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Cinnamon Hillyard*, hillyard@carnegiefoundation.org, and **Eugene Milman** and **Duane Benson**. *A Collaborative Approach to Assessing Quantitative Literacy within Carnegie's Quantway Pathway for Developmental Mathematics.*

The Carnegie Foundation for the Advancement of Teaching created the quantitative reasoning course Quantway® as an alternative to the traditional beginning algebra and intermediate algebra developmental math courses found at many colleges. This mathematics pathway has proven to provide three times the success in half the time for getting students through their math requirements in order to pursue a college degree. A large part of this success can be credited to the use of a Networked Improvement Community (NIC) working around a common problem to develop and improve the quantitative reasoning curriculum and assessments. In this presentation, we will describe how we have developed assessments to match the quantitative reasoning central to Quantway. In particular, we will focus on our common online and final assessments that all NIC colleges use in their sections of Quantway. We will talk about the success and challenges of using our current items (many of which are multiple choice) to measure quantitative literacy, how the items are developed as a collaborative process using NIC faculty members, and our plans to expand our assessments to more open ended items that can be efficiently and reliably scored across multiple institutions. (Received September 17, 2013)