

Avondale Business School
BBUS36090 Professional Ethics
Ethical Issue Marking Rubric 2016

Name:

	4	3	2	1
Answering the Question	Student clearly answers the question and provides analysis and explanations to support their position.	Student answers the question and provides some analysis and explanations to support their position.	Student answers the question and provides little analysis and explanations to support their position.	Student either provides a very limited answer to the question and/or provides no analysis and explanations.
Ethical Issue Recognition	Student can recognize and identify the ethical issues when presented in a complex, multilayered (grey) context AND can recognize cross- relationships among the issues.	Student can recognize and identify the ethical issues when issues are presented in a complex, multilayered (grey) context OR can grasp cross- relationships among the issues.	Student can recognize and identify basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student struggle to recognize and identify basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	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 and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support but is unable to apply ethical perspectives/ concepts independently.
Presentation:	Writing is well-focused; arguments or perspectives are precisely defined and explained; coherent flow in developing an insightful idea demonstrated. No spelling or grammar issues.	Arguments or perspectives are clearly stated; organized flow in writing but not deep enough to be very insightful. Limited spelling and grammar issues.	Arguments or perspectives are vaguely mentioned; the writing lacked an organized flow and the ideas were hard to follow. Spelling and grammar issues very noticeable.	Do not show any original thinking or perspectives; chaotic in organization and presentation of ideas. No attention to spelling or grammar.