

PERSONAL RESPONSIBILITY - CORE OBJECTIVES RUBRIC 2026-2027				
Criteria	Guiding Question	Level 3	Level 2	Level 1
Connections to Experience	Does the student draw effectively on lived experiences from a variety of contexts to illuminate the ideas that they're discussing?	3. Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/ frameworks of fields of study.	2. Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	1. Does not meet level 2. For example: Identifies connections among life experiences and those academic texts and ideas perceived as similar and related to own interests, but ignores differences.
Reflection and Self-Assessment	Does the student reflect insightfully on their own learning?	3. Insightfully evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	2. When called upon to do so, evaluates changes in own learning over time, articulating strengths and challenges to improvement.	1. Does not meet level 2. For example: When called upon to do so, describes own performances with simplistic descriptors of success or failure.
Transfer	How effectively does the student adapt and apply lessons from previous problems to new situations?	3. Effectively adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations, using them to solve problems or explore issues.	2. Uses skills, abilities, theories, or methodologies gained in one situation in a new situation in an attempt to solve or understand problems or issues.	1. Does not meet level 2. For example: Fails to recognize relevance of previously learned strategy to new situation.
Access and Use Information Ethically and Legally	Does the student follow academic integrity and other source-related ethical and legal practices?	3. Demonstrates an appropriate understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Students correctly use all of the following information use strategies: 1) use of citations and references; 2) choice of paraphrasing, summary, or quoting; 3) use of information in ways that are true to original context; 4) distinction between common knowledge and ideas requiring attribution.	2. Demonstrates an appropriate understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Students correctly use all but one of the following information use strategies: 1) use of citations and references; 2) choice of paraphrasing, summary, or quoting; 3) use of information in ways that are true to original context; 4) distinction between common knowledge and ideas requiring attribution.	1. Does not meet level 2. For example: Artifact fails to use citations when appropriate.
Evaluate Information and its Sources Critically	Does the student accurately evaluate sources of information according to appropriate criteria?	3. Accurately classifies and evaluates sources of information according to appropriate criteria, identifying legitimate and illegitimate uses for those sources, or using them legitimately in an argument.	2. Accurately classifies sources of information and evaluates them with moderate success using established criteria.	1. Does not meet level 2. For example: Inaccurately classifies sources, uses inappropriate criteria for evaluation of sources, or misses significant weaknesses or strengths to sources.
Uses Information Purposefully	Does the student draw on sourced information in ways that achieve coherent rhetorical goals? (Note: Students fail at this when they drop quotations into their work without connecting them accurately to points that they're making.)	3. Communicates, organizes and synthesizes information from sources to achieve a clear purpose.	2. Communicates and organizes clearly relevant information from sources, but may not always synthesize it or reliably connect it to the claims being made.	1. Does not meet level 2. For example: Much of the outside information appears to have been used as filler.
Application of Ethical Perspectives/Concepts	Does the student accurately apply ethical perspectives/concepts to new cases?	3. Independently applies ethical perspectives/concepts to a new example of an ethical question, and does so accurately. May consider the specific implications of the application.	2. Applies ethical perspectives/concepts to an ethical question, independently (to a new example), but the application is inaccurate.	1. Does not meet level 2. For example: Applies 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).
Ethical Issue Recognition	Can the student identify ethical issues within complex, multilayered contexts?	3. Recognizes ethical issues when issues are presented in a complex, multilayered (gray) context and/or can grasp cross-relationships among the issues.	2. Recognizes basic and obvious ethical issues and grasps (incompletely) the complexities or interrelationships among the issues.	1. Does not meet level 2. For example: Recognizes basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Ethical Self-Awareness	Does the student display ethical self-awareness by analyzing and evaluating their own core beliefs and the origins of those core beliefs?	3. Analyzes and evaluates both core beliefs and the origins of the core beliefs. May revise beliefs through the act of reflection.	2. Discusses both core beliefs and the origins of the core beliefs.	1. Does not meet level 2. For example: States either his/her core beliefs or articulates the origins of the core beliefs, but not both.
Understanding Different Ethical Perspectives/Concepts	Can the student accurately identify and explain ethical concepts and/or theories?	3. Names the theory or theories, can accurately present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	2. Names the major theory or theories she/he uses, can accurately present the gist of said theory or theories, and attempts to explain the details of the theory or theories used.	1. Does not meet level 2. For example: Names the major theory she/he uses, but may only communicate the gist of the theory through shorthands or simplistic reductions.
Content Development	Does the student effectively develop ideas, arguments, or other forms of discourse?	3. Effectively uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	2. Uses appropriate and relevant content to develop and explore ideas through most of the work.	1. Does not meet level 2. For example: The artifact might develop simple ideas in some parts of the work while leaving other critical elements under-developed.
Use of Evidence	Does the student employ available information effectively and responsibly, with clear awareness of source strengths and weaknesses?	3. The student persuasively supports claims with warranted information from credible sources appropriate to the claim, which may include outside sources, assignment data, class materials, and/or original field or laboratory research.	2. The student supports claims with information from arguably credible sources, which may include outside sources, assignment data, class materials, and/or original field or laboratory research.	1. Does not meet level 2. Examples of work that might not meet level 2 include claims unsupported by sources, claims supported by Web sites that should have been better vetted, interviews with people not qualified to speak on the claim that they are supporting.