

IP-LW ASSESSMENT RUBRIC

	Excellent		Competent		Unacceptable		NA
	6	5	4	3	2	1	
Students think critically and creatively about Worship and History							
Student demonstrates a sound understanding of the relationship of worship practices and Church History							
Student consistently follows her or his own statement concerning the relationship between Church History and worship							
Student draws creatively on various disciplines to create a coherent worship service							
Students demonstrate skills and knowledge in interpreting the past for the church							
Student demonstrates knowledge of the content of the Church History							
Student expresses an adequate understanding of the Church's Past as a theological authority for the church							
Student articulates a reasoned understanding of Church History							
Student gives evidence of an understanding of reflecting on the Church's Past as a spiritual exercise							
Critical Study							
Student demonstrates ability to use tools of historical research							
Student demonstrates ability to interpret and apply primary resources appropriately							
Student demonstrates ability to evaluate secondary resources appropriately							
Appropriation							
Student demonstrates critical appropriation of the Church's Past in preparing liturgy and choosing music							
Student demonstrates critical appropriation of the Church's Past in a sermon							
Student shares historical research with the congregation in a way appropriate to proclamation and liturgy							
Students demonstrate skills and knowledge in leading worship in the church							
Student demonstrates understanding of and ability to work with their denomination's liturgical & homiletical traditions							
Student demonstrates understanding of and ability to work with their congregation's liturgical & homiletical traditions							
Student gives evidence of an understanding of sermon and liturgical preparation as a spiritual exercise							
Sermon							
Student offers a theologically, ethically, liturgically, exegetically, culturally, and pastorally significant sermonic claim							
Student uses an effective rhetorical form, that creates interest, flows well, and moves toward a sermonic climax							
Student employs language and imagery that effectively leads the congregation to experience the sermonic claim							
Student delivers the sermon in a manner that engages the hearers							
Liturgy							
Student develops a service that appropriately utilizes the fourfold movement of the ordo							
Student develops a service appropriate to the liturgical occasion/season							
Student chooses theologically, ethically, liturgically, exegetically, culturally, and pastorally appropriate worship music							
Student shapes the administration of sacrament/ordinance in a liturgically, theologically, and denominationally appropriate manner							
Student leads the service in a manner that engages the congregation and invites participation							