Rubric for Equip ePortfolios in Equip 1 and 2

	Outcome	Exceeds expectations	Meets expectations	Not yet meeting expectations (To be addressed before accreditation can be awarded)
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.
		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.
	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 Studies in their context	Analysis, with justification, of the nature of learners, learning and the learning environment and the implications, challenges and opportunities for teaching and learning. Presents and evaluates a variety of effective solutions.	Describe the nature of your learners, learning and learning environment, including the implications, challenges and opportunities for teaching and learning. Presents a variety of possible solutions.	Limited description of the nature of one or more of 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