

<i>Areas of Assessment (orally and/or written)</i>	<i>Strong Ability Exceeds Expectations</i>	<i>Adequate Ability Meets Expectations</i>	<i>Marginal Ability Does Not Meet Expectations</i>	<i>Fails to Demonstrate Ability Not In Evidence</i>
Learning Outcome 1: Preach out of an articulated theology of proclamation.				
Articulates a clear statement of the issue in the practice of preaching that is at the center of the project and research.	Statement is clearly worded, concise and focused, presenting an important and timely issue. Nine (9)	Statement coherently presents issue in preaching. Five (5)	Statement lacks coherence and/or focus, or is undeveloped.	Statement is incomprehensible and bears no relevance to issue in preaching.
Provides a coherent rationale for the study of this issue in preaching.	Discussion is clear, concise, and focused, and presents a compelling and persuasive rationale. Seven (7)	Discussion coherently presents a thoughtful and reasonable rationale. Eight (8)	Discussion lacks coherence and a convincing or complete rationale.	Discussion of rationale is incomprehensible, absent, or bears no relevance to issue.
Learning Outcome 2: Assess the strengths and weaknesses of one's own style of preaching.				
Coherently expresses strengths and weaknesses of preaching events.	Appraisal of sermons illustrates thoughtful, articulate, and thorough assessment of the preaching events. Six (6)	Critique of preaching is concise and complete. Eight (8)	Limited and incomplete evaluation of preaching. One (1)	Fails to identify attributes of preaching events
Makes connection between aspects of the preaching style and the results of the project.	Characteristics of preaching style are clear, focused, compelling and persuasive in relationship to the project. Seven (7)	Relationship between preaching style and project is coherent, thoughtful, and reasonable. Six (6)	Relationship between preaching style and project is limited and the impact is unclear. Two (2)	No relationship given between preaching style and project
Learning Outcome 3: Collaborate with members of the ministry site in an ongoing process of reflecting on one's preaching.				
Articulates relevant and reachable goals achieved in collaboration with the Parish Project Group or a broader group within the ministry site.	Project goals are relevant, reachable, clearly articulated and appropriately address the issue. Nine (9)	Project goals are mostly coherent, relevant, reachable, and appropriately address the issue. Six (6)	Project goals lack coherence, and/or are not especially relevant/ reachable, or do not address the issue.	Lacks appropriate project goals.
Analyzes how the project goals were achieved or not achieved with reasons for success or failure.	Skillful assessment with a clear understanding of the success and/or failure of each aspect the project. Six (6)	Coherent assessment and some understanding of the success and/or failure of most aspects of the project. Seven (7)	Assessment of the success and/or failure of the project is incoherent or shows limited understanding. Two (2)	Student unable to assess success and/or failure of project.

Learning Outcome 4: Demonstrate an acquaintance with leading authors in homiletics.				
Uses and cites significant scholarly and other resources that show an understanding of the breadth of the field of homiletics.	Discussion of scholarly resources presents their ideas cogently and accurately. Resources used are appropriate to project and significant in the field. Six (6)	Discussion of scholarly resources presents their ideas accurately. Resources used are appropriate to project or significant in the field. Eight (8)	Use of resources shows misunderstanding of the ideas discussed. One (1)	Fails to draw on leading authors.
Applies knowledge of scholarly resources in the field of homiletics to the project.	Project is founded on appropriate scholarly resources, which are used creatively and skillfully to enhance project. Eight (8)	Project is grounded in appropriate scholarly resources. Seven (7)	Use of resources is incidental to project, or use of resources is not appropriate to project.	Application of resources is not evident in project.
Learning Outcome 5: Demonstrate an ability to think critically				
Evaluate authors in the field of homiletics both in their own right and in the context of the project.	Creatively and persuasively present strengths and weaknesses of authors both in the context of the field of homiletics and in the context of the project. Two (2)	Cogently present strengths and weaknesses of authors both in the context of the field and in the context of the project. Twelve (12)	Evaluation of authors is incoherent or incomplete. One (1)	No attempt to evaluate authors in their own right or in the context of the project.
Offers a creative synthesis of project and authors in the field of homiletics.	Application of resources to project is innovative, imaginative, thoughtful, and relevant. Two (2)	Application of resources is thoughtful and appropriate. Thirteen (13)	Application of resources is inappropriate and/or lack thoughtfulness.	Project and authors are not synthesized.
Learning Outcome 6: Demonstrate an ability to think theologically				
Project brings sermons into conversation with student's own theological framework.	Discussion of sermons attends thoughtfully and insightfully to theological integrity, drawing clearly on student's theological framework. Eight (8)	Discussion of sermons attends to theological integrity, drawing on student's theological framework. Seven (7)	Discussion of sermons draws only shallowly on student's theological framework, or is incoherent in this area.	Discussion of sermons does not attend to student's theological framework.

