Ethical Reasoning Rubric From AAC&U/Adapted for Roanoke College revised August 2014

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| **TRAITS** | **Rating = 0** | **Rating =1** | **Rating = 2** | **Rating = 3** | **Rating = 4** |
| **Explanation of an Ethical Position**  (Ex: Bob’s position on abortion is that it is wrong and these are his reasons (his argument) for it.) | Assignment submitted but does not even attempt this trait. | Student can identify basic and obvious ethical positions, but cannot explain the reasons for them. | Student can identify basic ethical positions but offers explanations or arguments that are incomplete or simplistic | Student can offer reasonable explanation or arguments for ethical positions but without nuance or complexity. | Student can offer explanations or arguments of ethical positions that show nuance, complexity, or context. |
| **Application of Ethical Positions**  (Ex: Bob’s position is that abortion is wrong. Here are his reasons. and this is how his position would be applied to a concrete situation where a woman becomes pregnant by accident, or by rape, etc.) | Assignment submitted but does not even attempt this trait. | Student is unable to accurate apply ethical positions to a concrete example. | Student can apply ethical positions to a concrete example with support (using a teacher’s example, in a group discussion, or a fixed-choice setting), but is unable to accurately apply them independently to a new example | Student can apply ethical positions to a concrete example independently and accurately, but not completely. | Student can apply ethical positions to concrete examples independently, accurately, and completely. |
| **Evaluation of Ethical Positions**  (Ex: Bob’s position is that abortion is wrong. Here are his reasons, and here are Julie’s objections to his argument. Here is my evaluation of their strengths and weaknesses of both of their arguments, and my conclusion about where I stand on the matter.) | Assignment submitted but does not even attempt this trait. | Student can state or explain ethical positions, but cannot state critical objections to them. | Student can state and explain ethical positions, and can state critical objections to them, but does not respond to those objections in such a way that the student’s own evaluation is apparent. | Student can state and explain ethical positions, and can state critical objections to them, but responds to them in such a way that the student’s own position is only partly formed or argued. | Student can state and explain ethical positions, can state critical objections to them, and can evaluate the strengths and weaknesses of both sides of the debate so that his/her own position is clearly formed and argued. |