Communication Core Component Sample Rubric *(4 core objectives)*

	Capstone 4	Milestones 3	2	Benchmark 1	Lack of Proficiency 0
CRITICAL THINKING					
Evidence	Information is taken from source(s) with enough critical evaluation to develop a clear, comprehensive analysis. Viewpoints of experts are questioned thoroughly. Provides full understanding of an issue.	Information is taken from credible, relevant source(s) with enough critical evaluation to develop a coherent analysis. Viewpoints of experts are subject to questioning. Provides solid understanding of an issue with few omissions.	Information is taken from source(s) with some evaluation, but not enough to develop a coherent analysis. Viewpoints of experts are taken as mostly fact, with little questioning. Provides good understanding of an issue with several omissions.	Information is taken from source(s) without any real. evaluation. Viewpoints of experts are taken as fact, without question. Provides a limited or one-sided understanding of an issue.	Information is severely lacking or or incorrect. Viewpoints of experts are taken as fact, without question, or may even be misrepresented. Provides an inadequate understanding of the an issue.
Student's position	Specific position or thesis is imaginative and complex. Limits of position acknowledged. Other points of view are synthesized within position.	Specific position or thesis is relatively complex. Others' points of view are acknowledged within position.	Specific position or thesis acknowledges different sides of an issue.	Specific position or thesis is stated, but is simplistic and obvious.	Specific position or thesis is lacking or fails to accurately convey what paper develops. Position may be presented as a statement of fact.
COMMUNICATION	4	3	2	1	0
Organization	Specific introduction and conclusion, sequenced body material, and transitions are clear and consistent. Skillful and cohesive organization.	Specific introduction and conclusion, sequenced body material, and transitions are clear and consistent. Some minor lapses in cohesive organization.	Specific introduction and conclusion, sequenced body material, and transitions are mostly clear but occasionally inconsistent or formulaic. Some lack of cohesion in organization.	Specific introduction and conclusion, sequenced body material, and transitions have been attempted but may be confusing and/or inconsistent. Weak cohesion in organization.	Lack of specific introduction and conclusion, sequenced body material, and transitions. Highly confusing and inconsistent. No real cohesion.
Control of Language	Uses graceful language that skillfully communicates meaning to the audience with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to the audience. The language has few errors.	Uses language that generally conveys meaning to the audience with clarity, although it may include some errors (slang, incorrect verb forms)	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that consistently impedes meaning because of errors in syntax, grammar, and mechanics, including punctuation, capitalization, and/or spelling for written assignments.
Format / Delivery	Successful, polished delivery meets conventions of the field. (ex. posture, gesture, eye contact, and vocal expressiveness for oral comm, document presentation and formatting for written comm)	Solid, consistent delivery meets conventions of the field.	Basic and sometimes inconsistent delivery meets some conventions of the field but needs further polish.	Errors or choices in delivery detract from the professionalism of the piece, which fails to meet most conventions of the field.	Delivery is not considered in any meaningful way. Fails to meet conventions of the field in major ways.

TEAMWORK	4	3	2	1	0
Individual Contributions	Helps the team move forward by articulating the merits of alternative ideas or proposals. Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Offers alternative solutions or courses of action that build on the ideas of others. Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Offers new suggestions to advance the work of the group. Completes all assigned tasks by deadline; work accomplished advances the project.	Shares ideas but does not advance the work of the group. Completes all assigned tasks by deadline.	Fails to contribute to group ideas in any meaningful way. Does not complete all assigned tracks by deadline.
Constructive climate and conflict resolution	Treats team members respectfully. Consistently motivates other members and provides assistance and/or encouragement. Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Treats team members respectfully. Sometimes motivates other members and provides assistance and/or encouragement. Identifies and acknowledges conflict and stays engaged with it.	Treats team members respectfully. Sometimes motivates other members and provides assistance and/or encouragement. Redirects focus toward common ground, toward task at hand (away from conflict).	Treats team members respectfully. Provides minimal motivation, assistance, or encouragement. Passively accepts alternate viewpoints/ideas/opinions.	Treats team members disrespectfully. Instigates conflict and acts as a barrier to motivation and encouragement.
PERSONAL RESPONSIBILITY					
Access and Use Information Ethically and Legally	Student consistently and correctly uses source attribution (tag phrases, citations, references). Uses information according to its original context and demonstrates a full understanding of the ethical and legal restrictions on information use, i.e., does not plagiarize, submits all required materials and bibliographies.	Student consistently and, with minor exception, correctly uses source attribution. Uses information according to its original context and demonstrates a solid understanding of the ethical and legal restrictions on information use. No plagiarism.	Student consistently but sometimes incorrectly uses source attribution. Uses information according to its original context, and demonstrates a good understanding of the ethical and legal restrictions on information use. No plagiarism.	Student consistently but often incorrectly uses source attribution. Uses information according to its original context, and demonstrates a basic understanding of the ethical and legal restrictions on information use. Very minor, if any, plagiarism.	Student fails to use source attribution. May use information in ways that contradict the original context. Little understanding of the ethical and legal restrictions on information use. Plagiarism.

The following resources might assist you in filling out the Core Curriculum Request form.

Texas Common Course Numbering System (TCCNS) Matrix

This searchable online database lists classes that Prairie View A&M already accepts for specific transfer credit. The university also is updating its TCCNS articulation.

http://www.tccns.org/matrix.aspx

Lower-Division Academic Course Guide Manual

This PDF gives the course descriptions for core classes as they must be offered at Texas community colleges. It may help you determine the proper TCCNS equivalent for the PVAMU core class you are requesting.

http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm

Texas General Education Core Web Center

This resource allows you to search the official PVAMU core as of 2003 and also to research courses allowed at other Texas colleges and universities.

http://statecore.its.txstate.edu/

Overview of Planning General Education Assessment

https://www.aalhe.org/sites/default/files/aalhe2011_gened.pdf

Ideas for Assessing Critical Thinking

http://www.aacu.org/resources/assessment/critical_thinking.cfm

http://academic.pgcc.edu/~wpeirce/MCCCTR/Designingrubricsassessingthinking.html