

Personal Responsibility Rubric



This rubric was developed by an interdisciplinary committee of faculty representing different colleges at Stephen F. Austin State University. The committee's point of departure was the Ethical Reasoning Value Rubric developed by the American Association of Colleges and Universities. The committee found that the AACU's rubric was best suited to evaluate student work in the context of a course in ethical philosophy. Consequently the committee modified the document considerably to evaluate ethical reasoning across a variety of disciplines. The rubric is intended for institutional use, not for grading of assignments by instructors.

Definition

Personal responsibility is the ability to reason about and evaluate ethical human conduct.

Framing Language

Personal responsibility has many components, from good hygiene and punctuality to assuming responsibility for the well-being of others. This rubric is designed to assess work that requires students to reflect on the beliefs that inform their own ethical views and to consider alternative perspectives. Students who benefit from a university education should be able to reexamine, articulate, and defend their ethical beliefs and apply them to a variety of issues arising in different personal, professional, and social contexts.

This rubric is designed to assess a variety of types of assignments across disciplines. Possible assignments could include a written assignment based on readings or other sources that require students to reflect on different ethical perspectives, an oral presentation that requires students to outline different facets of an ethical issue, or an on-line or in-class group discussion of an ethical issue. However, the assignment must produce work samples that can be preserved and evaluated at the institutional level.

Glossary

Core belief. A core belief is a principle or fundamental belief which guides a person's actions or decisions. A core belief can change over time.

Ethical issue. An ethical issue is a problem or situation that requires a person to choose between alternatives based on standards of moral conduct.

Context. Context is the historical, cultural, professional, or political situation, background, or environment that applies to a given ethical issue.

Perspective. A perspective is a world view that informs core beliefs and ethical opinions. It is how one sees oneself, other people, and the world. Perspectives are not limited to theories and concepts in ethical philosophy. They may also include political and religious convictions, cultural assumptions, and attitudes shaped by one's family, background, and experiences.

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	Capstone 4	Accomplished 3	Developing 2	Beginning 1	Unacceptable 0
Ethical Self-Awareness	Student assesses in detail core beliefs and analyzes the origins of the core beliefs with greater depth and clarity.	Student assesses in detail core beliefs and analyzes the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student demonstrates an emerging awareness of their core beliefs.	Student demonstrates little to no understanding of ethical self-awareness.
Ethical Issue Recognition	Student can recognize ethical issues and explain cross-relationships among ethical issues in greater detail.	Student can recognize ethical issues and cross-relationships among the issues.	Student can recognize ethical issues and grasp incompletely the complexity or interrelationships among the issues.	Student can recognize basic ethical issues but fails to grasp complexity or interrelationships.	Student fails to recognize basic ethical issues.
Ethics in Different Contexts/ Settings	Student fully considers the implications of context in relation to ethical issues.	Student recognizes the importance and most of the implications of context in relation to ethical issues.	Student recognizes the importance of context in relation to ethical issues.	Student incompletely recognizes the importance of context in relation to ethical issues.	Student does not recognize the importance of context in relation to ethical issues.
Application of Ethical Perspectives	Ethical perspectives are applied persuasively to an ethical question, and how the ethical perspectives relate to the question is fully considered.	Ethical perspectives are not applied persuasively to an ethical question and most of the implications of this application are considered.	Student applies ethical perspectives satisfactorily to an ethical question.	Student applies ethical perspectives to an ethical question, but the analysis is incomplete and there are inaccuracies in describing either the perspectives or the question.	Ethical perspectives are not applied acceptably to an ethical question. The ethical perspectives and the question are seriously misrepresented or misunderstood.
Evaluation of Different Ethical Perspectives/ Concepts	The student is able to recognize and evaluate different perspectives with greater depth and clarity.	The student is able to recognize and evaluate different perspectives acceptably.	The student recognizes a greater diversity of different perspectives.	The student recognizes a limited range of different perspectives.	Student does not recognize different perspectives.

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