

Language, Philosophy, & Culture Core Component Sample Rubric (4 core objectives)

	Capstone 4	Milestones		Benchmark 1	Lack of Proficiency 0
	3	2			
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 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.
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.	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.	Cannot use skills, abilities, theories, or methodologies gained in one situation in a new situation.
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-	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,	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

	free.		incorrect verb forms)		punctuation, capitalization, and/or spelling for written assignments.
SOCIAL RESPONSIBILITY	4	3	2	1	0
Attitudes	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from other communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Expresses unclear individual attitudes or is derogatory towards what can be learned from diversity of communities and cultures.
Knowledge	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates no clear understanding of the complexity of elements important to members of another culture.
PERSONAL RESPONSIBILITY					
Application of Ethical Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).	Student fails to apply ethical perspectives/concepts to an ethical question even with support.
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>