

TEMPLATE No. 3: Assessment Data for the Evidence of Student Learning and the Use of Evidence

EVIDENCE OF STUDENT LEARNING

Learning Outcome to be assessed:

Program Learning Outcome 1: Interpret scripture evidencing biblical literacy

Outcome Measure (assignment and schedule):

Signature Assignment: BIB 240 Final In-Class Concentric Discussion Exam (Fall 2016; Mon, Dec. 12, 7:30–10:00 A.M.)

Criteria for Success (if applicable):

Students are to score 80% or higher on distinguished or commendable.

Longitudinal Data Table: First time assessed in the new curriculum revision.

USE OF EVIDENCE OF STUDENT LEARNING

Conclusions Drawn from Data:

The results are:

Distinguished (90-100) **5 students**

Commendable (80-89) **4 students**

Adequate (70-79)

Minimal (60-69)

Failure (59-0)

Changes to be Made Based on Data: None, but critically examine assessment tool and sig. assignment.

Rubric Used: See below (next page)

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BIB 240 Final In-Class Concentric Discussion Exam

RUBRIC:

0 = Failed

15 = Below Expectations

20 = Strong, Good

25 = Excellent

| Students | CONTENT OF SPOKEN CONTRIBUTION (0-25) | EVIDENCE OF READING/STUDY PREPARATION (0-25) | ENGAGEMENT WITH BIBLICAL TEXTS (0-25) | THEOLOGICAL AND PASTORAL APPROACH IN CONVERSATION (0-25) | Total Score |
|----------|---------------------------------------|--|---------------------------------------|--|-------------|
| #1 | 25 | 25 | 25 | 25 | 100 |
| #2 | 20 | 20 | 25 | 25 | 90 |
| #3 | 25 | 25 | 25 | 25 | 100 |
| #4 | 20 | 25 | 20 | 25 | 90 |
| #5 | 20 | 25 | 25 | 15 | 85 |
| #6 | 15 | 15 | 25 | 25 | 80 |
| #7 | 25 | 25 | 20 | 25 | 95 |
| #8 | 25 | 20 | 15 | 25 | 85 |
| #9 | 20 | 25 | 15 | 25 | 85 |

Concentric-Circle Discussion Questions: BIB 240 – Summative Assessment, Faithful Readings of Scripture

ASSIGNMENT PREPARATION INFORMATION:

**Answers should draw from and acknowledge especially our assigned readings, but also read responsibly (in ways that reflect the methods presented in this class) the biblical witness, and personal experience. Comments that cite the readings in helpful and applicable ways will be especially highly valued. Digital comments that aid or helpfully redirect the out-loud conversation will receive additional credit.*

**Know that you may not get your first choices regarding which Questions to be “in circle” on and you should be prepared for all 6.*

1. What questions might an interpreter ask or what conclusions might s/he seek about a Scripture passage when using a **diachronic lens** versus a **synchronic lens**? To make this more concrete, consider the differences (in questions and conclusions) between possible diachronic and synchronic approaches to Psalm 22. (Remember that both diachronic and synchronic are larger “umbrella” terms that refer to several distinct interpretive approaches; you may want to use particular methods as examples.)

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2. A very ancient Christian way of reading Scripture is **allegorical interpretation**. Define this interpretive method and explain its theological basis. While this reading has fallen out of favor in technical biblical studies, it is being reclaimed as a figural way to read Jesus throughout all of Scripture. How might reading Scripture allegorically help us to reinforce our theological claim that all of Scripture points to Jesus? (Examples would be helpful.)
3. **Case study:** You are a new, young Associate Pastor in a mostly middle-class, suburban, white congregation. The first time you get to preach, you talk about Jesus' passion for justice, for lifting up the lowly, and for including the lost and marginalized (especially relying on Luke 4:16-30). As the weeks go by, you start hearing rumors of complaints about your "liberal, socialist, left-leaning sermon being shoved down their throats." After conversations with the senior pastor, you find out that one member of the board was particularly offended by the sermon. The pastor suggests you speak with him. When you meet with this parishioner, what do you say? Biblically and theologically, what resources do you draw upon to demonstrate that your sermon on Social Justice arose from Scripture, rather than a particular U.S. political-party allegiance? How do you connect this care for the poor/lost/marginalized with the Christian faith?
4. You are given the task of preaching on a specific biblical text—Matthew 14:22-33—for a PLNU chapel. You know professors, pastors, and fellow students will be there, so you give yourself plenty of time to prepare responsibly. **What steps do you take to read and interpret this passage well?** What's your process of engaging this text at the heart of (not a side note in, or one of many illustrations in) your sermon?
5. **Case study:** A young woman in a Bible Study you lead shared with your group, "I was reading Scripture and preparing for our Bible Study today and ***the Spirit showed me the true meaning*** of Deuteronomy 22:9-11. When it's speaking of kinds of seed, oxen and donkeys, or linen and wool, it is really a message about *interracial marriage*. God's Word is telling us that it is ungodly for children to be of mixed racial heritage." How do you respond to her comment about her sense of the God's individualized and private revelation of interpretation as the leader of this group? What considerations would you make about whether to respond publicly or in private conversation? What interpretive approaches would you engage to offer different explanations of that passage to the Bible Study?
6. What does Gonzalez mean when he says, "**The Bible has been good to us**"? What is the function of Scripture in such a view? How might our teaching, preaching, and study of Scripture exemplify such a view?

