Bexley ✠ Seabury

Assessment Rubrics

2014-15

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Questions and comments about rubrics and their uses should be sent to the Assessment Officer, Ellen K. Wondra, ewondra@bexleyseabury.edu.

ACTS D.Min. in Preaching Oral Exam Rubric

Areas of Assessment (orally and/or written)	Strong Ability Exceeds Expectations	Adequate Ability Meets Expectations	Marginal Ability Does Not Meet Expectations	Fails to Demonstrate Ability Not In Evidence
Learning Outcome 1: Preach out of an articulated theology of proclamation.				
Articulates a clear statement of the issue in the practice of preaching that is at the center of the project and research.	Statement is clearly worded, concise and focused, presenting an important and timely issue.	Statement coherently presents issue in preaching.	Statement lacks coherence and/or focus, or is undeveloped.	Statement is incomprehensible and bears no relevance to issue in preaching.
Provides a coherent rationale for the study of this issue in preaching.	Discussion is clear, concise, and focused, and presents a compelling and persuasive rationale.	Discussion coherently presents a thoughtful and reasonable rationale.	Discussion lacks coherence and a convincing or complete rationale.	Discussion of rationale is incomprehensible, absent, or bears no relevance to issue.
Learning Outcome 2: Assess the strengths and weaknesses of one's own style of preaching.				
Coherently expresses strengths and weaknesses of preaching events.	Appraisal of sermons illustrates thoughtful, articulate, and thorough assessment of the preaching events.	Critique of preaching is concise and complete.	Limited and incomplete evaluation of preaching.	Fails to identify attributes of preaching events
Makes connection between aspects of the preaching style and the results of the project.	Characteristics of preaching style are clear, focused, compelling and persuasive in relationship to the project.	Relationship between preaching style and project is coherent, thoughtful, and reasonable.	Relationship between preaching style and project is limited and the impact is unclear.	No relationship given between preaching style and project
Learning Outcome 3: Collaborate with members of the ministry site in an ongoing process of reflecting on one's preaching.				
Articulates relevant and reachable goals achieved in collaboration with the Parish Project Group or a broader group within the ministry site.	Project goals are relevant, reachable, clearly articulated and appropriately address the issue.	Project goals are mostly coherent, relevant, reachable, and appropriately address the issue.	Project goals lack coherence, and/or are not especially relevant/ reachable, or do not address the issue.	Lacks appropriate project goals.
Analyzes how the project goals were achieved or not achieved with reasons for success or failure.	Skillful assessment with a clear understanding of the success and/or failure of each aspect the project.	Coherent assessment and some understanding of the success and/or failure of most aspects of the project.	Assessment of the success and/or failure of the project is incoherent or shows limited understanding.	Student unable to assess success and/or failure of project.

Learning Outcome 4: Demonstrate an acquaintance with leading authors in homiletics.				
Uses and cites significant scholarly and other resources that show an understanding of the breadth of the field of homiletics.	Discussion of scholarly resources presents their ideas cogently and accurately. Resources used are appropriate to project and significant in the field.	Discussion of scholarly resources presents their ideas accurately. Resources used are appropriate to project **or** significant in the field.	Use of resources shows misunderstanding of the ideas discussed.	Fails to draw on leading authors.
Applies knowledge of scholarly resources in the field of homiletics to the project.	Project is founded on appropriate scholarly resources, which are used creatively and skillfully to enhance project.	Project is grounded in appropriate scholarly resources.	Use of resources is incidental to project, or use of resources is not appropriate to project.	Application of resources is not evident in project.
Learning Outcome 5: Demonstrate an ability to think critically				
Evaluate authors in the field of homiletics both in their own right and in the context of the project.	Creatively and persuasively present strengths and weaknesses of authors both in the context of the field of homiletics and in the context of the project.	Cogently present strengths and weaknesses of authors both in the context of the field and in the context of the project.	Evaluation of authors is incoherent or incomplete.	No attempt to evaluate authors in their own right or in the context of the project.
Offers a creative synthesis of project and authors in the field of homiletics.	Application of resources to project is innovative, imaginative, thoughtful, and relevant.	Application of resources is thoughtful and appropriate.	Application of resources is inappropriate and/or lack thoughtfulness.	Project and authors are not synthesized.
Learning Outcome 6: Demonstrate an ability to think theologically				
Project brings sermons into conversation with student's own theological framework.	Discussion of sermons attends thoughtfully and insightfully to theological integrity, drawing clearly on student's theological framework.	Discussion of sermons attends to theological integrity, drawing on student's theological framework.	Discussion of sermons draws only shallowly on student's theological framework, or is incoherent in this area.	Discussion of sermons does not attend to student's theological framework.
Project brings sermons into conversation with the theological tradition.	Discussion of sermons attends thoughtfully and insightfully to the theology of the student's tradition and to many or all of the major theological loci (God, the church, salvation, etc.)	Discussion of sermons attends to the theology of the student's tradition and to theological loci (God, the church, salvation, etc.)	Discussion of sermons touches only lightly on the theology of the student's tradition and theological loci.	Discussion of sermons does not attend to the theology of the student's tradition or theological loci.

Result of the oral exam – select one.

