



Association
of American
Colleges and
Universities

Integrative Learning Metarubric First Draft

This rubric is the very first step in a rubric development process that will produce at least three drafts, each responsive to the feedback of those using it to evaluate eportfolios. Please note any concerns or suggestions you have as you use this rubric and report them on the evaluation form.

	1	2	3	4
Recognizes and responds to complexity of problems or issues by making reasonable (imaginative, innovative) connections across multiple perspectives and frameworks	Makes connections between prior learning/experiences and/or new learning in structured problems	Synthesizes, makes reasonable connections, and addresses relationships between multiple perspectives and frameworks while examining increasingly complex problems or issues	Applies varied frameworks (for example disciplinary, interdisciplinary, professional, etc.) for defining/solving increasingly complex problems or issues	Imaginatively, innovatively, appropriately extends and recombines varied frameworks (for example disciplinary, interdisciplinary, professional, etc.) for defining/solving increasingly complex problems or issues
Demonstrates ability to transfer learning to new situations	Demonstrates an understanding of the applicability skills/knowledge learned in one situation to another	Show evidence of applying at least one skills/knowledge learned in one situation to another	Show evidence of applying more than one skills/knowledge learned in one situation to another	Show evidence of applying multiple skills/knowledge learned in one situation to another
Integrates complex knowledge with intellectual and practical skills, effectively using a variety of communication strategies	Expresses relational ideas clearly, accurately, and appropriately using language and concepts consistent with the situation, including: 1) defining terms, 2) distinguishing similarities and differences, and 3) explicating the main point and organizing principles	Consistently and precisely articulates relationships among multiple ideas, perspectives, assumptions, and evidence in practicing skills from across courses/disciplines	Creatively expresses relationships between ideas and or discipline demonstrating depth of understanding and a distinctive voice and style (imagery, metaphor, tone, diction, and method)	Independently makes and evaluates choices using integrative connections and communication strategies in relation to the demands of complex situations
Shows awareness of one's self (reaction to identity, values, ethics, and ambiguity) in relationship to what is being studied	Is able to describe one's self (identity, values, ethics)	Sees a link between one's self and another area being studied (subject, issue, etc.)	Shows evidence of struggle between their sense of self and what they are learning AND/OR Sees more than one link between one's self and areas being studied (subject, issue, etc.)	Demonstrates awareness of accepting ambiguity in an area being studied AND Uses disparate information (from self, from other areas, etc.) to create a position, stance on issue

Created by a team of faculty from higher education institutions across the United States.