

Essay # \_\_\_\_\_



## IBE BIOETHICS ESSAY COMPETITION. WRITTEN ESSAY EVALUATION RUBRIC

*Adapted from AACU ETHICAL REASONING VALUE RUBRIC*

<https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-ethical-reasoning>

Judges: write the number of points on the box to the right of each description, then add them the score for all the criteria. Any criterion below “Benchmark” should be given 0 points.

| Criterion  | Excellent  |  | Very Good   |  | Good   |  | Benchmark  |  |
|--|--|--|---|--|--|--|--|--|
|  | 4 points   |  | 3 points  |  | 2 points   |  | 1 point  |  |
| <b>Ethical Self-Awareness</b>                                | Student analyzes in detail (depth) and logically core beliefs and the origins of the core beliefs.   |  | Student discusses in a logical manner both core beliefs and the origins of the core beliefs.  |  | Student states both core beliefs and the origins of the core beliefs, but there is no discussion or the discussion is shallow.                       |  | Student states either their core beliefs or articulates the origins of the core beliefs but not both.                                |  |
| <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 and attempts to explain the details of the theory or theories but has some inaccuracies.  |  | Student names 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.   |  |
| <b>Ethical Issue Recognition</b>                             | Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.  |  | Student recognizes ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.  |  | Student recognizes basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.                |  | Student recognizes basic and obvious ethical issues but 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 independently applies ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.   |  | Student applies ethical perspectives/concepts to an ethical question independently, but the application is inaccurate.                               |  | Student is unable apply ethical perspectives/concepts to an ethical question with support using examples,                            |  |
| <b>Evaluation of Different Ethical Perspectives/Concepts</b> | Student states a position and states several objections to, and responds to the objections, assumptions and implications of different ethical perspectives/ concepts, and the student's response is not robust and convincing. |  | Student states a position and states several objections to, and responds to the objections, assumptions and implications of different ethical perspectives/ concepts, but the student's response is not robust or fully convincing. |  | Student states a position and states some objections to, states assumptions and implications of different perspectives but does not respond to them. |  | Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts. |  |
| <b>Total Points</b>  |  |  |   |  |  |  |  |  |

Great Total: \_\_\_\_\_