

Capstones across disciplines RESOURCES

Ethical reasoning rubric

This rubric focuses on the capacity of students to engage with ethical considerations ranging from self-awareness to application of ethical decision-making in practice. The scale used is roughly aligned to the High Distinction, Distinction, Credit, Pass and Fail grading schemas used in Australian Higher Education, although characteristics in each level may vary depending on the subject and course. Evidence that may be used to assess ethical consideration could include reflective documents and diaries, reports, presentations and observation of practice combined with oral examinations.

	Exceptional	Proficient	Developing	Beginning	Non-performance
Ethical self-awareness	Discusses in detail and provides analysis of core beliefs and their origins in relation to personal experience; provides considered reflection on interrelations between personal values, beliefs and actions; identifies tensions between personal ethics and wider environment; discussion has depth and clarity.	Discusses and provides analysis of core beliefs and their origins in relation to personal experience; provides some relevant reflection on interrelations between personal values, beliefs and actions or identifies tensions between personal ethics and wider environment.	Identifies core beliefs and reflects on their origins in relation to personal experience; identifies and critiques related actions in context.	Identifies core beliefs and their origins in relation to personal experience; identifies related actions as general statement.	States core beliefs, may include listed actions or links to experience; no evidence of reflection or analysis.
Different perspectives	Identifies multiple alternative viewpoints and can provide strong and detailed defence against the objections to, assumptions and implications of different ethical perspectives/ concepts; engages deeply and thoroughly with varied viewpoints before reaching a conclusion.	Identifies two or more alternative viewpoints and reasonably defends against objections to, assumptions and implications of different ethical perspectives/ concepts; engages with varied viewpoints before reaching a conclusion.	Identifies one or more alternative viewpoints, reasonably defends against some objections to, assumptions and implications of different ethical perspectives/ concepts; demonstrates general consideration of one or more viewpoints in reaching a conclusion.	Identifies one or more alternative viewpoints, provides some defence against the objections to own or others' ethical perspectives/ concepts; own position is not generally affected.	States own position and identifies one or more alternative viewpoints as list without recognition of substance; does not analyse or engage with alternatives in any depth.

	Exceptional	Proficient	Developing	Beginning	Non-performance
Ethical issue recognition	Recognises and defines ethical issues independently in a complex, multilayered context AND can recognize cross-relationships among the issues.	Recognises ethical issues when presented in a complex, multilayered context AND can recognize cross-relationships among the issues.	Recognises ethical issues when issues are presented in a complex, multilayered context OR can grasp cross-relationships among the issues.	Recognises basic and obvious ethical issues and grasps the complexities OR interrelationships among the issues.	Recognises basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application	Independently applies ethical perspectives/ concepts to an ethical question during practice; is able to consider full implications of the application of ethical decisions and their alternatives in a range of domains as part of the decision-making process.	Independently applies ethical perspectives/ concepts to an ethical question during practice; considers some implications of the application of a particular ethical decision in a range of domains as part of the decision-making process.	Independently applies ethical perspectives/ concepts to an ethical question in practice; considers a small range of domains as part of the decision-making process.	Applies ethical perspectives/concepts to an ethical question in practice; limited consideration of implications before or after the decision-making process is complete.	Applies ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example).

Adapted from several Ethical Reasoning VALUE Rubrics on RCampus (iRubric) see, for example:
<https://www.rcampus.com/rubricshowc.cfm?code=C82995&sp=true&nocache=1403508881468>