Rubric for Student Lecture
For classes with Dr. Michael A. Milton

Michael A. Milton, PhD
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In this rubric, each criterion is assigned a designated score, reflecting its relative importance in evaluating the theological student lecture.

1. Content:
   - Excellent: The lecture demonstrates exceptional depth, clarity, and organization of content. The student presents well-researched and relevant theological insights, engaging the audience with thought-provoking ideas and integrating various sources of information. The lecture provides a comprehensive understanding of the topic.
   - Good: The lecture includes solid content that is generally clear, well-organized, and relevant to the topic. The student presents well-supported theological insights, demonstrating a good grasp of the subject matter. There may be minor areas for improvement or further development of ideas.
   - Fair: The content may lack depth, coherence, or clarity, making it difficult for the audience to grasp the theological insights. The student’s understanding of the topic may be limited, and the lecture may not sufficiently address the key elements of the subject matter.
   - Poor: The content is significantly flawed, lacking depth, coherence, or relevance to the topic. The student’s understanding of the subject matter is inadequate, leading to confusion or disinterest from the audience.

2. Delivery:
• Excellent: The student delivers the lecture with confidence, engaging the audience through clear articulation, appropriate pace, and effective use of vocal variety. The delivery is engaging, captivating, and demonstrates the student’s mastery of public speaking skills.

• Good: The delivery is generally solid, with clear articulation, appropriate pace, and some variation in vocal expression. The student maintains the audience’s attention and effectively conveys the lecture’s main points, although there may be minor areas for improvement or further development of delivery skills.

• Fair: The delivery may lack consistency, confidence, or fail to effectively engage the audience. The student’s articulation, pace, or vocal expression may be distracting or unengaging, hindering the overall effectiveness of the lecture.

• Poor: The delivery is significantly flawed, including unclear articulation, lack of confidence, or ineffective use of vocal expression. The student’s delivery style detracts from the lecture’s impact and fails to engage the audience.

3. Pastoral Presence:

• Excellent: The student demonstrates a strong pastoral presence, connecting with the audience on an emotional and spiritual level. The lecture reflects empathy, compassion, and a genuine desire to minister to the audience. The student’s pastoral presence enhances the relevance and application of the theological insights presented.

• Good: The student exhibits a generally solid pastoral presence, showing empathy, compassion, and a desire to connect with the audience. The lecture demonstrates some level of relevance and application to the audience’s spiritual and pastoral needs, although there may be minor areas for improvement or further development of pastoral skills.

• Fair: The pastoral presence may lack consistency, empathy, or fail to effectively connect with the audience’s spiritual and pastoral needs. The
lecture may not sufficiently address the practical implications of the theological insights or engage the audience on an emotional level.

- Poor: The pastoral presence is significantly lacking, with a limited connection to the audience's spiritual and pastoral needs. The lecture fails to demonstrate empathy, compassion, or practical application, leaving the audience disconnected or disinterested.

4. Technical Proficiency:

- Excellent: The student demonstrates a high level of technical proficiency in delivering the online presentation. The audio/video quality is excellent, and the student effectively utilizes technology to enhance the lecture's impact and engagement.
- Good: The technical proficiency is generally solid, with adequate audio/video quality and effective use of technology. There may be minor areas for improvement or refinements to enhance the overall technical quality of the presentation.
- Fair: The technical aspects of the presentation may lack polish, coherence, or fail to effectively support the delivery. The audio/video quality or use of technology may be distracting or less than optimal.
- Poor: The technical proficiency is significantly flawed, with poor audio/video quality or ineffective use of technology. The technical aspects detract from the overall presentation and hinder the audience's understanding.

The total possible score for the rubric is 100 points, with each criterion contributing to the overall evaluation of the theological student lecture.