

IS-LW ASSESSMENT RUBRIC

	Excellent		Competent		Unacceptable		NA
	6	5	4	3	2	1	
<b>Students think critically and creatively about Worship and Scripture</b>							
Students demonstrate a coherent relationship between Scripture and worship practices							
Students consistently follow their own statement the relationship between Scripture and worship							
Students draw creatively on various disciplines to create a coherent worship service							
<b>Students demonstrate skills and knowledge in interpreting Scripture for the church</b>							
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							
<b>Exegesis</b>							
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							
<b>Appropriation</b>							
Students demonstrate their use of Scripture in preparing a liturgy							
Students demonstrate critical use of Scripture in a sermon							
Student shares exegetical findings with the congregation in a way appropriate to proclamation and liturgy							
<b>Students demonstrate skills and knowledge in leading worship in the church</b>							
Students demonstrate understanding of and ability to work with their denomination's liturgical & homiletical traditions							
Students demonstrate understanding of and ability to work with their congregation's liturgical & homiletical traditions							
Students will evidence an understanding of sermon and liturgical preparation as a spiritual exercise							
<b>Sermon</b>							
Student offered a theologically, ethically, liturgically, exegetically, culturally, and pastorally significant sermonic claim							
Student used an effective rhetorical form, that created interest, flowed well, and moved toward a sermonic climax							
Student employed language and imagery that effectively led the congregation to experience the sermonic claim							
Student delivered the sermon in a manner that engaged the hearers							
<b>Liturgy</b>							
Student developed a service that appropriately utilized the fourfold movement of the ordo							
Student developed a service appropriate to the liturgical occasion/season							
Student chose theologically, ethically, liturgically, exegetically, culturally, and pastorally appropriate worship music							
Student shaped the administration of sacrament/ordinance in liturgically, theologically, and denominationally appropriate manner							
Student led the service in a manner that engaged the congregation and invited participation							