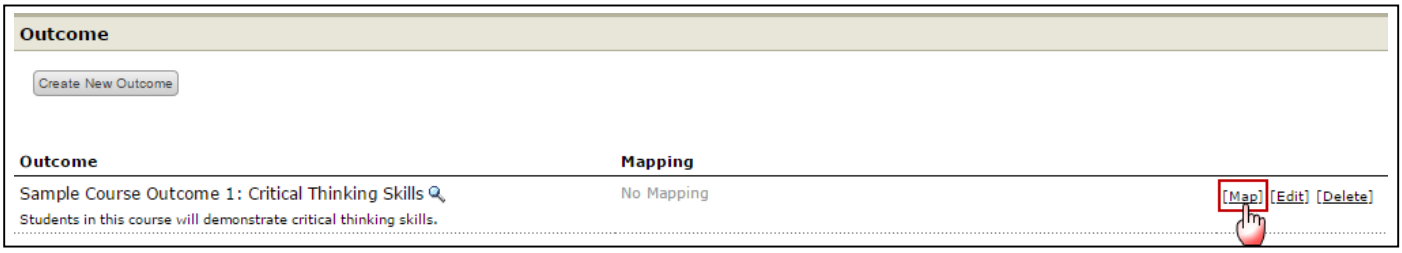
Enter a title for your Course Outcome. You may also enter a description, but that is optional. Then,click the Continue button.



On the following window, you can click *Add mapping* to map your course outcome to a Program Outcome (see below), or you can click *Add another outcome* to create another Course Outcome,or you can click Back to *Back to all outcome sets* to return to your Measurable Course Outcomespage.

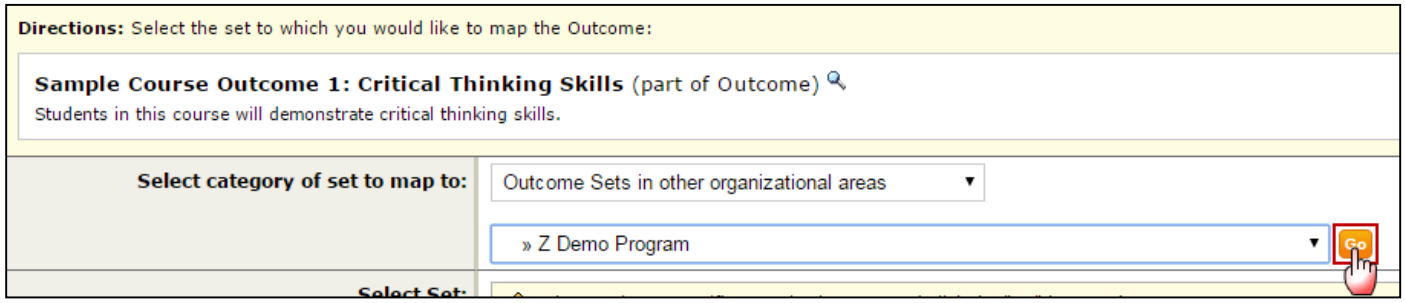


To map your Course Outcomes to Program Outcomes, click the *Map* link to the right of your outcome name.

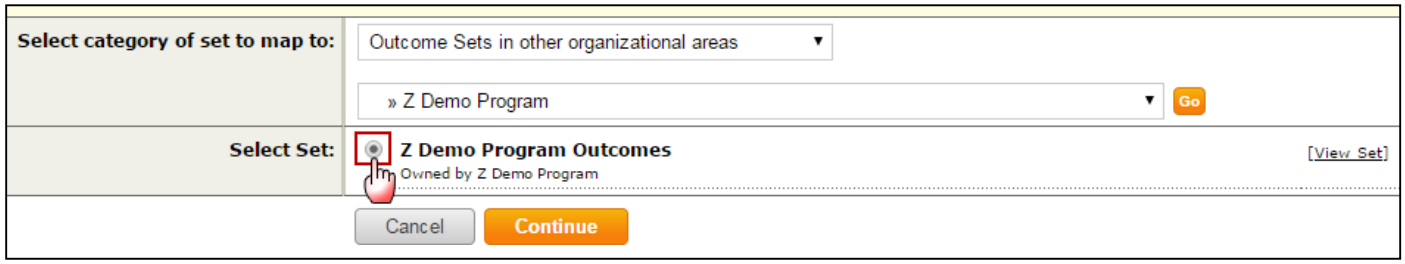


You can then click the *Create New Mapping* button.

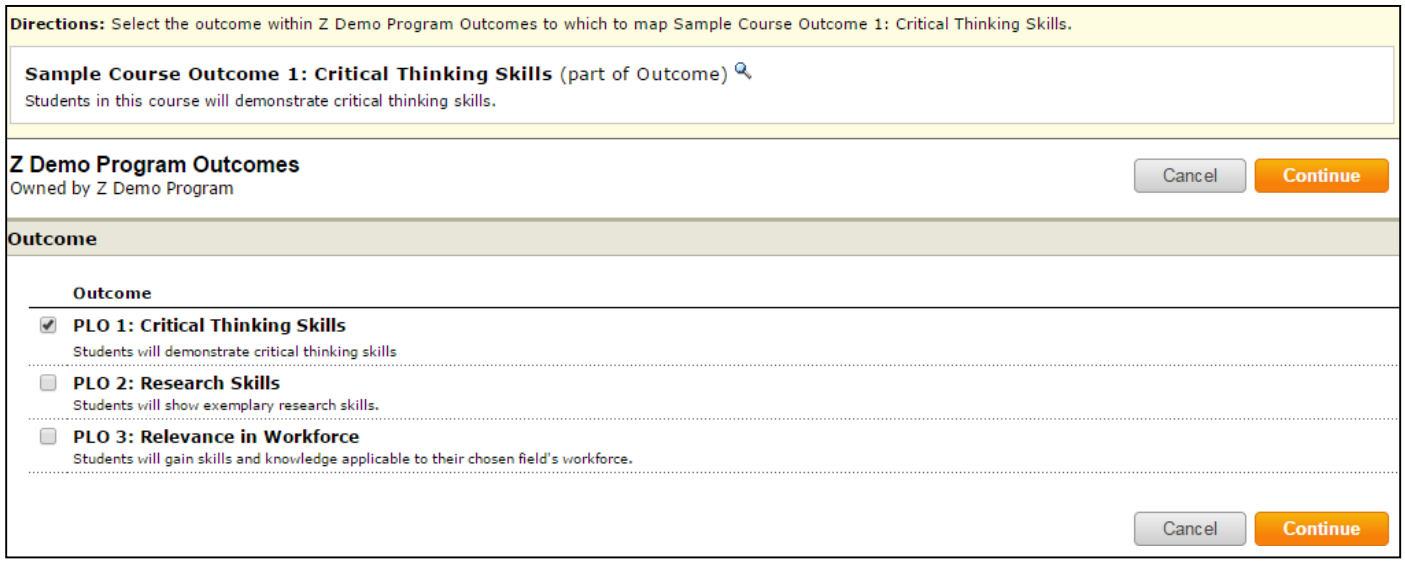
Use the first drop-down menu on this page to select *Outcome Sets in other organizational areas*, and use the second dropdown menu to select the program to which you are mapping your CourseOutcomes, then click the Go button.



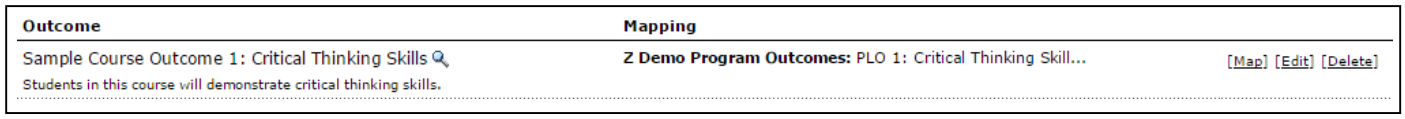
Next, click the radio button next to Program Outcome Set to which you are aligning your CourseOutcomes, and then click Continue.



Choose which Program Outcome set items align with your Course Outcomes (you can selectmore than one if applicable) and then click the Continue button.

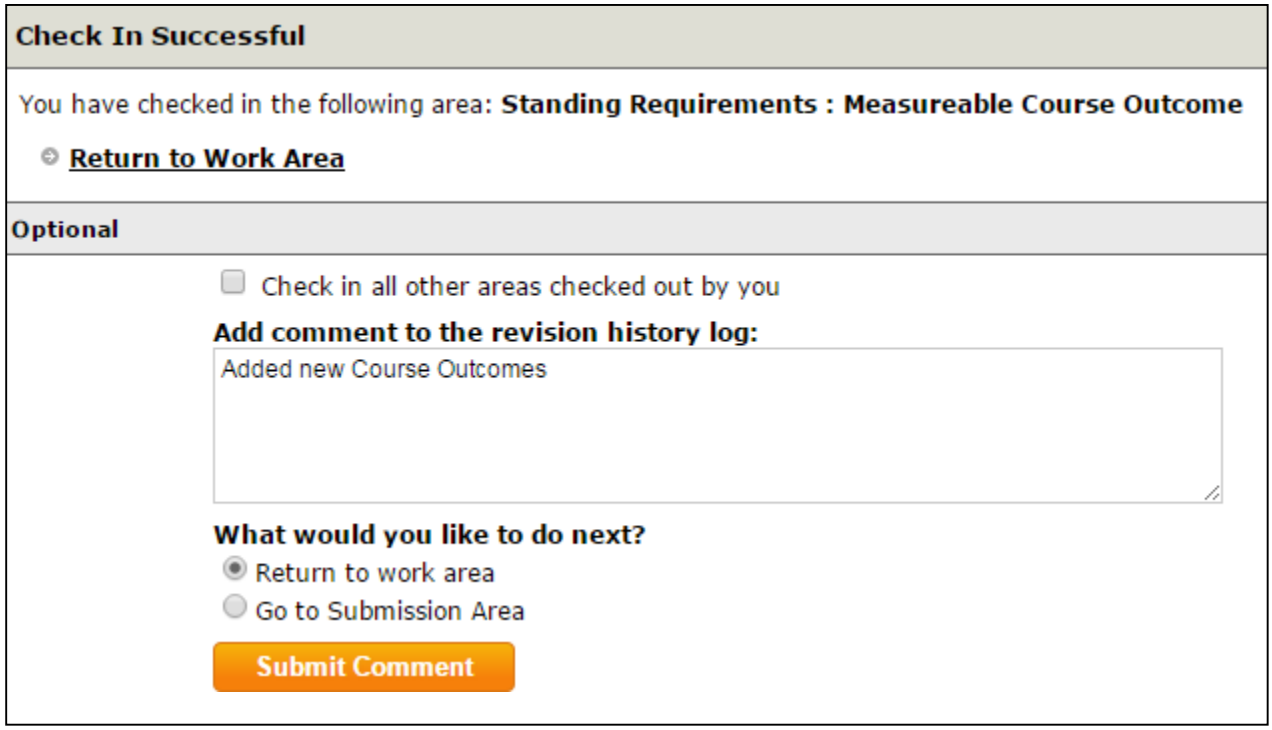


You will now see the outcome set items mapped or aligned with your Outcome. Repeat thesesteps for all future mappings.



Please note that you may click the Check In button in the upper right-hand corner of the page tomanually check in requirements, allowing other users to check them out.

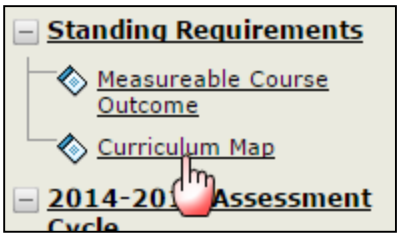
When you check in a requirement, you are given the option to enter comments into that requirement's Revision History Log, which lets all users keep track of changes made to thatrequirement. When you are finished, click Submit Comment.