Pass With Distinction	Pass	Pass with Stipulations	No Pass
"Strong" on 8 or more of the 12 areas.	"Strong" or "Adequate" in 8 or more of the 12 areas.	Examiners believe that with revisions as specified, student can achieve "Strong" or "Adequate" in at least 8 of the 12 areas.	Student receives "Marginal Ability" or "Fails to Demonstrate" in 3 or more areas.

Comments and/or Stipulations (attach additional sheet if necessary):

ACTS D.Min in Preaching Year Three Sermon Rubric

Note: Learning Outcome 7 is assessed in the two third year sermons and reflection papers.

Learning Outcome 7: Develop competency in an area of preaching that is relevant to the mission of the faith community.				
Areas of Assessment (orally and/or written)	**Strong Ability Exceeds Expectations**	**Adequate Ability Meets Expectations**	**Marginal Ability Does Not Meet Expectations**	**Fails to Demonstrate Ability Not In Evidence**
Understands the depth of the ministry context that includes its social, cultural, institutional, geographic, theological, and socio-economic dimensions.	Reflection paper has a thick and thoughtful description of context, includes all relevant areas.	Thick description of context includes most relevant areas.	Thin or incoherent description of context.	Student unable to describe context.
Understands the appropriate literature in the field of homiletics for the issue and for the context.	Reflection paper engages all appropriate literature for issue and context with depth and understanding.	Reflection paper engages most appropriate literature for context with understanding.	Engagement with literature is shallow, inappropriate to issue or context, or shows misunderstanding.	No engagement with appropriate literature.
Makes connection between the ministry context and the issue in preaching being examined.	Clear and compelling connection between context and preaching issue.	Coherent connection between context and preaching issue.	Incoherent or irrelevant connection between context and preaching issue.	Student unable to connect context and preaching issue.
Sermon demonstrates application of appropriate theoretical resources to the issue.	Elements of preaching from the resources and appropriate to the issue are applied skillfully and seamlessly in the sermon.	Elements of preaching from the resources and appropriate to the issue are applied effectively in the sermon.	Elements of preaching from the resources are inappropriate to the issue or applied ineffectively in the sermon.	Elements of preaching from the resources are not in evidence in the sermon.
Sermon demonstrates application of appropriate theoretical resources for the context.	Elements of preaching from the resources are applied in the sermon with creative, compassionate, and insightful attention to the context.	Elements of preaching from the resources and applied in the sermon, with thoughtful attention to the context.	Elements of preaching from the resources are applied inappropriately for the context.	No attention is given to context in the sermon.

ACTS DMIN PREACHING ORAL DEFENSE RUBRIC ASSESSMENT

Please send the Oral Defense Rubric Assessment to the Program Office by April 15th.

To be completed by the Advisor following the oral review.

Participant's Name: _____

Title of Professional Paper: _____

Date: _____

Pass With Distinction	Pass	Pass with Stipulations	No Pass
"Strong" on 8 or more of the 12 areas.	"Strong" or "Adequate" in 8 or more of the 12 areas.	Examiners believe that with revisions as specified, student can achieve "Strong" or "Adequate" in at least 8 of the 12 areas.	Student receives "Marginal Ability" or "Fails to Demonstrate" in 3 or more areas.

The Candidate has earned (circle one):

Pass with Distinction   Pass   Pass with Stipulations   No Pass

Comments and/or Stipulations (attach additional sheet if necessary):

_____

Signature of Advisor

Congregational Study rubric

Curriculum Goals or Learning Component	Outstanding 3	Sufficient 2	Insufficient 1	Score
Systematic Description of Congregational Life	Contains thick description of ministry setting with insights into organizational, cultural, social, economic, and theological factors present; Unpacks complexities of local religious assembly; Explores conflict, spiritual practices, community outreach and mission	Contains thick description of ministry setting with insights into some of the social and organizational factors present; Unpacks some of the complexities of local religious assembly;	Contains surface description of ministry setting; Names social and organizational factors present, yet lacks deeper explorations of implications;	
Contextual Theology	Identifies guiding theological perspectives; Surfaces the meanings of life held by congregational members and leaders; Uncovers theological rationale for ministry practices	Identifies theological and biblical underpinnings of congregation's self-understanding;	Little substantive theological and practical reflection present.	
Analysis	Utilizes critical thinking to identify the underlying assumptions and to synthesize understandings	Engages analysis to uncover assumptions, to identify patterns, to ask probing questions related to change	Analysis is fleeting with mostly personal opinion to support conclusions	
Context	Explores social and cultural factors influencing congregational life; examines role of	Identifies social and cultural factors influencing congregational life; Examines role of	Thin description of social and cultural factors influencing congregational life	

	race/ethnicity, location, economic conditions, relationship with surrounding community	race/ethnicity, location, economic conditions with some attention to relationship with surrounding community		
Authority and Power	Examines history of lay and clerical leadership in decision making	Identifies instances of lay and clerical participation in decision making	Contains very little discussion of lay and clergy influence in decision making	
Conclusions and Learnings	Reflects informed evaluation and student's ability to synthesize project findings; Relates project learnings to one's own ministry	Project evaluation and some synthesis present; Student relates learnings to one's own ministry	Weak evaluation and synthesis	
Quality of Writing	High quality academic writing	Well-organized academic paper	Weak academic paper	
			Total score	
			Average score	

