

Context

Context can be considered “the bigger picture” and includes both broad and local levels. **Broad context** refers to the historical, ethical, political, cultural, environmental, disciplinary, or circumstantial settings or conditions that influence and complicate the consideration of the topic.

Local context is connected to course & assignment directions, including considerations of audience and purpose.

- E.g., designing a business card for a historical figure employing an appropriate visual language that reflects the figure’s persona as well as design trends at the time.
 - Local context: Design of the business card using design principles
 - Broader context: Historical design trends

Evidence

Evidence refers to the student’s use of sources of information to provide proof in support of ideas presented in the assignment. **Reviewers typically need the instructor’s help knowing whether/how students evaluated sources for accuracy, validity, and/or bias.** Evidence can include:

- Peer-reviewed works which have been evaluated by journal editors and reviewers
- Non-peer reviewed works which have been evaluated by the student in some way
- Evidence produced by the student using methods intended to generate accurate/valid/unbiased results (e.g., scientific observation)

Analysis

Analysis differentiates or ascertains the elements of something complex (such as Text, Images, Symbols, Audio, Multimodal, Movement, or Performance) in order to determine its nature or structure and, hence, to explain or understand it in an original way.

Analysis typically occurs through a **lens**—a frame of thought aligned to the assignment. Lenses can be broad (e.g., scientific thinking/the scientific method), narrow (e.g., a specific theory/hypothesis), or anywhere in-between. **Reviewers typically need the instructor’s help identifying which lens(es) is(are) represented in student work.**

Examples of lenses across disciplines include:

- Analyzing a symphony through the lens of thematic structure
- Analyzing an experiment through the lens of the scientific method (identifying the hypotheses, independent and dependent variables, etc.)

Conventions

Student applies formal and informal principles that guide formatting, organization, and stylistic choices to convey meaning and guide the layout or delivery of the assignment. For example:

- Compositional theory
- Font size, font style, reference formatting, etc.
- General format: essay, research paper, video, etc.
- Delivery of a spoken presentation or performance