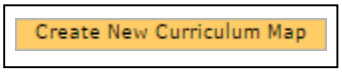
Please note, when you log out of Taskstream or navigate away to a different website, all workspace items will be automatically checked in.

Curriculum Map

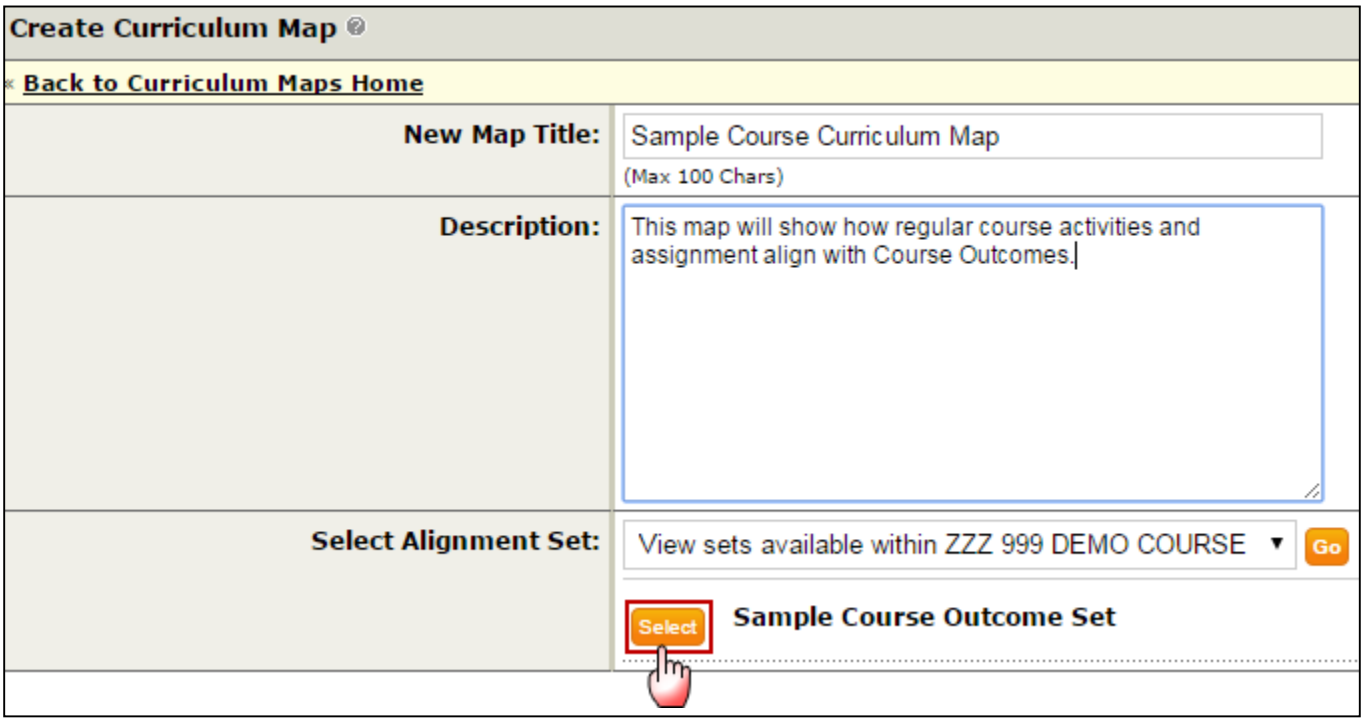
Once you are satisfied with entering your Student Learning Outcomes/Criteria, you may thenproceed to the Curriculum Map requirement and click the Check Out button.



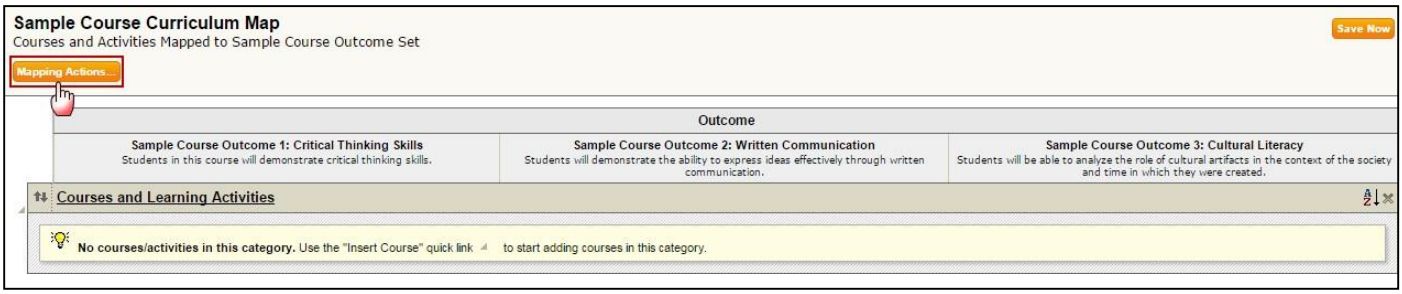
Click the Create New Curriculum Map button.



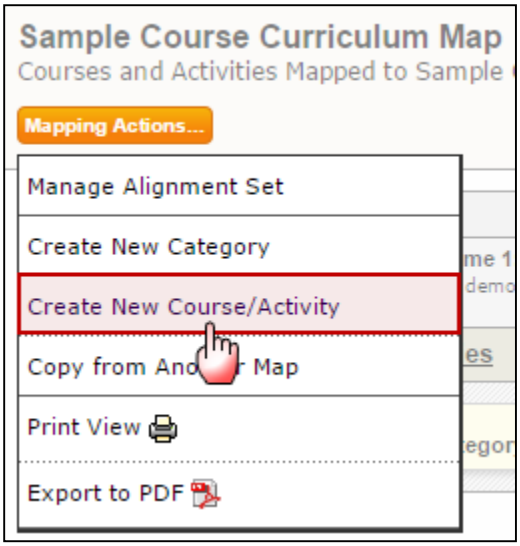
Give the map a title and description, and click the Select button next to the Outcome Set you wishto map to.



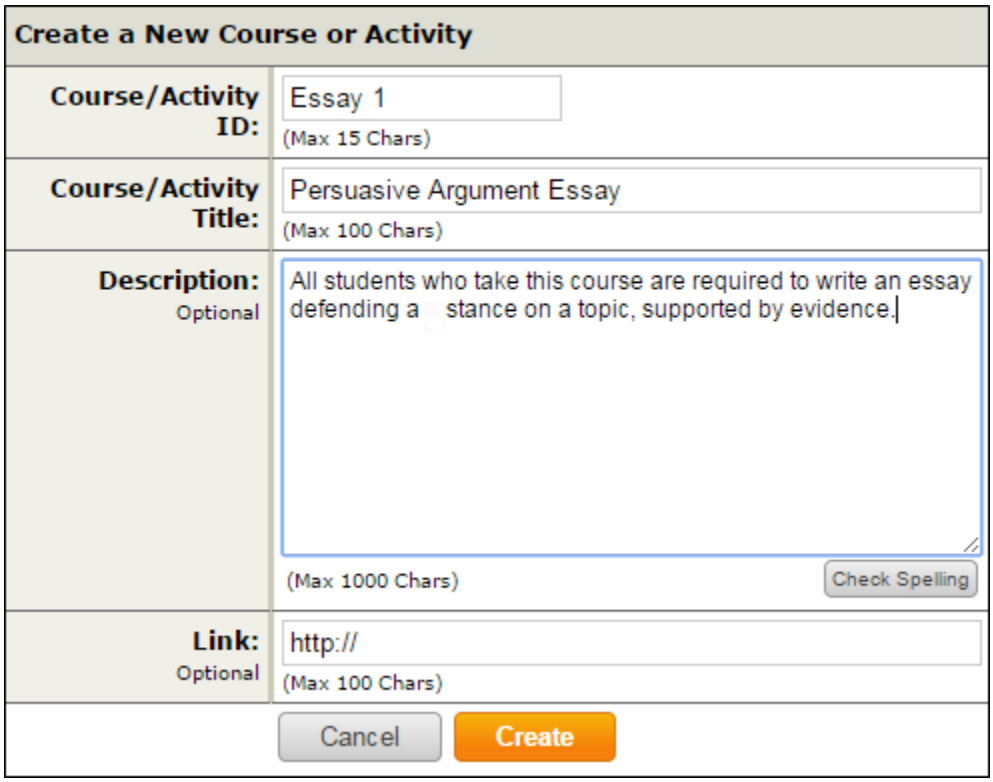
In the resulting mapping screen, courses and activities can be added by clicking on the MappingActions button.



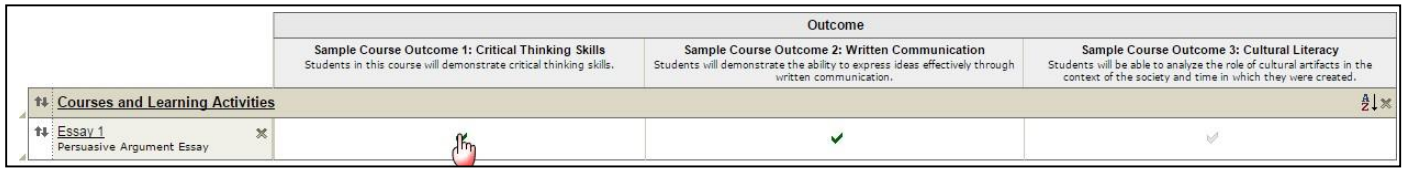
Next, click “Create New Course/Activity.”



Enter a Course/Activity ID, a Course/Activity Title, an optional Description, and an optional link toany online resources, then click the Create button. Repeat this step to add additional Courses/Activities.



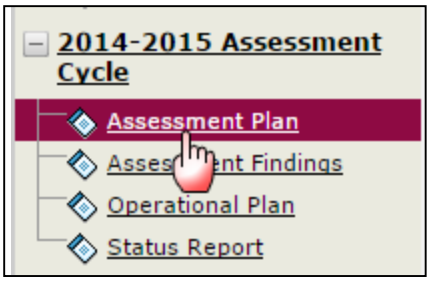
You can now designate alignment by clicking in the box underneath the outcome in the mappinggrid. You are able to check multiple boxes if applicable.



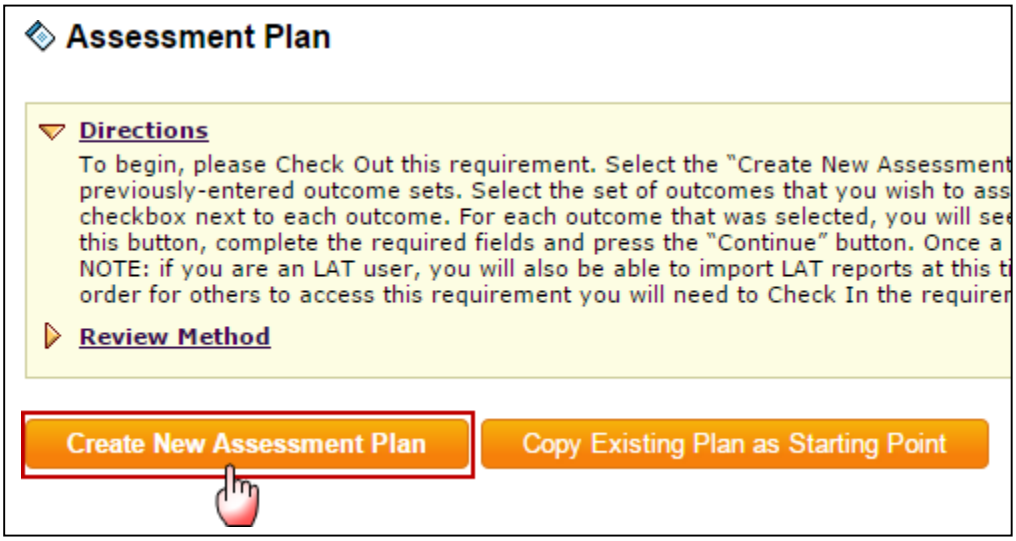
When you are finished, click Save Now, close your mapping window, and click Check Out for this requirement.