Critical Incident rubric

Curricular or Learning Goal	Outstanding 3	Sufficient 2	Insufficient 1	Score
Critical Incident	Critical incident was "real," substantive, and relevant to ministry practice.	Critical incident was "real" and opened a clear window into the practice of ministry	Critical incident lacked substance or relevance, or was unclear	
Description of Critical Incident	Incident clearly described with context thickly identified. Rationale for choosing this incident is clearly stated and illustrates complexity of ministry.	Incident described yet lacks detail. Some identification of context. Rationale okay.	Incident described in very cursory manner. Focus more on student than in describing the incident itself	
Analysis of Critical Incident	Clear identification of the issues and relationships involved in the incident. Perceptive description of the changes occurring and the resistances to change by the persons involved. Gives analysis of what is going on.	Identification of the issues involved in the incident, yet may lack critical insights into the complex relationships present. Able to describe changes occurring.	Analysis is weak and does not uncover the dynamics present in the incident	
Evaluation	Clear assessment of one's role in critical incident and effectiveness of one's ministry practice in that incident. Identifies factors and forces that emerged and were not anticipated. Frames substantive questions to facilitate Core Group discussion.	Includes assessment of one's role and effectiveness of ministry practice in that incident. Frames good questions to facilitate Core Group discussion.	Weak assessment of one's role and effectiveness of ministry practice in the incident. Generic questions.	
Theological Reflection	Includes references to biblical or theological themes (faith, guilt, alienation, reconciliation, justice,	Includes biblical and theological themes that relate to the critical	Shallow inclusion of biblical or theological themes. Surface discussion	

	grace, sin, creation, redemption, incarnation, suffering, resurrection) that relate to the critical incident. Substantive reflection on these themes	incident. Some discussion of how theme relates to the critical incident and the practice of ministry	of how theme relates to critical incident.	
			Total score	
			Average score	

Faculty Evaluation of Student in Course

Student's name: **Term, year:**

Course number: **Course title:**

Faculty member:

Course Objectives		Comments
1.	☐ Exceeded objective ☐ Met objective ☐ Didn't meet objective	
2.	☐ Exceeded objective ☐ Met objective ☐ Didn't meet objective	
3.	☐ Exceeded objective ☐ Met objective ☐ Didn't meet objective	
Canonical considerations		
1. Knowledge and understanding of the Christian tradition, including an ability to articulate the relationship between religious tradition or heritage and contemporary experience and context in critical and constructive ways.	☐ Excellent ☐ Adequate ☐ Would benefit from more work ☐ Cannot be assessed in this context	

2. Faith in God as revealed in Jesus Christ, expressed by participation in the seminary's liturgical life, an intentional pattern of personal spiritual discipline, and a commitment to promote peace and justice among all people.	☐ Excellent ☐ Adequate ☐ Would benefit from more work ☐ Cannot be assessed in this context	
3. Ability to respond effectively and respectfully to diverse cultural contexts and to recognize and respond to racism and other forms of oppression and exclusion in their personal and institutional manifestations.	☐ Excellent ☐ Adequate ☐ Would benefit from more work ☐ Cannot be assessed in this context	
4. Demonstrated developing skills for ministry and church leadership—integration of intellectual reflection with experience; ability to communicate the faith of the Church both orally and in writing with insight and imagination; capacity to lead a congregation in worship, mission, and community service.	☐ Excellent ☐ Adequate ☐ Would benefit from more work ☐ Cannot be assessed in this context	
5. Personal readiness for ordained ministry: personal maturity and emotional stability required to work and minister effectively; accepts appropriate authority; capacity to laugh with others and at oneself; ability to manage time and to meet deadlines.	☐ Excellent ☐ Adequate ☐ Would benefit from more work ☐ Cannot be assessed in this context	

Additional comments	

Student has received and reviewed evaluation and consents to its use in further evaluation

Signature: _____ Date: _____

Final Project Report

Curriculum or Learning Goal	Outstanding 3	Sufficient 2	Insufficient 1	Score
Project Description and Rationale	Identifies creative, focused project topic; Issue stated clearly and comprehensively; Detailed project rationale given	Identifies focused project topic; Issue stated clearly; Project rationale given	Identifies project topic without clear description; Weak project rationale	
Project Design	Project design is appropriate for topic and/or course assignment; Imaginative and creative	Project design appropriate for topic and/or course assignment	Shallow project design that covers basics of course assignment	
Data Gathered	Detailed information gathered that informs analysis	Sufficient information gathered that informs analysis	Some information gathered yet weak tie-in to analysis	
Project Context	Concrete setting of project deeply described in terms of community dynamics, cultural and social influences, external factors	Concrete setting of project described in terms of community dynamics, external factors	Cursory description of project concrete setting	
Analysis	Imaginative; Takes into account complexities of issue; Explores underlying assumptions; Acknowledges limits; Brings critical and constructive insights from readings and class learnings to support analysis	Detailed analysis of project and gathered information; Brings some insights from readings and class learnings to support analysis	Some analysis of project and gathered information; Reference to some readings and class learnings	
Project Conclusions and Learnings	Reflects informed evaluation and student's ability to	Project evaluation and some synthesis present; Student	Weak evaluation and synthesis	

	synthesize project findings; Relates project learnings to one's own ministry	relates learnings to one's own ministry		
Quality of Writing	High quality academic writing	Well-organized academic paper	Weak academic paper	
			Total Score	
			Average	

