

UMUC - The Graduate School (TGS) KNOWLEDGE Rubric Overview

Learning Goal: You can conceptually understand, apply and integrate knowledge specific to your area of study and profession.

This rubric is designed to assist you in understanding and demonstrating the knowledge you learn in three specific ways that, when employed together, form the foundation of problem solving. These three types of knowledge include the following:

- Conceptual understanding, or *declarative knowledge*, which is information conveyed in words, orally or in writing, and involves recalling and defining specific facts, principles, trends, criteria, and ways of organizing events and strategies.
- Applied theory, or *procedural knowledge*, related to knowing how to do something and involves understanding concepts, making distinctions and judgments between concepts, and applying rules that govern relationships.
- Integrated knowledge relates to combining new and prior knowledge learning to result in an enhanced and expanded knowledge base. The process involves making connections and comparisons between new and previously learned concepts/applications for the purposes of filling knowledge gaps, clarifying and deepening the understanding of concepts, exploring the transferability of applications, and enhancing potential applicability for problem solving.

It is important to understand what you know and what to do with what you know. Knowledge is not simply “just the facts;” in terms of academic and professional competence, it combines the broader understanding and abilities to apply one’s knowledge. This rubric is meant to assist you in your studies by helping you consciously think and manage what you know. Use it to help you assess to what level you have mastered a knowledge point or concept.

How the Rubric Works

This rubric is generally used to evaluate knowledge alone. It may, however, be used in combination with other criteria. When evaluating work, your instructor will review each competency and indicate your level of progress. In addition to any comments annotated directly in your submissions, your instructor may also enter comments in the rubric next to a descriptor. This process of combining rubric notations and direct annotations provides you with feedback that you can apply to future work.

Based on the instructor’s responses, the rubric will present a final Overall Score categorization of *Highly Proficient, Proficient or Low/No Proficiency*. Your instructor will then “convert” the rubric Overall Score to a UMUC numeric grade for the class assignment. This is the grade that will appear in the Gradebook.

When the rubric is being used only to evaluate the essential communication competencies and *is not* being considered with other criteria or content, your instructor will “convert” the rubric Overall Score to a UMUC numeric grade for the class assignment according to the following table. This is the grade that will appear in the Gradebook.

Communications Score	TGS Grade Equivalent
Highly Proficient	90-100% (Excellent)
Proficient	80-89% (Good)
Low/No Proficiency	79% or below (Below Standards or Failure)

If the Overall Score for discipline knowledge *is* being considered in combination other criteria, your Instructor will provide information on how the criteria were considered in combination. Your instructor will assign a grade to the Gradebook within the appropriate numerical range.



University of Maryland University College
The Graduate School
Knowledge Rubric for Outcomes Assessment

First Name: Last Name:

Date:

Course Label:

Section Number:

CRITERIA	HIGHLY PROFICIENT	PROFICIENT	LOW/NO PROFICIENCY
Conceptual Understanding Demonstrates an understanding of discipline theories and concepts presented in the course, and relevant to the assignment criteria. Explanation: This understanding falls within the category of declarative or descriptive knowledge, which involves recalling and describing facts. See: Knowing "that" .	☐	☐	☐
Applied Theory Exhibits an ability to apply theories to practical problems within the context of the assignment. Explanation: This is the knowledge of how to do something. It combines theory and facts with skills. See: Knowing "how" .	☐	☐	☐

Integrated Knowledge Integrates current learning with prior learning to further demonstrate a comprehensive understanding of the subject matter. Explanation: This is the process of bringing our knowledge and ideas together for deeper understanding, communication and potential problem solving. It involves being able to analyze (pull apart) and synthesize (put together) a variety of knowledge concepts and applications. Generally this process creates expanded understanding or new knowledge.	☐	☐	☐
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CRITERIA	HIGHLY PROFICIENT	PROFICIENT	LOW/NO PROFICIENCY
	90-100% (Excellent)	80-89% (Good)	79% or below (Below Standards or Failure)
OVERALL SCORE	☐	☐	☐

Faculty Comments and Class Assignment Grade:

Password: k15