

2018

Integrative Knowledge Rubric

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Recommended Citation


California State University, Monterey Bay, "Integrative Knowledge Rubric" (2018). *ULO 3 - Integrative Knowledge*. 1.

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CSUMB Integrative Knowledge Rubric

Definition: Integrative knowledge builds the capacity to make and reflect upon connections across curricular, co-curricular, and other life experiences to synthesize and transfer learning to new situations within and beyond campus. (Adapted from the AAC&U VALUE Rubric and LaGuardia Community College). [Guidelines for using rubric.](#)

	<p style="text-align: center;">4 - Advanced Expectations for some students at or near graduation.</p>	<p style="text-align: center;">3 - Proficient Expectations for all students at or near graduation.</p>	<p style="text-align: center;">2 - Developing Expectations for students advancing towards proficiency.</p>	<p style="text-align: center;">1 - Beginner Expectations for students initiating development towards proficiency.</p>
<p>Connections to experience <i>Applies academic knowledge to experience(s) outside the classroom</i></p>	<p>Synthesizes experiences outside of the formal classroom and academic knowledge.</p>	<p>Analyzes relationships between experiences outside of the formal classroom and academic knowledge.</p>	<p>Compares and contrasts experiences outside of the formal classroom and academic knowledge.</p>	<p>Connects experiences outside of the formal classroom and academic knowledge.</p>
<p>Intradisciplinary connections <i>Applies academic knowledge to other academic knowledge within one discipline.</i></p>	<p>Synthesizes examples, facts, or theories from one discipline.</p>	<p>Analyzes relationships between examples, facts, or theories from one discipline.</p>	<p>Compares and contrasts examples, facts, or theories from one discipline.</p>	<p>Connects examples, facts, or theories from one discipline.</p>
<p>Interdisciplinary connections <i>Applies academic knowledge to other academic knowledge in a different discipline</i></p>	<p>Synthesizes examples, facts, or theories from multiple disciplines.</p>	<p>Analyzes relationships between examples, facts, or theories from multiple disciplines.</p>	<p>Compares and contrasts examples, facts, or theories from multiple disciplines.</p>	<p>Connects examples, facts, or theories from multiple disciplines.</p>
<p>Metacognition <i>Reflection and/or Self-Assessment in service of integrative knowledge</i></p>	<p>Applies evaluation of own process to propose specific methods of improvement</p>	<p>Evaluates own process of having used integrative knowledge, with discussion of success/failure, strengths/challenges.</p>	<p>Describes own process of having used integrative knowledge, with specific examples.</p>	<p>Demonstrates awareness of having used integrative knowledge.</p>

Rubric Glossary Items on next page

[AAC&U Rubric](#)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Metacognition:** Awareness and understanding of one's own thought process.
- **Academic Knowledge:** Disciplinary learning from academic studies, texts, etc.
- **Experience:** Learning that takes place in a setting outside of the formal classroom, such as workplace, home life, service learning site, internship site or another.
- **Connect:** To identify a relationship between two or more phenomena, concepts, etc. *without* comparing and contrasting, analyzing, or synthesizing.
- **Compare and contrast:** To describe basic similarities and differences between two or more phenomena, concepts, etc. *without* moving to analysis or synthesis.
- **Analyze:** To break down different phenomena, concepts, etc. into their component parts in order to critically examine the relationship between them.
- **Synthesize:** The combination of different phenomena, concepts, etc. to form or explore something new, or apply the combination to a new problem.