

ORAL ROBERTS UNIVERSITY
Undergraduate Theology Department
Whole Person Assessment Handbook

Welcome

The Faculty of Undergraduate Theology desire to help you succeed in your education, profession, and life. The Oral Roberts University ePortfolio is a good tool we will use to help you assess your progress in pursuit of a Bible, Theology, or Ministry degree. In the words of the Apostle Paul, “Be eager to present yourself approved unto God, a workman unashamed, rightly dividing (cutting straight) the word of truth” (2 Timothy 2:15, literal Greek translation).

The following handbook is designed to simplify and clarify the requirements of your Whole Person Assessment (WPA). Within each major, it is arranged in a step-by-step order, beginning with the entry level requirements through the intermediate to the professional level.

Your completed Whole Person Assessment will serve as proof that you have met the departmental student outcomes as listed under the Theology Department Mission Statement included in this document. It will also assist you to develop an on-line competitive and professional portfolio relative to your discipline. God bless you.

Theology Department Chairman,

Robert Samuel Thorpe, MA, PhD, FphS

ORAL ROBERTS UNIVERSITY
Theology Department

Whole Person Assessment Handbook

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SECTION C

ORU's Founding Mission and Vision Statements

FOUNDING VISION

Oral Roberts University is a Christian charismatic university, founded in the fires of evangelism and upon the unchanging precepts of the Bible. The university was founded as a result of the evangelist Oral Roberts' obedience of God's mandate to build a university on God's authority and the Holy Spirit. God's commission to Oral Roberts was to

"Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased."

MISSION

To build Holy Spirit-empowered leaders through whole person education to impact the world with God's healing.

Theology Department's Mission Statement

The Undergraduate Theology Department equips students with a Spirit-filled education in biblical, historical-theological, and pastoral studies in order to develop effective Christian leadership in the Church and global society.

SECTION D

Theology Department Outcomes and Competencies

1. Scriptural Knowledge

Students will develop and demonstrate a knowledge and understanding of the Bible that is based on a sound hermeneutic, illumined by the Holy Spirit, and leads to relevant applications in contemporary life.

2. Philosophical/Theological Knowledge

Students will develop and demonstrate an understanding of a charismatic Christian worldview that is biblically, philosophically, and theologically sound.

3. Professional/Ministerial Communications Skills

Students will develop and demonstrate competencies necessary to communicate the gospel in every person's world and to make them effective participants in the professional/ministerial callings.

4. Professional Integration in the Discipline

Students will integrate scriptural, philosophical, and theological knowledge with professional/ministerial communications skills appropriate to their discipline.

5. Cultural and Social Awareness

Student will develop essential competencies which will enable them to engage the contemporary multi-cultural, multi-ethnic world.

ADDITIONAL HELP

You can also refer to Section F in this handbook called “Frequently Asked Questions”. As well, contact:

Your Academic Peer Advisor (APA)

Computer Lab #1 Assistants, GC 2A01

Theology Department Chairman

Samuel Thorpe, MA, PhD, FphS

GC 4A-01

918.495.7891

sthorpe@oru.edu

SECTION E

Whole Person Assessment Artifacts for Theology Department Majors

Undergraduate Department of Theology ePortfolio Assessment Artifacts

1. BIB 306 Hermeneutics

Instructions for Writing a Passage Analysis Essay

There are five steps to interpreting any passage of scripture. These are: 1) Historical/Cultural Analysis; 2) Structural Analysis; 3) Keyword Analysis; 4) Genre Analysis; and 5) Theological Analysis. In your essay, devote one page to each of these five sections, resulting in an essay of five pages in total length. You must use your *New Bible Dictionary* as well as the *Anchor Bible Dictionary* (found in the reference room of the library) in your research. When you reference material from one of these sources, include the following information, separated by commas and enclosed within parentheses: the abbreviation for the dictionary (NBD for *New Bible Dictionary*; ABD for *Anchor Bible Dictionary*), the name of the entry within quotation marks, and the page number. For example, a reference to the entry on “Sacrifice” found on page 398 in the *New Bible Dictionary* would read: (NBD, “Sacrifice,” 398). Given that the *Anchor Bible Dictionary* is a six-volume set, the citation must give the volume in which the entry is found. A citation from the entry “Sacrifice” in the *Anchor Bible Dictionary*, volume 5, page 871, would read: (ABD, “Sacrifice,” 5:871). The paper should be typed, double-spaced (except where noted in the instructions below), with one-inch margins on all four sides, and have page numbers.

