| **Criteria** | **Proficient** | **Competent** | **Novice** | **Not addressed** |
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| **Identifies dilemma(s)** | Accurately describes the dilemma evidencing the gathering of pertinent facts and information and ascertains exactly what must be decided | Identifies the dilemma (including pertinent facts) and ascertains exactly what must be decided | Identifies the dilemma or ascertains exactly what must be decided | Does not identify the dilemma and does not ascertain exactly what must be decided |
| **Facts and Information** | After gathering the facts, appraises the relevant facts and assumptions prudently noting the evaluation of any ambiguous information and explores any unjustifiable factual or illogical assumptions, or debatable conceptual issues | Appraises the relevant facts and assumptions prudently noting the evaluation of any ambiguous information | Begins to appraise the relevant facts and assumptions prudently | Does not appraise the relevant facts and assumptions prudently |
| **Stakeholders** | Identifies stakeholders. Determines who should be considered or involved in the decision-making process for this case and accurately identifies all of the interested stakeholders, even those not specifically mentioned in the description | Determines who should be considered or involved in the decision-making process for this case and accurately identifies most of the interested stakeholders | Determines who should be considered in the decision making process for this case or identifies some of the interested stakeholders | Does not determine who should be involved in the decision making process for this case and does not identify the interested stakeholders |
| **Impact to stakeholders (Possible alternatives available and considers consequences)** | Evidencing the student thoroughly reflected on the viewpoints of these key players as well as their value systems and thought through what each of these stakeholders would like the student to decide as a plan of action. Delineates at least 2 alternatives | evidencing the student began to reflect on the viewpoints of these key players as well as their value systems and discussed what each of these stakeholders would like the student to decide as a plan of action. Delineates 1 alternative | Delineates some impacts and a partial alternative | Does not delineate any alternatives |
| **Recommendation(s)** | Determines the best alternative available, describes how the decision maximizes the benefit and minimizes the risk for everyone involved, and they challenge their decision as they think others might, and defend it by from the ethical arguments they predict others would use | Determines the best alternative available and describes how their decision maximizes the benefit and minimizes the risk for everyone involved | Determines the best alternative available | Does not make a decision about the best alternative available |
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