<p>Project brings sermons into conversation with the theological tradition.</p>	<p>Discussion of sermons attends thoughtfully and insightfully to the theology of the student's tradition and to many or all of the major theological loci (God, the church, salvation, etc.) Seven (7)</p>	<p>Discussion of sermons attends to the theology of the student's tradition and to theological loci (God, the church, salvation, etc.) Eight (8)</p>	<p>Discussion of sermons touches only lightly on the theology of the student's tradition and theological loci.</p>	<p>Discussion of sermons does not attend to the theology of the student's tradition or theological loci.</p>
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Result of the oral exam.

Pass With Distinction	Pass	Pass with Stipulations	No Pass
<p>"Strong" on 8 or more of the 12 areas. Two (2)</p>	<p>"Strong" or "Adequate" in 8 or more of the 12 areas. Twelve (12)</p>	<p>Examiners believe that with revisions as specified, student can achieve "Strong" or "Adequate" in at least 8 of the 12 areas. One (1)</p>	<p>Student receives "Marginal Ability" or "Fails to Demonstrate" in 3 or more areas.</p>

ACTS D.Min in Preaching Third Year Sermon Rubric 2018

Note: Learning Outcome 7 is assessed in the third year based on the two sermons and reflection papers.

Learning Outcome: Develop competency in creating sermons and in preaching that is relevant to their faith community and program focus.				
<i>Areas of Assessment (orally and/or written)</i>	<i>Strong Ability Exceeds Expectations</i>	<i>Adequate Ability Meets Expectations</i>	<i>Marginal Ability Does Not Meet Expectations</i>	<i>Fails to Demonstrate Ability Not In Evidence</i>
Sermon represents understanding and depth of the ministry context that includes its social, cultural, institutional, geographic, theological, and socio-economic dimensions.	Includes detailed and integrated description of all relevant areas of the ministry context. Eight (8)	Includes relevant reference and inclusion of some areas of the ministry context. Six (6)	Makes vague reference to ministry context. One (1)	Contains no mention or attention to ministry context.
Sermon focuses on designated goals detailed in the Learning Covenant.	Responds specifically and in detail to the description of the learning goals articulated in the Learning Covenant. Five (5)	References some aspects of the learning goals specified in the Learning Covenant. Nine (9)	Alludes to the learning goals in the Learning Covenant, but without direct application. One (1)	No connection made to stated learning goals in the Learning Covenant.
Sermon utilizes biblical text and relevant connections and interpretations to the sermon purpose.	Clear biblical foundation and interpretation of the biblical text in the development and content of the sermon. Eight (8)	Sermon offers appropriate content and interpretation of the biblical text. Seven (7)	Alludes to scripture but little application to sermon content.	No visible presence of the biblical text in the sermon.
Sermon demonstrates appropriate course and other homiletical learnings.	Clear and deep engagement of course learnings and focus in sermon content. Five (5)	Sermon gives adequate attention to course learnings and focus. Ten (10)	Sermon alludes to course learnings and focus.	Sermon gives no attention to course learnings or focus.
Sermon integrates the needs of the ministry context and the issue in preaching being addressed.	Sermon content clearly and deeply responds to the needs of the ministry context and the specific preaching issue. Eight (8)	Provides some reference to the needs of the ministry context and the specific preaching issue. Six (6)	Sermon responds to either the needs of the ministry context or the specific preaching issue. One (1)	Sermon fails to address either the needs of the ministry context or the preaching issue.