Group Presentation

	Outstanding 3	Sufficient 2	Insufficient 1	Score
Individual Presentation Skills	Presenter engaged audience through eye contact and body language Presenter spoke clearly and energetically Content was presented convincingly Use of humor and technology were appropriate Used all the time available, but did not go over the time limit.	Presenter was intelligible but not fully engaging Content was conveyed adequately for all to understand it Better use of technology might have enhanced presentation Presentation ran over or under the time limit but not dramatically	Presenter mumbled or droned, spoke too fast or too slow Technological problems interfered significantly with the presentation Presentation ran significantly over or under the time limit	
Group Presentation Skills	Presentations followed logical progression and allowed each member an opportunity to shine Group members treated each other with courtesy and respect and assisted each other as needed	Presentations followed a logical progression but were unbalanced in the way time or content was assigned to members The division of labor was fair but impeded the logical progression of the argument Group members showed some signs of teamwork	Presentations followed no logical progression or seriously overlapped one another One or more people dominated Group members showed few or no signs of teamwork	
Group Organization Skills	Group position, argument and topics to be covered clearly stated at the beginning and adhered to in the rest of the presentation	Group position, argument, and topics to be covered clearly stated at the beginning but not adhered to in the rest of the presentation	Group position, argument, and topics are unclear, unstated, or not evident in the body of the presentation.	

	Outstanding 3	Sufficient 2	Insufficient 1	Score
Individual Organization	Presentation well-organized Use of any technology was appropriate	Presentation mostly well-organized Use of technology interfered somewhat with communication	Presentation poorly organized Use of technology worked significantly against clear communication	
Individual Content	Argument was sound and well-prepared Sources were given appropriate credit Positions were referenced, accurately described and appropriately used Analyses, discussions, and conclusions were explicitly linked to examples, facts, and theological/ethical thought	Argument was predominantly sound but there were lapses. Sources were given appropriate credit Positions were referenced, but were, in some cases, either not accurately described or appropriately used Analyses, discussions, and conclusions were evident or implied but not explicitly linked to examples, facts, and theological/ethical thought	Argument was seriously lacking, inaccurate, or inappropriate Sources were not always given appropriate credit Positions were referenced, but were either not accurately described, appropriately used, or used at all No clear connection among analyses, discussions, and conclusions	
			Total score	
			Average score	

Journals

Course Element	Outstanding 3	Sufficient 2	Insufficient 1	Score
Journal responding to assigned readings Develop ability to listen, read, speak and write effectively in order to contribute to the life of the church	Demonstrates mastery of assigned readings and makes connections between them	Demonstrates completion of and comprehension of assigned readings	Fails to demonstrate completion of and/or comprehension of assigned readings	
Journal responding to classroom or extra-classroom experiences Develop an aptitude for theological reflection Develop ability to listen, read, speak and write effectively in order to contribute to the life of the church	Describes experiences vividly and offers layered and nuanced theological analysis of them	Describes experiences clearly and offers some theological analysis of them	Describes experiences inadequately and/or offers no significant analysis of them	
			Total score	
			Average score	

Liturgical Evaluation Project rubric

Anglican Liturgy and Music 2: Theology and Practice – MN 1087

Stage of project	Outstanding 3	Sufficient 2	Insufficient 1	Score
Observation	Contains thick description (without the intrusion of interpretation) of liturgical element selected, including: detailed listing of the structure of the rite, detailed description of the gathered community and the roles fulfilled within the rite, clear description of symbolic objects and actions, and analysis of the relationships created within the rite among objects, actions, and participants.	Contains reasonably complete description of the rite with little intrusion of interpretation or evaluation.	Description is incomplete and/or contains elements of interpretation or evaluation.	
Interpretation	Answers to interpretation questions are insightful and clearly founded upon the observation stage. Student is clear about the way in which his/her own background influences this theological	Answers to interpretation questions are founded upon the observation stage. Student shows awareness of the way in which his/her own background may have influenced this theological interpretation of the rite.	Answers to interpretation questions are incomplete and/or are not based upon the description of the rite. Student is unclear about the way in which his/her own background influences this theological	

	interpretation of the rite.		interpretation of the rite.	
Evaluation	Recommendations regarding the rite flow directly from the first two stages of this project and are founded upon theological congruencies and incongruencies within the rite as celebrated.	Recommendations regarding the rite mainly flow directly from the first two stages of this project and are primarily founded upon theological congruencies and incongruencies within the rite as celebrated.	Recommendations do not directly flow from the first two stages of this project and/or lack a theological basis.	

Online Discussions

Curricular goal or class element	Outstanding 3	Sufficient 2	Insufficient 1	Score
Comprehension and critical thought	Shows evidence of comprehension of material Shows evidence of critical engagement with material Relates material to other aspects of the course, larger course topic, larger relevant topics and issues	Shows evidence of understanding of material Shows evidence of ability to analyze, interact with material Relates material to immediate topic	Summarizes material briefly Mistakes of understanding Does not deal with material	
Responsiveness	Builds from prompt to initiate or expand discussion Responses to other student(s) post(s) relate post to larger topic Response moves discussion forward	Follows prompt and engages assigned topic Responses to other student(s) post(s) address point(s) made by poster Response continues discussion	Ignores or mistakes prompt Responses to other student(s) post(s) are cursory ("I agree.") or otherwise do not engage points Response contributes little to discussion	
Clarity	Writing is consistently clear, accessible, and organized References to materials are clear and easy to follow Writing shows command of written language and ability to use language to persuade, explain, respond, etc. No errors of grammar and syntax	Writing is generally clear, accessible, and organized References are made to other materials Writing shows ability to use written language to persuade, explain, respond, etc. No errors of grammar and syntax	Writing is unclear, hard to understand, and/or poorly organized or difficult to follow No reference to other materials Writing skills are poor Errors of grammar and syntax	
Interaction with peers	Takes care to acknowledge	Acknowledges other's	Ignores or mistakes other's	

