

ISLO Assignment Map Designations:

“Introduced” **(I)**: Assignments at this level tend not to presume prerequisite college-level subject knowledge or specialized skill development beyond what is directly instructed in the course. Assignments typically offer explicit instructions that require a minimal amount of inference on the part of students beyond what can be expected of college-ready individuals or what has been already covered in the given course.

“Performed” **(P)**: Assignments at this level tend to build upon and expand the skills and knowledge sets presumably developed in earlier college-level courses. Assignments typically offer explicit instructions in areas deemed new to students, but may require them to infer the directions for fundamental or previously-practiced tasks.

“Mastered at the Senior Level” **(M)**: Assignments at this level tend to presume students possess developed, expansive skills and that they have acquired subject-specific knowledge of some depth. In addition, assignments at the mastery level tend to be complex tasks whose directions require a *higher level of inference*.

“No Coverage” **(-)**: Students do not complete significant work on this outcome criterion in this class. You do not need to mark this on the worksheet. The “magic button” will fill in all the “no coverage” cells for you.

Notes:

1) Courses may hold different assignment designations in a number of ISLOs. For example, assignments in a single course might expect students to perform “P” level work in Communication Skills, yet “I” level work in Critical Thinking.

2) Low inference assignments explicitly state what students are expected to know and do. They often specify a mode of communication and scope of response. Low inference assignments might include templates or samples of past successful attempts. By contrast, high inference assignments presume familiarity with discipline-specific conventions and expectations.

3) By “presume,” the committee means “to make an educated inference.” The Grammarist blog draws this distinction: “To *presume* is to make an informed guess based on reasonable evidence, while to *assume* is to make a guess based on little or no evidence.” It should stand to reason that faculty members are well equipped to make informed presumptions about classes within their own programs. In order for faculty to make informed presumptions about what students have likely learned in their double majors, minors, Gen Ed electives, etc., the faculty as a body will need to intentionally develop and participate in efforts to share this type of information. One such venue might be the Syllabus Depot.