

Assessment rubric



| | Outcome | Exceeds expectations | Meets expectations | Not yet meeting expectations (To be addressed before accreditation can be awarded) | Comments |
|---------|--|---|---|--|--|
| Equip 1 | Articulate an understanding of key Lutheran theological concepts related to the question 'Who is God?' | Sophisticated discussion of key theological concepts with reference to appropriate scholarly commentary beyond core readings. | Discussion of key theological concepts with reference to core readings (CSCF, Bible, Bartsch) which demonstrates adequate working knowledge of the nature of the Christian God. | Discussion of key theological concepts requires further development. | Very good identification of key concepts with personal reflections on what is significant for you as a CS teacher. |
| | | Insightful application of the strategy 'worlds of the text' enabling deeper engagement with biblical texts that are connected to key theological concepts and support inquiry. | Use the strategy 'worlds of the text' to engage with selected biblical text that are connected to key theological concepts. | Superficial and / or minimal engagement with Scripture. | The Lord's prayer teaches about God and the new relationship we have with God through him. What can the Lord's prayer teach us about God and what matters to God? |
| | Demonstrate a critical understanding of the purpose of Christian Studies in a Lutheran school or ECS | Insightful reflection on inquiry experiences, providing a succinct and discerning articulation of the purposes and practices of Christian Studies including the use of inclusive conversations and respectful dialogue. | Reflection on inquiry experiences and clear articulation of the purpose and practice of Christian Studies including the use of inclusive conversations and respectful dialogue. | Limited reflection / basic articulation or inaccurate understanding of the purpose of Christian Studies. | |
| | Critically reflect on Christian | Analysis, with justification, of the nature of learners, learning and the learning environment and the implications, challenges and opportunities for teaching | Describe the nature of your learners, learning and learning environment, including the implications, challenges and | Limited description of the nature of one or more of | Thoughtful and insightful responses. |

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| | Studies in their context | and learning. Presents and evaluates a variety of effective solutions. | opportunities for teaching and learning. Presents a variety of possible solutions. | the learners, learning and learning environment. | |
| | | Informed analysis of the connections and synthesis of the CSCF key ideas, underlying theology and the developmental stages of learners with reference to appropriate scholarly commentary (eg, Fowler, Kohlberg, Piaget) | Identifies clear connections between one or more CSCF key ideas, the underlying theology and the developmental stages of the learners. | Connections between CSCF key ideas, theological concepts and learners are superficial or unsubstantiated. | |
| Equip 2 | Articulate an understanding of the Key theological ideas and concepts related to the question “Who are we?” | Sophisticated discussion of key theological concepts with reference to appropriate scholarly commentary beyond core readings. | Discussion of key theological concepts with reference to core readings (CSCF, Bible, Bartsch) which demonstrates adequate working knowledge of the nature of being human. | Discussion of key theological concepts requires further development. | |
| | | Demonstrate use, and evaluation, of at least two alternative approaches to ‘worlds of the text’ to engage with biblical texts. Connects learning to the identified key theological concepts. | Demonstrate use, and commentary, on at least two alternative approaches to ‘worlds of the text’ to engage with biblical text. Connects learning to the identified key theological concepts. | Uses one approach to engage with biblical text during Equip unit activities. | |
| | Critically reflect on the use of inquiry processes in their Christian Studies context. | Evaluate, using specific examples of practice and discuss how the learner, learning, learning environment and teachers interact to create inquiry and demonstrate authentic learning in Christian Studies. | Discuss how the learner, learning, learning environment and teachers interact to create inquiry in their Christian Studies. | Partial discussion requiring further development | |