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MnTC Goal 9: Ethical and Civic Responsibility Rubrics

See Notes for Using Rubrics.

MnTC Goal 9 Competencies:

Student will be able to:

1. Examine and articulate individual ethical views.
2. Analyze core concepts (politics, rights, obligations, justice, and liberty) in relationship to specific issues.
3. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
4. Recognize the diversity of political motivations and interests of others.
5. Identify ways to exercise the rights and responsibilities of citizenship.

Notes for Using Rubrics:

Instructors are encouraged to adapt this base rubric to match the conventions of their discipline, to emphasize key components of individual assignments, and to provide qualitative descriptions that match the level of the particular course.

1. Feel free to modify this rubric to make it work better for your assignment, or to make clearer to your students how you intend to use the rubric to assess their work.
2. Consider providing students with the rubric – or a variation of it – along with the assignment. Make sure to explain how you intend to use the rubric. You might also consider giving them the MnSCU guidelines for assessing writing (see below).
3. Inform students how the different areas assessed will be weighed.
4. Consider using the rubric as a tool to help students provide peer feedback.
5. You may want to develop a resource folder that contains examples of successful fulfillment of the assignment (with the requisite permissions) to serve as models for future classes.
6. When assessing student work according to a rubric, it's usually good practice to read through the entire set of papers before grading them. That way you can get a feel for what constitutes mastery, good, adequate, and inadequate fulfillment of the assessment criteria.
7. When assessing sentence-level writing (grammar, punctuation, spelling, clarity, conciseness), focus on writing errors that most impede. Since assessment does take time, remember to assess what you value most and don't feel compelled to point out every error.
8. Watch for patterns of error or failure to meet expectations by multiple students, which might signal a need for change in students' effort or assignment design.

Ethical and Civic Responsibility, Competency 1 Rubric

Competency 1:	Examines and articulates individual ethical views.
	Given a specific case or assignment, the student will be able to:
6 – Exemplary Achievement	<ul style="list-style-type: none"> • Develop and articulate individual ethical worldview clearly and precisely. • Describes its application to a specific case in ways that show careful reflection. • Communicates thinking clearly with originality.
5 – Commendable Achievement	<ul style="list-style-type: none"> • Develop and articulate an individual ethical worldview with some clarity and precision, but with less detail than a “6”. • Describes its application to specific cases but with less evidence of careful reflection than a “6”. • Communicate effectively most of the thinking process.
4 – Adequate Achievement	<ul style="list-style-type: none"> • Develop and articulate a generalized individual ethical worldview. • Describe a general approach to application in a specific case. • Communicate thinking process on a limited basis.
3 – Some Evidence of Achievement	<ul style="list-style-type: none"> • Develop a partial ethical worldview. • Describe an incomplete or partial application to a specific case. • Communicate thinking process on a limited basis.
2 – Limited Evidence of Achievement	<ul style="list-style-type: none"> • Demonstrate beginning stages of developing an individual ethical worldview. • Describe an application to a specific case in generic or unspecified way. • Communicates little of thinking process.
1 – Minimal Evidence of Achievement	<ul style="list-style-type: none"> • Demonstrate need to begin developing and articulating an individual ethical worldview. • Does not describe an application to a specific case. • Does not communicate thinking process.
0 – No response	<ul style="list-style-type: none"> • Response is off task, or is too minimal to respond to in a meaningful way.

Ethical and Civic Responsibility, Competency 2 Rubrics

Competency 2:	Analyze core concepts (politics, rights, obligations, justice, and liberty) in relationship to specific issues. Given a specific case or assignment, the student will:
6 – Exemplary Achievement	<ul style="list-style-type: none"> • Clearly and precisely identify and analyze core concepts (e.g., politics, rights, obligations, justice, and liberty) in relationship to specific issues. • Communicate thinking clearly and with originality.
5 – Commendable Achievement	<ul style="list-style-type: none"> • Identify and analyze core concepts in relationship to specific issues with some clarity and precision, but with less detail and content mastery than a “6”. • Communicate effectively most of the thinking process.
4 – Adequate Achievement	<ul style="list-style-type: none"> • Identify most or all of core concepts and/or can provide some analysis but in a more general way than a “5 or 6”. • Communicate on a limited basis.
3 – Some Evidence of Achievement	<ul style="list-style-type: none"> • Identify only some of the core concepts, or analyzes their application to specific cases in a partial or generic way. • Communicate on a limited basis.
2 – Limited Evidence of Achievement	<ul style="list-style-type: none"> • Identify only some of the core concepts, or can analyze their application to specific cases incompletely, with less detail or rigor than a “3”. • Make little attempt to communicate.
1 – Minimal Evidence of Achievement	<ul style="list-style-type: none"> • Is unable to identify core concepts, or does not analyze their application to specific cases. • Is unable to communicate.
0 – No response	<ul style="list-style-type: none"> • Response is off task, or is too minimal to respond to in a meaningful way.

