



Rubric for Equip ePortfolios in Equip 1 and 2 2021

| Outcomes | Exceeds expectations | Meets expectations | Not yet meeting expectations (To be addressed before accreditation can be awarded) |
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| 1. Articulate an understanding of the Lutheran theological concepts related to the question 'Who is God?' | Comprehensive understanding of Lutheran theological concepts related to the question 'Who is God?' with extensive reference to core* and other readings and CSCF key ideas. | Demonstrated understanding of Lutheran theological concepts related to the question 'Who is God?' with reference to core* readings and at least one CSCF key idea. | Limited understanding of Lutheran theological concepts related to the question 'Who is God?' with little or no reference to core* readings and a CSCF key idea. |
| 2. Analyse a Bible passage using the 'Worlds of the text' approach to explore the theology related to the question 'Who is God?' | Detailed analysis of a Bible passage using the 'Worlds of the text' approach to explore the question 'Who is God?' showing links to CSCF key ideas. | Analysis of a Bible passage using the 'Worlds of the text' approach to explore the question 'Who is God?' showing links to at least one CSCF key idea. | Superficial and / or minimal analysis of a Bible passage. |
| 3. Critically reflect on the nature of Christian Studies in a Lutheran school or Early Childhood Service (ECS) as articulated in the CSCF. | Critical reflection demonstrates comprehensive understanding of the nature of Christian Studies in a Lutheran school or ECS and is supported with references to the CSCF and readings. | Critical reflection demonstrates understanding of the nature of Christian Studies in a Lutheran school or ECS and is supported with references to the CSCF. | Limited reflection or inaccurate understanding of the nature of Christian Studies in a Lutheran school or ECS. |
| 4. Discuss the implications of the nature of CS for your learners, learning and learning environment. | Comprehensive discussion of the implications of the nature of Christian Studies for learners, learning and learning environment in your context is supported with extensive reference to inquiry experiences**, the CSCF and readings. | Discussion of the implications of the nature of Christian Studies for learners, learning and learning environment in your context is supported with reference to inquiry experiences**, the CSCF and readings. | Basic articulation of the implications of the nature of CS for your learners, learning and learning environment with limited reference to inquiry experiences**, the CSCF and readings. |
| 5. Articulate an understanding of the Lutheran theological concepts related to the question 'Who are we?' | Comprehensive understanding of Lutheran theological concepts related to the question 'Who are we?' with extensive reference to core* and other readings and CSCF key ideas. | Demonstrated understanding of Lutheran theological concepts related to the question 'Who are we?' with reference to core* readings and at least one CSCF key idea. | Limited understanding of Lutheran theological concepts related to the question 'Who are we?' with little or no reference to core* readings and a CSCF key idea. |

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| 6. Analyse a Bible passage using two alternative approaches to the 'Worlds of the text' to explore the theology related to the question 'Who are we?'. | Detailed analysis of a Bible passage using two alternative approaches to the ' <i>Worlds of the text</i> ' to explore the question 'Who are we?' showing links to CSCF key ideas. | Analysis of a Bible passage using two alternative approaches to the ' <i>Worlds of the text</i> ' to explore the question 'Who are we?' showing links to at least one CSCF key idea. | Superficial and / or minimal analysis of a Bible passage. |
| 7. Critically reflect on the use of <i>inquiry</i> in your Christian Studies classroom. | Insightful critical reflection on the use of <i>inquiry</i> in your Christian Studies classroom is supported with detailed reference to learners, learning and the learning environment. | Critical reflection on the use of <i>inquiry</i> in your Christian Studies classroom is supported with reference to learners, learning and the learning environment. | Limited reflection on the use of <i>inquiry</i> in your Christian Studies classroom. |

***Core readings**

- [Christian Studies Curriculum Framework](#)
- [A God who speaks and acts](#) (Bartsch, M)
- Bible

Supplementary readings

- [Enter the Bible](#)
- [The new Lion Bible encyclopedia](#)
- [The Lion Handbook to the Bible](#)
- [Bible Gateway](#)
- The Bible Project [website](#) and [You Tube channel](#)
- [LIFE curriculum](#)
- [Christian Studies websites](#)

Inquiry experiences** The inquiry experiences may include your inquiry experiences from the Equip workshops or your inquiries in your classroom or school as you journey through Equip and seek to grow your understanding of the nature, purpose and practice of Christian studies.

Referencing: Please use a standard approach to referencing eg, APA