

## Montgomery College General Education Assessment Rubric: Integrative Learning

**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 (AAC&U).

<b>Standard 1: Connections to Experience</b> – Student connects relevant life experience and academic knowledge.				
<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Novice (1)</b>	<b>Not Evident (0)</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>▫ Synthesizes connections among experiences outside of the formal classroom to deepen knowledge in academic field and to broaden own points of view</li> </ul>	<ul style="list-style-type: none"> <li>▫ Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledges perspectives other than own</li> </ul>	<ul style="list-style-type: none"> <li>▫ Identifies connections between life experiences and academic knowledge perceived as similar and related to own interests</li> </ul>	<ul style="list-style-type: none"> <li>▫ Not evident or attempt is insufficient</li> </ul>	<ul style="list-style-type: none"> <li>▫ Assessment task does not reflect these characteristics for student performance</li> </ul>

  

<b>Standard 2: Connections to Discipline</b> – Student identifies connections across disciplines, perspectives.				
<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Novice (1)</b>	<b>Not Evident (0)</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>▫ 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</li> </ul>	<ul style="list-style-type: none"> <li>▫ Connects examples, facts, or theories from more than one field of study or perspective</li> </ul>	<ul style="list-style-type: none"> <li>▫ Presents examples, facts, or theories from another field of study or perspective</li> </ul>	<ul style="list-style-type: none"> <li>▫ Not evident or attempt is insufficient</li> </ul>	<ul style="list-style-type: none"> <li>▫ Assessment task does not reflect these characteristics for student performance</li> </ul>

  

<b>Standard 3: Transfer</b> – Student adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations.				
<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Novice (1)</b>	<b>Not Evident (0)</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>▫ Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or analyze issues in original ways</li> </ul>	<ul style="list-style-type: none"> <li>▫ Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to explore or make sense of problems or issues</li> </ul>	<ul style="list-style-type: none"> <li>▫ Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation</li> </ul>	<ul style="list-style-type: none"> <li>▫ Not evident or attempt is insufficient</li> </ul>	<ul style="list-style-type: none"> <li>▫ Assessment task does not reflect these characteristics for student performance</li> </ul>

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<b>Standard 4: Reflection and Self-Assessment</b> – Student demonstrates a developing sense of self as a lifelong learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work).				
<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Novice (1)</b>	<b>Not Evident (0)</b>	<b>Not Applicable</b>
<ul style="list-style-type: none"> <li>▫ Reflects on and communicates strengths and challenges as well as success and failure in order to make plans beyond their own current context.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Articulates one’s strengths and challenges that influenced success and failure, and how they can be used to do things differently (within the same context).</li> </ul>	<ul style="list-style-type: none"> <li>▫ Describes own performances with general descriptors of success and failure.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Not evident or attempt is insufficient.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Assessment task does not reflect these characteristics for student performance</li> </ul>