

The background is a blue gradient. In the corners, there are white line-art illustrations of circuit boards or neural networks, with lines connecting to small circles.

THE MT ENGAGE INTEGRATIVE THINKING AND REFLECTION RUBRIC: AN OVERVIEW



RUBRIC CHARACTERISTICS

- ASSESSES 5 INDICATORS OF INTEGRATIVE THINKING AND REFLECTION ALONG 4 OR 5 LEVELS OF PROFICIENCY (0 – 4)
- THE LEVELS OF PROFICIENCY ARE 1 = BENCHMARK, 2 & 3 = MILESTONES, & 4 = CAPSTONE
 - Benchmark represents the skills and abilities of many beginning freshmen; Milestones represent progressive learning over the college years; Capstone represents the demonstration of a desired/expected level of achievement for a student who is getting ready to graduate
- PROFICIENCY CATEGORIES DO NOT EQUATE TO AN ASSIGNMENT GRADE (E.G., 0 = F & 4 = A) OR TO YEAR IN SCHOOL (E.G., 1 = FRESHMAN & 4 = SENIOR)

USING THE RUBRIC TO GRADE A SINGLE ASSIGNMENT (SUMMATIVE USE)

- Only score on the indicators that have been designated for the class or for the assignment
- For each indicator, assign a 0, 1, 2, 3, or 4 (no half numbers or fractions!!!)
- Sum indicator scores together and average, rounding to the closest whole number (e.g., $1.2 = 1$; $3.67 = 4$)

USING THE RUBRIC TO GRADE MULTIPLE CLASS ASSIGNMENTS (FORMATIVE FEEDBACK)

- In the case of multiple assignments (e.g., reaction papers, journals), the rubric or indicator on the rubric can be used to provide students with specific feedback about their strengths and weaknesses & improvement over time. Use does not have to be tied to a grade or graded assignment BUT it could be

USING THE RUBRIC IN YOUR MT ENGAGE CLASS

- Determine which indicators you will use for your course
- Carefully design one or more assignments to get at those indicators (keeping the rubric in mind)
- Make assignment instructions and/or reflection prompts very intentional and specific to the indicators you want to assess on the rubric (the more specific, the better because beginning students don't automatically use integrative thinking and reflection)

USING THE RUBRIC IN YOUR MT ENGAGE CLASS (CONT'D)

- Give lots of feedback and opportunities for practice; reflection with feedback should start early in the semester and continue throughout the semester; 1 end-of-the-semester assignment isn't enough for students to become proficient on the indicators of integrative thinking and reflection!!!



PUTTING THIS INTO PRACTICE...

1) IDENTIFYING INDICATORS FOR YOUR CLASS & SIGNATURE ASSIGNMENT

EXAMPLE OF A CLASS/INDICATOR MAP

2) ASSIGNMENT INSTRUCTIONS

EXAMPLE OF ASSIGNMENT INSTRUCTIONS

3) SCORING ASSIGNMENTS: USE THE TWO COPIES OF THE RUBRIC THAT HAVE BEEN PROVIDED TO INDIVIDUALLY SCORE STUDENTS' ASSIGNMENTS

4) DISCUSS IN SMALL GROUPS (CONSENSUS, LACK OF CONSENSUS, ETC.)