	value of other's contributions Poses constructive questions, offers further thoughts that build on peer's contribution Critical response is respectful and open to further discussion	contribution Responds directly to other's contribution Shows respect for other	contribution Does not respond to other's contribution Tone, language, etc., are dismissive, disrespectful, or heedless of likely effect	
Timeliness	Initial post and response to other student(s) posted on or ahead of schedule Initial post and response to other student(s) are posted on different days	Initial post and response to other student(s) posted on schedule Initial post and response to other student(s) are posted on same day	Initial post and/or response posted late Initial post not made Response not made	
			Total score	
			Average score	

Annotated Ordo for Baptism and Eucharist

Curricular Goal(s)	Outstanding 3	Sufficient 2	Insufficient 1	Score
- know the living tradition of Christian faith as richly diverse; - be knowledgeable and effective leaders of worship; - develop knowledge and skills for leadership in the missional church	demonstrates a high degree of consideration and sensitivity to the particular people involved in their specific cultural, local, and personal contexts	demonstrates consideration of and sensitivity to the particular people involved in their specific cultural, local, and personal contexts	demonstrates a lack of sensitivity to the particular people involved in their specific cultural, local, and personal contexts	
- be knowledgeable and effective leaders of worship; - develop knowledge and skills for leadership in the missional church	contains all required elements in their proper order, integrated into a coherent whole	contains all required elements in their proper order	lacks some required elements or has them out of their proper order	
- be knowledgeable and effective leaders of worship; - develop knowledge and skills for leadership in the missional church	rubrical requirements are followed and options are appropriately exercised	rubrical requirements are substantially followed and most options are appropriately exercised	rubrical requirements are not followed and/or options are inappropriately exercised	
- know the living tradition of Christian faith as richly diverse; - be knowledgeable and effective leaders of worship; - develop knowledge and skills for leadership in the missional church	musical elements are theologically, liturgically, and aesthetically appropriate and well integrated into the liturgy as a whole	musical elements are mostly theologically, liturgically, and aesthetically appropriate	musical elements are not theologically, liturgically, and aesthetically appropriate	
- know the living tradition of Christian faith as richly diverse; - be knowledgeable and effective leaders of worship; - develop knowledge and skills for leadership in the missional church	theological and liturgical rationale is consistently explained clearly, completely, and cogently, showing a mastery of applicable theological and liturgical principles and a creative ability to apply	theological and liturgical rationale is explained clearly, completely, and cogently, showing a mastery of applicable theological and liturgical principles	theological and liturgical rationale is weak or lacking	

Curricular Goal(s)	Outstanding 3	Sufficient 2	Insufficient 1	Score
	them			
- know the living tradition of Christian faith as richly diverse; - be knowledgeable and effective leaders of worship; - develop knowledge and skills for leadership in the missional church	liturgical space, art, and environment are carefully considered, and creative and inspired choices are made	liturgical space, art, and environment are considered, and appropriate choices are made	little or no consideration is given to liturgical space, art, and environment	
- be knowledgeable and effective leaders of worship; - develop knowledge and skills for leadership in the missional church	ample opportunities to enhance congregational participation are appropriately taken	some opportunities to enhance congregational participation are appropriately taken	little or no consideration is given to congregational participation	
- be knowledgeable and effective leaders of worship	the ordo is clear, creative, and user-friendly	the ordo is clear and sufficiently functional	the ordo is unclear or difficult to use	
- be knowledgeable and effective leaders of worship	completed in a timely manner	completed in a timely manner with excused lateness	not completed in a timely manner with unexcused lateness	
			Total score	
			Average score	

Essay: Original Thought Evaluation Rubric

CRITERIA	OUTSTANDING 3	SUFFICIENT 2	INSUFFICIENT 1	SCORE
TOPIC	Related to assignment and important or significant	Related to assignment.	Not related to assignment.	
The claim	Demonstrates critical judgment and constructive engagement. Contains a clear claim and explains why it is important.	Makes a claim but does not explain why it is important	Claim is buried, confused, unclear, and/or missing	
Reasons in Support of Claim	Clear, accurate reasons support claim. Illustrated with real life examples. Integrates quotes and specific examples from texts to add critical depth, intellectual weight to work. Data and sources support and are appropriate for paper	Reasons used to support claim yet important reasons overlooked. Uses real life examples to illustrate reasons. Some quotes and specific examples from texts. Adequate use of data and sources in support of study	Weak reasons that do not support claim and/or irrelevant or confusing reasons. Uses few quotes and specific examples from assigned texts Poor or inadequate use of sources and/or data	
Creativity, Imagination & Originality	Demonstrates creative and inventive thinking, while showing understanding of course content. Clear evidence of critical thinking, depth of insight into theoretical issues, and originality	Some critical thinking— application, analysis, synthesis, and evaluation. Uses some creativity in raising issues related to the topic.	Little or no creativity in exploring topic or supporting claim. Tends to recite facts or others' writings without much critical thinking.	

