<table>
<thead>
<tr>
<th>NHV Assessment Rubric</th>
<th>1—Lacking or Not Observed</th>
<th>2—Emerging or Developing</th>
<th>3—Proficient</th>
<th>4—Advanced</th>
<th>SCORE</th>
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| **1. Application of Ethical Concepts**  
ABET outcome (f)  
NHV objective 5 | Is not able to apply or demonstrate understanding of ethical theories or concepts; may misrepresent the ideas or apply them inaccurately. | Can apply basic ethical theories or concepts to a particular case, but the application may be vague or slightly inaccurate; may require guidance to develop appropriate applications. | Is capable of independently applying ethical theories or concepts to particular cases, but does not show consideration for specific implications of the application. | Can independently and accurately explain and apply ethical theories or concepts to particular cases and demonstrates consideration of the full implications of the application. |       |
| **2. Critical Thinking and Reading**  
ABET outcome (h)  
NHV objectives 1, 4 | Discusses course concepts or readings with misinterpretations or a unilateral viewpoint and has difficulty reading and synthesizing information. | Is beginning to identify main ideas from readings and discusses basic arguments and course concepts, but has difficulty determining connections and contexts for these ideas, or with avoiding bias and perceiving other viewpoints. | Competently identifies main ideas from readings and can synthesize concepts from lectures and discussions effectively; demonstrates an understanding of multiple worldviews and social contexts. | Consistently isolates main arguments in readings of varying difficulty and relates them to course lectures and content with sophistication; shows an ability to synthesize diverse worldviews and discuss key concepts in multiple contexts. |       |
| **3. Constructing an Argument**  
ABET outcome (g)  
NHV objective 3 | Fails to support claims effectively; presents ambiguous or illogical argumentative conclusion with weak logical support or faulty reasoning. | Attempts to support claims effectively, but presents a vague or disorganized argumentative conclusion that is not fully or logically supported. | Supports central claims effectively; presents a well-focused, organized and original argumentative conclusion with adequate logical support. | Constructs an advanced argument and supports central claims skillfully; presents a well-focused, original argumentative conclusion with effective logical support and clear organization. |       |
| **4. Research**  
ABET outcomes (g) and (j)  
NHV objectives 2, 3, 8 | Struggles to find relevant, diverse, or reliable research; is unable to reference appropriate material or cite sources in-text. | Presents information from relevant sources representing limited points of view, or shows various perspectives through inappropriate sources; is imprecise with source citation in written work. | Student demonstrates ability to find and reference applicable, diverse source material in written work and cites sources correctly. | Locates and synthesizes in-depth information from relevant sources that represent diverse points of view; cites sources accurately in written work. |       |
| **5. Writing and Mechanics**  
ABET outcome (g)  
NHV objectives 2, 4 | Writes prose that is often unclear and unreadable because of errors; tone is inappropriate or style is awkward. | Writes prose that contains meaningful content, but contains errors, confusing phrasing, shifts in tone, or inappropriate style. | Writes straightforward prose that is generally clear and readable with few errors, and suitable tone and style. | Writes prose that is clear, fluent, readable, and virtually error-free; conveys meaning expertly through precise word choice and engaging style and tone. |       |
| **6. Engineering in Context**  
ABET outcomes (h)(i) and (f)  
NHV objectives 6, 7, 8 | Fails to convey knowledge of engineering and science issues and their impact in a broader global, environmental, or social context through course writing, discussion, or oral presentation. Fails to perceive a personal connection to course content. | Attempts to convey knowledge of engineering and science issues and their impact on global, environmental, or social systems through course writing, discussion, or oral presentation, but may lack sophistication or awareness of some connections. Begins to show self-reflection and personal connection to course content. | Demonstrates knowledge of the impact of engineering and science issues on global, environmental, and social systems through sophisticated course writing, discussion, or oral presentation. Show self-reflection and a sense of personal connection to course content. | Demonstrates thorough knowledge of the impact of engineering and science issues on global, environmental, and social systems through sophisticated course writing, discussion, or oral presentation. Connects course content to personal goals and career and shows thoughtful self-reflection. |       |