<i>Areas of Assessment (orally and/or written)</i>	<i>Strong Ability Exceeds Expectations</i>	<i>Adequate Ability Meets Expectations</i>	<i>Marginal Ability Does Not Meet Expectations</i>	<i>Fails to Demonstrate Ability Not In Evidence</i>
Learning Outcome 1: Preach out of an articulated theology of proclamation.				
Articulates a clear statement of the issue in the practice of preaching that is at the center of the project and research.	Statement is clearly worded, concise and focused, presenting an important and timely issue. Eleven (11)	Statement coherently presents issue in preaching. One (1)	Statement lacks coherence and/or focus, or is undeveloped. One (1)	Statement is incomprehensible and bears no relevance to issue in preaching.
Provides a coherent rationale for the study of this issue in preaching.	Discussion is clear, concise, and focused, and presents a compelling and persuasive rationale. Ten (10)	Discussion coherently presents a thoughtful and reasonable rationale. Three (3)	Discussion lacks coherence and a convincing or complete rationale.	Discussion of rationale is incomprehensible, absent, or bears no relevance to issue.
Learning Outcome 2: Assess the strengths and weaknesses of one's own style of preaching.				
Coherently expresses strengths and weaknesses of preaching events.	Appraisal of sermons illustrates thoughtful, articulate, and thorough assessment of the preaching events. Eight (8)	Critique of preaching is concise and complete. Four (4)	Limited and incomplete evaluation of preaching. One (1)	Fails to identify attributes of preaching events
Makes connection between aspects of the preaching style and the results of the project.	Characteristics of preaching style are clear, focused, compelling and persuasive in relationship to the project. Eight (8)	Relationship between preaching style and project is coherent, thoughtful, and reasonable. Five (5)	Relationship between preaching style and project is limited and the impact is unclear. One (1)	No relationship given between preaching style and project
Learning Outcome 3: Collaborate with members of the ministry site in an ongoing process of reflecting on one's preaching.				
Articulates relevant and reachable goals achieved in collaboration with the Parish Project Group or a broader group within the ministry site.	Project goals are relevant, reachable, clearly articulated and appropriately address the issue. Eight (8)	Project goals are mostly coherent, relevant, reachable, and appropriately address the issue. Five (5)	Project goals lack coherence, and/or are not especially relevant/ reachable, or do not address the issue.	Lacks appropriate project goals.

Analyzes how the project goals were achieved or not achieved with reasons for success or failure.	Skillful assessment with a clear understanding of the success and/or failure of each aspect the project. Eleven (11)	Coherent assessment and some understanding of the success and/or failure of most aspects of the project. Three (3)	Assessment of the success and/or failure of the project is incoherent or shows limited understanding.	Student unable to assess success and/or failure of project.
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Learning Outcome 4: Demonstrate an acquaintance with leading authors in homiletics.				
Uses and cites significant scholarly and other resources that show an understanding of the breadth of the field of homiletics.	Discussion of scholarly resources presents their ideas cogently and accurately. Resources used are appropriate to project and significant in the field. Ten (10)	Discussion of scholarly resources presents their ideas accurately. Resources used are appropriate to project or significant in the field. Three (3)	Use of resources shows misunderstanding of the ideas discussed.	Fails to draw on leading authors.
Applies knowledge of scholarly resources in the field of homiletics to the project.	Project is founded on appropriate scholarly resources, which are used creatively and skillfully to enhance project. Nine (9)	Project is grounded in appropriate scholarly resources. Five (5)	Use of resources is incidental to project, or use of resources is not appropriate to project.	Application of resources is not evident in project.
Learning Outcome 5: Demonstrate an ability to think critically				
Evaluate authors in the field of homiletics both in their own right and in the context of the project.	Creatively and persuasively present strengths and weaknesses of authors both in the context of the field of homiletics and in the context of the project. Seven (7)	Cogently present strengths and weaknesses of authors both in the context of the field and in the context of the project. Seven (7)	Evaluation of authors is incoherent or incomplete.	No attempt to evaluate authors in their own right or in the context of the project.
Offers a creative synthesis of project and authors in the field of homiletics.	Application of resources to project is innovative, imaginative, thoughtful, and relevant. Nine (9)	Application of resources is thoughtful and appropriate. Five (5)	Application of resources is inappropriate and/or lack thoughtfulness.	Project and authors are not synthesized.

