

Learning Assessment & Evaluation

RUBRIC: ETHICAL REASONING

<p>Learning Outcome: Students will develop an understanding of ethical theories and develop a logical system of values and morality and be able to apply those values and principles to moral problems.</p>				
Competencies	Advanced 4	Proficient 3	Developing 2	Beginning 1
Explanation of a Moral Dilemma	The moral dilemma is defined with exceptional skill and clarity, demonstrating a broad knowledge of the dilemma's historical and ethical context.	The moral dilemma is clearly and comprehensively defined.	The moral dilemma is defined superficially.	The moral dilemma is stated but lacks clarity and sufficient description.
Application of a Moral Theory to the Dilemma	The student's application of a moral theory to the dilemma demonstrates original thought, an exceptional understanding of the theory, and consideration of the full implications of the application.	The student clearly and consistently applies a moral theory to the dilemma, demonstrating a strong understanding of the theory.	The student applies a moral theory to the dilemma, but the application is superficial or unoriginal.	The student applies a moral theory to the dilemma, but the application is inconsistent or illogical.
Utilization of Key Ethical Concepts and Terms	Key ethical concepts and terms are used in a way that enhances the essay's argument, demonstrating a sophisticated understanding of philosophical	Key ethical concepts and terms are used correctly throughout the assignment.	Key ethical concepts and terms are used in a superficial manner in the assignment.	Key ethical concepts and terms are used in the assignment, but they are often used incorrectly.

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	terminology.			
Consideration of Alternate Moral Theories	The student considers an alternate moral theory in a fair, objective way and clearly establishes why their chosen moral theory is preferable to the alternative, considering all of the implications of the theories.	The student considers an alternate moral theory and establishes why their chosen moral theory is preferable to the alternative.	The student presents an alternate moral theory but doesn't clearly establish why their chosen moral theory is preferable to the alternative.	The student presents an alternate moral theory in a dismissive or inaccurate manner.