

Curricular-Level Assessment Rubric for All Masters-Level Courses

Course Title: \_\_\_\_\_ Course #: \_\_\_\_\_

Instructor(s): \_\_\_\_\_ Semester/Term: \_\_\_\_\_

Student Name: \_\_\_\_\_ Program (check one): BSSF MDiv  DAS  Other

Artifact Type: \_\_\_\_\_ Artifact Grade: \_\_\_\_\_ Course Grade: \_\_\_\_\_

Artifact Assignment: (please describe what you asked the student to do; attach a separate sheet if necessary)

**How To Use This Rubric**

The purpose of this "experimental" rubric is to enable us to assess student achievement of curricular-level learning outcomes within each of our courses. The primary piece of evidence of this achievement is the designated assessment artifact that you identified in your syllabus, as required by the syllabus template. This new rubric gathers quantitative evidence based on your measure of the level of proficiency that students have demonstrated *in the assessment artifact*.

Not every course targets every learning outcome, and not every artifact assignment in your course will capture proficiencies on all of the curricular learning outcomes that your course is expected to produce. However, the artifact assignments should have been designed at the outset to capture, at the least, evidence of the degree to which students have achieved proficiency on the *primary* curricular outcomes that are identified for your course on our curricular map (attached).

This rubric is not intended to be used for grading purposes. The data collected here will be aggregated for purposes of assessing (a) the accuracy of our curricular map, (b) the sufficiency of evidence we are collecting from your chosen artifact; and (c) the degree to which we are achieving desired goals and learning outcomes with our current curriculum.

Please use this rubric to score each student's artifact against the outcomes listed, *based solely on the evidence you find in the artifact* and not on the student's performance on other assignments or in the course overall. **You *must* score the primary and secondary outcomes to which your course applies, according to the curricular map. If you believe that achievement of additional outcomes are applicable to your course, please score those too. Scores on outcomes that are not applicable to your course can be left blank. Simply score the outcomes that are pertinent.**

There is some subjectivity built into this method of assessment. Please be guided by the following to help us achieve some degree of consistency.

**Outstanding/High proficiency** = the artifact demonstrates "mastery;" more than adequate proficiency that is at a level expected for a successful graduate of the program.  
**Satisfactory/Adequate proficiency** = the artifact demonstrates "basic" knowledge, understanding, or skills; an acceptable level of proficiency for a graduate of the program.  
**Unsatisfactory/ Inadequate proficiency** = the artifact demonstrates less than "basic" knowledge, understanding, or skills; less than acceptable proficiency for a graduate.  
**Insufficient Evidence** = you are not able to assess the desired outcome/proficiency based on the evidence provided by the student in this artifact.

**Please deposit your course artifacts with scored rubrics in your assessment folder (!Your Name) on the Academic\_Server. If you do not have access to the server, please email them to our assessment coordinator, Susan Brookhart. [susanbrookhart@bresnan.net](mailto:susanbrookhart@bresnan.net).**

**RELIGIOUS HERITAGE**

**Goal 1.** To develop a knowledgeable and critically discerning understanding of the biblical, historical, and theological resources of the richly diverse Christian faith, and of the Anglican/Episcopal tradition in particular, and the capacity to apply this religious heritage to contemporary religious and public life in pastoral and prophetic ways.

Learning Outcomes <i>The student demonstrates...</i>	Insufficient Evidence	Assessment Score		
		3 Outstanding <small>High proficiency</small>	2 Satisfactory <small>Adequate proficiency</small>	1 Unsatisfactory <small>Inadequate proficiency</small>
1.1.1. Broad knowledge and a deep understanding of biblical history, theology, content, and interpretive methods;	X (CTS courses)			
1.1.2. An ability to bring scriptural wisdom to bear on contemporary religious and public life in pastoral and prophetic ways.				
1.2.1. General knowledge of significant developments and persons in church history and in the Anglican Communion.				
1.2.2. A general knowledge of the history, polity and canons of the Episcopal church.				
1.2.3. An ability to bring historical insight to bear on contemporary ecclesial, communal, and public issues.				
1.3.1. Broad knowledge of systematic and contemporary critical and constructive theologies and of theological ethics, both ecumenical and Anglican/ Episcopal.				
1.3.2. A capacity to address liturgical, pastoral and public issues from a theological perspective.				
1.3.3. An ability to articulate one's own theological perspectives with clarity and conviction.				

