

Ethical Considerations Rubric

Date: _____

Rater: _____

Course: _____

Student: _____

TRAIT	Unacceptable	Acceptable	Exemplary	Score
Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided	Identifies the dilemma, including pertinent facts, and ascertains what must be decided	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided	
Considers Stakeholders	Is unsure as to who should be involved in the decision-making process	Determines who should be involved in the decision making process and accurately identifies all the stakeholders	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders	
Analyzes Alternatives and Consequences	Begins to appraise the relevant facts and assumptions and identifies some alternatives.	Clarifies at least two alternatives and predicts their associated consequences in detail.	Clarifies a number of alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders	
Chooses an Action	Has difficulty identifying and appropriate course of action from among alternatives	Formulates an implementation plan that delineates the execution of the decision	Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action	

DIRECTIONS FOR INSTRUCTOR USE OF THE ETHICS ASSESSMENT RUBRIC

Attached you will find the ethics assessment rubric developed by the College of Business and Technology's Assessment Team. This rubric is intended for use in evaluating student knowledge and performance regarding an ethical dilemma/issue in the profession. Instructors are encouraged to share copies of the assessment rubric with students in advance of the students' participation in assignments so that they will understand what is expected of them on the assignment.

Instructors should familiarize themselves with the categories of student performance covered in the rubric before use of the rubric to evaluate student work. To use the rubric, instructors should place check marks in the boxes corresponding to their evaluation of the various dimensions (i.e., can locate profession's code of ethics, etc.) of student performance.

The rubric is set up with three levels of performance (i.e., does not meet expectations, meets expectations, exceeds expectations) that can be achieved by the student during the ethics exercise/assignment.

- Does not meet expectations:
 - 0 = The student does not demonstrate sufficient knowledge, skills or abilities with respect to this dimension and therefore, does not meet the instructor's expectations.
- Meets expectations:
 - 1 = The student demonstrates sufficient knowledge, skills or abilities with respect to this dimension, and thereby basically meets the instructor's expectations.
- Exceeds expectations:
 - 2 = The student demonstrates greater knowledge, skills, or abilities than expected by the instructor, and thereby exceeds the instructor's expectations with respect to this dimension.

If a dimension contained in the rubric is not applicable for a given assignment, the instructor should simply leave that dimension blank.