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EVIDENCE OF STUDENT LEARNING – B.A. CHRISTIAN STUDIES

Learning Outcome to be assessed:

Program Learning Outcome 2: Articulate clear theological doctrines relevant to Christian life and ministry

Outcome Measure (assignment and schedule):

Signature Assignment: 10-12-page research paper addressing a particular doctrine, theologian, or theological controversy that is relevant to the course materials.

Criteria for Success (if applicable):

Students are to score 80% or higher on distinguished or commendable.

Longitudinal Data Table: First time assessed in the new curriculum revision.

USE OF EVIDENCE OF STUDENT LEARNING

Conclusions Drawn from Data:

The results are:

Distinguished (90-100) – five students

Commendable (80-89) – two students

Adequate (70-79) – one student

Minimal (60-69) – four students

Failure (59-0) –

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Changes to be Made Based on Data:

Greater emphasis upon the actual basics of writing an academic paper in biblical studies or theology, through the adoption and use of a brief but helpful textbook specifically devoted to this purpose.

Rubric Used:

See below

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Grading Rubric

| | Distinguished (5) (90-100%) | Commendable (4) (80-89%) | Adequate/Sufficient (3) (70-79%) | Minimal (2) (60-69%) | Unacceptable (1) (50-59%) |
|----------------------|---|--|---|---|---|
| Organization | The paper has a clear structure. Each paragraph is concise and talks about only one idea. There are transitions between paragraphs that create a logical progression. The progression builds from premise(s) to conclusion in a way that supports the thesis. | The paper has a clear, recognizable structure but is not always easy to follow due to some disordered paragraphs or weak transitions. Some paragraphs attempt too much. Others don't seem to be clearly related to the overall thesis. | The paper's theme or argument is apparent but can be a bit confusing, with jumps or missing logic. Transitions tend to be weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics. | The paper's theme or argument is somewhat apparent but is presented in unclear or confusing ways. Transitions are often weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics. | There is no recognizable structure in the paper. Sentences and/or paragraphs drift from idea to idea. The essay lacks transitions between paragraphs. |
| Content | The paper is very clear and concepts are articulated. The student limited the scope of the paper, enabling him or her to add depth to the argument. | The paper is clear and concepts are articulated relatively effectively. | The paper tends toward vagueness and its ideas or arguments are difficult to identify. The paper lacks depth and insight. | The paper is significantly vague and its ideas significantly lacking in substance, depth, and insight. | The paper is not clear and lacking in real content. |
| Sources and Citation | The paper uses an appropriate number of substantive sources and consistently utilizes an accepted academic citation style (e.g., APA, MLA, Chicago, etc.). | The paper uses an appropriate number of substantive sources but is inconsistent in its usage of an academic citation style. | Few of the sources are substantive. Most are used peripherally. For the most part, the paper consistently and accurately uses an academic citation style. | Few if any of the sources are substantive. Most are used peripherally. The paper demonstrates no serious awareness of academic citation style. | No sources or citation page, or if present, is entirely lacking in proper utilization or documentation of sources. |