Assessment Plan

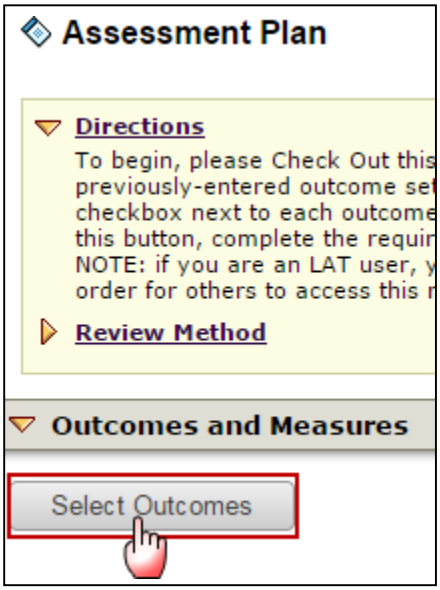
When you are finished with your Curriculum Map, you may navigate to the cyclical assessmentsections. The first requirement in this section is your Assessment Plan.



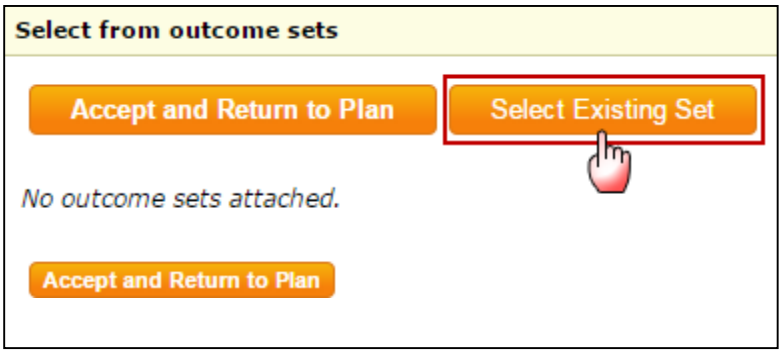
To create an Assessment Plan, select the *Assessment Plan* requirement from the workspacestructure, check out the requirement, and click the Create New Assessment Plan button.



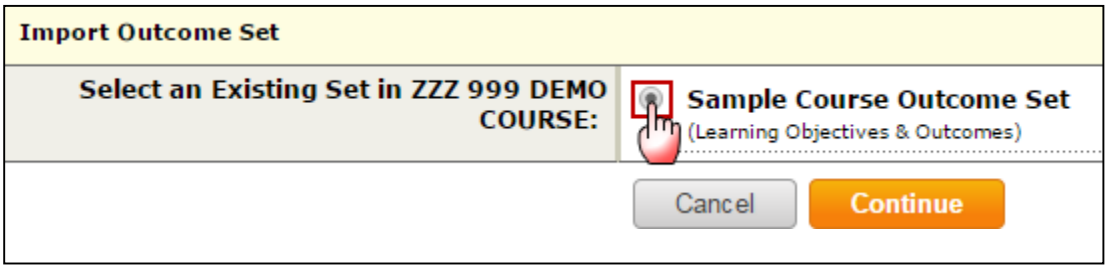
Then you may click the Select Outcomes button.



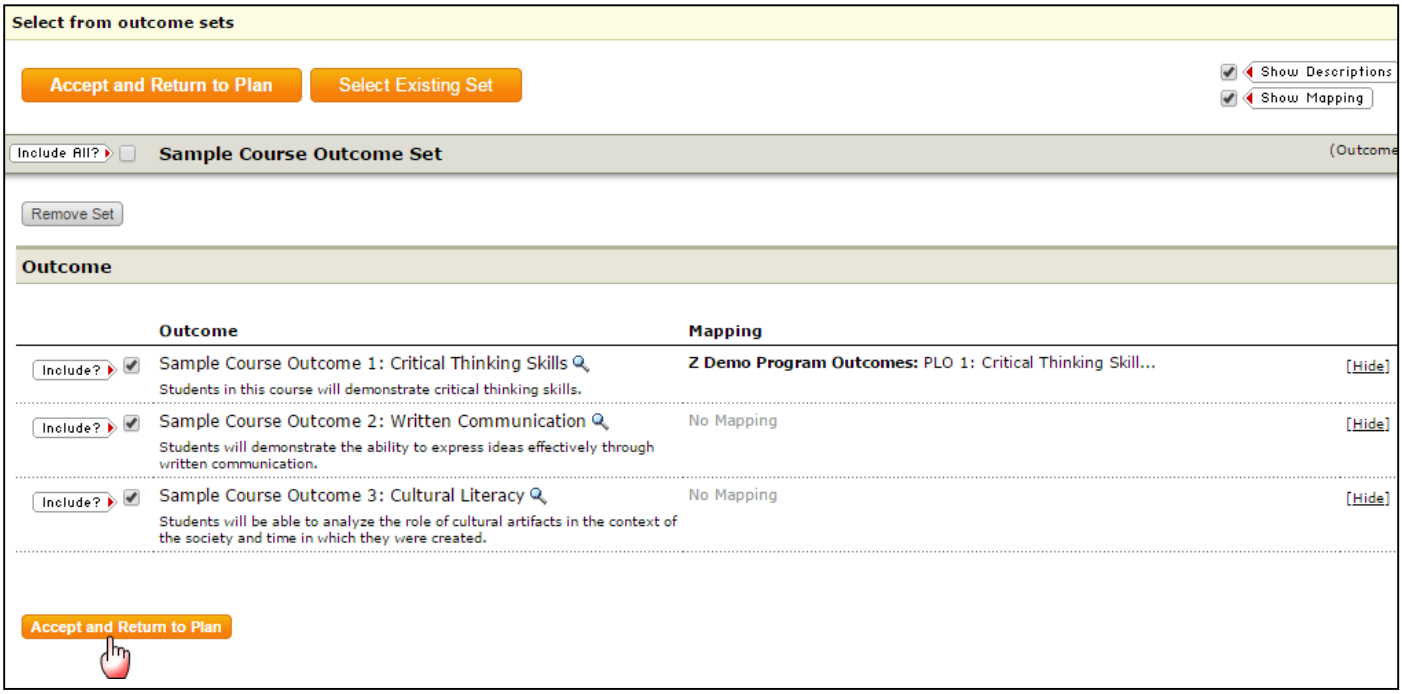
Click the Select Existing Set button.



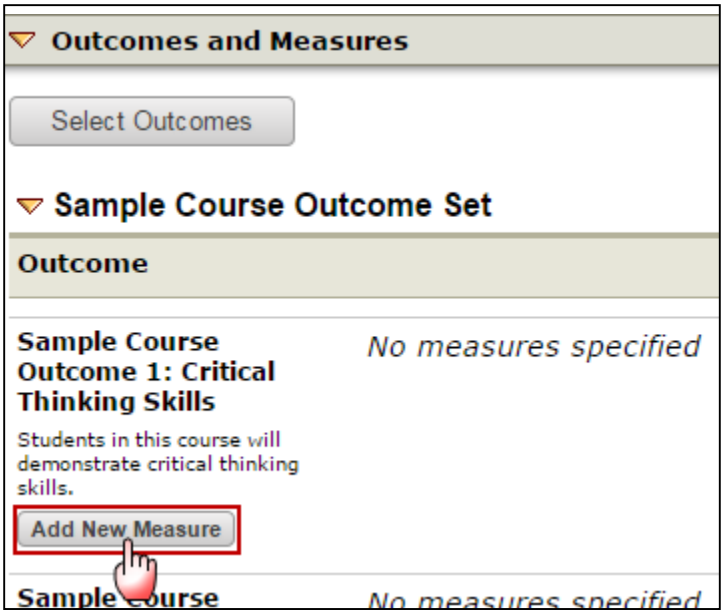
Select an Outcome Set you wish to assess that cycle by clicking the radio button next to its name,then click the Continue button.



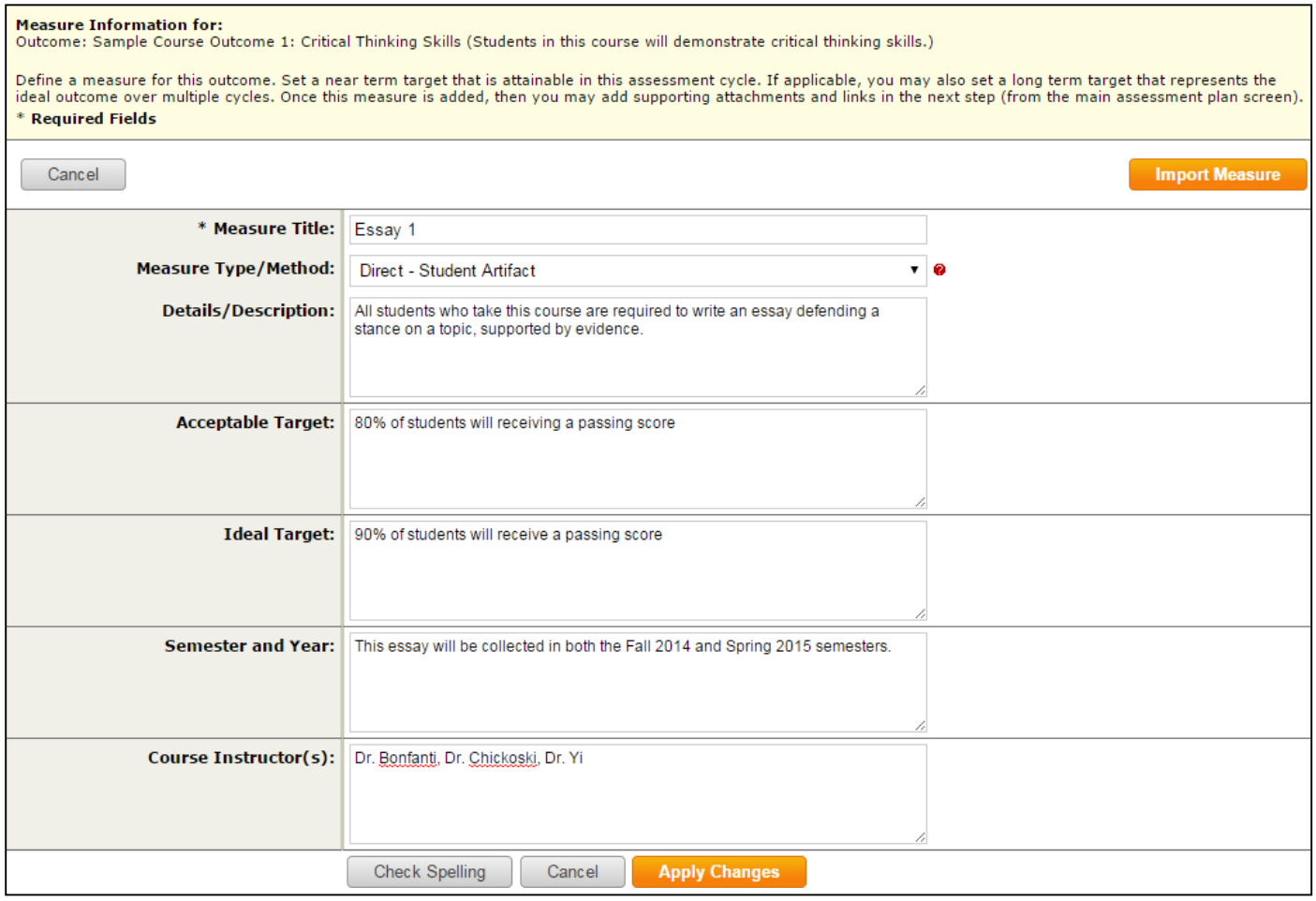
Select the criteria you wish to assess and then click the Accept and Return to Plan button.



