

# 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

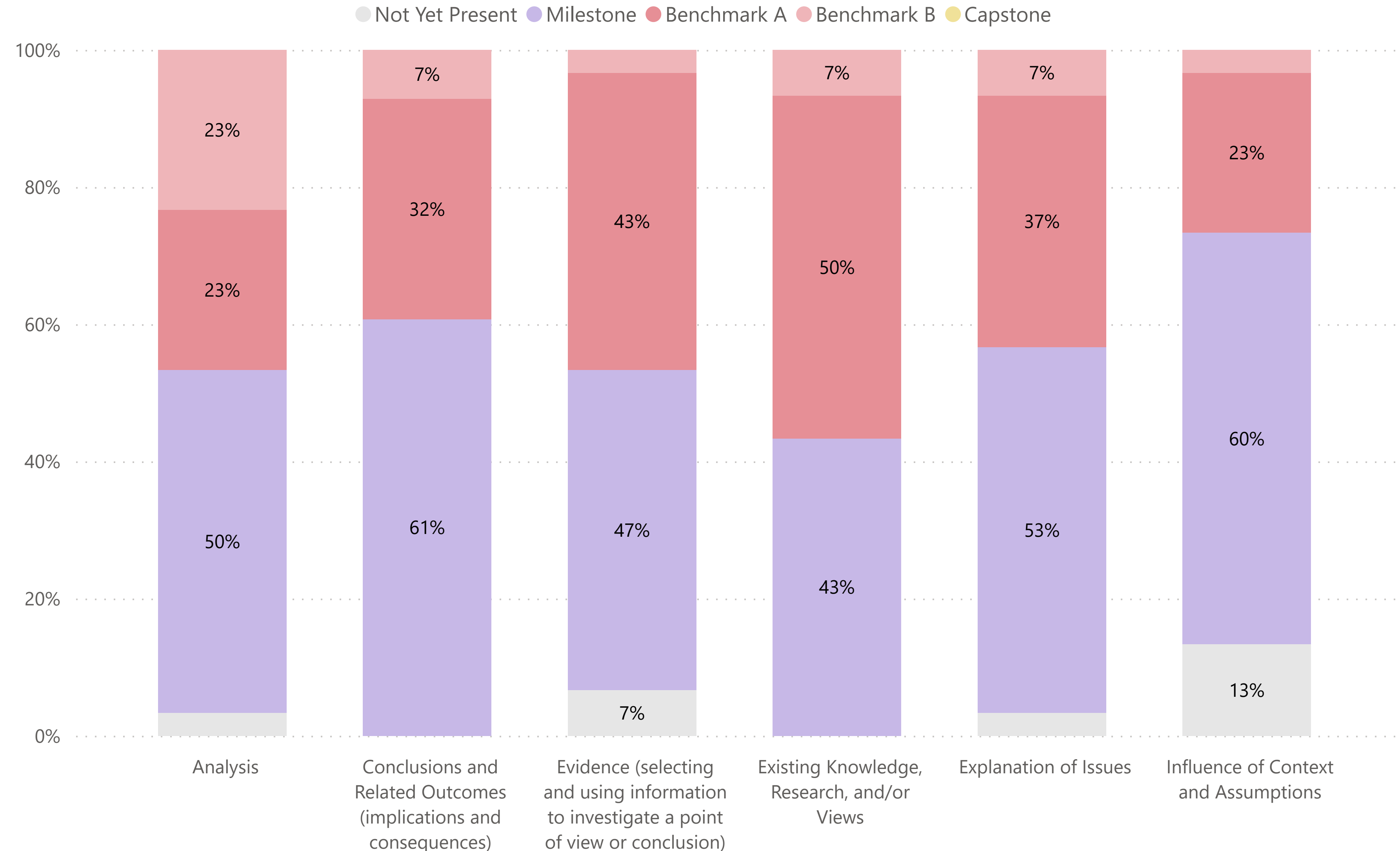
- Fine Arts
- Humanities
- Math & QR
- Sciences

## 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)

## Fine Arts



# 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.

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## Fine Arts

Criteria	Not Yet Present	Milestone	Benchmark A	Benchmark B	Capstone
▲					
Analysis	3%	50%	23%	23%	
Conclusions and Related Outcomes (implications and consequences)		61%	32%	7%	
Evidence (selecting and using information to investigate a point of view or conclusion)	7%	47%	43%	3%	
Existing Knowledge, Research, and/or Views		43%	50%	7%	
Explanation of Issues	3%	53%	37%	7%	
Influence of Context and Assumptions	13%	60%	23%	3%	

Criteria	Not Yet Present	Milestone	Benchmark A	Benchmark B	Capstone
<b>Analysis</b>	Demonstrates no understanding of approaches used in the discipline.	Lists evidence/sources, but it is not organized and/or is unrelated to focus.	Organizes evidence/sources, but the organization is not effective in revealing important patterns, differences, or similarities	Organizes evidence/sources to reveal important patterns, differences, or similarities related to focus.	Organizes and synthesizes evidence/sources to reveal insightful patterns, differences, or similarities related to focus.
<b>Conclusions and Related Outcomes (implications and consequences)</b>	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	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.

# General Education Artifact Review: Rubrics

Illinois State University

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 assessment@ilstu.edu  
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## Category

- Fine Arts
- Humanities
- Math & QR
- Sciences

## Criteria

- Select all
- Analysis
- Conclusions and Related Outcomes (implica...
- Evidence (selecting and using information t...
- Existing Knowledge, Research, and/or Views
- Explanation of Issues
- Influence of Context and Assumptions

Criteria	Not Yet Present	Milestone	Benchmark A	Benchmark B	Capstone
<b>Analysis</b>	Demonstrates no understanding of approaches used in the discipline.	Lists evidence/sources, but it is not organized and/or is unrelated to focus.	Organizes evidence/sources, but the organization is not effective in revealing important patterns, differences, or similarities.	Organizes evidence/sources to reveal important patterns, differences, or similarities related to focus.	Organizes and synthesizes evidence/sources to reveal insightful patterns, differences, or similarities related to focus.
<b>Conclusions and Related Outcomes (implications and consequences)</b>	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.
<b>Evidence (selecting and using information to investigate a point of view or conclusion)</b>	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.
<b>Existing Knowledge, Research, and/or Views</b>	Demonstrates no connection to or recognition of known sources, views and content in the discipline.	Presents information from irrelevant sources representing limited points of view/approaches and develops simple ideas in some parts of the work.	Presents information from relevant sources representing limited points of view/approaches and develops appropriate ideas through most of the work.	Synthesizes in-depth information from appropriate and relevant sources representing various points of view & approaches and explores compelling ideas throughout the work.	Synthesizes in-depth information from appropriate and relevant sources and compelling content, that represents various points of view & approaches to illustrate mastery of the subject.
<b>Explanation of Issues</b>	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is minimally 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, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
<b>Influence of Context and Assumptions</b>	Shows little emerging awareness of present assumptions (sometimes	Shows an emerging awareness of present assumptions. Begins to	Questions some assumptions. Identifies several relevant contexts	Identifies own and others's assumptions and several relevant contexts when	Thoroughly (systematically and methodically) analyzes own and others's assumptions and