

# Rubrics for Assessing Student Learning

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January 2013

In the pages that follow are the various rubrics used to assess student learning in individual courses in the Anglican Studies and Congregational Development programs. Please consult these as needed. If you have questions about how these apply in your course, please talk with the instructor of the course.

Rubrics included:

- Critical incident reflection
- Online discussion
- Reflective writing
- Journal
- Disputatio or class presentation
- InClass summative presentation
- Essay evaluation
- Research paper
- DMin Thesis
- Faculty evaluation of student

**Critical Incident Reflection rubric**

January 2013

**STUDENT NAME:** \_\_\_\_\_

**Directions:** Use this rubric to assess student reflection papers on critical incidents in their ministry. These papers receive a pass/fail grade. To meet the Pass standard, four of five components in the first column must receive a score of 3 or 2 in “Pass” section. Check the appropriate box for the treatment of each component.

	<b>Outstanding</b>	<b>Sufficient</b>	<b>Insufficient</b>
<b>Critical Incident</b>	Critical incident was “real,” substantive, and relevant to student’s situation	Critical incident was “real” and substantive	Critical incident lacked substance or relevance, or was unclear
<b>Tradition Component</b>	Christian tradition dealt with specifically in relation to the issue	Christian tradition is dealt with in relation to the issue in a general way	Discussion of Christian tradition in relation to the issue is vague, unrelated, or absent.
<b>Cultural Component</b>	Cultural component was dealt with specifically and interpreted in relation to the issue	Cultural component dealt with in relation to the issue in a general way	Discussion of cultural component was superficial or absent
<b>Contextual Component</b>	Treatment of the ministry context framed the issue and was interpreted	Treatment of the ministry context helped frame the issue	Treatment of the ministry context was minimal, superficial, or absent
<b>Personal Experience Component</b>	The personal experience demonstrated self-awareness	The personal experience generally demonstrated self-awareness	The personal experience demonstrated significant lack of self-awareness

**Assessment:**  Pass  Fail

**Rubric for online discussions**

January 2013

Online discussions are related to these goals:

Engage in theological reflection on responsible life in faith

Contribute to a learning community characterized by dialogue, mutual respect, and appreciation of diverse views

Listen, read, and write effectively in order to contribute to the life of the church

(DMin CD) Engage in ongoing advanced theological learning that integrates theory and practice related to ministry context, faith, and vocational calling, and the contemporary needs of the missional church

Curricular goal or class element	Outstanding	Sufficient	Insufficient
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 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	Acknowledges other's contribution Responds directly to other's contribution Shows respect for other	Ignores or mistakes other's 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

Reflective writing rubric

January 2013

Class Element	Outstanding	Sufficient	Insufficient
<ul style="list-style-type: none"> <li>Engages the reader by establishing a context and analyzing a personal situation</li> </ul>	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.
<ul style="list-style-type: none"> <li>Creates a coherent organizing structure.</li> </ul>	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.
<ul style="list-style-type: none"> <li>Demonstrates understanding of English language conventions and uses <i>Turabian</i> appropriately.</li> </ul>	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. Uses <i>Turabian</i> appropriately.	Demonstrates control of grammar, usage, punctuation, sentence construction, and spelling. Infrequent errors do not interfere with meaning. Uses <i>Turabian</i> appropriately.	Did not proofread essay. Essay demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.
<p>The next rubric is specific to the content of the course Praying Shapes Believing, and is included to show how such rubrics might be written and related to an overall goal: fostering dialogue, etc.</p>			
<p>Makes clear that <i>lectio divina</i> is shaping and forming one's self and spirituality. Essay should foster dialogue, mutual respect, and diverse views</p>	<p>Engages the assigned readings but goes beyond them, creatively reflecting on how contemplation of those readings is shaping and forming one's own self and spirituality. Essay fosters dialogue, mutual respect, and diverse views.</p>	<p>Engages the assigned readings but goes beyond them, reflecting on how contemplation of those readings is shaping and forming one's own self and spirituality. Essay fosters dialogue, mutual respect, and diverse views</p>	<p>Does not address how the class content is shaping and forming the self and spirituality. Essay simply summarizes assigned readings.</p>