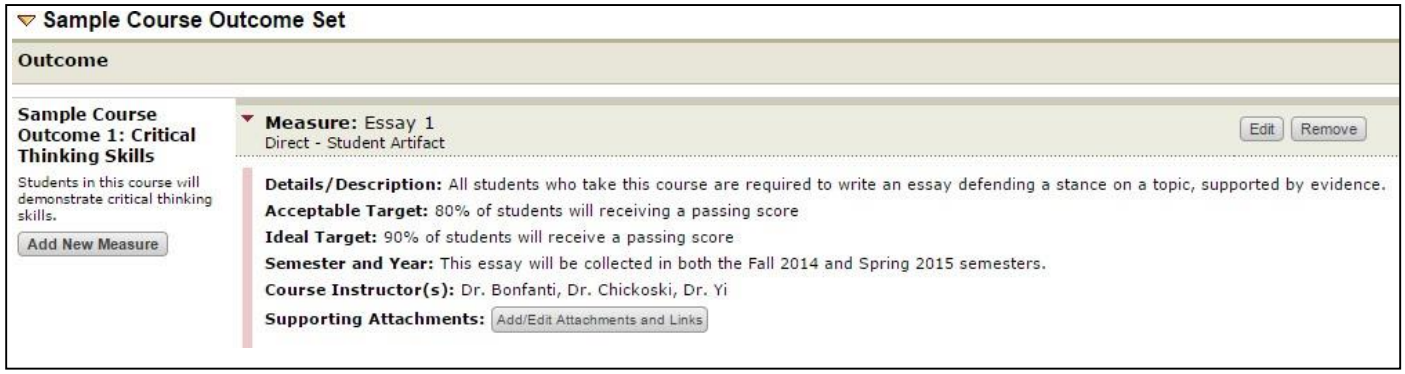
To add Assessment Plans to each Outcome, click the appropriate Add New Measure button.



You may then add the details of your Assessment Plan into the Assessment Plan data entryscreen.



When you click the Apply Changes button, the finished result will look something like this:

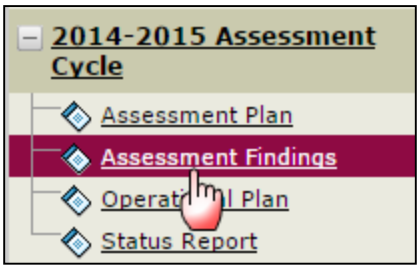


You may repeat these steps to add additional Measures for this or other Course Outcomes. Additionally, you may upload documents as supporting evidence or link to other websites byclicking the Add/Edit Attachments & Links button.

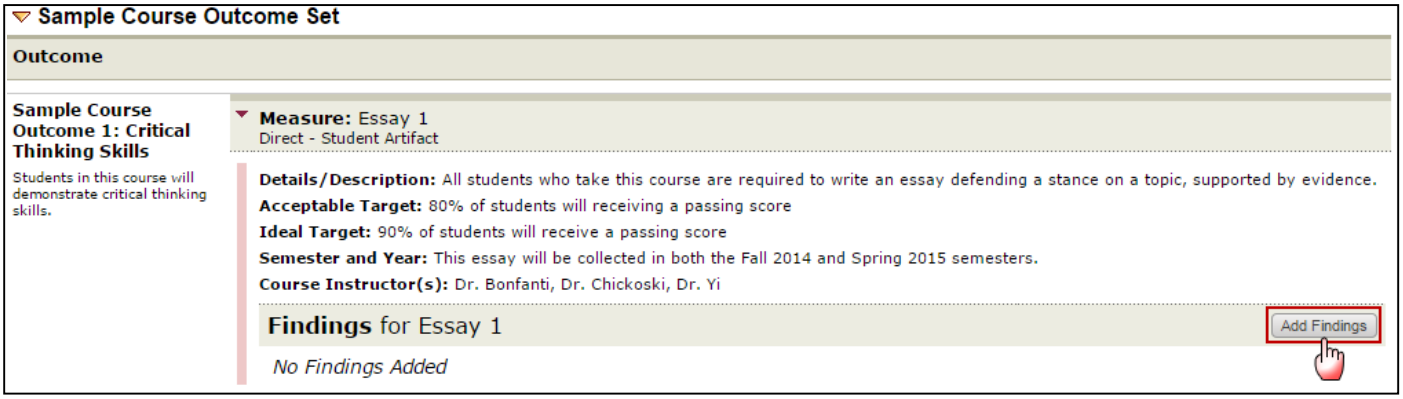
When you are finished, click the Check In button.

Assessment Findings

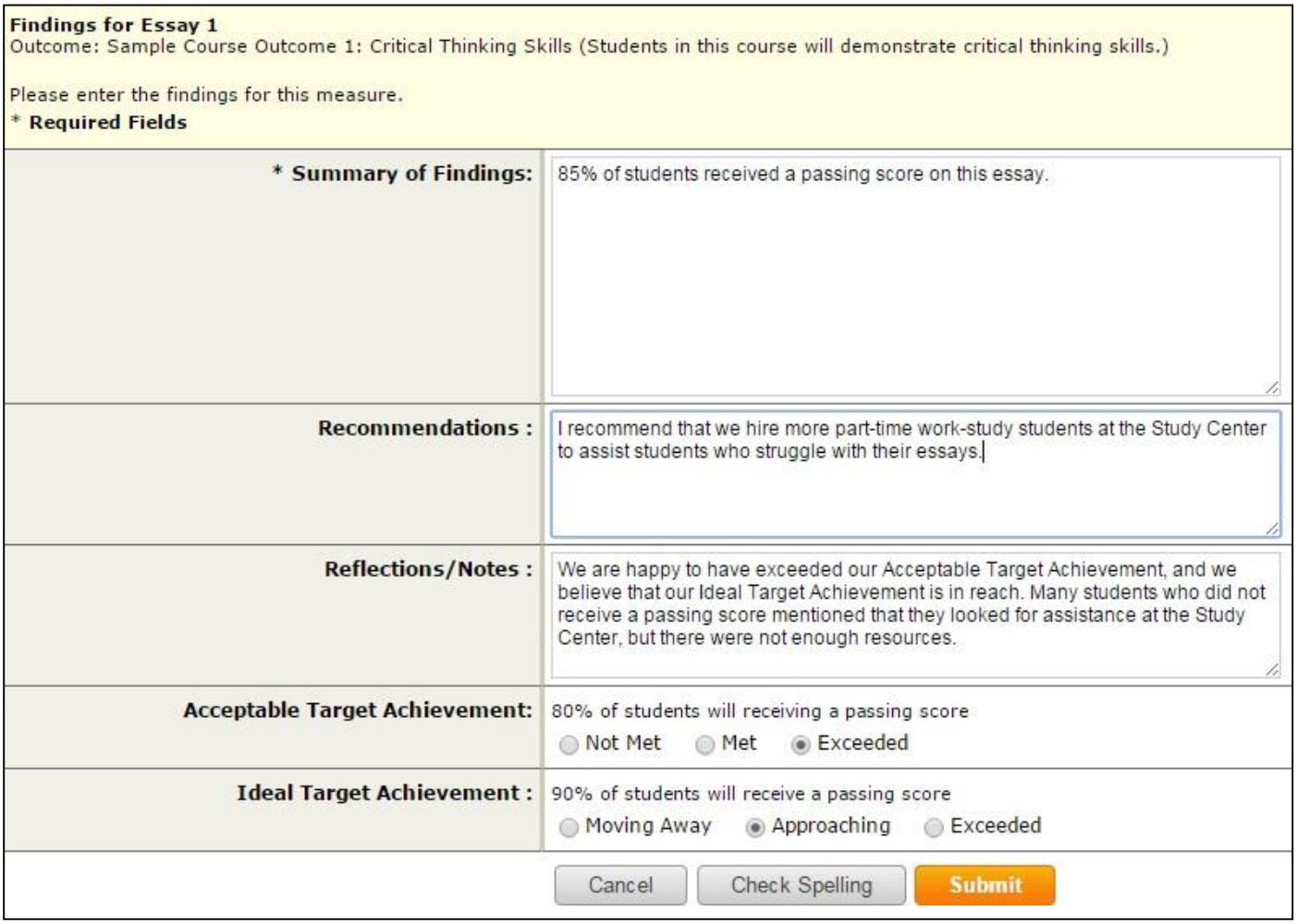
Once you have gathered your data, you may select the Assessment Findings requirement andadd your assessment data to the system.



To do so, check out the requirement and then click the Add Assessment Findings button locatedbeneath one your Measures. (You may have to expand the Finding per Measure Bar)



You may then enter the details of your Assessment Findings into the data entry fields.

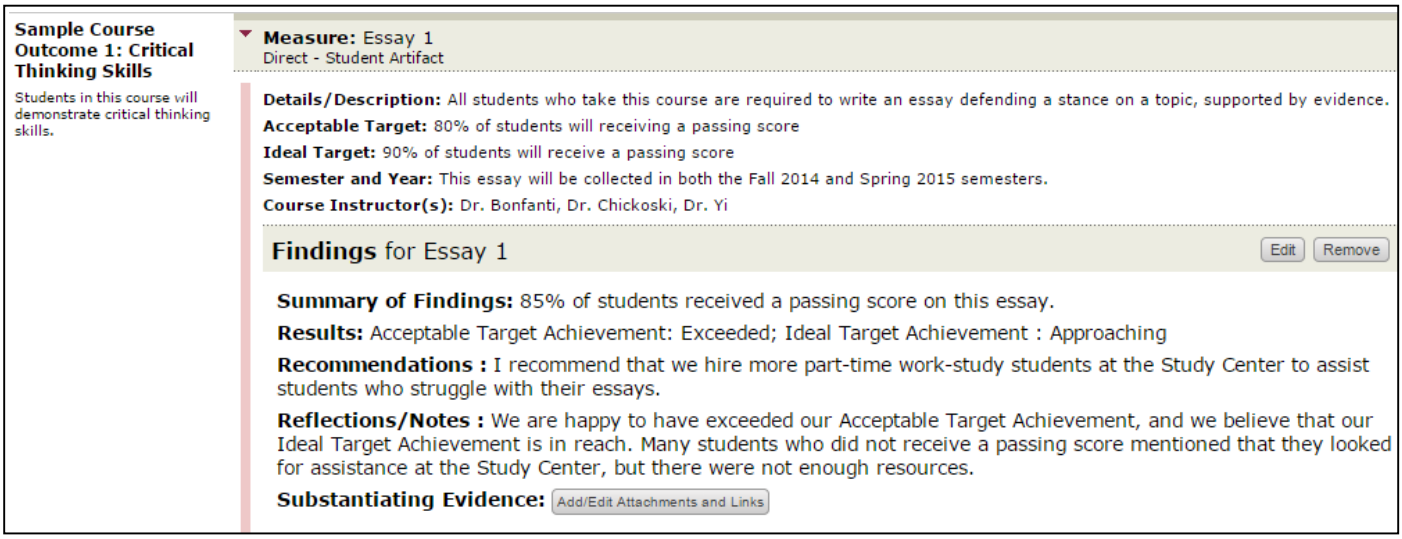


Findings for Essay 1
Outcome: Sample Course Outcome 1: Critical Thinking Skills (Students in this course will demonstrate critical thinking skills.)

