

IS-LC ASSESSMENT RUBRIC

	Excellent		Competent		Unacceptable		NA
	6	5	4	3	2	1	
Students think critically and creatively about Care and Scripture							
Students demonstrate a coherent relationship between Scripture and pastoral practices of care							
Students consistently follow their own statements concerning the relationship between Scripture and practices of care							
Students give evidence of utilizing a theological method that integrates a multi-disciplinary reflection on pastoral leadership (e.g. integrating fields such as history, ethics, theology, philosophy, sociology, gender theory, psychology, anthropology, cultural studies, critical race theory, etc.)							
Students demonstrate skills and knowledge in interpreting Scripture for the church							
Students demonstrate knowledge of the content of the Scriptures							
Student expresses an adequate understanding of Scripture as a theological authority for the church							
Student articulates a reasoned hermeneutic							
Students will evidence an understanding of reading Scripture as a spiritual exercise							
Exegesis							
Students demonstrate ability to use tools of historical critical criticism and exegesis							
Students demonstrate ability to use tools of literary critical criticism and exegesis							
Students demonstrate ability to use tools of theological critical criticism and exegesis							
Student determined an appropriate theological message from the text							
Appropriation							
Students demonstrate their use of Scripture in identifying, developing and evaluating practices of care							
Students demonstrate critical use of Scripture in nurturing and equipping a community of care							
Student shares exegetical findings with the congregation in a way appropriate to contextualize acts of care							
Students demonstrate skills and knowledge in leading the church through care							
Student utilizes a pastoral theological lens in the practice of care and integrates this understanding into his/her pastoral practice.							
Student articulates an understanding of his/her pastoral role that is congruent with his/her values, theological commitments, and personhood.							
Student demonstrates ability to access a range of pastoral skills and to utilize particular skills according to the context of pastoral care situation. These skills include: pastoral presence, listening/attending, empathic reflection, conflict resolution/confrontation, and crisis management.							
Student recognizes relational and group dynamics in his/her work context as they relate to pastoral care and incorporates such understandings into his/her pastoral care.							
Student demonstrates the ability to provide practices of care that are culturally and contextually appropriate, that can take into consideration elements of cultural and ethnic diversity, social conditions, systems, and justice issues without imposing his/her own perspective.							
Student is aware of aspects of self-awareness that shape his/her pastoral care, including central themes of his/her religious heritage and major life events and relationships in his/her own life narrative. Student can provide reasonable self-assessment of his/her work and functioning.							
Student demonstrates competent use of self in ministry including: emotional availability, appropriate self-disclosure, positive use of power, a non-anxious and non-judgmental presence, and clear and responsible boundaries.							
Student is able to manage ministry and administrative functions in terms of accountability, productivity, self-direction, and clear communication.							