

# PERSONAL RESPONSIBILITY VALUE RUBRIC



This rubric was developed by an interdisciplinary team of faculty representing Texas Southmost College (TSC) through a process that examined and modified the AACU Personal Responsibility Value Rubric and the Stephen F. Austin (SFA) Personal Responsibility rubric to meet the needs of TSC's core curriculum assessments. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institution –level use in evaluating and discussing student learning.

## Definition

Personal responsibility is the ability to reason about and evaluate ethical human conduct.

## Framing Language

Personal responsibility has many components, from good hygiene and punctuality to assuming responsibility for the wellbeing of others. This rubric is designed to assess work that requires students to reflect on the beliefs that inform their own ethical views and to consider alternative perspectives. Students who benefit from a college education should be able to reexamine, articulate, and defend their ethical beliefs and apply them to a variety of issues arising in different personal, professional, and social contexts. This rubric is designed to assess a variety of types of assignments across disciplines. Possible assignments could include a written assignment based on readings or other sources that require students to reflect on different ethical perspectives, an oral presentation that requires students to outline different facets of an ethical issue, or an on-line or in-class group discussion of an ethical issue. However, the assignment must produce work samples that can be preserved and evaluated at the institutional level.

## Glossary

**Core belief.** A core belief is a principle or fundamental belief which guides a person's actions or decisions. A core belief can change over time. **Ethical issue.** An ethical issue is a problem or situation that requires a person to choose between alternatives based on standards of moral conduct. **Context.** Context is the historical, cultural, professional, or political situation, background, or environment that applies to a given ethical issue. **Perspective.** A perspective is a world view that informs core beliefs and ethical opinions. It is how one sees oneself, other people, and the world. Perspectives are not limited to theories and concepts in ethical philosophy. They may also include political and religious convictions, cultural assumptions, and attitudes shaped by one's family, background, and experiences

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	<b>Exemplary 4</b>	<b>Proficient 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Non-Evident 0</b>
<b>Ethical Self-Awareness</b>	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.	Student does not state his/her core beliefs or articulates the origins of the core beliefs.
<b>Understanding Different Ethical Perspectives/ Concepts</b>	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.	Student does not name any theory.
<b>Ethical Issue Recognition</b>	Student can recognize the ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Students cannot recognize basic and obvious ethical issues and fails to grasp complexity or interrelationships.
<b>Application of Ethical Perspectives/ Concepts</b>	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply 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).	Students cannot apply ethical perspectives/concepts to an ethical questions with support (using examples, in a class, in a group, or a fixed-choice setting).
<b>Evaluation of Different Ethical Perspectives/ Concepts</b>	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the students defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.	Student cannot state position.