Please enter the findings for this measure.
* **Required Fields**

*** Summary of Findings:**	85% of students received a passing score on this essay.
Recommendations :	I recommend that we hire more part-time work-study students at the Study Center to assist students who struggle with their essays.
Reflections/Notes :	We are happy to have exceeded our Acceptable Target Achievement, and we believe that our Ideal Target Achievement is in reach. Many students who did not receive a passing score mentioned that they looked for assistance at the Study Center, but there were not enough resources.
Acceptable Target Achievement:	80% of students will receiving a passing score ○ Not Met ○ Met ◉ Exceeded
Ideal Target Achievement :	90% of students will receive a passing score ○ Moving Away ◉ Approaching ○ Exceeded
	Cancel Check Spelling **Submit**

Once you have entered your data, click the submit button. The resulting screen will look something like this:

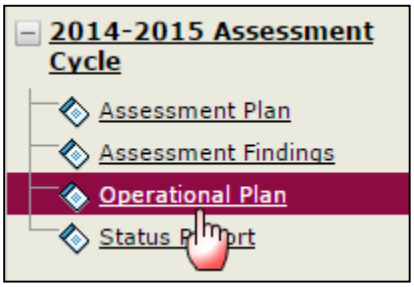


You may repeat these steps to add Findings for your other Measures. Additionally, you mayupload documents as supporting evidence or link to other websites by clicking the Add/Edit Attachments & Links button.

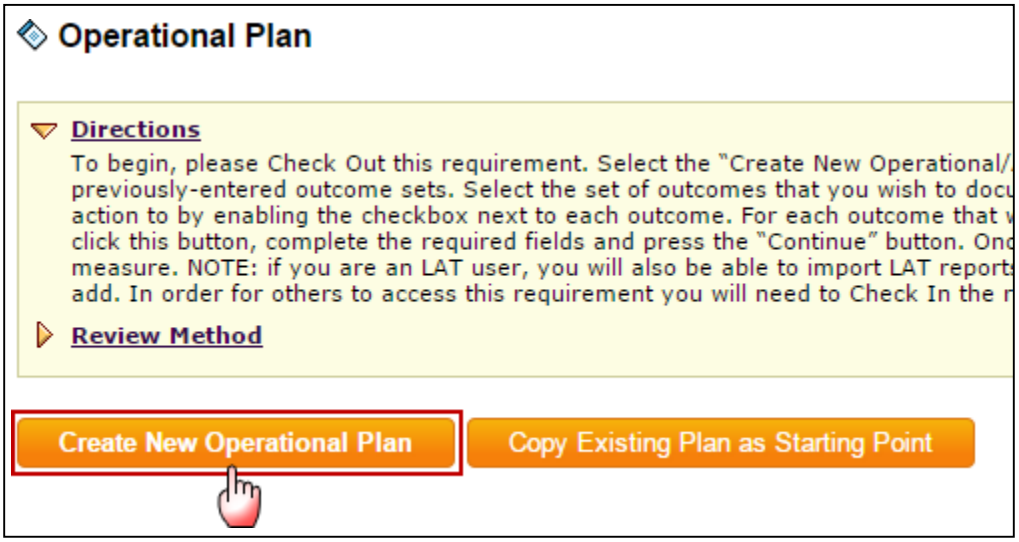
When you are finished, click the Check In button.

Operational Plan

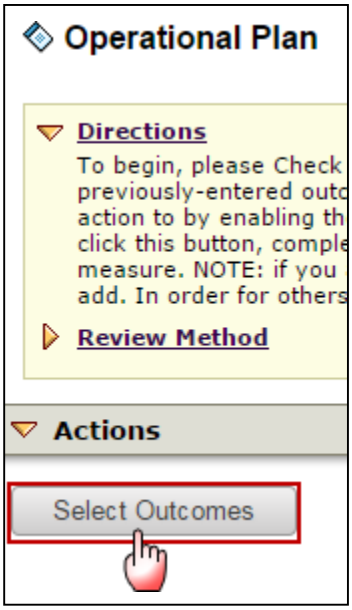
To create your Action Plan you will select the requirement from the workspace structure andcheck out the requirement.



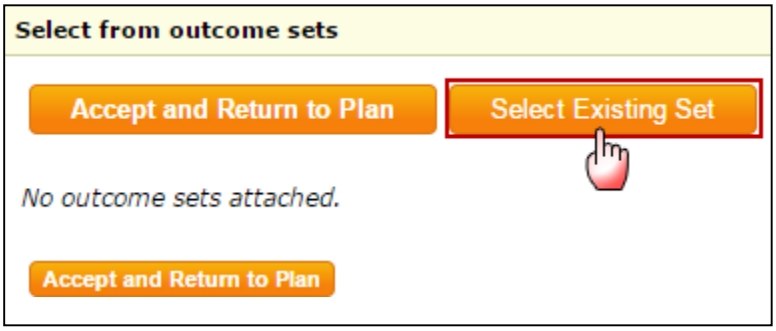
Then you may click the “Create New Action Plan” button.



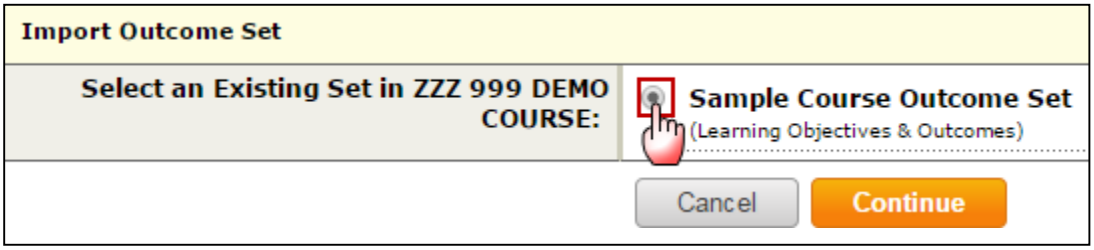
Then you may click the Select Outcomes button.



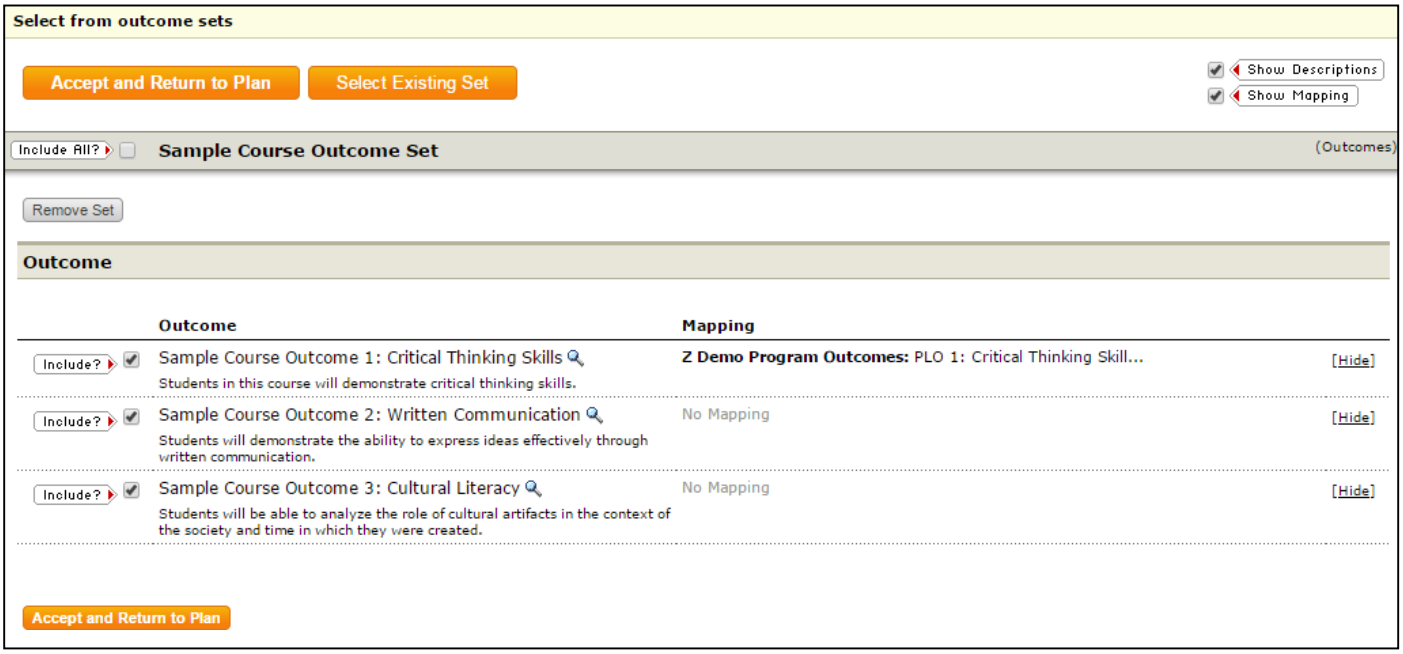
Click the Select Existing Set button.



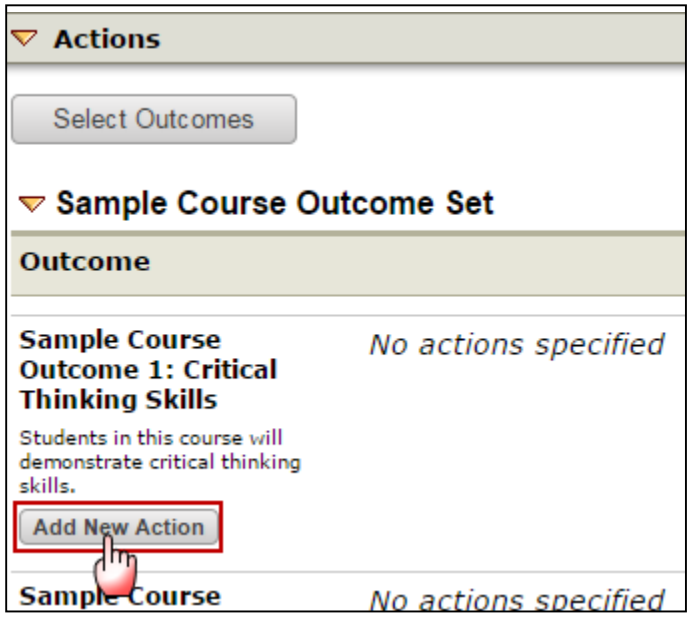
Select the Outcome set for which you are defining actions by clicking the radio button to the left ofits name, and click the Continue button.



