

## Simplified Rubric for Assessing ETHICAL REASONING & CIVIC ENGAGEMENT

	<b>Not Satisfactory</b>	<b>Satisfactory</b>
<p><b><u>Ethical Reasoning and Civic Engagement:</u></b> Students will work to make a difference in the civic life of our communities while recognizing how different ethical perspectives might be applied to ethical dilemmas.</p>	<p>Student does not satisfactorily demonstrate ethical reasoning and civic engagement attributes.</p>	<p>Student satisfactorily demonstrates ethical reasoning and civic engagement attributes by recognizing diverse perspectives should be applied to ethical dilemmas when affecting the civic life of communities.</p>

### Details Behind Simplified Rubric

	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Expectations</b>
<p><b><u>Ethical Reasoning and Civic Engagement:</u></b> Students will work to make a difference in the civic life of our communities while recognizing how different ethical perspectives might be applied to ethical dilemmas.</p>	<ul style="list-style-type: none"> <li>• Student expresses attitudes and beliefs as an individual, one-sided view and is indifferent/ resistant to what can be learned from other communities and cultures.</li> <li>• Student begins to identify knowledge from her/his own academic field that is relevant to civic engagement.</li> <li>• Student provides little evidence of civic engagement and makes no meaningful connection to civic identity.</li> <li>• Student has experimented with some civic activities but with little internalized understanding.</li> <li>• Student recognizes obvious ethical issues with little complexity, does not fully engage an ethical perspective, and presents an idea that is not complete or comprehensive.</li> </ul>	<ul style="list-style-type: none"> <li>• Student reflects on how own attitudes and beliefs are different those of from others, exhibiting curiosity about what can be learned from other communities/cultures.</li> <li>• Student analyzes knowledge from her/his academic field, making relevant connections to civic engagement.</li> <li>• Student demonstrates the ability and commitment to work actively within community contexts and structures to achieve a civic aim.</li> <li>• Student demonstrates independent experience and team leadership of civic action with insightful analysis of accomplishments.</li> <li>• Student recognizes ethical issues, applies ethical perspectives/concepts, and crafts a formal position/response to ethical issues in the context of civic engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates evidence of adjustment in attitudes and beliefs as a direct result of working with/learning from diversity of communities and cultures.</li> <li>• Student connects and extends knowledge from her/his academic field to civic engagement.</li> <li>• Student provides evidence of experience in civic engagement and self-reflects on civic identity.</li> <li>• Student shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective analysis.</li> <li>• Student independently recognizes ethical issues, applies ethical perspectives/concepts, and implements solutions that reflect a deep and robust commitment to ethical reasoning and civic engagement.</li> </ul>