Scoring Rubric for Ethics Assessment of Student Learning

Objective	Highly proficient (4)	Proficient (3)	Approaching proficiency (2)	Not proficient (1)
1.1 Reason ethically by drawing on major ethical theories and traditions (e.g. virtue ethics, feminist ethics, deontological or consequentialist theories) as a means to normatively assess individual, professional, and institutional decisions, issues, or other matters of ethical significance.	Demonstrates evidence of precise and rigorous ethical reasoning grounded in a comprehensive and clear understanding of major ethical theories or traditions to normatively assess and analyze decisions or issues of ethical significance facing self or society.	Demonstrates evidence of ethical reasoning grounded in a solid understanding of major ethical theories or traditions to normatively assess and analyze decisions or issues of ethical significance facing self or society.	Demonstrates some evidence of ethical reasoning based on major ethical theories or traditions but the reasoning, understanding of theories or traditions, or the ability to provide a normative assessment of decisions or issues is incomplete or somewhat flawed.	Demonstrates little evidence of ethical reasoning based on major ethical theories or traditions or the reasoning, understanding of theories or traditions, or the ability to provide a normative assessment of decisions or issues is not evident or significantly flawed.
1.2 Analyze, critically evaluate, and apply major ethical theories and traditions to significant personal, professional, and institutional, decisions, issues, or other matters of ethical significance. Students should be able to articulate some central ethical concepts, e.g., justice, happiness, the good, virtue, dignity, moral rights, and equality.	Critically evaluates and thoughtfully applies ethical theories and traditions to a significant ethical question or issue. Response incorporates relevant central ethical concepts appropriately and insightfully.	Analyzes and provides some critical evaluation in applying ethical theories and traditions to a significant ethical question or issue. Response incorporates central ethical concepts, though they may not be fully developed.	Applies at least one ethical theory or tradition to a significant ethical question or issue, but with little development, analysis, or evaluation, or the application may be flawed. Response is very limited in addressing central ethical concepts—it may do so superficially, or with some inaccuracies.	Applies at least one ethical theory or tradition to a significant ethical question or issue, but do so very superficially or inaccurately. Response may not address central ethical concepts or misapply them.

Objective	Highly proficient	Proficient	Approaching proficiency	Not proficient
1.3 Demonstrate appreciation of nuance and ambiguity, as well as clarity and precision, in their thinking and writing about moral problems, concepts, and ideals.	Communicates a sophisticated (both nuance/ambiguity and clarity/precision) understanding of the challenges, complexities, and multiple interpretations of moral problems, concepts and ideals.	Communicates a basic understanding (some nuance/ambiguity and some clarity/precision) of the challenges, complexities, and multiple interpretations of moral problems, concepts and ideals.	Communicates limited understanding (only has nuance/ambiguity or clarity/precision) of the challenges, complexities, and multiple interpretations of moral problems, concepts and ideals, but response is heavily structured around one interpretation or may be dismissive of other perspectives.	Communicates no real understanding (missing both nuance/ambiguity and clarity/precision) of the challenges, complexities, and multiple interpretations of moral problems, concepts and ideals, either because the multiple perspectives are not developed at all or the writing/thinking is not at all clear.
1.4 Reflect on their own ethical decisions and actions, on their roles as morally responsible members of the human community, and on what it means to be a good person.	Provides insightful analysis of how one's ethical decisions or actions are shaped by one's personal value system / worldview, other institutional core values, professional guidelines, or societal laws. Response shows evidence of thoughtful reflection about what it means to be a responsible member of the human community and a good person. .	Provides a reasonably developed analysis of how one's ethical decisions or actions are shaped by one's personal value system / worldview, other institutional core values, professional guidelines, or societal laws. Response shows evidence of reflection about what it means to be a responsible member of the human community and a good person.	Provides some analysis of how one's ethical decisions or actions are shaped by one's personal value system / worldview, other institutional core values, professional guidelines, or societal laws, but the attention to these factors may be fairly superficial. Response shows limited evidence of reflection about what it means to be a responsible member of the human community and a good person.	Provides very limited or no analysis of how one's ethical decisions or actions are shaped by one's personal value system / worldview, other institutional core values, professional guidelines, or societal laws. Response may not include reflection about what it means to be a responsible member of the human community and a good person.