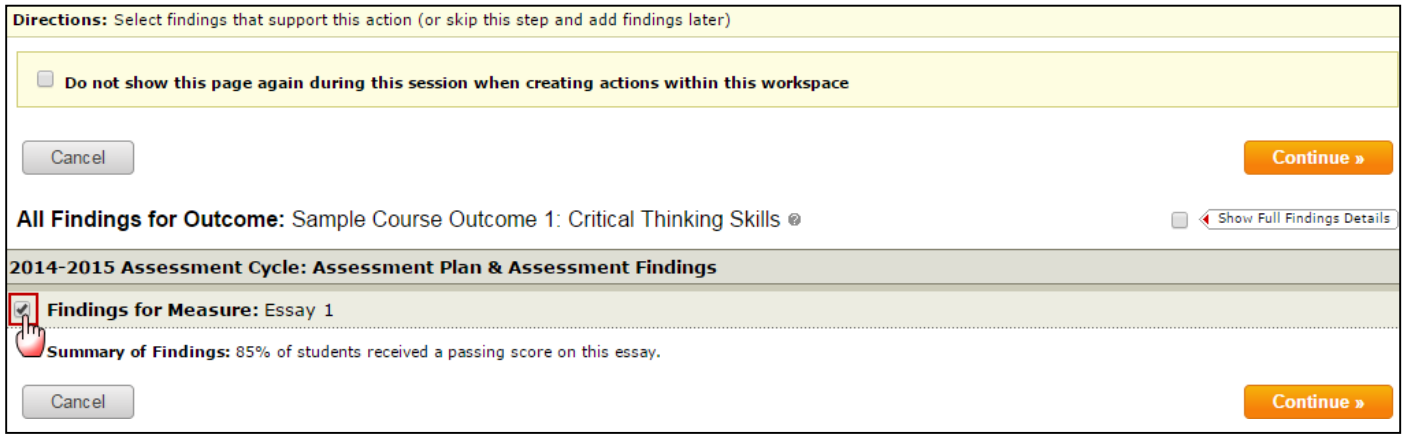
Select the Course Outcomes for which you are defining actions, and click the Accept and Returnto Plan button



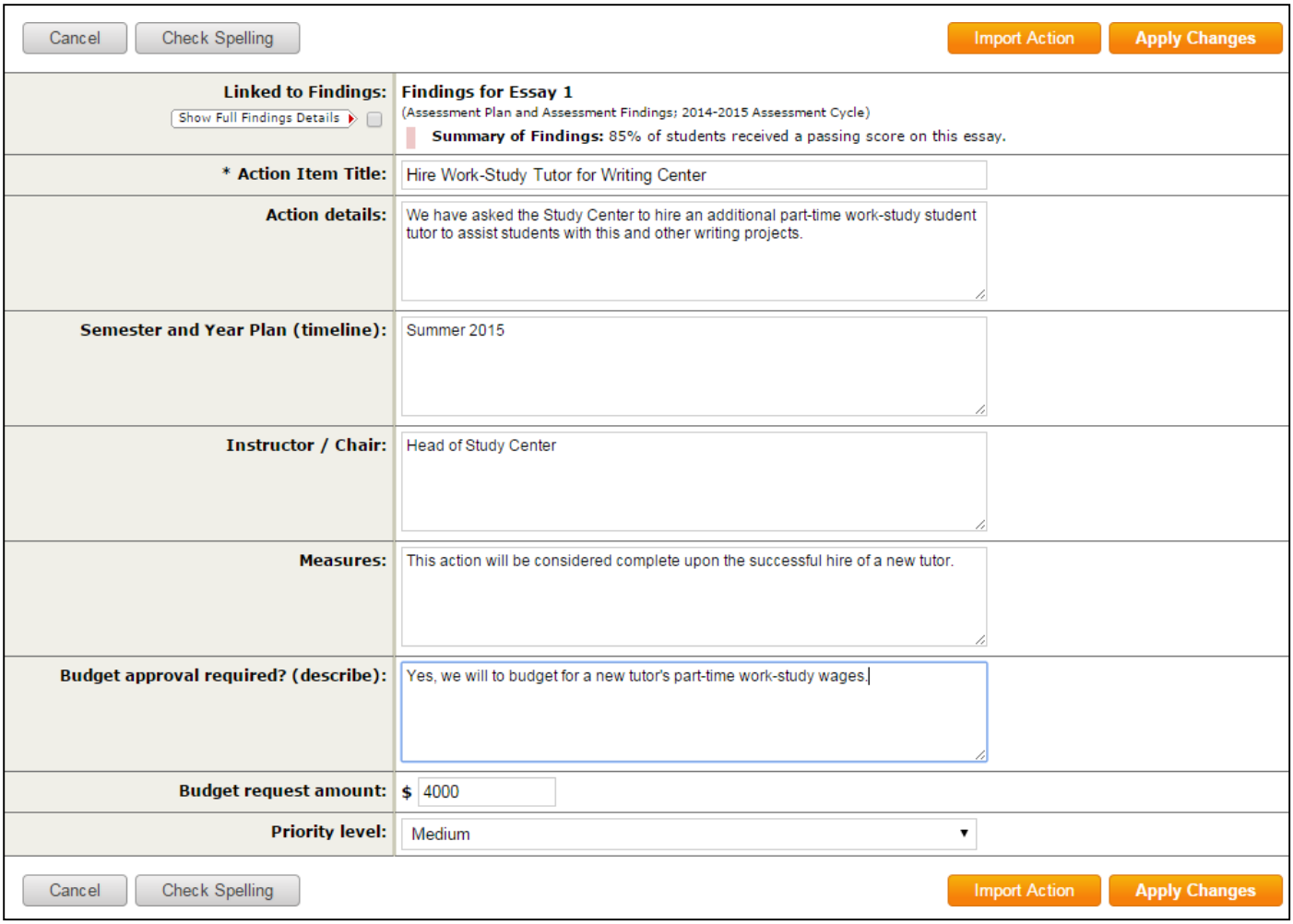
You may now add an Action to each applicable Outcome by clicking the Add New Action button.



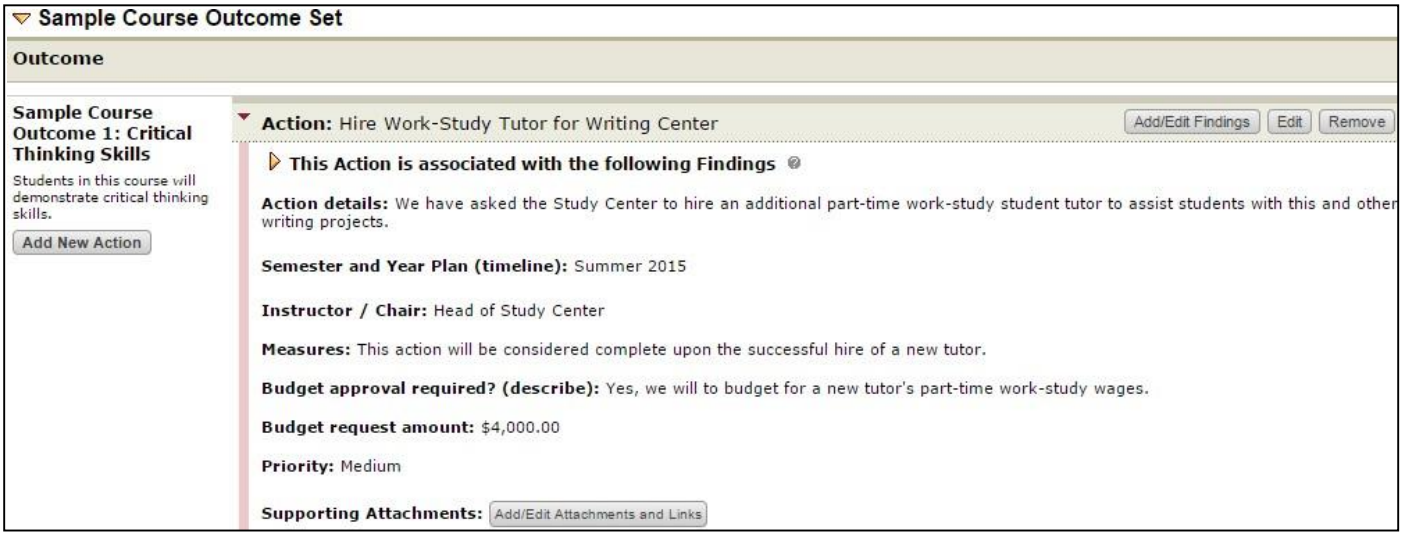
You may link your new action to your assessment results in your Findings requirement by checking the box next to those findings. Click Continue when you are finished.



You may now populate the Action detail fields with your data. Click Apply Changes when done.



The resulting screen will look something like this:

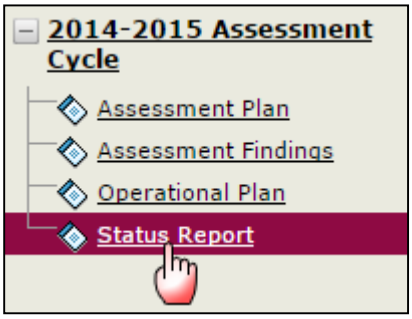


You may repeat these steps to add additional Actions for this or other Course Outcomes. Additionally, you may upload documents as supporting evidence or link to other websites byclicking the Add/Edit Attachments & Links button.

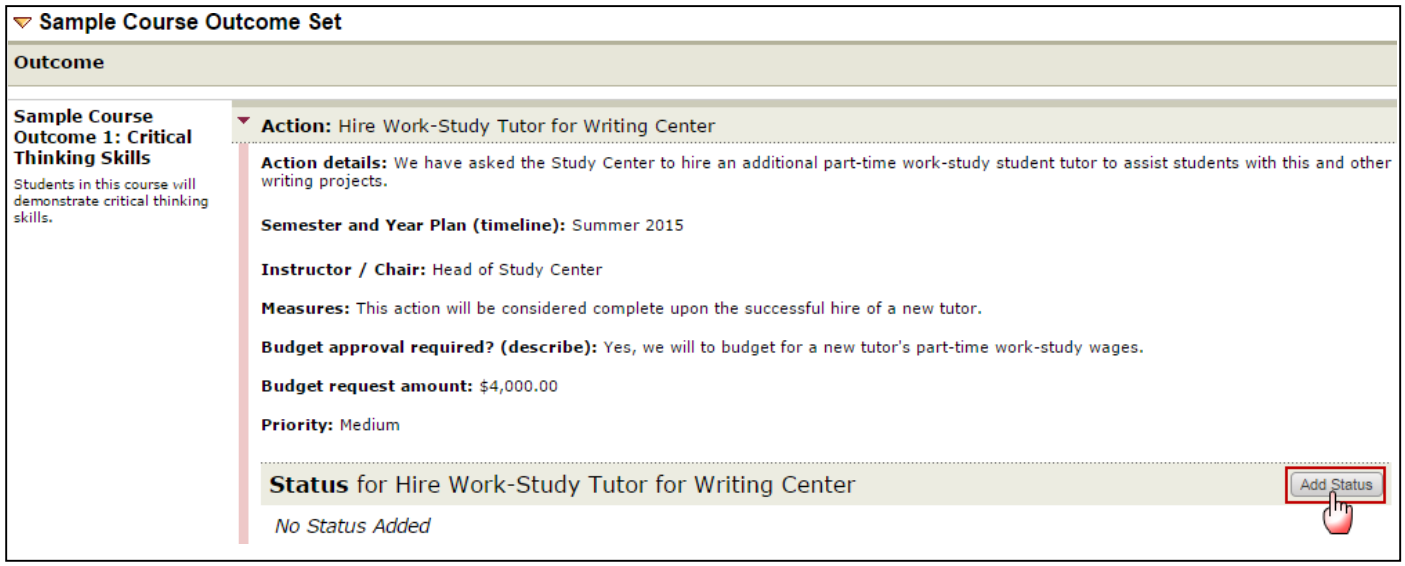
When you are finished, click the Check In button.

