

## INTEGRATIVE THINKING RUBRIC

The ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

Criterion	Description	Not Demonstrated (0)	Developing (1)	Satisfactory (2)	Exemplary (3)
<b>IT1: Synthesis</b>	Synthesizes knowledge across multiple domains, modes of inquiry, historical periods, or disciplinary perspectives.	<ul style="list-style-type: none"> <li>Fails to combine or apply knowledge, skills, abilities, theories, or methodologies of multiple disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge, skills, abilities, theories, or methodologies from multiple disciplines are combined or applied in a rudimentary, mechanistic way and/or integrated through superficial criteria.</li> <li>Response may include: concepts and theories presented as matter of fact; no evidence that purpose of multi-disciplinary approach was considered; misconceptions are evident. *</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge, skills, abilities, theories, or methodologies from multiple disciplines are combined or applied adequately with appropriate emphasis.</li> <li>Response may include: use of metaphor, conceptual framework, causal explanations, or other devices provides evidence of growing understanding; purpose of multi-disciplinary approach present, but not completely addressed; and/or no major misconceptions are evident. *</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge, skills, abilities, theories, or methodologies from multiple disciplines are combined or applied and balanced coherently, elegantly, and creatively, resulting in a hybrid form or new insight.</li> <li>Response may include: use of metaphor, conceptual framework, causal explanations, or other devices demonstrates a clear and mature understanding; purpose for multi-disciplinary approach is fully articulated; and/or no misconceptions are evident. *</li> </ul>
<b>IT2: Connections</b>	Identifies connections between existing knowledge and new information.	<ul style="list-style-type: none"> <li>Connections between students' prior knowledge and new information are not present.</li> </ul>	<ul style="list-style-type: none"> <li>Connections between students' prior knowledge and new information are present, but not articulated clearly or thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>Connections between students' prior knowledge and new information are clearly and thoroughly articulated.</li> </ul>	<ul style="list-style-type: none"> <li>Connections between students' prior knowledge and new information are complex, integrated, and articulated clearly and thoroughly.</li> </ul>

\* Mansilla, V.B., Duraisingh, E.D., Wolfe, C.R. & Haynes, C. (2009) Targeted Assessment Rubric: An empirically Grounded Rubric for Interdisciplinary Writing, The Journal of Higher Education, 80:3, 334-353.