

Ethics Evaluation Rubric

Exemplary	Acceptable	Marginally Acceptable	Not Acceptable
Student's work correctly identifies not only the main but also the secondary moral/ethical issue(s) in the assignment.	Student's work correctly identifies the moral/ethical issue(s) in the assignment.	Student's work correctly identifies the moral/ethical issue(s) in the assignment.	Student's work fails to correctly identify the moral/ethical issue in the assignment.
Student's work correctly applies and clearly demonstrates a deep understanding of relevant/moral framework(s) in her/his analysis.	Student's work correctly applies and demonstrates an understanding of relevant/moral framework(s) in her/his analysis.	Student's work either fails to apply or misapplies an ethical/moral framework in her/his analysis.	Student's work fails to apply any ethical/moral framework in her/his analysis.
Student's work identifies all of the important stakeholders.	Student's work identifies most of the important stakeholders.	Student's work identifies only the most obvious stakeholder(s).	Student's work fails to identify any of the relevant stakeholders in the assignment.
Student's work distinguishes between assignment facts and student's personal opinion.	Student's work distinguishes between assignment facts and student's personal opinion.	Student's work fails to distinguish between assignment facts and personal opinion.	Student's work fails to distinguish between assignment facts and personal opinion.
Student's work proposes several alternatives to the assignment's issue(s) – all of which demonstrate in-depth thinking and understanding.	Student's work proposes several alternatives to the assignment's issue(s).	Student's work proposes one resolution to the assignment's issue(s).	Student's work proposes a resolution to the assignment issue(s) based solely on personal opinion.
Student's work makes a strong, compelling case for her/his proposed resolution(s).	Student's work makes an adequate case for her/his proposed resolution(s).	Student's work fails to make an adequate case for her/his proposed resolution(s).	Student's work fails to make an adequate case for her/his proposed resolution(s).
Overall, student's work demonstrates an in-depth, nuanced understanding of how ethical principles and moral reasoning can be used to resolve the assignment's moral/ethical issue(s).	Overall, student's work demonstrates a good understanding of how ethical principles and moral reasoning can be used to resolve the assignment's moral/ethical issue(s).	Overall, student's work minimally demonstrates an understanding of how ethical principles and moral reasoning can be used to resolve the assignment's moral/ethical issue(s).	Overall, student's work fails to demonstrate any understanding of how ethical principles and moral reasoning can be used to resolve the assignment's moral/ethical issue(s) .

Global Evaluation Rubric

Exemplary	Acceptable	Marginally Acceptable	Not Acceptable
Student's work demonstrates a superb understanding of important country or global differences in the assignment.	Student's work demonstrates a good understanding of important country or global differences in the assignment.	Student's work is simplistic in its analysis of global dynamics and/or issue(s) in the assignment. Student's work demonstrates a limited understanding of important country or global differences in the assignment.	Student's work fails to demonstrate any understanding of important country or global differences as required by the assignment.
Student's work includes many relevant international/global examples as appropriate to the assignment.	Student's work includes several relevant international/global examples as appropriate to the assignment.	Student's work includes one global example as relevant to the assignment.	Student's work fails to include any global examples as relevant to the assignment.
Student's work describes countries, cultures, economic systems and/or international events in nonjudgmental, neutral language. Student's work is nuanced in its distinctions/differentiations between countries, cultures, economic systems and/or international events.	Student's work describes countries, cultures, economic systems and/or international events in nonjudgmental, neutral language.	Student's work includes some judgmental/negative language to describe countries, cultures, economic systems and/or international events in the assignment.	Student's work uses pejorative, negative language to characterize countries, cultures, economic systems and/or international events throughout the assignment.
Student's work superbly contextualizes global situations in terms of country history, economic development, cultural tradition/influence, political structure, government and/or ethical philosophy as appropriate to the assignment.	Student's work contextualizes global situations in terms of country history, economic development, cultural tradition/influence, political structure, government and/or ethical philosophy as appropriate to the assignment.	Student's work minimally contextualizes global situations in terms of country history, economic development, cultural tradition/influence, political structure, government and/or ethical philosophy as appropriate to the assignment.	Student's work fails to contextualize global situations along any dimension: country history, economic development, cultural tradition/influence, political structure, government and/or ethical philosophy as appropriate to the assignment.
Student's work presents strong and creative recommendation(s) as required by the assignment.	Student's work presents good recommendation(s) as required by the assignment.	Student's work presents weak/ambiguous recommendation(s) as required by the assignment.	Student's work presents incorrect/inappropriate recommendation(s) as required by the assignment.
Overall, student's work demonstrates an outstanding understanding/discussion of the global issue(s) in the assignment, uses value-free language throughout to describe/evaluate situations and demonstrates a profound appreciation for global differences.	Overall, student's work demonstrates a good understanding/discussion of the global issue(s) in the assignment and uses value-free language throughout to describe/evaluate situations.	Overall, student's work is superficial in its understanding/discussion of the global issue(s) in the assignment and has major lapses in its use of value-free language to describe/evaluate situations..	Overall, student's work presents the United States – or what the student personally knows – as “the correct” and only perspective relevant to the assignment.