

Texas A&M University Honors Program - Rubric for Lifelong & Integrative Learning

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		1 - Developing	2 - Sufficient	3 - Proficient	4 - Exemplary		
What	Curiosity, Initiative, Independence Indicates intense interest by generating and independently pursuing opportunities to expand knowledge, skills, and abilities (KSA).	<i>Learning Experiences</i>	Describes learning experiences at a surface level, indicating low interest.	Describes learning experiences with some depth, indicating <u>mild</u> interest.	Describes learning experiences in depth, indicating interest.	Explores in great depth, indicating <u>intense</u> interest.	
		<i>Expanding Knowledge</i>	Does not identify new topics for exploration.	Identifies <u>opportunities</u> to expand knowledge.	Identifies <u>new topics</u> or learning experiences for exploration.	<u>Generates opportunities</u> to expand knowledge.	
		<i>Exploration</i>	No explanation or exploration beyond basic facts.	Exploration <u>occasionally</u> yields information and insights beyond basic facts.	Exploration yields <u>insights</u> and information beyond basic facts.	Exploration yields <u>rich awareness</u> and/or little-known information.	
		<i>Independent Learning</i>	No pursuit of knowledge beyond classroom requirements.	Pursues knowledge beyond classroom requirements and/or shows interest in independent learning experiences.	<u>Independently</u> pursues knowledge beyond classroom requirements and/or outside-of-classroom learning experiences.	<u>Sustains</u> independent pursuit of knowledge and purposeful independent learning experiences beyond classroom requirements.	
		Transfer Adapts and applies knowledge (theories or methodologies), skills, and abilities (KSA) gained in one situation to new situations.	<i>Previous Learning</i>	No reference to previous learning.	Makes <u>vague references</u> to previous learning but does not apply KSA to new situations.	Makes references to <u>relevant</u> previous learning.	Makes references to relevant previous learning and <u>appropriately adapts</u> previous learning to new situations.
			<i>Application</i>	No attempt to use KSA in new situations.	<u>Attempts to use</u> previously gained KSA to contribute to understanding of problem or issues.	<u>Applies</u> previously gained KSA in new situations to solve problems or explore issues.	<u>Successfully applies</u> previously gained KSA in new situations <u>to solve difficult problems or explore complex issues</u> .
So What	Reflection and Self-assessment Recalls significant details of important experiences. Articulates why the experience matters--(past, present, and future). Recognizes strengths and areas for growth.	<i>Past Experiences (in and/or out of the classroom)</i>	Describes past experiences with generalities and <u>few</u> specific details.	Describes past experiences, with <u>some</u> specific details.	Describes past experiences, with <u>significant</u> specific details.	<u>Envisions future self</u> built on past experiences that have occurred across diverse contexts.	
		<i>Meaning-Making</i>	Does not attempt to assign meaning to past experiences.	Considers past experiences, articulating their significance and meaning.	Considers past experiences, <u>seeking</u> clarified meaning, broadened perspective, and/or future significance.	Considers past experiences in depth, <u>revealing</u> clarified meaning and broadened perspectives, and articulates future significance.	
		<i>Evaluating Development</i>	Describes performance with general descriptors of success and failure.	Articulates strengths and areas for growth with regard to <u>specific performances/events</u> .	Evaluates development <u>over time</u> , particularly with regard to <u>specific competencies</u> .	Evaluates development over time, particularly with regard to <u>complex competencies</u> (e.g. working with ambiguity and risk, managing conflict, and ethical implications).	
Now What	Connections Sees (makes) connections across experiences, disciplines, perspectives.	<i>Synthesizing Experience</i>	Identifies connections among life experiences and/or academic concepts perceived as related to <u>familiar ideas and personal interests</u> .	Compares life experiences and/or academic knowledge to <u>infer differences and similarities</u> , and <u>acknowledges other perspectives</u> .	Selects and develops examples drawn from a <u>variety of contexts</u> to illuminate concepts/theories/frameworks from life experience and/or academic knowledge.	Synthesizes experiences inside and/or outside the formal classroom to deepen understanding of field of study and to broaden point of view.	
		<i>Connecting Across Disciplines</i>	Does not make connections across disciplines.	When prompted, connects examples, facts or theories from more than one field of study or perspective.	Independently connects examples, facts or theories from more than one field of study or perspective.	Independently synthesizes or draws conclusions by combining examples, facts or theories from more than one field of study or perspective.	

Adapted from the AAC&U Lifelong Learning and Integrative Learning VALUE rubrics previously adapted by Texas A&M University