Learning Outcome 6: Demonstrate an ability to think theologically				
Project brings sermons into conversation with student's own theological framework.	Discussion of sermons attends thoughtfully and insightfully to theological integrity, drawing clearly on student's theological framework. Thirteen (13)	Discussion of sermons attends to theological integrity, drawing on student's theological framework. One (1)	Discussion of sermons draws only shallowly on student's theological framework, or is incoherent in this area.	Discussion of sermons does not attend to student's theological framework.
Project brings sermons into conversation with the theological tradition.	Discussion of sermons attends thoughtfully and insightfully to the theology of the student's tradition and to many or all of the major theological loci (God, the church, salvation, etc.) Thirteen (13)	Discussion of sermons attends to the theology of the student's tradition and to theological loci (God, the church, salvation, etc.) One (1)	Discussion of sermons touches only lightly on the theology of the student's tradition and theological loci.	Discussion of sermons does not attend to the theology of the student's tradition or theological loci.

Result of the oral exam.

Pass With Distinction	Pass	Pass with Stipulations	No Pass
"Strong" on 8 or more of the 12 areas. Eight (8)	"Strong" or "Adequate" in 8 or more of the 12 areas. Five (5)	Examiners believe that with revisions as specified, student can achieve "Strong" or "Adequate" in at least 8 of the 12 areas. One (1)	Student receives "Marginal Ability" or "Fails to Demonstrate" in 3 or more areas.

ACTS D.Min in Preaching Third Year Sermon Rubric 2019

Note: Learning Outcome 7 is assessed in the third year based on the two sermons and reflection papers.

Learning Outcome 7: Develop competency in creating sermons and in preaching that is relevant to their faith community and program focus.				
<i>Areas of Assessment (orally and/or written)</i>	<i>Strong Ability Exceeds Expectations</i>	<i>Adequate Ability Meets Expectations</i>	<i>Marginal Ability Does Not Meet Expectations</i>	<i>Fails to Demonstrate Ability Not In Evidence</i>
Sermon represents understanding and depth of the ministry context that includes its social, cultural, institutional, geographic, theological, and socio-economic dimensions.	Includes detailed and integrated description of all relevant areas of the ministry context. Six (6)	Includes relevant reference and inclusion of some areas of the ministry context. Eight (8)	Makes vague reference to ministry context.	Contains no mention or attention to ministry context.
Sermon focuses on designated goals detailed in the Learning Covenant.	Responds specifically and in detail to the description of the learning goals articulated in the Learning Covenant. Nine (9)	References some aspects of the learning goals specified in the Learning Covenant. Five (5)	Alludes to the learning goals in the Learning Covenant, but without direct reference.	No connection made to stated learning goals in the Learning Covenant.
Sermon utilizes biblical text and relevant connections and interpretations to the sermon purpose.	Clear biblical foundation and interpretation of the biblical text in the development and content of the sermon. Nine (9)	Sermon offers appropriate content and interpretation of the biblical text. Four (4)	Alludes to scripture but little application to sermon content. One (1)	No visible presence of the biblical text in the sermon.
Sermon demonstrates appropriate course and other homiletical learnings.	Clear and deep engagement of course learnings and focus in sermon content. Eleven (11)	Sermon gives adequate attention to course learnings and focus. Two (2)	Sermon alludes to course learnings and focus. One (1)	Sermon gives no attention to course learnings or focus.
Sermon integrates the needs of the ministry context and the issue in preaching being addressed.	Sermon content clearly and deeply responds to the needs of the ministry context and the specific preaching issue. Nine (9)	Provides some reference to the needs of the ministry context and the specific preaching issue. Four (4)	Sermon responds to either the needs of the ministry context or the specific preaching issue. One (1)	Sermon fails to address either the needs of the ministry context or the preaching issue.