CRITERIA	OUTSTANDING 3	SUFFICIENT 2	INSUFFICIENT 1	SCORE
	of treatment.			
Organization	Writing has a compelling opening, an informative middle and a satisfying conclusion.	Writing has a beginning, middle, and end.	Writing is poorly organized or incoherent..	
Voice and Tone	Essay clearly expresses author's thinking about the topic.	Author's thinking about the topic is present. Feelings tend to outweigh critical thinking in some instances.	Writing is bland. Essay sounds like author has little interest in topic.	
Sentence Fluency	Sentences are clear, complete and interesting.	Sentences are clear and easily read.	Sentences awkward, and/or contain run-ons, fragments or phrasing which make essay hard to read.	
Conventions	Consistently uses correct grammar, spelling, and punctuation. Proper use of a style manual (Turabian) to cite sources and create bibliographic references.	Generally uses correct conventions yet some errors exist. Generally employs the proper use of a style manual to cite sources and create bibliographic references	Fails to observe the use of conventions and creates distractions for the reader.	
			Total score	
			Average score	

Reflective writing

Class Element	Outstanding 3	Sufficient 2	Insufficient 1	Score
Engages the reader by establishing a context and analyzing a personal situation	Effectively identifies a condition, situation, or issue in order to analyze a personal situation. Insightful analysis conveys significance of the condition, situation, or issue.	Clearly identifies a condition, situation, or issue in order to analyze a personal situation. Analysis conveys significance of the condition, situation, or issue.	Identifies a context, a situation, or an issue but does not engage in analysis.	
Creates a coherent organizing structure.	The response is skillfully organized from beginning to end; opening, body, and closure are appropriately complex.	The response is clearly organized from beginning to end; opening, body, and closure are appropriately complex.	Produces an organization that is incomplete or one or more elements causes confusion.	
Demonstrates understanding of English language conventions and uses *Turabian* appropriately.	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. Uses *Turabian* appropriately.	Demonstrates control of grammar, usage, punctuation, sentence construction, and spelling. Infrequent errors do not interfere with meaning. Uses *Turabian* appropriately.	Did not proofread essay. Essay demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.	
			Total score	
			Average score	

Research Paper: Evaluation rubrics

CONTENT AND ORGANIZATION	Outstanding 3	Sufficient 2	Insufficient 1	Score
Introduction	Accurately and thoroughly reflects the paper content	Adequately reflects the paper content	No introduction or inadequate for the paper	
Organization	Logical, flows well, and complements the content	Logical with minimal organizational flaws	Poor and illogical organization	
Scope	Focused	Strays somewhat off-topic	Inadequate (or too broad) coverage of the topic	
Tone		Appropriate tone for the topic	Inappropriate tone (e.g., devotional or polemical)	
Summary	Accurately and thoroughly reflects the paper content	Adequately reflects the paper content	No summary or inadequate for paper	
STYLE				
Turabian	Conforms to Turabian	Follows Turabian with minimal corrections needed	Fails to follow Turabian consistently	
Page Length	Meets page length requirements	Does not meet page length requirements by 10% or less	Does not meet page length requirements by more than 10%	
Format	Conforms to format guidelines with no corrections needed	Conforms to format guidelines with minimal corrections needed	Does not comply with format guidelines	

Grammar	No problems with grammar (spelling, syntax, and punctuation)	Minimal grammatical, syntactical, or spelling errors	Notable problems with grammar, syntactical, or spelling errors	
RESEARCH AND ANALYSIS				
Thesis Statement	Appropriate and well-developed	Appropriate but not well-developed	Not appropriate or well-developed	
Sources/Data	Data and sources support and are appropriate for paper	Adequate use of data and sources in support of study	Poor or inadequate use of sources and/or data	
Critical Analysis	Strong evidence of critical analysis of data and sources linked to thesis	Evidence of critical analysis present but not fully developed	No critical anlaysis evidenced	
Conclusions	Conclusions accurately supported by data and sources used	Connection of findings to data and sources present but not well-developed	Uncritical and invalid conclusions in light of data presented and sources used	
ASSIGNMENT COMPLIANCE				
Timely Submission	Submitted early	Submitted on time	Submitted after deadline	
			Total score	
			Average score	

2014May - 2015June Assessment Rubrics.docx

Student Assessment Rubrics: Doctor of Ministry Program
In Congregational Development
ACTS DMin in Preaching

Curricular Goals	Outstanding 3	Sufficient 2	Insufficient 1	Score
Engages in theological reflection on responsible life in faith[1]	Able to synthesize practice and theological perspectives into new coherent whole, offering original contribution to the life of the church and Christian living	Able to draw connections between DMin studies, Christian ministry, and personal faith formation	Relies heavily on anecdotal evidence and individual experience	
Engages in advanced theological learning related to ministry context, faith and vocational calling, and the contemporary needs of missional church[2] (as it relates to preaching)	Able to identify new or enhanced directions and approaches for leadership and ministry practice in response to changing social and cultural context Able to reflect theologically and pastorally on the place of the sermon in the worship service, including the interplay between preaching, music, liturgy, and sacrament Able to preach out of a well-articulated theology of proclamation and stated purpose for each sermon	Able to reflect theologically and critically on the nature of leadership and ministry practice in today's church Demonstrates satisfactory understanding of relationship of sermon to the larger liturgical context Has clear purpose for each sermon and can identify theological foundations for preaching	Cursory theological reflection on ministry and leadership needs for today's church Little understanding demonstrated of relationship of sermon to the larger liturgical context Has shallow or nonexistent articulation of a theology of proclamation	

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[1] Owen C. Thomas and Ellen K. Wondra in *Introduction to Theology*, 3rd Edition (Harrisburg, PA: Morehouse Publishing, 2002) write that "Christian theology attempts to understand and interpret…what God has done and is doing." Theological reflection strives to situate the contemporary community of faith within that activity of God in order to shape and challenge Christians for daily living of faith.

