

## Communication

### Personal Responsibility

Criteria	4 - Exemplary	3 - Mature	2 - Developing	1 - Formative
Recognizes and describes ethical issue	Student can recognize ethical issues and explain ethical issues in great detail.	Student can recognize ethical issues and offers some details about the issue.	Student recognizes basic ethical issue but does fails to grasp complexity of the issue.	Student fails to recognize basic ethical issues.
Analyzes ethical issue	Student skillfully analyzes the ethical issue and indicates problems (fallacies) of argument arising from the ethical issue.	Student adequately analyzes the ethical issue and indicates some problems (fallacies) of argument arising from the ethical issue.	Student partially analyzes the ethical issue and offers surface level analysis of some problems (fallacies) of argument arising from the ethical issue.	Student offers little analysis of the ethical issue or the problems (fallacies) of argument arising from the ethical issue.
Ethical perspectives in contexts/settings	Student fully recognizes and evaluates different ethical perspectives with depth and clarity; student fully considers the context/setting that may impact the ethical issue.	Student recognizes and evaluates different ethical perspectives with some clarity; student recognizes how the context/setting may impact the ethical issue.	Student recognizes, but does not evaluate, different ethical perspectives. Student incompletely recognizes how the context/setting impacts the ethical issue.	Student does not recognize different ethical perspectives or how the context/setting may affect the ethical issue.
Applies/uses ethical reasoning	Student demonstrates keen sensitivity to ethical argument (e.g. reflects on long term effects (consequences) of advocating a particular position, argument construction is sound (including appropriate citations of sources) and avoids fallacies and biased language.	Student demonstrates awareness of ethical argument (e.g. some reflection on consequences of a particular argument, argument construction is relatively sound, sources cited) with minimal fallacies and biased language.	Student demonstrates some awareness of ethical argument, but fails to consider to a great degree consequences of a particular argument, has some fallacies, minimal source citation, and some biased language.	Student demonstrates no sense of long term consequences of an argument, argument construction is flawed, and language is biased.

## Communication

Courses in the American History category focus on the consideration of past events and ideas relative to the United States, and involve the interaction among individuals, communities, states, the nation, and the world.

## Core Objectives

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility:** To include the ability to connect choices, actions and consequences to ethical decision-making

Definition: *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.*

Framing Language: *This rubric is designed to evaluate samples and collections of work that demonstrate student learning about ethics and/or ethical decision-making. Students' ethical self-identity evolves as they both practice ethical decision making skills and learn how to describe and analyze positions on ethical issues. This rubric can be applied to assignments where students demonstrate their ability to make ethical choices and/or discuss/analyze an ethical issue. Ethical decision making and analysis can be facilitated through case study analysis of particular ethical dilemmas or issues, discussion of theories of ethics, engaging in ethical speaking, writing, and listening, among others available and appropriate to specific disciplines and classroom experiences. Some information about the assignment would help evaluators using this rubric.*