Ethical and Civic Responsibility, Competency 3 Rubrics

Competency 3:	Analyze and reflect on the ethical dimensions of legal, social, and scientific issues. Given a case describing a social, legal, or scientific issue, the student will be able to:
6 – Exemplary Achievement	<ul style="list-style-type: none"> • Identify and analyze the ethical dimensions of the issue clearly and precisely. • Accurately reflect on the implications of possible ethical decisions. • Communicate thinking clearly with originality.
5 – Commendable Achievement	<ul style="list-style-type: none"> • Identify and analyze the ethical dimensions of the issue clearly but with less detail than a “6”. • Accurately reflect on the implications of possible ethical decisions. • Communicate effectively most of the thinking process.
4 – Adequate Achievement	<ul style="list-style-type: none"> • Identify and analyze the ethical dimensions of the issue in a general way. • Reflect generally on the implications of possible ethical decisions. • Communicate on a limited basis.
3 – Some Evidence of Achievement	<ul style="list-style-type: none"> • Identify only some of the ethical dimensions of an issue, or reflects on the implications in a partial, incomplete, or generic way. • Communicate on a limited basis.
2 – Limited Evidence of Achievement	<ul style="list-style-type: none"> • Identify only some of the ethical dimensions of an issue, or is unable to reflect on the implications accurately. • Make little attempt to communicate.
1 – Minimal Evidence of Achievement	<ul style="list-style-type: none"> • Does not identify the ethical dimensions of an issue, or is unable to reflect on the implications of ethical decisions. • Is unable to communicate.
0 – No response	<ul style="list-style-type: none"> • Response is off task, or is too minimal to respond to in a meaningful way.

Ethical and Civic Responsibility, Competency 4 Rubrics

Competency 5:	Identify ways to exercise the rights and responsibilities of citizenship.
	When prompted, the student will be able to:
6 – Exemplary Achievement	<ul style="list-style-type: none"> • Identify a wide spectrum of the rights of citizens. • Identify a wide variety of ways to exercise responsibilities of citizenship. • Clearly and precisely reflect on the importance of rights and responsibilities • Communicate thinking clearly with originality.
5 – Commendable Achievement	<ul style="list-style-type: none"> • Identify a spectrum of the rights of citizens. • Identify a variety of ways to exercise responsibilities of citizenship. • Clearly and precisely reflect on the importance of rights and responsibilities but with less detail than a “6”. • Communicate effectively most of the thinking process.
4 – Adequate Achievement	<ul style="list-style-type: none"> • Identify a number of the rights of citizens. • Identify a variety of ways to exercise responsibilities of citizenship. • Reflect generally on the importance of rights and responsibilities but with less detail than a “5”. • Communicate on a limited basis.
3 – Some Evidence of Achievement	<ul style="list-style-type: none"> • Identify some of the rights of citizens. • Identify some ways to exercise responsibilities of citizenship. • Reflect on importance of rights and responsibilities in an incomplete or occasionally inaccurate way. • Communicate on a limited basis.
2 – Limited Evidence of Achievement	<ul style="list-style-type: none"> • Identify only one or two of the rights of citizens. • Identify only one or two ways to exercise responsibilities of citizenship. • Does not reflect on the importance of rights and responsibilities to society, or does so incompletely or inaccurately. • Makes little attempt to communicate.
1 – Minimal Evidence of Achievement	<ul style="list-style-type: none"> • Identify no rights of citizens. • Identify no ways to exercise responsibilities of citizenship. • Does not reflect on the importance of rights and responsibilities of citizenship. • Is unable to communicate.
0 – No response	<ul style="list-style-type: none"> • Response is off task, or is too minimal to respond to in a meaningful way.