

American History Core Component Sample Rubric *(4 core objectives)*

	Capstone 4	Milestones 32		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 in history.	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 a historical 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 a historical 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 a historical 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 a historical 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 (Oral or Written)	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.
SOCIAL RESPONSIBILITY	4	3	2	1	0
Historical Knowledge	Demonstrates sophisticated understanding of the complexity	Demonstrates adequate understanding of the complexity	Demonstrates partial understanding of the complexity	Demonstrates surface understanding of the elements	Demonstrates no clear understanding of the complexity

	of elements important to particular period(s) in American history, including values, politics, economics, or beliefs and practices.	of elements important to particular period(s) in American history.	of elements important to particular period(s) in American history.	important to particular period(s) in American history.	of elements important to particular period(s) in American history.
Knowledge Analysis	With insight and skill, connects and extends knowledge from classroom study of American history to the present day and student's own participation in civic life.	Connects knowledge from classroom study of American history to the present day and student's participation in civic life.	Begins to connect knowledge from classroom study of American history to current events and student's participation in civic life.	Begins to identify knowledge from classroom study of American history that could be relevant to current events and student's own participation in civic life but makes few real connections.	Fails to either identify or connect knowledge from classroom study of American history to present day or student's civic life.
Civic Engagement / Curiosity	Asks complex questions about history and shows real curiosity about events, personalities, and historical analysis	Asks deeper questions about history and shows some curiosity about events, personalities, and historical analysis	Asks simple or surface questions about history; any curiosity seems seem generated from course requirements rather than from genuine interest	Conveys minimal interest and/or curiosity in learning about history; asks only simplistic and obvious questions.	Shows no interest or curiosity in learning about history; asks no real questions.
PERSONAL RESPONSIBILITY	4	3	2	1	0
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 submits all required materials and bibliographies. No plagiarism.	Student consistently and, with minor exception, correctly uses source attribution. Uses information according to its original context and submits all required materials and bibliographies. No plagiarism.	Student consistently but sometimes incorrectly uses source attribution. Uses information according to its original context submits all required materials and bibliographies. No plagiarism.	Student consistently but often incorrectly uses source attribution. Uses information according to its original context and submits all required materials and bibliographies. Very minor, if any, plagiarism.	Student fails to use source attribution. May use information in ways that contradict the original context. 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>