

# General Education Artifact Review: Chart

Illinois State University

## Instructions

Hover over chart with mouse icon to view rubric criteria

University Assessment Services  
assessment@ilstu.edu  
<https://assessment.illinoisstate.edu/>

## Category

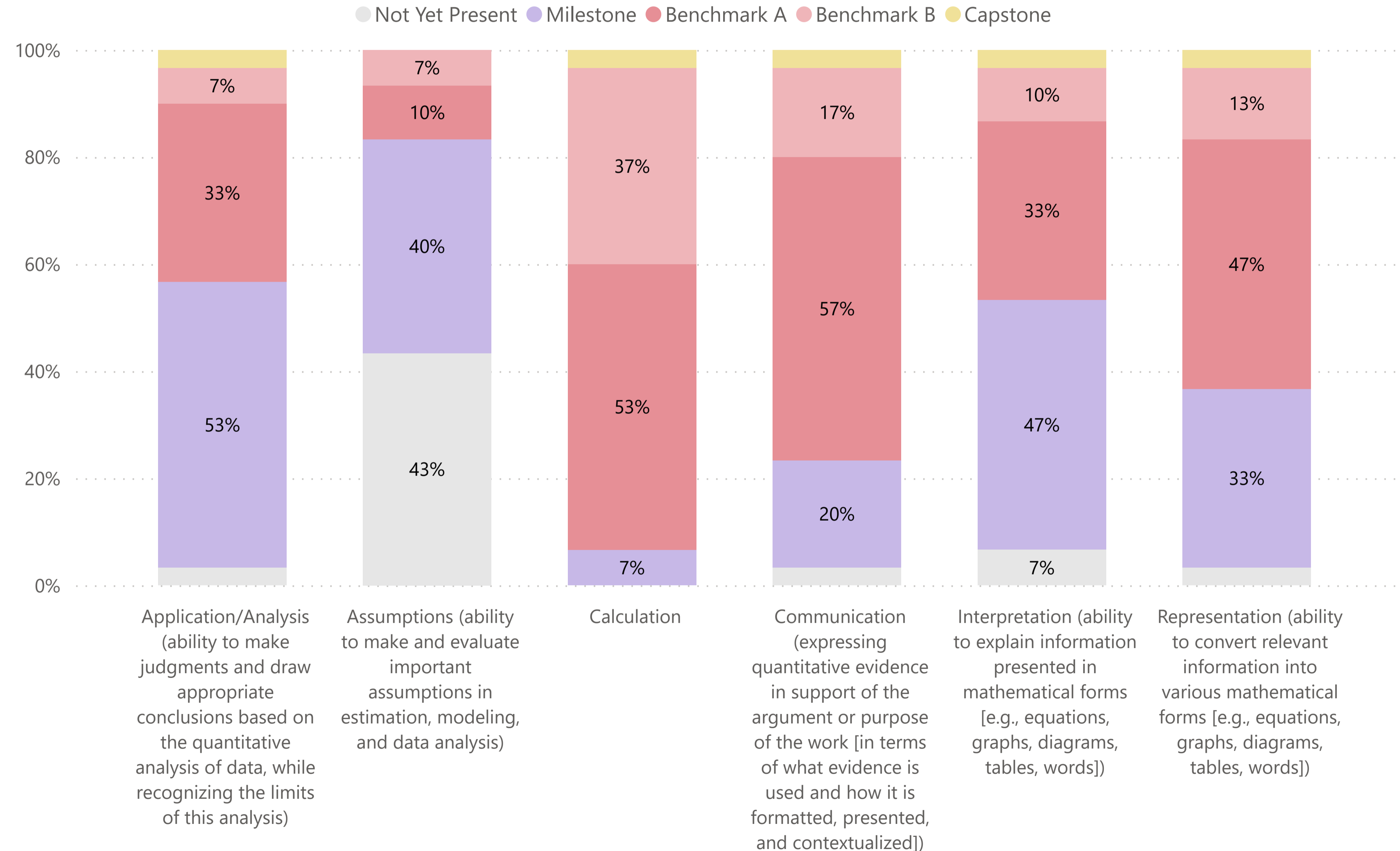
- Fine Arts
- Humanities
- Math & QR
- Sciences

## About the Artifact Review Process

Student assignments that addressed at least one of the General Education learning outcomes were submitted by course instructors teaching within this General Education category. After being sampled and de-identified, student assignments were reviewed by faculty who teach or have taught courses within this General Education category. During their reviews, these faculty used the established rubrics for this General Education category to assess student learning based on the rubric criteria.

View [Gen Ed Student Survey Results](#). Contact University Assessment Services for access: [assessment@ilstu.edu](mailto:assessment@ilstu.edu)

## Math & QR



# General Education Artifact Review: Table

Illinois State University

## Instructions

Click on category in table rows to view rubric criteria

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### Category

- Fine Arts
- Humanities
- Math & QR
- Sciences

### About the Artifact Review Process

Student assignments that addressed at least one of the General Education learning outcomes were submitted by course instructors teaching within this General Education category. After being sampled and de-identified, student assignments were reviewed by faculty who teach or have taught courses within this General Education category. During their reviews, these faculty used the established rubrics for this General Education category to assess student learning based on the rubric criteria.

View [Gen Ed Student Survey Results](#). Contact University Assessment Services for access: [assessment@ilstu.edu](mailto:assessment@ilstu.edu)

## Math & QR

Criteria	Not Yet Present	Milestone	Benchmark A	Benchmark B	Capstone
Application/Analysis (ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis)	3%	53%	33%	7%	3%
Assumptions (ability to make and evaluate important assumptions in estimation, modeling, and data analysis)	43%	40%	10%	7%	
Calculation		7%	53%	37%	3%
Communication (expressing quantitative evidence in support of the argument or purpose of the work [in terms of what evidence is used and how it is formatted, presented, and contextualized])	3%	20%	57%	17%	3%
Interpretation (ability to explain information presented in mathematical forms [e.g., equations, graphs, diagrams, tables, words])	7%	47%	33%	10%	3%
Representation (ability to convert relevant information into various mathematical forms [e.g., equations, graphs, diagrams, tables, words])	3%	33%	47%	13%	3%

Criteria	Not Yet Present	Milestone	Benchmark A	Benchmark B	Capstone
<b>Application/Analysis (ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while</b>	Uses the quantitative analysis of data as the basis for tentative, basic judgments, but unable to draw conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.

# General Education Artifact Review: Rubrics

Illinois State University

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## Category

- Fine Arts
- Humanities
- Math & QR
- Sciences

## Criteria

- Select all
- Application/Analysis (ability to make judgm...
- Assumptions (ability to make and evaluate i...
- Calculation
- Communication (expressing quantitative evi...
- Interpretation (ability to explain information...
- Representation (ability to convert relevant i...

Criteria	Not Yet Present	Milestone	Benchmark A	Benchmark B	Capstone
<b>Application/Analysis (ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis)</b>	Uses the quantitative analysis of data as the basis for tentative, basic judgments, but unable to draw conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.
<b>Assumptions (ability to make and evaluate important assumptions in estimation, modeling, and data analysis)</b>	Unable to describe assumptions.	Attempts to describe assumptions.	Explicitly describes assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.
<b>Calculation</b>	Calculations are attempted but are both unsuccessful and are not comprehensive.	Calculations are attempted but are often unsuccessful and are not comprehensive.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)
<b>Communication (expressing quantitative information)</b>	Limited in the ability to present an argument for which quantitative evidence is pertinent, and	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate	Uses quantitative information, but does not effectively connect it to the argument or purpose of the	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and