[2] ATS DMin Degree Standard E.1.3

2014May - 2015June Assessment Rubrics.docx

Curricular Goals	Outstanding 3	Sufficient 2	Insufficient 1	Score
Thinks theologically about assumptions, biases, and knowledge about themselves and others (as it relates to preaching)	Able to assess the strength and weaknesses of one's own style of ministry and critically reflect on the nature of ministry and one's own vocational calling Able to engage in on-going learning to increase insights and skills in leadership and ministry development Able to assess the strength and weaknesses of one's own style of preaching and critically reflect on the sermon event Able to claim and nurture one's own preaching voice	Able to assess the strength and weaknesses of one's own style of ministry and discern path for lifelong learning Understands how one's style impacts the preaching event Has gained greater claim to one's preaching voice	Rudimentary reflection on self-knowledge and one's style of ministry Has difficulty critically reflecting on the sermon event Hesitant to claim one's preaching voice	
Contributes to a learning community characterized by dialogue, mutual respect, and appreciation of diverse views (in an ecumenical learning environment)	Engages in peer learning through active class interaction and with degree program core group Exhibits curiosity about what can be learned from diversity of individuals, communities and cultures Provides leadership in learning situations so that all participants contribute to the community process Engages in a collegial model of ministry through mutual interaction and reflection with colleagues in an ecumenical learning environment	Engages in peer learning through class interaction and with degree program core group Exhibits appreciation for multiple points of view and engages in respectful dialogue Engages in many of the learning opportunities for collaboration with ecumenical colleagues during the summer residency periods	Minimal interest in joining with colleagues in on-going learning Focuses primarily on individual learning Dismisses other points of view as worthwhile Refrains from learning interactions with ecumenical colleagues	

Curricular Goals	Outstanding 3	Sufficient 2	Insufficient 1	Score
Able to listen, read, and write effectively in order to contribute to the life of the church	Thesis and course papers embody imagination and creativity, demonstrate excellence of articulation, provide sharp analysis and depth of theological insight while leading to new or enhanced understanding and practice of ministry	Thesis and course papers demonstrate clarity of articulation, appropriate resources and examples supporting claims, and theological grounding[3]	Poorly written thesis and/or course papers showing lack of knowledge of how one writes "academic" papers Fails to sufficiently craft a thesis based on the Thesis Rubrics	
Explores in a disciplined manner the dynamics, context, and organizational structures of a religious congregation (through collaborating with members of the ministry site in an ongoing process of reflecting on one's preaching)	Able to formulate imaginative response to complex faith community dynamics Engages in critical reflection on the nature of the congregation and communities of faith, exploring new and emerging models and fresh expressions of church. Contributes to a deeper interpretation of ecclesiology in the contemporary context Collaborates with members of the ministry site in an ongoing process of reflecting on one's preaching and to develop competency in an area of preaching that is relevant to the mission of the faith community	Able to reflect on the nature of the religious congregation from a systems perspective utilizing sociological research results and theology Works well with one's congregational members in the Parish Project Group	Shallow sociological understanding of a religious congregation Little knowledge of new and emerging models and fresh expressions of the church Lacks deep ecclesiological interpretation of church in contemporary context Has difficulty working with members of ministry site in ongoing reflection on one's preaching project and style	
Uses social and cultural analysis	Identifies social, cultural, and theological factors influencing the worldview of those with whom he/she ministers, both in	Identifies those social, cultural, and theological factors most immediately influential to her/his own ministry	Has surface understanding of broader factors impacting contemporary ministry	

Curricular Goals	Outstanding 3	Sufficient 2	Insufficient 1	Score
	the immediate geographical context and in wider settings (local, national, global, denominational, etc.)			
Able to identify the diversity of their community context as well as develop the capacity to work with diverse groups	Positions church/ministry as integrated within community, and can articulate the connections, both direct and indirect, between wider social and cultural dynamics and local ministry	Positions church/ministry as located within community, identifying possible social and institutional influences on local ministry Promotes others' engagement with diversity	Lacks analysis of how church/ministry is related to the larger community and the world Lacks engagement with diversity	
Develops knowledge and skills for leadership in the missional church (as it relates to preaching)	Draws a broad variety of resources—leadership theory, social and cultural analysis, and theological reflection—into conversations with local and global sources and settings Able to articulate and embody expanded understandings of leadership and collaboration in order to bring about organizational transformation Learns from a diversity of styles and approaches to preaching	Engages in learning opportunities to build confidence and skills for effective church leadership Demonstrates learning from one or two preaching styles and approaches different from one's own	Fails to engage in learning new skills or build confidence in ministry leadership for today's church Lacks interest in learning from a diverse array of preaching styles and approaches	
Exposed to skills and ministry approaches that enable them to be more effective as leaders of vital and healthy religious congregations and communities (as it relates to preaching)	Demonstrates knowledge of, experience in, and commitment to collaboratively work across and within community contexts and structures to advance the common good Demonstrates improved skills	Demonstrates exposure to different models and approaches to the practice of ministry	Has little interest in learning from persons who demonstrate different models of ministry Fails to demonstrate improved skills from core course	

