

Assessment Rubric for MTS Program

	Excellent	Good	Needs Improvement	Unacceptable
Theological knowledge and thinking	<p>Clear understanding of the basic differences among all of the theological disciplines (biblical studies, ethics, history, and theology)</p> <p>Knows at least three different schools of thought/criticism within each of the above disciplines</p> <p>Able to refer to, evaluate, and use relevant resources from each of the above disciplines critically, consistently, and responsibly</p>	<p>Clear understanding of the basic differences of at least three different theological disciplines (biblical studies, ethics, history, and/or theology)</p> <p>Knows at least two different schools of thought/criticism within at least three theological disciplines</p> <p>Able to refer to, evaluate, and use resources from at least three theological disciplines critically and responsibly but not consistently</p>	<p>Vague understanding of the basic differences among some theological disciplines (biblical studies, ethics, history, and/or theology)</p> <p>Knows that different schools of thought/criticism exist within some of the theological disciplines, but do not know how they differ</p> <p>Able to refer to and use resources from some of the theological disciplines, but without good evaluation and/or careful consideration of relevance</p>	<p>Lacks understanding of the basic differences among various theological disciplines</p> <p>Does not know that different schools of thought/criticism exist within each of the theological disciplines</p> <p>Unable to refer to, evaluate, and/or use resources from each of the theological disciplines</p>
Integration	<p>Able to integrate and synthesize information and make connections across two or more theological disciplines to address a special topic, issue, or question logically, clearly, and in ways that show not only understanding but also respect for</p>	<p>Able to integrate and synthesize information and make connections across two or more theological disciplines to address a special topic, issue, or question in ways, but shows a few misconceptions and/or omissions in doing so</p>	<p>Able to integrate and synthesize information and make connections across two theological disciplines to address a special topic, issue, or question, but shows signs of significant misconceptions and/or omissions</p>	<p>Unable to integrate and synthesize information and make connections across two theological disciplines to address a special topic, issue, or question</p>

	each discipline's own integrity			
<b>Contextual Appreciation &amp; Appropriation</b>	Aware of a variety of contexts consistently	Aware that there are various contexts, but in limited number and not consistently	Aware of various contexts only if they are obvious (e.g. over a large span of time and/or geography)	Unaware that there are various contexts
	Able to explain and illustrate critically and carefully how contexts under consideration are different and what importance those differences make in understanding and/or dealing with a text, a situation, and/or an issue	Able to explain and illustrate critically and carefully how contexts under consideration are different, but struggles to articulate and demonstrate what importance those differences make in understanding and/or dealing with a text, a situation, and/or an issue	Able to explain and illustrate how contexts are different if they are obvious, but unable to articulate and demonstrate what importance those differences make in understanding and/or dealing with a text, a situation, and/or an issue	
<b>Disciplinary competence</b>	Able to critically and clearly explain, address, and illustrate a topic or an issue within her or his particular disciplinary interest not only with relevant disciplinary resources but also in her or his own words	Able to explain, address, and illustrate a topic or an issue within her or his particular disciplinary interest with relevant disciplinary resources but not in her or his own words	Struggles to explain, address, and illustrate a topic or an issue within her or his particular disciplinary interest (including the reference to and use of relevant disciplinary resources)	Unable to explain, address, and illustrate a topic or an issue within her or his particular disciplinary interest