

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

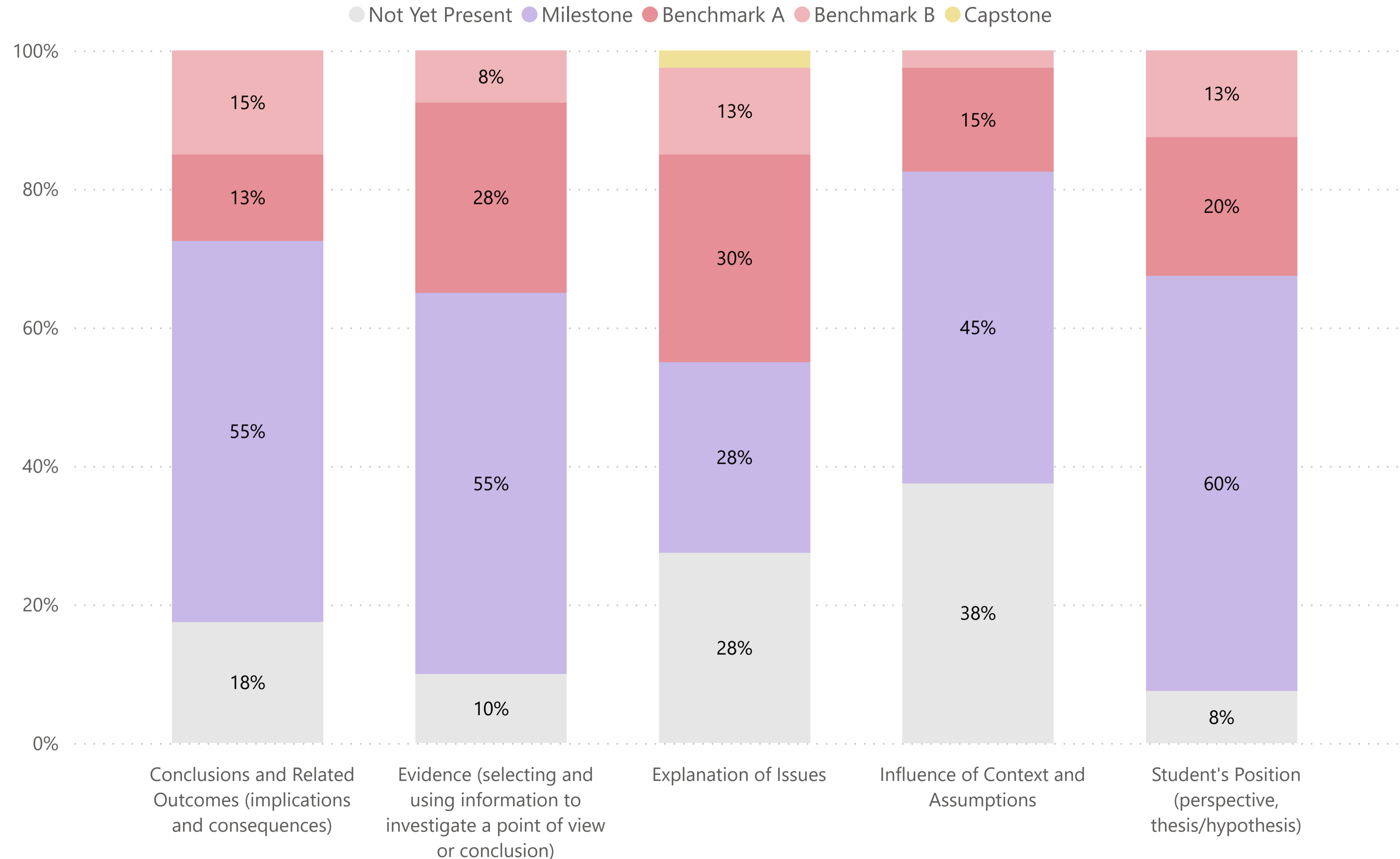
- Fine Arts
- Humanities
- Math & QR
- Sciences

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

Sciences



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

Sciences

Criteria	Not Yet Present	Milestone	Benchmark A	Benchmark B	Capstone
Conclusions and Related Outcomes (implications and consequences)	18%	55%	13%	15%	
Evidence (selecting and using information to investigate a point of view or conclusion)	10%	55%	28%	8%	
Explanation of Issues	28%	28%	30%	13%	3%
Influence of Context and Assumptions	38%	45%	15%	3%	
Student's Position (perspective, thesis/hypothesis)	8%	60%	20%	13%	

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Criteria	Not Yet Present	Milestone	Benchmark A	Benchmark B	Capstone
Conclusions and Related Outcomes (implications and consequences)	No conclusion is made.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	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.
Evidence (selecting and using information to)	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or

General Education Artifact Review: Rubrics

Illinois State University

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Category

- Fine Arts
- Humanities
- Math & QR
- Sciences

Criteria

- Select all
- Conclusions and Related Outcomes (implica...
- Evidence (selecting and using information t...
- Explanation of Issues
- Influence of Context and Assumptions
- Student's Position (perspective, thesis/hypo...

Criteria	Not Yet Present	Milestone	Benchmark A	Benchmark B	Capstone
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Evidence (selecting and using information to investigate a point of view or conclusion)	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.
Explanation of Issues	Problem to be considered is not clearly stated.	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.
Influence of Context and Assumptions	Is unaware of assumptions or contexts.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's Position (perspective, thesis/hypothesis)	Position is unclear.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points