

Integrative Learning Rubric Montgomery College

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

	Advanced	Proficient	Novice	Not Evident
Connections to Experience <i>Connects relevant life experience and academic knowledge</i>	Synthesizes connections among experiences outside of the formal classroom to deepen knowledge in academic field and to broaden own points of view	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledges perspectives other than own.	Identifies connections between life experiences and academic knowledge perceived as similar and related to own interests.	Not evident or attempt is insufficient
Connections to Discipline <i>Identifies connections across disciplines, perspectives</i>	Synthesizes examples, facts, or theories from more than one field of study or perspective in order to draw conclusions or create a whole out of multiple parts.	Connects examples, facts, or theories from more than one field of study or perspective.	Presents examples, facts, or theories from another field of study or perspective.	Not evident or attempt is insufficient
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or analyze issues in original ways.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to explore or make sense of problems or issues.	Uses , in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.	Not evident or attempt is insufficient
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Reflects upon strengths and challenges as well as success and failure in order to make plans beyond the current context	Articulates one's strengths and challenges that influenced success and failure, and how they can be used to do things differently	Describes own performances with general descriptors of success and failure.	Not evident or attempt is insufficient