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|----------------------------|--|---|--|--|--|
| <p>Writing and Grammar</p> | <p>Sentences are clear and concise, with college-level diction. There is variation in sentence structure. There are no more than a few errors in spelling, grammar, or format.</p> | <p>Sentences not always clear and with some informal or inappropriate diction. Sentence structure is generally varied. There are some errors in spelling, grammar, or format, but not so many as to be distracting.</p> | <p>Some sentences lack clarity. Little sentence variety. Diction is informal or simplistic. Spelling, grammar, and/or format errors occasionally become distracting.</p> | <p>Sentence structure is repetitive or simple. Diction is inappropriate for college writing. Spelling, grammar, or format errors overwhelm the reader.</p> | <p>The writing made the paper very difficult to read and to follow. Significant improvement is needed.</p> |
|----------------------------|--|---|--|--|--|

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EVIDENCE OF STUDENT LEARNING

Learning Outcome to be assessed:

Program Learning Outcome 4: Apply principles of Christian formation for the practice of ministry.

Outcome Measure (assignment and schedule):

Signature Assignment: Spiritual Formation Project. Students are to design a retreat or monthly series of lessons for a particular age group (children, youth, adults) on spiritual practices. The project includes a 100-1250-word summary of materials.

Criteria for Success (if applicable):

Students are to score 80% or higher on distinguished or commendable.

Longitudinal Data Table: First time assessed in the new curriculum revision.

USE OF EVIDENCE OF STUDENT LEARNING

Conclusions Drawn from Data:

There were twelve students in the class and 9/12 scored 80% (distinguished or commendable).

The results are:

Distinguished (90-100)—1 student

Commendable (80-89)—8 students

Adequate (70-79)-2 students

Minimal (60-69)-0 students

Failure (59-0)-1 student

Changes to be Made Based on Data:

The scores indicate that students understand the content of Spiritual formational practices and know how to contextualize them in a teaching context. In the future more attention needs to be given to curriculum design and teaching to help students with the project.

Rubric Used:

See below

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Grading Rubric

| | Distinguished (5) (90-100%) | Commendable (4) (80-89%) | Adequate/Sufficient (3) (70-79%) | Minimal (2) (60-69%) | Unacceptable(1) (50-59%) |
|----------------------|--|--|--|---|--|
| Organization | The lessons have a clear structure. Each paragraph is concise and talks about only one idea. There are transitions between paragraphs that create a logical progression. The progression builds from premise(s) to conclusion in a way that supports the thesis. | The lessons have a clear recognizable structure but is not always easy to follow due to some disordered paragraphs or weak transitions. Some paragraphs attempt too much. Others don't seem to be clearly related to the overall thesis. | The lessons are apparent but can be a bit confusing, with jumps or missing logic. Transitions tend to be weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics. | The lessons are apparent but is very confusing. Transitions are often weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics. | There is no recognizable structure. Sentences and/or paragraphs drift from idea to idea. The essay lacks transitions between paragraphs. |
| Content | The lessons are very clear and concepts are articulated. The student limited the scope of the paper enabling them to add depth to the argument. | The lessons are clear and concepts are articulated. The student paper lacks depth and insights. | The lessons are vague and the concepts are lacking. The student paper lacks depth and insights. | The lessons are significantly vague and the concepts are significantly lacking in depths and insights. | The lessons are not clear and concepts are not present. The papers content is very poor. |
| Sources and Citation | The paper uses the appropriate number of substantive sources and uses a professional citation style (e.g. APA, MLA, Chicago, etc.) | The paper uses the appropriate number of substantive but only uses some of the professional citation style (e.g. APA, MLA, Chicago, etc.) | Few of the sources are substantive. Most are used peripherally. For the most part, the paper consistently and accurately uses a professional citation style (e.g. APA, MLA, Chicago, etc.) | Few of the sources are substantive. Most are used peripherally. The paper does not use a professional citation style (e.g. APA, MLA, Chicago, etc.) | No sources or citation page. |

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|---------------------|---|---|--|---|---|
| Writing and Grammar | Sentences are clear and concise, with college-level diction. There is variation in sentence structure. There are no significant errors in spelling, grammar, or format. | Sentences not always clear and with some informal diction. Sentence structure is generally varied. There are very few errors in spelling, grammar, or format, so that they are not distracting. | Some sentences lack clarity. Little sentence variety. Diction is informal or simplistic. Spelling, grammar, and/or format errors occasionally become distracting | Sentence structure is repetitive or simple. Diction is inappropriate for college writing. Spelling, grammar, or format errors overwhelm the reader. | The writing made the paper very difficult to read and to follow. Significant improvement is needed. |
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