**Ethical guidelines and procedures rubric**

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|  | Exemplary (5) | Proficient (4-3) | Below standard (2, 1) | Did not demonstrate (0) | Total points |
| Use of the Foundations document | Evidence found that students have used the resource — and questions provided there — to address some of the problems/issues with the guideline or procedure.  | Some evidence found that students have used the resource — and questions provided there — to address some of the problems/issues with the guideline or procedure.  | Little evidence found that students have used the resource — and questions provided there — to address some of the problems/issues with the guideline or procedure.  | No evidence found that students have used the resource — and questions provided there — to address some of the problems/issues with the guideline or procedure.  |  |
| Clarity | Wording is easy to understand and no red flag phrases are used. | Wording is easy to understand but a few red flag phrases are used. | Wording is easy to understand but many red flag phrases are used. | Wording is neither easy to understand nor have students avoided red flag phrases. |  |
| Word choice | Word choice is specific and correct. | Word choice is specific but not correct. | Word choice is not specific but overall concepts are correct. | Word choice is neither specific nor correct. |  |
| Decision making power | Students make final decision. |  |  | Administrators or teachers given power to make final decision. |  |
| Feedback to others | Students provided insightful feedback to the other groups. | Students provided some insightful feedback to the other groups. | Students provided little feedback to the other groups. | Students provided no feedback to the other groups. |  |
| Work ethic | Students use class and computer time effectively. | Students often use class and computer time effectively. | Students sometimes use class and computer time effectively. | Students rarely use class and computer time effectively. |  |
| Total points |  |  |  |  | \_\_\_/ 30 points |