## Rubric for Evaluating Integrative/Reflective Thinking

Mark the categories that are applicable to the assignment and average those

Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple academic contexts and educational experiences.

	-		the ability to make connections across multip			
	4	3	2	1	0	Score
	Assignment(s) clearly indicate a high level	Assignment(s) indicate you can relate your	Assignment(s) indicate you have some	1	Assignment(s) indicate lack of ability to	
Experience	ability to relate your experiences to course	experiences to course material; it appears	difficulty understanding the links between	difficulty understanding the links between	make connections between your course	
Connects relevant	material; it is clear that you have a strong	that you have an above average	the experience and the course material; it	the experience and the course material; it	material and the experience; it is clear that	
experience and	understanding of the links between your	understanding of these links, but you could	appears that you have average ability to	appears that you have minimal ability to	you are not relating course theories to your	
academic knowledge	experiences and the course theories.	make a stronger case for connections.	make those connections.	make those connections.	experiences.	
			<b>DRAFT</b>			
Connections to	Assignment(s) clearly indicate a high level	Assignment(s) indicate you can relate your	Assignment(s) indicate you have some	Assignment(s) indicate you have significant	Assignment(s) indicate lack of ability to	
Discipline	ability to relate your experiences to the	experiences to the discipline(or across	difficulty understanding the links between	difficulty understanding the links between	make connections between your discipline	
Sees (makes)	discipline (or across disciplines); it is clear	disciplines); it appears that you have an	the experience and the discipline (or across	the experience and the discipline (or across	(or across disciplines) and the experience; it	
connections across	that you have a strong understanding of	above average understanding of these links,	disciplines); it appears that you have	disciplines); it appears that you have	is clear that you are not relating discipline	
disciplines,	the links between your experiences and	but you could make a stronger case for	average ability to make those connections.	minimal ability to make those connections.	information to your experiences.	
	the discipline.	connections.	average ability to make those conficctions.	minima ability to make those conficctions.	mornation to your experiences.	
	the discipline.	connections.				
Transfer	Adapts and applies skills, abilities, theories	Uses skills, abilities, theories, or	Uses in an average way, skills, abilities,	Uses in a basic way, skills, abilities, theories	Indicates lack of ability to use skills, abilities,	
Adapts and applies	or methodologies gained in one situation	methodologies gained in one situation in a	theories or methodologies gained in one	or methodologies gained in one situation in	theories or methodologies gained in one	
skills, abilities,	to new situations to solve problems or	new situation to contribute to	situation in a new situation.	a new situation.	situation to apply to a new situation.	
theories, or	explore issues	understanding of problems or issues				
methodologies gained	explore issues	anderstanding of problems of issues				
in one situation to						
new situations						
Integrated	Fulfills the assignment(s) by choosing a	Fulfills the assignment at a proficient level	Fulfills the assignment at an acceptable leve		Indicates lack of ability to produce an essay,	
	format, language, and/or visual	by choosing a format, language, and/or	by choosing a format, language, and/or	to produce an essay, poster, video,	poster, video, PowerPoint presentation, etc.	
	representation in ways that enhance	visual representation to explicitly connect	visual representation to explicitly connect	PowerPoint presentation, etc. in an	in an appropriate form.	
	meaning, making clear the	content and form, demonstrating awareness	content and form, demonstrating	appropriate form.		
	interdependence of language and	of purpose and audience	awareness of purpose and audience			
	meaning, thought, and expression,					
	demonstrating awareness of purpose and					
	audience.					
Reflection and Self-	Assignment clearly indicates a high level of	Assignment clearly indicates a proficient	Assignment indicates an acceptable level of	Assignment indicates a minimal level of	Assignment does not indicate a minimal	
Assessment	analyzing, judging, and accepting/rejecting	level of analyzing, judging, and	analyzing, judging, and accepting/rejecting	analyzing, judging, and accepting/rejecting	ability for analyzing, judging, and	1
Demonstrates a	ideas; envisioning a future self (e.g.	accepting/rejecting ideas; envisioning a		ideas; envisioning a future self (e.g. possibly		
developing sense of	possibly making plans that build on past	future self (e.g. possibly making plans that		making plans that build on past experiences,		
self as a learner,	experiences, working with ambiguity and	build on past experiences, working with	working with ambiguity and risk, dealing	working with ambiguity and risk, dealing	build on past experiences, working with	
building on prior	risk, dealing with frustration, considering	ambiguity and risk, dealing with frustration,	with frustration, considering ethical	with frustration, considering ethical	ambiguity and risk, dealing with frustration,	
experiences to	ethical frameworks, etc.) that have		frameworks, etc.) that have occurred across	, ,		
respond to new and		considering ethical frameworks, etc.) that			, ,	
challenging contexts	occurred across multiple and diverse	have occurred across multiple and diverse	multiple and diverse contexts. It is clear	multiple and diverse contexts. It is not clear	have occurred across multiple and diverse	
(may be evident in self-	contexts. It is obvious that you can	contexts. It is obvious that you can critically		that you can critically examine experiences.	contexts. It is not clear that you can critically	
assessment, reflective,	critically examine experiences.	examine experiences, but you should be	examine experiences.		examine experiences.	
or creative work.)		more specific in your analyses.				
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