Curricular Goals	Outstanding 3	Sufficient 2	Insufficient 1	Score
	in preaching in the areas of scriptural interpretation, performance, and prophetic engagement with society	Demonstrates sufficient learning from core courses as it influences Integrative papers and Thesis	learnings	
			Total score	
			Average score	

In-Class Summative Performance

Course Element	Curricular Goal	Outstanding 3	Sufficient 2	Insufficient 1	Score
In-class summative performance proposal	Develop ability to listen, read, speak and write effectively in order to contribute to the life of the church	Clearly explains how the final performance will demonstrate mastery of the class material and offers a high degree of creativity in its concept and planned execution	Clearly explains how the final performance will demonstrate mastery of the class material	Fails to explain how the final performance will demonstrate mastery of the class material	
In-class summative performance	Develop ability to listen, read, speak and write effectively in order to contribute to the life of the church	Demonstrates creativity, confidence, mastery of the class material as well as personal synthesis of it, and provides new insights and understandings of the course matter for all participants	Demonstrates mastery of the class material as well as personal synthesis of it	Fails to demonstrate mastery of the class material and/or personal synthesis of it	
				Total score	
				Average score	

Doctor of Ministry Thesis

Outcome	Outstanding 3	Sufficient 2	Insufficient 1	Score
Contributes new knowledge to the understanding and practice of ministry	Thesis embodies imagination and creativity leading to new or enhanced understanding and practice of ministry	Thesis is rooted in the practice of ministry or the candidate's ministry setting and contributes new understanding related to that practice or contextual setting	Thesis unrelated to practice of ministry. Fails to contribute substantive new knowledge.	
Document of sufficient quality that it contributes to practice of ministry as judged by professional standards	Thesis has strong and interesting topic, persuasively supported with well-chosen and well-analyzed examples. Thesis is well organized and well developed, with clear and effective transitions. The writing is clear.	Thesis is well-written, organized and conforms to assigned style manual. It is interesting to read and shows persuasive support for research data analysis and topic development.	Thesis poorly written. A number of instances not in compliance with style manual. Fails to provide persuasive support for analysis or argument.	
Has potential for application in other contexts of ministry	Thesis points to substantial implications of this work for other contexts of ministry	Thesis Conclusion points to implications of thesis for other contexts of ministry	Fails to articulate how thesis may be of value in other ministry contexts.	
Demonstrates candidate's ability to identify specific theological topic in ministry	Exceptional focus of thesis topic giving reader new information, sharp analysis and depth of theological insight	Thesis topic is clear, insightful and related to advanced learning in the practice of ministry	Thesis topic not clear. Introductory rather than advanced theological learning.	
Organized as an effective research model	Possesses clear statement of research design and rationale for the approach used.	Exhibits clear research methodology that is contextual, explanatory, evaluative, or generative	Research methodology is poorly followed, designed or inappropriate for thesis objective	

Outcome	Outstanding 3	Sufficient 2	Insufficient 1	Score
Uses appropriate resources	Integrates a breadth of multi-disciplinary resources in conversation with each other and with the practice of ministry to create new possibilities	Research data and bibliographical sources support thesis topic or argument and are appropriate	Poor support for topic or argument from research data or bibliographical sources	
Evaluates and analyzes research results	Utilizes the various race, gender, class and critical theories to evaluate and analyze research data. Detects bias and identifies underlying assumptions in order to expose	Applies research findings to analyze situations, draw conclusions, and interpret meaning	Limited analysis of research results	
Reflects candidate's depth of theological insight related to ministry	Extensive theological reflection and attention to current and substantive resources evident	Demonstrates attention to current research and appropriate theological reflection	Inadequate theological reflection with little attention to current research	
Shows that candidate has gained informed and improving practice	Demonstrates a high level of influence on candidate's practice of ministry	Indicates how thesis process has added to candidate's practice of ministry	Little articulation of how thesis process has enhanced candidate's ministry	
			Total score	
			Average score	

Worship Embedded in Courses

Goal	Outstanding 3	Sufficient 2	Insufficient 1	Score
full, active, and conscious participation in worship	All of students and faculty attend and participate fully in All of worship services embedded in courses	At least 80% of students and faculty attend and participate fully in 80% of worship services embedded in courses	Less than 80% of students and faculty attend and participate fully in less than 80% of worship services embedded in courses	
participation in liturgical leadership	students and faculty actively volunteer for liturgical ministries, filling all roles for worship services embedded in courses	students and faculty accept liturgical leadership roles when asked for worship services embedded in courses	students and faculty do not fill all liturgical leadership roles for worship services embedded in courses	
knowledgeable and effective liturgical leadership	Liturgical leaders fulfill their roles with facility and grace	Liturgical leaders fulfill their roles	fewer than 80% liturgical leaders fulfill their roles accurately	
			Total score	
			Average score	