

IP-LF ASSESSMENT RUBRIC

	Excellent		Competent		Unacceptable		NA
	6	5	4	3	2	1	
Student thinks critically and creatively about Formation and History							
Student demonstrates a sound understanding of the relationship between formation and Church History							
Student consistently follows his/her own statement on the relationship between history and formation							
Student draws creatively on various disciplines to create a coherent, historically-based Sunday school lesson							
Students demonstrate skills and knowledge in interpreting the past for the church							
Student demonstrates knowledge of the content of 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 thinking about faith formation today							
Student uses historical research in an appropriate way in leading for formation							
Student demonstrates skills and knowledge in leading for formation in the church							
Student demonstrates an understanding of the processes of formation in relation to the mission of the church							
Student evidences knowledge of how educational theories and strategies can be used to support formation							
Student demonstrates understanding of and ability to work with their denomination's and congregation's formation traditions							
Student evidences an understanding of educational formation preparation as a spiritual exercise							
Historically-based Lesson							
Student develops a Sunday School lesson appropriate for the element of church history and the congregational context							
Student offers a theologically, ethically, culturally, pedagogically, and/or pastorally significant learning objective							
Student explains pedagogical choices with respect to the learning objective, church history element, and the context							
Student uses effective pedagogical strategies that create interest, flow well, and support the learning objective							
Student leads the Sunday school lesson in a manner that engages the group and invites participation							
Student demonstrates analytical skills in relation to her or his ministry							
Student demonstrates accurate self-evaluation in teaching church history and formation							
Student demonstrates accurate evaluation of congregants' understanding of the element of church history taught							
Student can recommend appropriate corrections to problems identified in self-evaluation							