<i>Areas of Assessment (orally and/or written)</i>	<i>Strong Ability Exceeds Expectations</i>	<i>Adequate Ability Meets Expectations</i>	<i>Marginal Ability Does Not Meet Expectations</i>	<i>Fails to Demonstrate Ability Not In Evidence</i>
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	Characteristics of preaching style are clear, focused, compelling and persuasive in relationship to the project. Four (4)	Relationship between preaching style and project is coherent, thoughtful, and reasonable. Six (6)	Relationship between preaching style and project is limited and the impact is unclear.	No relationship given between preaching style and project
Learning Outcome 3: Collaborate with members of the ministry site in an ongoing process of reflecting on one's preaching.				
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Analyzes how the project goals were achieved or not achieved with reasons for success or failure.	Skillful assessment with a clear understanding of the success and/or failure of each aspect the project. Four (4)	Coherent assessment and some understanding of the success and/or failure of most aspects of the project. Six (6)	Assessment of the success and/or failure of the project is incoherent or shows limited understanding.	Student unable to assess success and/or failure of project.
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Offers a creative synthesis of project and authors in the field of homiletics.	Application of resources to project is innovative, imaginative, thoughtful, and relevant. Six (6)	Application of resources is thoughtful and appropriate. Four (4)	Application of resources is inappropriate and/or lack thoughtfulness.	Project and authors are not synthesized.
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<p>Project brings sermons into conversation with the theological tradition.</p>	<p>Discussion of sermons attends thoughtfully and insightfully to the theology of the student's tradition and to many or all of the major theological loci (God, the church, salvation, etc.) Four (4)</p>	<p>Discussion of sermons attends to the theology of the student's tradition and to theological loci (God, the church, salvation, etc.) Six (6)</p>	<p>Discussion of sermons touches only lightly on the theology of the student's tradition and theological loci.</p>	<p>Discussion of sermons does not attend to the theology of the student's tradition or theological loci.</p>
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Result of the oral exam.

Pass With Distinction	Pass	Pass with Stipulations	No Pass
<p>"Strong" on 8 or more of the 12 areas. Five (5)</p>	<p>"Strong" or "Adequate" in 8 or more of the 12 areas. One (1)</p>	<p>Examiners believe that with revisions as specified, student can achieve "Strong" or "Adequate" in at least 8 of the 12 areas. Four (4)</p>	<p>Student receives "Marginal Ability" or "Fails to Demonstrate" in 3 or more areas.</p>

ACTS D.Min in Preaching Third Year Sermon Rubric 2020

NOTE: Learning Outcome 7 is assessed in the third year based on the two sermons and reflection papers.

Learning Outcome 7: Develop competency in creating sermons and in preaching that is relevant to their faith community and program focus.				
<i>Areas of Assessment (orally and/or written)</i>	<i>Strong Ability Exceeds Expectations</i>	<i>Adequate Ability Meets Expectations</i>	<i>Marginal Ability Does Not Meet Expectations</i>	<i>Fails to Demonstrate Ability Not in Evidence</i>
Sermon represents understanding and depth of the ministry context that includes its social, cultural, institutional, geographic, theological, and socio-economic dimensions.	Includes detailed and integrated description of all relevant areas of the ministry context. Four (4)	<i>Includes relevant reference and inclusion of some areas of the ministry context.</i> Six (6)	Makes vague reference to ministry context.	Contains no mention or attention to ministry context.
Sermon focuses on designated goals detailed in the Learning Covenant.	Responds specifically and in detail to the description of the learning goals articulated in the Learning Covenant as appropriate for this sermon. Seven (7)	References some aspects of the learning goals specified in the Learning Covenant. Four (4)	Alludes to the learning goals in the Learning Covenant, but without direct application.	No connection made to stated learning goals in the Learning Covenant.
Sermon utilizes the biblical text and relevant connections and interpretations to the sermon purpose.	Clear and appropriately detailed foundation and interpretation of the biblical text in the contents of the sermon. Ten (10)	Sermon offers appropriate content and interpretation of the biblical text. One (1)	Alludes to scripture but little application to sermon content.	No visible presence of the biblical text in the sermon.
Sermon demonstrates appropriate course and other homiletical learnings in both the specific contents and the delivery performance as appropriate.	Clear and deep engagement of course learnings and project focus in sermon content and delivery. Two (2)	Sermon content and delivery gives adequate attention to course learnings and project focus. Six (6)	Sermon alludes to course learnings and project focus Two (2)	Sermon gives no attention to course learnings or focus.
Sermon integrates the needs of the ministry context and the issue in preaching being addressed.	Sermon content clearly and deeply responds to the needs of the ministry context and the specific preaching issue. Eight (8)	Provides some reference to the needs of the ministry context and the specific preaching issue. Two (2)	Sermon responds to either the needs of the ministry context or the specific preaching issue. One (1)	Sermon fails to address either the needs of the ministry context or the preaching issue.