



Dr. Milton's Rubric



for Theological Reflection Research Papers

Skills	5	4	3	2	1
Depth of reflection The student isolates the presenting issue in the prompt; evaluates with critical thinking; engages in theological reflection, and synthesis with pastoral applications.	Demonstrate a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students.	Demonstrate a thoughtful understanding of the writing prompt and the subject matter.	Demonstrate a basic understanding of the writing prompt and the subject matter.	Demonstrate a limited understanding of the writing prompt and subject matter. This reflection needs revision.	Demonstrate little or no understanding of the writing prompt and subject matter. This reflection needs revision.
Use of textual evidence and historical context The student demonstrates independent research skills by citing at least 2 peer-reviewed journal articles.	Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts. Includes more than 2 peer-reviewed journal articles; and bibliography evidences strong independent research	Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts. Students has at least 2 peer-reviewed journal articles. Bibliography has evidence of independent research	Use examples from the text to support most claims in your writing with some connections made between texts. Students has 1 peer-reviewed journal article. Bibliography has scant evidence of independent research	Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts. Students has no peer-reviewed journal articles. Bibliography has little to no evidence of independent research	No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand. Students has no peer-reviewed journal articles. Bibliography has little to no evidence of independent research
Language use The student uses Turabian (9th ed.) to express ideas in a clear and cogent manner; moving from presenting issue, critical thinking, and theological reflection, with a mastery of the English language.	Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure.	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.
Conventions The Student follows conventions of style (Turabian), form (introduction, argument, conclusions), and argument (assertions are supported by a taxonomy of references).	Demonstrate control of the conventions with essentially no errors, even with sophisticated language.	Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language.	Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension.	Demonstrate limited control of the conventions, exhibiting frequent errors that make comprehension difficult.	Demonstrate little or no control of the conventions, making comprehension almost impossible.

The Process of Theological Reflection: Assess, Critical Thinking, Theological Reflection

Presenting issue: The issue or issues that form the text or sub-text of the topic in the prompt. Students use assessment skills (study) to isolate variables by scholarly inquiry..

Critical Thinking: Having isolated and assessed the presenting issue(s), the student evaluates and thoughtfully defines, and categorizes, the variables (exegesis), arriving at an overarching narrative.

Theological Reflection: The work of applying theological insights to the issues so that one arrives at conclusions with pastoral application.