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

	<b>Outstanding</b>	<b>Sufficient</b>	<b>Insufficient</b>
<b>Individual Presentation Skills – 15%</b>	<ul style="list-style-type: none"> <li>• Presenter spoke clearly and intelligibly</li> <li>• Modulated voice tone and quality</li> <li>• Maintained eye contact</li> <li>• Used appropriate body language</li> <li>• Use of humor and technology were appropriate</li> <li>• Used all the time available, but did not go over the time limit.</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter was intelligible but mumbled or droned</li> <li>• Spoke too fast or too slow</li> <li>• Used inappropriate body language</li> <li>• Failed to maintain eye contact</li> <li>• Inappropriate, excessive, or too little humor or technical problems detracted from the presentation</li> <li>• Presentation ran over or under the time limit but not dramatically</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter mumbled or droned</li> <li>• Spoke too fast or too slow</li> <li>• Used inappropriate body language</li> <li>• Failed to maintain eye contact to the point where intelligibility was compromised</li> <li>• Too much or too little humor</li> <li>• Technological problems interfered significantly with the presentation</li> <li>• Presentation ran significantly over or under the time limit</li> </ul>
<b>Group Presentation Skills – 5%</b>	<ul style="list-style-type: none"> <li>• Presentations followed logical progression and allowed each member an opportunity to shine</li> <li>• Group members treated each other with courtesy and respect and assisted each other as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations followed a logical progression but were unbalanced in the way time or content was assigned to members</li> <li>• The division of labor was fair but impeded the logical progression of the argument</li> <li>• Group members were mostly respectful and helpful toward one another,</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations followed no logical progression</li> <li>• Seriously overlapped one another</li> <li>• Allowed one or a few people to dominate</li> <li>• Group members showed little respect or courtesy toward one another and did not assist one another even if a member was in trouble</li> </ul>

		but there were lapses	
<b>Group Organization Skills – 10%</b>	<ul style="list-style-type: none"> <li>• Group position, argument and topics to be covered clearly stated at the beginning and adhered to in the rest of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Group position, argument, and topics to be covered clearly stated at the beginning but not adhered to in the rest of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Group position, argument, and topics are unclear, unstated, or not evident in the body of the presentation.</li> </ul>
<b>Individual Organization – 10%</b>	<ul style="list-style-type: none"> <li>• Presentation well-organized</li> <li>• Use of any technology was appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation mostly well-organized</li> <li>• Use of technology interfered somewhat with communication</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation poorly organized</li> <li>• Use of technology worked significantly against clear communication</li> </ul>
<b>Individual Content – 60%</b>	<ul style="list-style-type: none"> <li>• Theological/Ethical argument was sound and well-prepared</li> <li>• Sources were given appropriate credit</li> <li>• Theological/ethical positions were referenced, and were, accurately described and appropriately used</li> <li>• Analyses, discussions, and conclusions were explicitly linked to examples, facts, and theological/ethical thought</li> </ul>	<ul style="list-style-type: none"> <li>• Theological/Ethical argument was predominantly sound but there were lapses.</li> <li>• Sources were given appropriate credit</li> <li>• Theological/ethical positions were referenced, but were, in some cases, either not accurately described or appropriately used</li> <li>• Analyses, discussions, and conclusions were evident or implied but not explicitly linked to examples, facts, and theological/ethical thought</li> </ul>	<ul style="list-style-type: none"> <li>• Theological/Ethical argument was seriously lacking, inaccurate, or inappropriate</li> <li>• Sources were not always given appropriate credit</li> <li>• Theological/ethical positions were referenced, but were either not accurately described, appropriately used, or used at all</li> <li>• No clear connection among analyses, discussions, and conclusions</li> </ul>

Course Element	Outstanding	Sufficient	Insufficient
<p><u>Proposal</u> Develop ability to listen, read, speak and write effectively in order to contribute to the life of the church</p>	<p>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</p>	<p>Clearly explains how the final performance will demonstrate mastery of the class material</p>	<p>Fails to explain how the final performance will demonstrate mastery of the class material</p>
<p><u>Performance</u> Develop ability to listen, read, speak and write effectively in order to contribute to the life of the church</p>	<p>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</p>	<p>Demonstrates mastery of the class material as well as personal synthesis of it</p>	<p>Fails to demonstrate mastery of the class material and/or personal synthesis of it</p>

<b>CRITERIA</b>	<b>OUTSTANDING</b>	<b>SUFFICIENT</b>	<b>INSUFFICIENT</b>
<b>TOPIC</b>	Related to assignment and important or significant	Related to assignment.	Not related to assignment.
<b>The claim</b>	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
<b>Reasons in Support Of Claim</b>	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.	Reasons used to support claim yet important reasons overlooked. Uses real life examples to illustrate reasons. Some quotes and specific examples from texts.	Weak reasons that do not support claim and/or irrelevant or confusing reasons. Uses few quotes and specific examples from assigned texts
<b>Creativity, Imagination &amp; Originality</b>	Demonstrates creative and inventive thinking, while showing understanding of course content. Clear evidence of critical thinking, depth of insight into theoretical issues, and originality of treatment.	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.
<b>Organization</b>	Writing has a compelling opening, an informative middle and a satisfying conclusion.	Writing has a beginning, middle and end.	Writing is organized but sometimes gets off topic.

