

Religious Studies Department Assessment Rubric: Learning Outcomes (rev. 3/2012)

Criterion	4 - Superior	3 - Good	2 - Satisfactory	1 - Minimal	0 - Insufficient
<b>Hermeneutical competence:</b> "apply a range of recognized skills in the interpretation of biblical and other religious literature"	Addresses a range of interpretive concerns (genre, literary and historical contexts, audiences, presuppositions, relevant critical methodologies, etc.) aptly, skillfully, critically, and fruitfully.	Shows awareness of such concerns, addressing some in a consistently appropriate, useful, accurate, and critically responsible manner.	Shows awareness of some of such concerns, addressing a subset of them in a basically reliable way.	Shows awareness of only a few of such concerns, addressing them in ways that are problematic, inaccurate, uncritical, or unhelpful.	Displays broad lack of awareness of such concerns and/or incompetence in addressing them.
<b>Theological judgment:</b> "reason according to the logic of the Christian faith"	Reasoning displays critical comprehension and reliance upon the logic, parameters, and significance of orthodox, catholic Christian belief, with unusual insight.	Reasoning displays critical comprehension of, direction from, and adherence to orthodox, catholic Christian belief.	Reasoning displays somewhat accurate awareness of orthodox, catholic Christian belief.	Reasoning shows little interest in interacting with orthodox, catholic Christian belief, or such interaction is incoherent, disconnected, superfluous, or lacks insight.	Reasoning displays ignorance of or unreflective, uninformed opposition to orthodox, catholic Christian belief or treats it as irrelevant.
<b>Ecclesial engagement:</b> "participate in Christian life and mission with engaged ecclesial commitment"	Work displays evidence of mature Christian commitment (e.g., personal faith, Christian community, inquisitiveness, spiritual disciplines, compassion and other virtues, robust missional or public engagement, etc.).	Work displays evidence of and interest in sustained, maturing, informed Christian commitment.	Work displays evidence of some degree of Christian commitment, commitment of somewhat problematic character, or commitment only marginally connected with scholarly inquiry.	Work displays little interest in or reflection on Christian commitment, commitment of problematic character, or commitment disconnected with scholarly inquiry.	Work displays evidence of clear disinterest in, misunderstanding of, or seriously problematic Christian commitment or its relationship with Christian education.