

## Ethical Reasoning in Context (ERC) Rubric

ILO	Sufficient	Insufficient
<b>Evaluate a range of ethical perspectives</b>	Student can name the ethical perspectives they use and can grasp the complexities or interrelationships among the different perspectives.	Student only names the perspective they use but fails to grasp complexity or interrelationships among that perspective and others.
<b>Apply these ethical perspectives to specific questions.</b>	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example).	Student is unable to apply ethical perspectives/concepts independently (to a new example.).
<b>Identify or critically evaluate their own ethical views</b>	Student states both their ethical views and the origins of the ethical views.	Student states either their ethical views or articulates the origins of the ethical views but not both.

ILO 1. Evaluate a range of ethical perspectives.

*An "ethical perspective" is not a moral conclusion about a moral question. Rather, an ethical perspective is a way of defining and organizing a number of different foundational moral concerns. For example, if the perspective is "utilitarianism," an evaluation presupposes at least two kinds of intellectual activities: (a) getting clear on what counts as utility, as well as (b) how to calculate utility*

ILO 2. Apply these ethical perspectives to specific questions.

*This requires the application of the activities noted above to some specific example. E.g.: How does utility apply to a situation of warfare, or abortion, or truth-telling, or whatever. How would one make calculations about consequences in such situations?*

ILO 3. Identify or critically evaluate their own ethical views.

*This requires the student to engage (1) and (2), bringing their own foundational moral concepts (and if they have a sense of how they might want to organize them) into the conversation.*