



Association  
of American  
Colleges and  
Universities

FALL 2008 VALUE INTEGRATIVE LEARNING METARUBRIC DRAFT FOR PUBLIC RELEASE

This rubric is the first step in a rubric development process that will produce additional drafts, each responsive to the feedback received. Feedback deadline is February 15, 2009. The next draft of this rubric will be available in May 2009. For more information or to give feedback, please email Wende Morgaine at wendemm@gmail.com. Thank you!

Evaluators are encouraged to assign a **zero** to any performance that doesn't meet level one performance.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Connections to experience</b> <i>Connects relevant experience &amp; academic knowledge</i>	Shows evidence of combining fields of study and one's own perspective on classroom content as well as life situations to illuminate and deepen one's analysis, synthesis, or interpretation(s).	Demonstrates an understanding of the influence of fields of study with one's own experience outside of the classroom.	Begins to appropriately associate one's own experience outside of the classroom with fields of study.	Demonstrates some understanding of how one's own experience outside of formal classroom relates to fields of study.
<b>Connections to discipline</b> <i>Sees (makes) connections across disciplines, perspectives</i>	Extends and recombines theories/frameworks using examples and facts to deepen analysis of issues or define/solve problems; takes multiple perspectives on a range of issues.	Uses examples, facts, and theories from beyond a field of study, and identifies multiple perspectives.	Includes an example, fact, or theory from outside a field of study; acknowledges the presence or possibility of other perspectives.	Stays within the confines of a discipline in the context of assignments; and articulates one perspective.
<b>Transfer</b> <i>Adapts knowledge, concepts, and/or tools from one discipline to another</i>	Adapts familiar frameworks for new uses.	Synthesizes familiar frameworks into new uses.	Applies familiar frameworks to new situations.	Connects familiar frameworks to new situations.
<b>Communication</b> <i>Balances form and content in communication choices</i>	Within context of portfolio (or artifacts being reviewed), demonstrates clear ability to integrate or synthesize content, medium, and form to skillfully communicate complex learning.	Begins to use medium and form to contribute and respond to content.	Demonstrates of an awareness of how form can contribute and respond to content.	Uses medium and form adequately to convey content.
<b>Identity as Learner</b> <i>Reflects on</i>	In challenging learning situations, articulates one's identity as a learner and contributor to a variety of settings, which may include academic work, campus and civic environments.	Articulates one's identity as a learner, beginning to contribute in environments characterized by ambiguity and risk.	Articulates one's own learning strengths and sets goals for improvement.	Begins to identify one's self as a learner, differentiating appropriately one's self from what one is learning.

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