Status Report

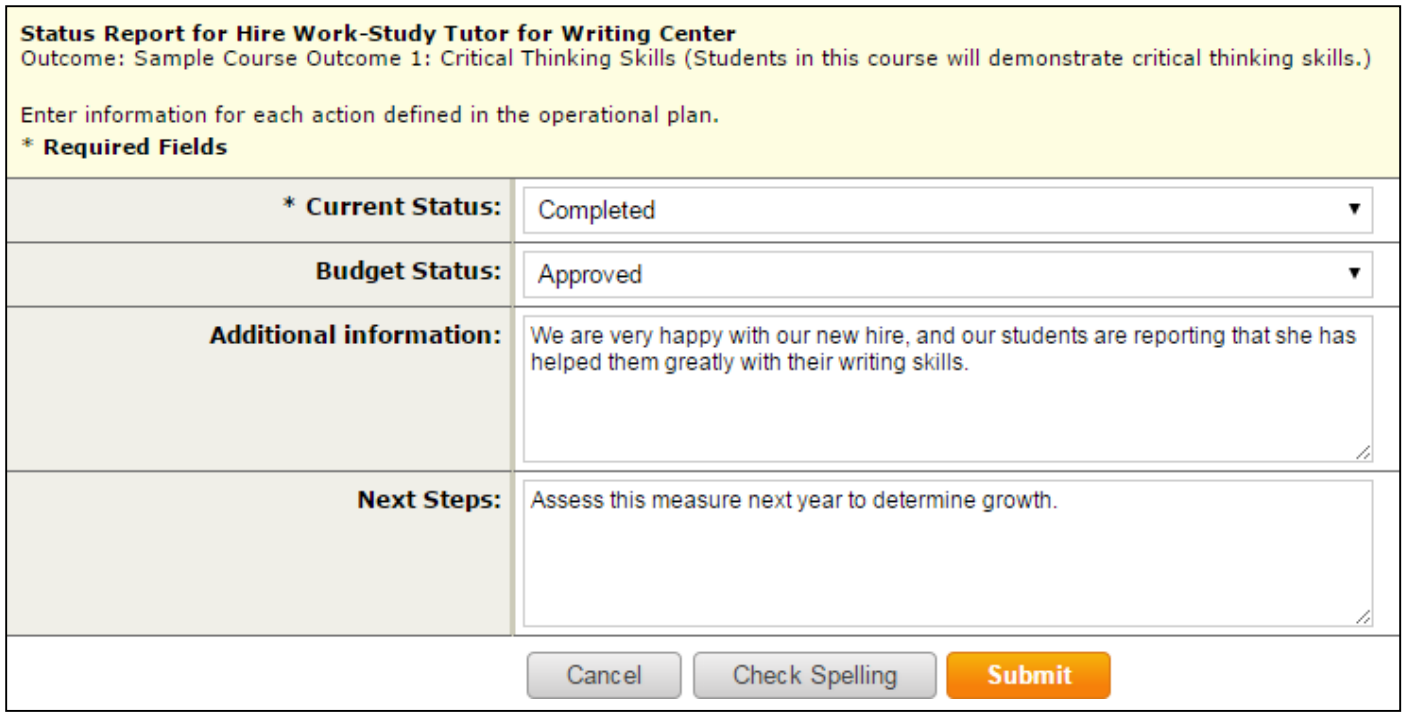
To document the Status of each of your actions, you may select the Status Report requirementfrom the workspace structure.



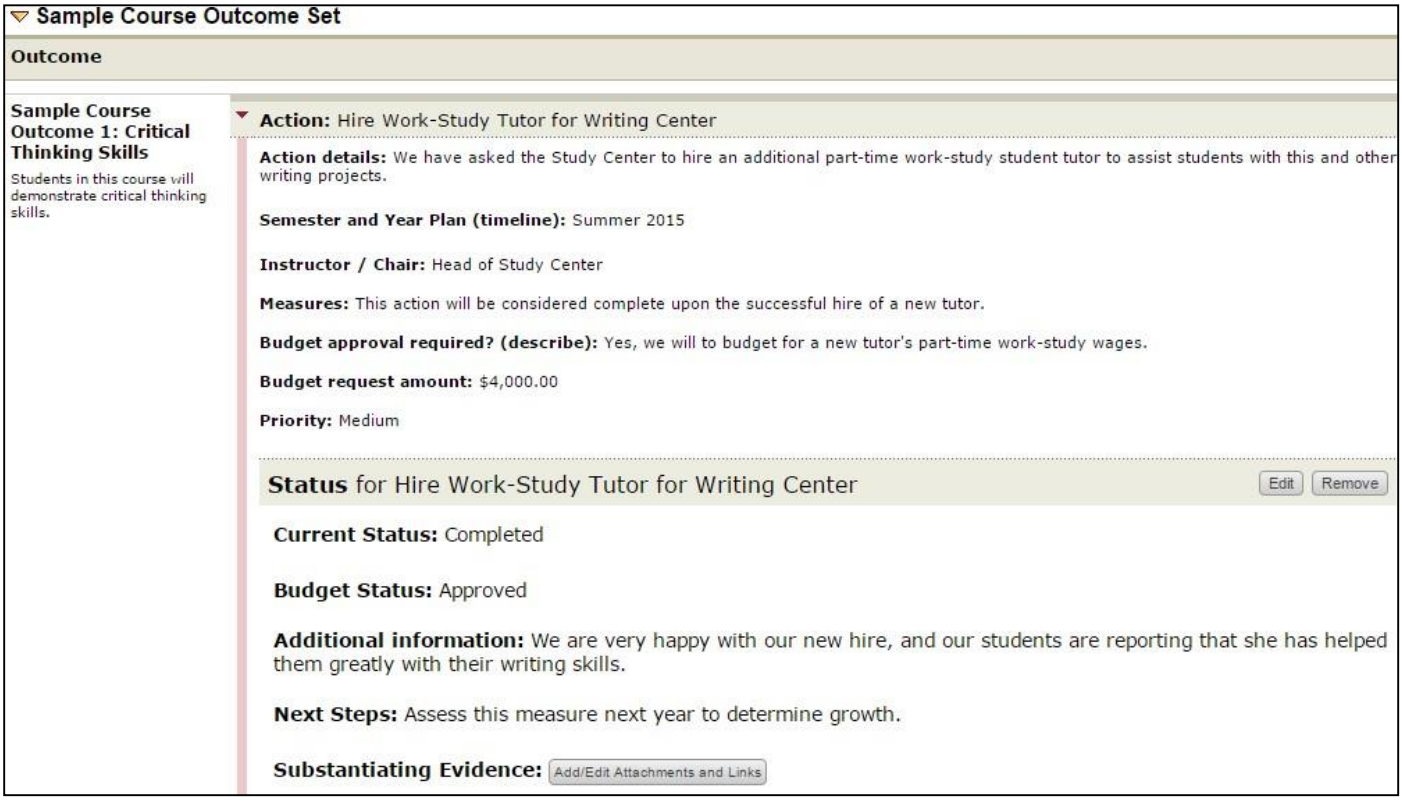
To do so, check out the requirement and then click the Add Status button located beneath oneyour Actions. (You may have to expand the Action Statuses Bar)



You may then complete the Status Report for that particular action and click Submit.



The finished result will look something like this:



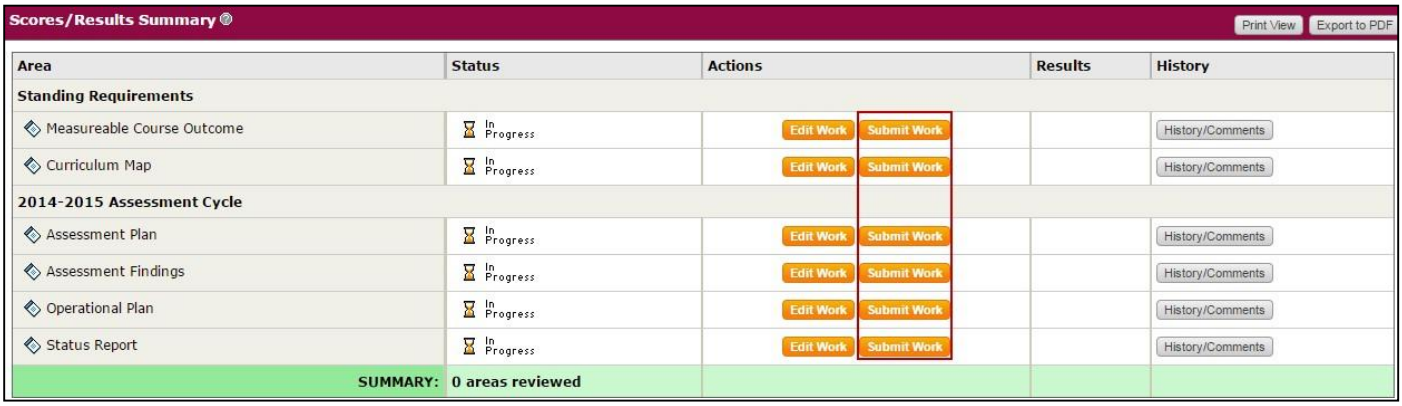
You may repeat these steps to add Findings for your other Measures. Additionally, you mayupload documents as supporting evidence or link to other websites by clicking the Add/Edit Attachments & Links button.

When you are finished, click the Check In button.

Submitting Work for Review

Once you have entered your assessment data in your requirements, submit that data for review byfirst clicking on the Submission & Read Reviews tab located at the top of your workspace.

For each page, you can click the Submit Work button in the Actions column to have your assessment data reviewed.



You can return to the Submission & Read Reviews tab after your work has been reviewed to readany feedback you have been given by clicking on the History/ Comments button in the History tab.

Appendix A-7: Alignment of Essential Skills with Content Areas

Content Area	Essential Skills Associated with Content Area
Communication	• Communication • Critical Thinking • Information and Digital Literacy
Mathematics	• Communication • Critical Thinking • Quantitative Reasoning
Science	• Critical Thinking • Personal and Social Responsibility • Quantitative Reasoning
Social and Behavioral Science	• Communication • Critical Thinking • Personal and Social Responsibility
Humanities	• Critical Thinking • Information and Digital Literacy • Personal and Social Responsibility
Creative and Fine Arts	• Communication • Critical Thinking • Personal and Social Responsibility

Source: https://hed.nm.gov/resources-for-schools/public_schools/general-education

Appendix A-8: Alignment of Component Skills with Essential Skills

Communication	
Genre and Medium Awareness, Application, and Versatility	Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).
Strategies for Understanding and Evaluating Messages	Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).
Evaluation and Production of Arguments	Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

Quantitative Reasoning	
Communication/Representation of Quantitative Information	Express quantitative information symbolically, graphically, and in written or oral language.
Analysis of Quantitative Arguments	Interpret, analyze and critique information or a line of reasoning presented by others.
Application of Quantitative Models	Apply appropriate quantitative models to real world or other contextual problems.

Critical Thinking	
Problem Setting	Delineate a problem or question. Students state problem/question appropriate to the context.
Evidence Acquisition	Identify and gather the information/data necessary to address the problem or question.
Evidence Evaluation	Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.
Reasoning/Conclusion	Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Personal and Social Responsibility – Address 2 of the 5 Component Skills	
Intercultural reasoning and intercultural competence	Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.
Sustainability and the natural and human worlds	Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.
Ethical Reasoning	Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.
Collaboration skills, teamwork and value systems	Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")
Civic discourse, civic knowledge and engagement – local and global	Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

Information and Digital Literacy – Address 3 of the 4 Component Skills	
Authority and Value of Information	Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.
Digital Literacy	Understand, communicate, compute, create, and design in digital environments.
Information Structures	Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.
Research as Inquiry	Engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.

Source: https://hed.nm.gov/resources-for-schools/public_schools/general-education

Appendix A-9: Rubrics for Evaluation of Component Skills

Essential Skill: Communication

Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances.

Component Skill	Emerging	Developing	Proficient	Assessment Suggestions
Genre and Medium Awareness, Application and versatility: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (ie,, attending to audience, purpose, and context)	Students communicate in various genres and mediums,	Students communicate in several genres and mediums, demonstrating awareness that different genres and mediums have different limitations and strengths.	Students communicate effectively in several genres and mediums, demonstrate awareness of limitations and strengths of each, and evaluate the effectiveness of their communications with regards to appropriateness to the rhetorical situation.	To demonstrate genre awareness, application, and versatility, students are asked to communicate well in genres such as lab report, and essay, a white paper, a research proposal, a reflective response to readings, a marketing brochure and in varied mediums such as oral presentations, websites, written document.

Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points, seeking key arguments, counter arguments, rebuttals, locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context)	Students use more than one for evaluating and understanding messages. They describe the central idea of a message.	Students use several strategies to understand and evaluate messages. They demonstrate awareness that different rhetorical situations may require different strategies.	Students use a wide range of strategies for understanding and evaluating messages. They also evaluate the effectiveness of strategies they use for interpreting messages in different rhetorical situations.	Use writing or speaking to convey their interpretation of materials and to assess what they have heard, read, or seen after applying strategies for evaluating messages such as reading for main points; seeking key arguments, counter-arguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic). Examples of materials for assessing: Portfolio, presentation, writing assignment, oral presentation, digital assignment. To assess developing and proficient levels, students' work should include reflections in which students evaluate their choices and overall performance
Evaluation and Production of Arguments Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA or APA)	Students understand that sources have varied validity and authority and that claims can be facts, opinions, inferences and supported or unsupported	Students evaluate a sources authority; distinguish among facts, opinions, and inferences, and identify claims that are supported and unsupported.	Students identify and develop claims that are supported by evidence and reasoning; evaluate and integrate arguments of others into their own written and spoken arguments.	Assess for student understanding of the authority (e.g., credibility, soundness) of what they read, hear, or see. Assess students' oral or written work in which they produce arguments of their own after evaluating others' relevant arguments. To demonstrate skills in producing arguments employing others' sound arguments, students effectively employ others' material within their own well-argued texts or presentations. Examples of materials for assessing: Portfolio, presentation, writing assignment, oral presentation, digital assignment.

Suggestions for assessment

Written documents and oral and electronic presentations should prepare students for or resemble those that graduates of the department or program typically perform for their work or lives. For instance, if assessment of recent graduates from a finance program determines that its alumni take jobs requiring them to address their communications almost exclusively to lay audiences for the purpose of recommending sound, personalized investment strategies, then students' ability to deliver effective performances in that genre, for that audience, and about similar ill-structured problems (with no single "right" answer) would be an appropriate measure of the competency.

Essential Skill: Critical Thinking

Critical thinking is the intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their fields.

Because of the process-oriented nature of critical thinking, a course that teaches the skill of critical thinking needs to cover, at least to some extent, all four component skills below, each of which is intimately and logically connected with the others. It is not simply inconsistent with critical thinking to formulate one's conclusions and then go looking for supportive evidence afterward. As students collect and assess evidence, they must have some understanding of the logical relation between the evidence they are collecting and the conclusions they are trying to reach or the problems they are trying to solve. However, it is entirely consistent that some courses place more emphasis on a particular subskill or subskills. A history course emphasizing archival research might place particular emphasis on the evidence acquisition subskill, and a philosophy course might place more emphasis on the reasoning subskill.

Component Skill	Emerging	Developing	Proficient	Assessment Suggestions
Problem Setting: Delineate a problem or question.	Students state problem/question appropriate to the context.	Students state and define an open ended problem/question appropriate to the context.	Students state, define, and describe components of an open ended problem/question appropriate to the context.	Formulate an experiment or research question. Create a concept map. Define a situation that can be addressed by a proof. Describe a problem that will be developed into a paper. Create a problem statement based on a topic of interest. Identify perspectives and views on a problem
Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.	Students gather evidence addressing the problem/question from a mix of sources.	Students gather evidence addressing the problem/question from sources appropriate to the context while demonstrating some awareness of acquisition process, including personal assumptions.	Students gather an appropriate scope and depth of evidence sufficient to address a problem/question in context while demonstrating awareness of acquisition process, including personal assumptions.	Develop an annotated bibliography Collect qualitative and/or quantitative data

Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.	Students are able to describe appropriate sources.	Students are sometimes able to evaluate credibility and relevance of sources in addition to demonstrating some awareness of the evaluation process, including personal assumptions	Students are able to evaluate credibility and relevance of sources in addition to demonstrating an awareness of the evaluation process, including personal assumptions.	Differentiate relevant from irrelevant information Differentiate fact from opinion Assess and defend authority and credibility of data or other evidence dentify minority opinions and critical information. Assess agreement among authorities
Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	Students can sometimes identify common logical flaws. Students can sometimes describe weak and strong arguments.	Students can identify common logical flaws. Students can sometimes differentiate weak and strong arguments. Students can sometimes identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on the evidence.	Students can identify common logical fallacies. Students can differentiate weak and strong arguments. Students can identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on the evidence.	Assess an argument regarding whether the premises support the conclusion. Assess certainty or probability that a conclusion is true. Formulate a recommendation or persuasive argument supported by credible evidence. Develop a conclusion based on experiments or data gathered

Essential Skill: Information & Digital Literacy

Courses that include the skill of information and digital literacy should begin to prepare students for upper division college courses, the workplace, and civic life. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the four component skills.

Component Skill	Emerging	Developing	Proficiency	Assessment Suggestions
Authority and Value of Information: Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.	Students recognize that information is produced by individuals and communities who may or may not be reliable and who may have a particular point of view; recognize that new knowledge builds upon existing knowledge, give credit through attribution, and do not plagiarize.	Students use established criteria to evaluate information, formats, and sources and to differentiate between reliable and convenient information; make informed choices regarding online actions in awareness of issues related to privacy and the commodification of personal information; safeguard personal information of self and others.	Students evaluate types of authorities and integrate new perspectives and alternative authoritative voices; recognize that citing preserves authority and gives credit through proper attribution; students apply an appropriate citation style	Author's credentials evaluation Source authority evaluation Citation formatting exercise Quoting, paraphrasing, and summarizing exercise Privacy exercise Copyright fair use application Speech or debate Essay Annotated bibliography Research paper

Digital Literacy: Understand, communicate, compute, create, and design in digital environments.	Students know current and common digital vocabulary; understand how to use common digital devices; troubleshoot basic problems associated with operating digital devices	Students select and use appropriate applications to create and effectively communicate; use common digital education and social communication platforms; use current computational tools.	Students demonstrate fluency using common digital education and social communication platforms; design effective digital media; demonstrate fluency in using current computational tools including identifying errors or misleading information.	Digital vocabulary test Demonstration of how to use common devices Demonstration of solving basic problems Presentation project; Communication project Typing test; Computation project Input creation test such as talk to text Digital error analysis – demonstration or report Design project – audio, visual, or both
Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.	Students articulate basic features and functions of common information formats, collections, systems, and applications; search collections and systems using keywords and simple search strategies.	Students select and use information formats, collections, systems, and applications that best match information needs; search collections and systems using advanced iterative search strategies and techniques.	Students use applications to create and organize useful content in appropriate information formats and systems; recognize and explain how information is communicated using distinct formats created for a purpose and recognize that information systems organize and disseminate formats.	Close reading, format comparison, format evaluation, primary and secondary source comparison, speech, essay, lab report, web site, blog, news article, critique, business report, literature review, research paper, database and academic collection comparison, academic collection selection exercise, research journal. Personal information system, development of file systems, calendars, contacts, or citation management systems.

Research as Inquiry: Engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.	Students recognize that research is an iterative, non-linear, creative process that leads to new knowledge and requires curiosity, reflection, critical thinking, and persistence.	Students define a problem or pose a question and find and evaluate relevant information; recognize that scholarship is a conversation that occurs over time among communities engaged in research.	Students define an appropriate scope of investigation, formulate research questions, and reframe research questions based on new information; analyze, evaluate, and synthesize ideas gathered from multiple sources to draw reasonable conclusions.	Research question formulation, thesis statement formulation, search statement construction, concept map, information cycle exercise, information evaluation, search result evaluation, critical reading, research journal.

The Information & Digital Literacy essential outcomes were adapted from the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education (http://www.ala.org/acrl/standards/ilframework) and were blended together and combined with Digital Literacy skills.

Essential Skill: Personal and Social Responsibility

The following rubric describes the progression in skill level and understanding that students should demonstrate as they develop their personal and social responsibility skills in general education classes. It is suggested that a course designated as teaching personal and social responsibility skills include outcomes related to two of the rubric's component skill areas. The rubric is intended to provide guidance to faculty members designing courses and assessment tools for evaluating student learning of personal and social responsibility skills; it should not be viewed as establishing expectations for a certain level of achievement at the end of a single general education course.

Component Skill	Emerging	Developing	Proficiency	Assessment Suggestions
Intercultural reasoning and intercultural competence	Students describe a range of personal and social justice issues as they relate to specific contexts.	Students develop strategies for working with one's own and others' perspectives and ethnocentrism.	Students evaluate personal and social justice issues as they relate to specific contexts and compare and contrast multiple solutions across social and cultural relationships.	Presentations, case studies, projects, papers, online discussions, blogs
Sustainability and the natural and human worlds	Students explain the impact our actions have on the sustainability of the natural and human worlds.	Students examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.	Students analyze specific local or global issues and develop strategies for creating just, sustainable systems in the natural and human world.	Papers, projects, presentations, case studies, online discussions, blogs
Ethical reasoning	Students recognize a variety of ethical theories and place them in specific contexts.	Students describe ethical issues in specific contexts and explain the relationship between ethics and ethical systems and moral norms.	Students compare a range of ethical perspectives and propose an ethical solution based on one or more of those perspectives.	Papers, projects, presentations, online discussions, blogs, case studies

Collaboration skills, teamwork and value systems	As a group member, students demonstrate shared ethical obligations and intercultural sensitivity.	Students demonstrate personal and mutual accountability and make use of individual strengths in meeting group objectives.	Students effectively complete a group project, reflect on the impact and effectiveness of teamwork, and, based on that reflection, describe ways to improve future collaborative work.	Papers and reports, group projects that culminate in a presentation, paper, or other product; evaluation of or reflection paper on teamwork collaboration, including a self-assessment.
Civic discourse, civic knowledge and engagement – local and global	Students explain diverse positions on issues, values, or practices and present one's own position on a specific problem related to one or more of the issues, values, or practices studied.	Students demonstrate the ability to participate in respectful civic dialogue that shares differing perspectives and recognize that there are multiple valid responses to local and global issues.	Students critically inquire into and deduce from evidence the organizational, cultural, economic, or political factors that hinder or support solutions to local and global problems.	Discussions, projects, blogs, debates, papers incorporating and responding to multiple perspectives

Sources: the WICHE Passport rubrics, PDQ, LEAP Value Rubrics, and the Carnegie Foundation. Examples of assessments are described in the "Passport Learning Outcomes and Proficiency Criteria" that could be used to measure the achievement of personal and social responsibility skills in discipline-specific contexts (see http://www.wiche.edu/passport/interstate_passport_components.)

Essential Skill: Quantitative Reasoning

Quantitative reasoning involve representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content (e.g. economics, psychology, chemistry) or otherwise accessible to students. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students.

Component Skill	Emerging	Developing	Proficiency	Assessment Suggestions
Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language.	Students explain the meaning of graphics, numbers, or algebraic symbols within a given context.	Emerging skill descriptions plus: Students translate mathematical graphics and symbolism into written or oral language; translate written or oral language into mathematical symbols and graphics.	Developing skill descriptions plus: Students integrate written and symbolic mathematical constructs in describing particular contexts.	Exam Laboratory report Project Critique of media articles Written assignment: • Report • Paper • Letter • Article
Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.	Students summarize quantitative arguments presented by others.	Emerging skill descriptions plus: Students differentiate and describe the parts of a quantitative argument presented by others; compare the conclusions of a quantitative argument with conclusions from other reliable sources.	Developing skill descriptions plus: Using appropriate techniques of mathematical proof or statistical analysis, students evaluate each component of a quantitative argument for mathematical validity and demonstrate whether an overall quantitative argument is valid, invalid, or questionable.	

Application of Quantitative Models: Apply appropriate quantitative models to real-world or other contextual problems.	Students identify, describe, and classify quantitative information needed to address contextual problems.	Emerging skill descriptions plus: Students identify appropriate mathematical or statistical models to represent quantitative information in contextual problems; apply those models to generate numeric predictions.	Developing skill descriptions plus: Students assess the validity of numeric predictions and correct unreasonable findings; analyze and interpret results; use them in a quantitative argument to support a position or line of reasoning or solve a contextual problem.	