

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

	Capstone 4	Milestones 3 2		Benchmark 1	Lack of Proficiency 0
CRITICAL THINKING					
Problem-Solving	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. Ex. creates new product and evaluates own process.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. Ex. creates new object.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. Ex. adapts an appropriate model.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. Ex. reproduces an appropriate model.	Cannot use skills, abilities, theories, or methodologies gained in one situation in a new situation. Student fails to even reproduce an example.
Explanation of issues	The problem and solution are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	The problem and solution are stated, described, and clarified so that understanding is not seriously impeded by omissions.	The problem and solution are stated and described but not clarified; understanding is impeded by some omissions.	The problem and solution are stated without clarification or description in a way that may be confusing.	The problem and solution are not stated accurately. Student does not understand the issue.
COMMUNICATION	4	3	2	1	0
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 computing conventions. (ex. color, font size, use of tables or charts, file type)	Solid, consistent delivery meets computing conventions.	Basic and sometimes inconsistent delivery meets some computing conventions but needs further polish.	Errors or choices in delivery detract from the professionalism of the piece, which fails to meet most computing conventions.	Delivery is not considered in any meaningful way. Fails to meet computing conventions in major ways.
QUANTITATIVE LITERACY	4	3	2	1	0
Representation	Skillfully converts relevant information into an insightful mathematical portrayal in a way	Competently converts relevant information into an appropriate and desired mathematical	Completes conversion of information but resulting mathematical portrayal is only	Completes conversion of information but resulting mathematical portrayal is	Incomplete conversion of information and resulting mathematical portrayal is highly

	that contributes to a further or deeper understanding.	portrayal.	partially appropriate or accurate.	inappropriate or inaccurate.	inappropriate or inaccurate.
Communication	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)	Fails to present an argument for which quantitative evidence is pertinent. Highly inadequate explicit numerical support.
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.

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>