

VSR Rubric for evaluating student work (revised after workshop)

General Note: for the purposes of this rubric, **values** are interpreted in a broad way to include:

- (1) what is regarded as good or worthwhile as an end; rankings and preferences regarding such ends; and that which is instrumental/useful for realizing such ends;
- (2) moral norms and principles that guide, regulate, and constrain human action; and
- (3) ideals and aspirations regarding excellence in practice, the nature of the good life, and the virtues for realizing these aspirations and ideals

Learning outcome 1: Identify the source and function of values**Acceptable:**

Student work clearly identifies:

- (a) values/norms/ideals that guide activities of human life,
- (b) the reasons why individuals or groups of people do or ought to hold the values identified in (a), and
- (c) explores the implications of following or failing to follow those values/norms/ideals.

Acceptable student work might be descriptive, for example, it may speak of values of a person, role, profession, or group of people at a given time and place, tracing the implications of holding those values, and clarifying the reasons why such values are or were held by the specified agent or community. Alternatively, acceptable student work might be normative, stating values of the student, a role, a profession, or a given community; exploring implications for that person, role, profession or community of holding those values; and providing a justification for why such values with those implications ought to be embraced. In either case, the crucial mark of acceptable student work is related to appreciation of the relations between clearly stated values, their implications, and their justifications.

Unacceptable:

Values, implications, and/or justifications are not clearly stated and plausibly related to one another.

Learning outcome 2: Demonstrate an understanding of the importance of values, ethics, and social responsibility for the self and for contemporary society**Acceptable**

Student competence related to learning outcome 2 can be demonstrated in one of two ways:

- (1) **Relation between values and well-being:** Student work shows how contemporary well-being of an individual, professional, community and/or society is informed by or positively/negatively related to clearly specified values, norms, or ideals. The acceptability of student work depends on a capacity to clearly identify and describe the relevant aspect or quality of contemporary life that is positively or negatively evaluated, and then plausibly trace the relations between that aspect or quality and the explicitly stated values, norms, or ideals of agents.
- (2) **Relation between values and identity:** Acceptable student work shows how values inform the way individuals, professionals, communities, and/or society understand themselves; clarifies how values guide, are implicated in, and/or explain developmental processes; and/or how the values, norms, and ideals inform the ways such agents or communities cope with difficulties, failure, uncertainty, and controversy. Acceptable student work will provide a clear account of (a) the relevant values, norms, and/or ideals, (b) some vision of life, identity, development, or coping strategy of an individual or community, and (c) a plausible account of how this identity, development, or coping strategy is informed by the specified values, norms, and/or ideals.

Unacceptable

Unacceptable student work either fails to clearly identify both values and a quality of contemporary well-being or aspect of identity that is related to those values or, alternatively, clearly stated values are not related to contemporary well-being or identity in a plausible way.

Learning outcome 3: Reflect on how values shape personal and community ethics and decision-making.

Acceptable

Student work (a) identifies and accurately characterizes a method or framework for ethical analysis, reasoning, and decision-making, and (b1) properly uses it to determine an appropriate course of action in a given case or (b2) shows how the method or framework itself depends on specific values, norms, or ideals.

Unacceptable

Student work (a) fails to clearly identify and accurately characterize a method or framework for ethical analysis, and/or the student (b1) fails to use the method or framework to determine an appropriate course of action in a given case, e.g., presenting some course or action or ethical position as a brute assertion or in a way that is not plausibly related to the specified method or ethical framework; or (b2) fails to plausibly relate the method or framework for ethical analysis to the specified values, norms, or ideals that are supposed to inform it.