<b>CRITERIA</b>	<b>OUTSTANDING</b>	<b>SUFFICIENT</b>	<b>INSUFFICIENT</b>
<b>Voice and Tone</b>	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
<b>Sentence Fluency</b>	Sentences clear, complete and of varying lengths	Well-constructed sentences.	Sentences sometimes awkward, and/or contain run-ons, fragments, phrasing which make essay hard to read.
<b>Conventions</b>	Uses correct grammar, spelling and punctuation. Proper use of a style manual <sup>1</sup> to site sources, and create bibliographical references.	Generally uses correct conventions yet some errors exist. Generally employs the proper use of a style manual to site sources and create bibliographical reference	Errors in the use of conventions and distracting to the reader.

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<sup>1</sup> Standard style manual is Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. (Latest edition –currently in 2012, the 7<sup>th</sup> Edition.)

<b>CONTENT AND ORGANIZATION</b>			
	<b>Outstanding</b>	<b>Sufficient</b>	<b>Insufficient</b>
<b>Introduction</b>	Accurately and thoroughly reflects the paper content	Adequately reflects the paper content	No introduction or inadequate for the paper
<b>Organization</b>	Logical, flows well, and complements the content	Logical with minimal organizational flaws	Poor and illogical organization
<b>Scope</b>	Focused	Strays somewhat off-topic	Inadequate coverage of the topic (or too broad)
<b>Tone</b>		Appropriate tone for the topic	Inappropriate tone (e.g., devotional or polemical)
<b>Summary</b>	Accurately and thoroughly reflects the paper content	Adequately reflects the paper content	No summary or inadequate for paper
<b>STYLE</b>			
<b>Writing style</b>	Conforms to Turabian	Follows Turabian with minimal corrections needed	Fails to follow Turabian consistently
<b>Page Length</b>	Meets page length requirements	Does not meet page length requirements by 10% or less	Does not meet page length requirements by more than 10%
<b>Format</b>	Conforms to format guidelines with no corrections needed	Conforms to format guidelines with minimal corrections needed	Does not comply with format guidelines
<b>Grammar</b>	No problems with grammar (spelling, syntax, and punctuation)	Minimal grammatical, syntactical, or spelling errors	Notable problems with grammar, syntactical, or spelling errors
<b>RESEARCH AND ANALYSIS</b>			
<b>Thesis Statement</b>	Appropriate and well-developed	Appropriate but not well-developed	Not appropriate or well-developed
<b>Sources/Data</b>	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
<b>Critical Analysis</b>	Strong evidence of critical analysis of data and sources linked to thesis	Evidence of critical analysis present but not fully developed	Does not comply with format guidelines
<b>Conclusions</b>	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
<b>ASSIGNMENT COMPLIANCE</b>			
<b>Timely Submission</b>		Submitted on time	Submitted after deadline

Outcome	Credit-Exemplary	Credit-Adequate
<b>Contributes new knowledge to the understanding and practice of ministry</b>	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
<b>Document of sufficient quality that it contributes to practice of ministry as judged by professional standards</b>	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.
<b>Has potential for application in other contexts of ministry</b>	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
<b>Demonstrates candidate’s ability to identify specific theological topic in ministry</b>	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
<b>Organized as an effective research model</b>	Possesses clear statement of research design and rationale for the approach used.	Exhibits clear research methodology that is contextual, explanatory, evaluative, or generative
<b>Uses appropriate resources</b>	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
<b>Evaluates and analyzes research results</b>	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
<b>Reflects candidate’s depth of theological insight related to ministry</b>	Extensive theological reflection and attention to current and substantive resources evident	Demonstrates attention to current research and appropriate theological reflection

<b>Shows that candidate has gained informed and improving practice</b>	Demonstrates a high level of influence on candidate's practice of ministry	Indicates how thesis process has added to candidate's practice of ministry
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## Student Course Evaluation

**Student's name:**

**Term, year:**

**Course number:**

**Course title:**

**Faculty member:**

Course Objectives		Comments
1.	<input type="checkbox"/> Exceeded objective <input type="checkbox"/> Met objective <input type="checkbox"/> Didn't meet objective	
2.	<input type="checkbox"/> Exceeded objective <input type="checkbox"/> Met objective <input type="checkbox"/> Didn't meet objective	
3.	<input type="checkbox"/> Exceeded objective <input type="checkbox"/> Met objective <input type="checkbox"/> 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.	<input type="checkbox"/> Excellent <input type="checkbox"/> Adequate <input type="checkbox"/> Would benefit from more work <input type="checkbox"/> Cannot be assessed in this context	

<p>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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Excellent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Would benefit from more work</li> <li><input type="checkbox"/> Cannot be assessed in this context</li> </ul>	
<p>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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Excellent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Would benefit from more work</li> <li><input type="checkbox"/> Cannot be assessed in this context</li> </ul>	
<p>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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Excellent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Would benefit from more work</li> <li><input type="checkbox"/> Cannot be assessed in this context</li> </ul>	
<p>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.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Excellent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Would benefit from more work</li> <li><input type="checkbox"/> Cannot be assessed in this context</li> </ul>	

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_