<b>RELIGIOUS HERITAGE (continued)</b>				
<b>Goal 2.</b> To bring ecumenical Christian perspectives into critical and constructive engagement with the Abrahamic and other global faith traditions.				
		<b>Assessment Score</b>		
<b>Learning Outcomes</b> <i>The student demonstrates...</i>	<b>Insufficient Evidence</b>	<b>3 Outstanding</b> (High proficiency)	<b>2 Satisfactory</b> (Adequate proficiency)	<b>1 Unsatisfactory</b> (Inadequate proficiency)
2.1.1. General familiarity with the Abrahamic and other global faith traditions, their sacred texts, diverse contexts, and people.				
2.1.2. A critical awareness of the complexities of religious identity; and a non-exclusive confidence in the Christian gospel.				

<b>UNDERSTANDING OF CULTURAL CONTEXT</b>				
<b>Goal 3.</b> To become familiar with a variety of cultural resources and to develop the cultural competencies needed for effective, empowering, and contextually appropriate leadership in diverse, multi-cultural congregations and communities.				
		<b>Assessment Score</b>		
<b>Learning Outcomes</b> <i>The student demonstrates...</i>	<b>Insufficient Evidence</b>	<b>3 Outstanding</b> (High proficiency)	<b>2 Satisfactory</b> (Adequate proficiency)	<b>1 Unsatisfactory</b> (Inadequate proficiency)
3.1.1. A capacity to identify and creatively employ cultural resources for the life of Christian faith, mission, and ministry in sensitive and contextually appropriate ways.				
3.2.1. Familiarity with methods and strategies for engagement in multi-cultural ministry.				
3.2.2. A capacity to use these tools to build collaborative relationships with people from different contexts and cultures.				
3.3.1. An understanding of how the intersection of historical experience, social identities (such as race, class, gender, physical ability, sexual orientation), and related systems of privilege, power, discrimination, and oppression shape, sustain, and transform the social contexts in which mission is articulated and in which ministry takes place.				
3.4.1. A critical awareness of one's own social location, culture, preconceptions, and biases, and a sense of self that is informed by one's own cultural narrative.				

<b>GROWTH IN SPIRITUAL DEPTH AND MORAL INTEGRITY</b>				
<b>Goal 4.</b> To grow in personal faith, spiritual depth, and moral integrity by developing self-awareness, cultivating personal and communal spiritual practices, and engaging in theological reflection, in preparation for living more authentically, responsibly, and sustainably into a life of ministerial service.				
		<b>Assessment Score</b>		
<b>Learning Outcomes</b> <i>The student demonstrates...</i>	<b>Insufficient Evidence</b>	<b>3 Outstanding</b> (High proficiency)	<b>2 Satisfactory</b> (Adequate proficiency)	<b>1 Unsatisfactory</b> (Inadequate proficiency)
4.1.1. The capacity to engage in various methods and techniques of theological reflection.				
4.2.1. An ability to articulate one's own beliefs and to reflect on one's own spiritual and vocational experience and development.				
4.3.1. An ability to appreciate the connection between spirituality and the pursuit of justice.				

<b>CAPACITY FOR MINISTERIAL AND PUBLIC LEADERSHIP</b>				
<b>Goal 5.</b> To develop theoretical knowledge, practical skills, an inquisitive mind, and a bold entrepreneurial spirit for wise, compassionate, and innovative ministerial and public leadership.				
		<b>Assessment Score</b>		
<b>Learning Outcomes</b> <i>The student demonstrates...</i>	<b>Insufficient Evidence</b>	<b>3 Outstanding</b> (High proficiency)	<b>2 Satisfactory</b> (Adequate proficiency)	<b>1 Unsatisfactory</b> (Inadequate proficiency)
5.1.1. Skill in exercising collaborative and dynamic leadership in a faith community in times of both stability and change.				
5.2.1. Effective leadership of expressive and formative worship with an understanding of the theological implications of liturgical decisions.				
5.3.1. The ability to use organizational, social, cultural and contextual analysis in order to facilitate discernment of congregational identity, to define and implant missional goals, and to respond to missional opportunities within and beyond the church.				
5.4.1. The ability to practice culturally sensitive, inclusive, and compassionate pastoral care.				
5.5.1. The ability to proclaim and preach the gospel of God's love and justice with creativity, passion, and conviction in context-appropriate and accessible ways.				