

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

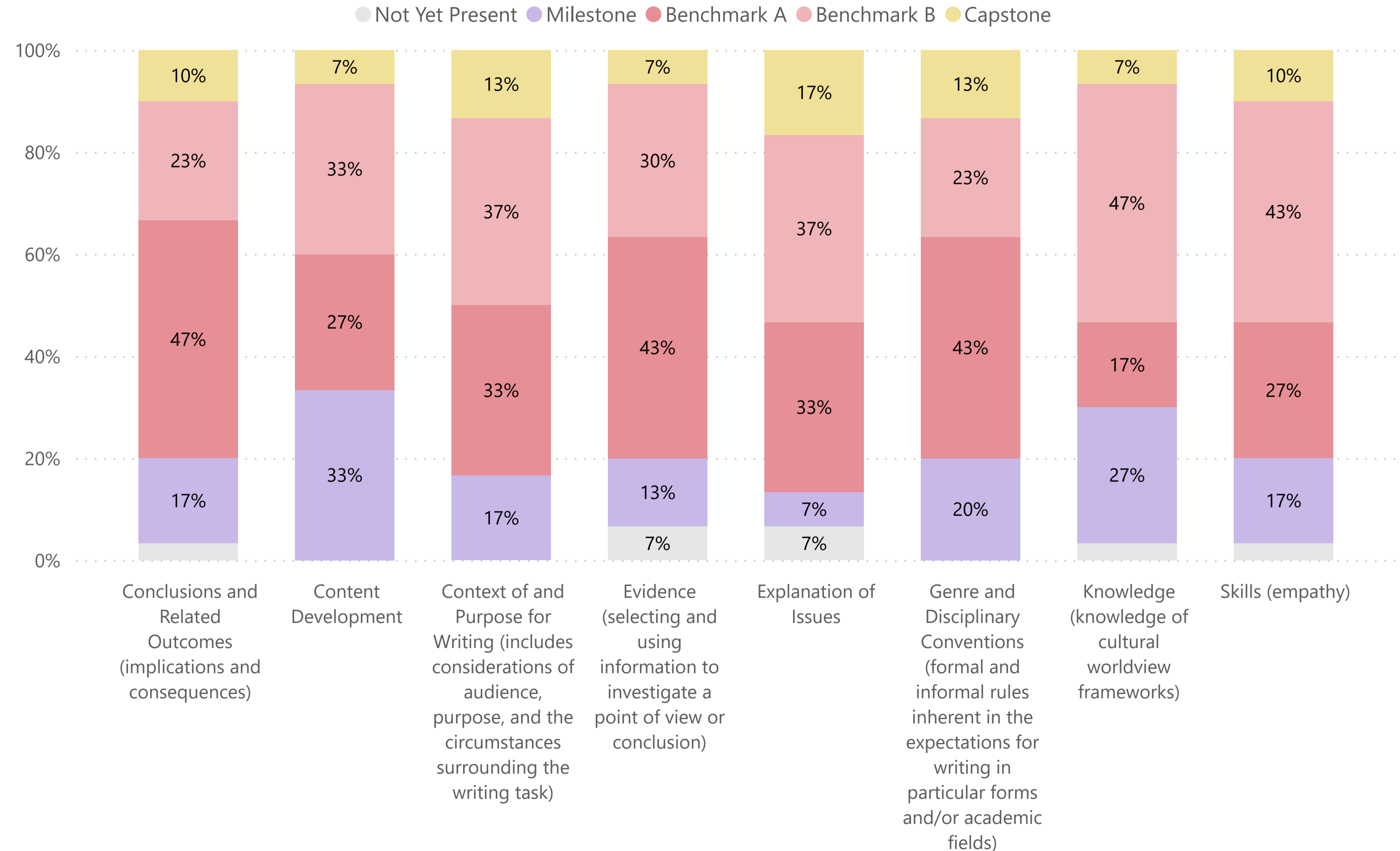
- Fine Arts
- Humanities
- Math & QR
- Sciences

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

Humanities



General Education Artifact Review: Table

Illinois State University

Instructions

Click on category in table rows to view rubric criteria

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Category

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Humanities

Criteria	Not Yet Present	Milestone	Benchmark A	Benchmark B	Capstone
Conclusions and Related Outcomes (implications and consequences)	3%	17%	47%	23%	10%
Content Development		33%	27%	33%	7%
Context of and Purpose for Writing (includes considerations of audience, purpose, and the circumstances surrounding the writing task)		17%	33%	37%	13%
Evidence (selecting and using information to investigate a point of view or conclusion)	7%	13%	43%	30%	7%
Explanation of Issues	7%	7%	33%	37%	17%
Genre and Disciplinary Conventions (formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields)		20%	43%	23%	13%
Knowledge (knowledge of cultural worldview frameworks)	3%	27%	17%	47%	7%
Skills (empathy)	3%	17%	27%	43%	10%

Criteria	Not Yet Present	Milestone	Benchmark A	Benchmark B	Capstone
Conclusions and Related Outcomes (implications and consequences)	Conclusion is not tied to the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) minimally simplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
Content Development	Uses appropriate and relevant content to develop simple ideas in no parts of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

General Education Artifact Review: Rubrics

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Category

- Fine Arts
- Humanities
- Math & QR
- Sciences

Criteria

- Select all
- Conclusions and Related Outcomes (implica...
- Content Development
- Context of and Purpose for Writing (include...
- Evidence (selecting and using information t...
- Explanation of Issues
- Genre and Disciplinary Conventions (formal...
- Knowledge (knowledge of cultural worldvie...
- Skills (empathy)

Criteria	Not Yet Present	Milestone	Benchmark A	Benchmark B	Capstone
Conclusions and Related Outcomes (implications and consequences)	Conclusion is not tied to the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) minimally simplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
Content Development	Uses appropriate and relevant content to develop simple ideas in no parts of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
Context of and Purpose for Writing (includes considerations of audience, purpose, and the circumstances surrounding the writing task)	Demonstrates no attention to context, audience, purpose, and to the assigned tasks(s)	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Evidence (selecting and using information to investigate a point of view or conclusion)	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with minimal interpretation/evaluation. Viewpoints of experts are taken as fact, with limited questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
Explanation of Issues	Issue/problem to be considered critically is	Issue/problem to be considered critically is	Issue/problem to be considered critically is stated	Issue/problem to be considered critically is stated, described,	Issue/problem to be considered critically is stated clearly and