

GPPM CAPSTONE PORTFOLIO RUBRIC

Name _____

Date _____

		Mastery	Proficiency	Competency	Familiarity	Score
Objective	Weight	4	3	2	1	0.0
Understanding of program learning goals	4	All five learning goals are addressed with comprehension and depth. Insights are clearly correlated to specific course projects that illustrate mastery.	All five learning goals are addressed with comprehension. Insights are correlated to specific course projects that illustrate strong performance and understanding.	Most of the learning goals are discussed, and most but not all indicate comprehension. Insights are generally correlated to specific course projects that illustrate an adequate grasp of the goal.	Some of the learning goals are addressed with comprehension. Insights are sometimes correlated to specific course projects that illustrate a general understanding of the goal.	
Application of learning goals to ministry	6	Each of the five learning goals is explicitly applied to a specific pastoral experience or ministry situation. Course artifacts clearly illustrate the effort to apply the goal to pastoral work. In the integrative essay, the articulation of the impact of theological learning on ministry is insightful.	Each of the five learning goals is explicitly applied to a specific pastoral experience or ministry situation. Course artifacts illustrate the effort to apply the goal to pastoral work. In the integrative essay, the articulation of the impact of theological learning on ministry is thoughtful.	Most of the five learning goals are explicitly applied to a specific pastoral experience or ministry situation. Course artifacts demonstrate an effort to apply the goal to pastoral work. In the integrative essay, the articulation of the impact of theological learning on ministry is uneven.	Most of the five learning goals are explicitly applied to a pastoral experience or ministry situation, but these may not always be described clearly. Course artifacts demonstrate an effort to apply the goal to pastoral work. In the integrative essay, the articulation of the impact of theological learning on ministry is incomplete.	
Depth of theological reflection	4	Articulation of student's context at outset of program is clear. Communication of learning experiences in the program demonstrates ability to analyze, synthesize and evaluate. Reflection emphasizes personal, concrete experience of learning impacts. Samples of ministry practice exemplify imaginative, professional engagement for others. Capacity for self-evaluation is mature.	Articulation of student's context at outset of program is present. Communication of learning experiences in the program demonstrates ability to apply and analyze. Reflection emphasizes specific experience of learning impacts. Samples of ministry practice exemplify professional, competent engagement for others. Capacity for self-evaluation is present.	Articulation of student's context at outset of program is weak. Communication of learning experiences in the program demonstrates ability to describe and understand. Reflection addresses some learning impacts. Samples of ministry practice exemplify competent engagement for others. Capacity for self-evaluation is present.	Articulation of student's context at outset of program is absent. Communication of learning experiences in the program demonstrates rote or propositional knowledge. Reflection emphasizes opinions rather than specific learning impacts. Samples of ministry practice exemplify desire to serve others. Capacity for self-evaluation is modest.	
Clarity of expression	4	The paper is very well written, with excellent overall organization, logical paragraph and sentence construction, and engaging style. The paper is free of grammar and spelling errors.	The paper is well written, with strong overall organization, logical paragraph and sentence construction, and good variety of sentence styles. The paper is largely free of grammar and spelling errors.	The paper is clearly written, with some degree of organization and logical paragraph and sentence construction. Clarity is hindered by some issues of style or usage. The paper has some grammar and spelling errors.	The paper is not clearly written; overall organization and the logic of paragraph and sentence construction could be improved. Clarity is hindered by persistent issues of style or usage. The paper has significant grammar and spelling errors.	
Presentation	1	The paper is presented according to the Program's Style Guide.	The paper is presented according to the Program's Style Guide, with two or three exceptions.	The paper is presented according to the Program's Style Guide, but there are multiple exceptions.	The paper has not been formatted according to the Program's Style Guide.	
Punctuality	1	The paper is submitted by the appropriate deadline.	The paper is submitted within a day of the appropriate deadline.	The paper is submitted within three days of the deadline.	The paper is submitted within a week of the deadline (any later receives a 0 for this objective).	
Comments						

4.0 Grading Scale

3.5-4.0 Mastery (A)
 2.5-3.4 Proficiency (B)
 1.5-2.4 Competency (C)
 0.5-1.4 Familiarity (D)