

University of North Texas **PERSONAL RESPONSIBILITY** Rubric, Spring 2014.

	<b>Advanced (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>Describes the ethical issue</b>	Skillfully describes the ethical issue	Adequately describes the ethical issue	Partially describes the ethical issue in broad terms	Minimally describes the ethical issue.
<b>Analyzes ethical issue</b>	Skillfully analyzes the ethical issue.	Adequately analyzes the ethical issue.	Partially analyzes the ethical issue.	Minimally analyzes the ethical issue.
<b>Suggests steps to solve ethical issue</b>	Skillfully suggests steps to solve the ethical issue.	Adequately suggests steps to solve the ethical issue.	Partially suggests steps to solve the ethical issue.	Minimally suggests steps to solve the ethical issue.
<b>Justifies the suggested solution to the ethical issue</b>	Skillfully justifies the suggested solution to the ethical issue.	Adequately justifies the suggested solution to the ethical issue.	Partially justifies the suggested solution to the ethical issue.	Minimally justifies the suggested solution to the ethical issue.
<b>Discusses possible consequences of solution</b>	Skillfully discusses possible consequences of solution.	Adequately discusses possible consequences of solution.	Partially discusses possible consequences of solution.	Minimally discusses possible consequences of solution.

**Personal Responsibility**

*Texas Higher Education Coordinating Board Language*

Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision making

*VALUE language (Ethical Reasoning)*

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

**Overview**

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about personal responsibility. Although the goal of a liberal education should be to help students turn what they have learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real situations requiring ethical action. What can be evaluated using a rubric is whether students have the intellectual tools and understand the process required to make ethical choices.

**Acknowledgments**

UNT's rubric development groups consisted of faculty from across the disciplines. The groups borrowed and learned from many sources and we would like to acknowledge the American Association of Colleges and Universities, especially the Liberal Education and America's Promise (LEAP) project and the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics other materials, including the excellent and helpful document, "Scoring Elements for Ethical Decision Making." We also drew inspiration from the University of Charleston's "Ethical Decision Making Assignment Rubric," The University of Scranton's "Ethical Considerations Rubric," and the explanation/assignment "Developing a Well-Reasoned Response to a Moral Problem in Scientific Research" (Bebeau, Muriel J., University of Minnesota).

## **Clarification of terms**

### **Describe the Ethical Issue**

1. Minimally describes the ethical issue—you found no description of the ethical issue or you found a poor description of the ethical issue.
2. Partially describes the ethical issue—you found a partial description of the ethical issue.
3. Adequately describes the ethical issue—you found a complete description the nature of the ethical issue in his or her own words.
4. Skillfully describes the ethical issue—you found a skillful description of the ethical issue.

### **Analyzes the Ethical Issue**

1. Minimally analyzes the ethical issue—you found no analysis of the ethical issue or you found a poor analysis of the ethical issue.
2. Partially analyzes the ethical issue—you found a partial analysis of the ethical issue.
3. Adequately analyzes the ethical issue—you found a complete analysis the nature of the ethical issue.
4. Skillfully analyzes the ethical issue—you found a skillful analysis of the ethical issue.

### **Suggests Steps to Solve the Ethical Issue**

1. Minimally suggests steps to solve the ethical issue—you found no attempt to present steps to solve the ethical issue.
2. Partially suggest steps to solve the ethical issue—you found a partial attempt to present steps to solve the ethical issue.
3. Adequately suggest steps to solve the ethical issue—you found a complete set of steps to solve the ethical issue.
4. Skillfully analyzes the ethical issue—you found a found a skillfully developed set pf steps to solve the ethical issue.

### **Justifies the Suggested Solution to the Ethical Issue**

1. Minimally justifies the suggested solution to the ethical issue—you found no attempt or a poor attempt to justify the solution.
2. Partially justifies the suggested solution to the ethical issue—you found a partial attempt to justify the solution.
3. Adequately suggest steps to solve the ethical issue—you found a complete justification of the solution.
4. Skillfully analyzes the ethical issue—you found a found a skillfully justification of the solution.

### **Discusses Possible Consequences of Solution**

1. Minimally discusses possible consequences of solution—you found no discussion or a poor discussion of the possible consequences.
2. Partially discusses possible consequences of solution—you found a partial discussion of the possible consequences.
3. Adequately discusses possible consequences of solution—you found an adequate discussion of the possible consequences.
4. Skillfully discusses possible consequences of solution—you found a skillful discussion of the possible consequences.