**2.iii Rubric: Intellectual Curiosity and Flexibility. Adapt learning to new situations across disciplines and to the real world.**

The ability to adapt learning to new situations across disciplines and to the real world involves an understanding and a disposition that a student builds within courses and across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. Adapted from: Association of American Colleges and Universities. (2009). Integrative learning VALUE Rubric. Retrieved from https://www.aacu.org/value/rubrics/integrative-learning

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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|  | **Capstone**4 | **Milestones**3 2 | **Benchmark**1 |
| **Curiosity** | Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject. | Explores a topic in depth, yielding insight and/or information indicating interest in the subject. | Explores a topic with some evidence of depth, providing occasional insight and/or information indicating someinterest in the subject. | Explores a topic at a surface level, providing little insight and/or information beyond the basic facts indicating minimal interest in the subject. |
| **Connections to Experience***Connects relevant experience and academic knowledge* | Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepenunderstanding of fields of study and to broaden own points of view. | Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminatefields of study and to consider perspectives other than own. | Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledgeperspectives other than own. | Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests. |
| **Connections to Discipline***Sees (makes) connections across disciplines, perspectives* | Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining 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. | When prompted, connects examples, facts, or theories from more than one field of study or perspective. | When prompted, presents examples, facts, or theories from more than one field of study or perspective. |
| **Transfer***Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations* | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. |
| **Reflection***Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)* |  Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time. | Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing clarified meanings or indicating broader perspectives about educational or life events. | Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events. | Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events. |