Step One: Historical/Cultural Analysis

In the Historical/Cultural Analysis, give a very brief description of features relating to your passage that help to elucidate the meaning of the passage. This might include information about people, places, historical settings, cultural practices, as well as information about the authorship, dating, and intended audience of the book in which it is found. Given the space requirements, you cannot go into much detail, so be selective and concise. This information is found in the dictionaries. If you were asked to analyze the passage on the Creation of Woman in Genesis 2, you might look up “Adam,” “man,” “woman,” “marriage,” “fall,” etc. If anything you find would help, then describe it in this section. Address only those things that are pertinent to the interpretation of the passage.

Step Two: Structural Analysis

In the Structural Analysis section, you outline—very BROADLY—the entire book in which the passage under discussion is found. The dictionaries will usually give a very concise outline of the entire book, but you may choose to come up with your own as well. Within this broad outline of the entire book, you present a detailed outline of the passage itself. Every verse of the book must be accounted for and every verse of the passage itself must be accounted for. This requires that every line of your outline have chapter references (and verse references where necessary), and that every subsection add up to the higher section. However, the entire outline should be very short, about half a page at most (you should single-space the outline). It gives you, the interpreter, the plot or structure of the book and passage at a glance. Finally, you should append a short paragraph wherein you justify beginning your passage where you do and ending it where you do. If the passage

under investigation were the Creation of Woman in Genesis 2, the outline and short paragraph might look like this:

Genesis

- I. Prehistory (1-11)
 - A. Creation (1:1-2:4a)
 - B. Fall of Humans (2:4b-5:32)
 - 1. Creation of Man and Woman (2:4b-2:25)
 - a. Creation of Man (2:4b-9)
 - b. Description of Eden (2:10-14)
 - c. Command Given (2:15-17)
 - d. Creation of Woman (2:18-25)
 - i. Reason: Man Needs a Helper (2:18)
 - ii. Animals as Helper (2:19-20)
 - iii. Creation of Woman (2:21-22)
 - iv. Man's Declaration (2:23)
 - v. Epilogue (2:24-25)
 - 2. The Fall (3)
 - 3. Cain and Abel (4:1-16)
 - 4. Lamech (4:17-26)
 - 5. Genealogy (5)
 - C. Sons of God and Daughters of Men (6:1-9)
 - D. Flood (6:10-10:32)
 - E. Tower of Babel (11)
- II. Patriarchal History (12-50)
 - A. Abraham (12-23)
 - B. Isaac (24-26)
 - C. Jacob (27-36)
 - D. Joseph (37-50)

The Creation of Woman begins at Gen 2:18 because 2:17 is the end of God's command to the Man not to eat the fruit of the Tree of the Knowledge of Good and Evil. Though the actual creation does not begin until v. 21, vv. 18-20 provide the reason for Woman's creation and thus are an essential part of the story. The story ends at Gen 2:25 because Gen 3:1 begins a new section (on the fall itself) as is shown by the transitional word "Now" and the change of subject (Gen 3:1 discusses the serpent).

Notice how each subsection (IB, IB1, and IB1d) in which our passage is found is given in more detail. The actual passage is IB1d and this has five sections. Note how the chapters (and verses, if given) of any subsections add up to the chapters of the higher section. I will be looking for chapter (and verse) references in your outline and for whether you have accounted for the entire book and, in particular, all the verses of your section. DO NOT rearrange the text; the outline reads from top to bottom in the order of the biblical text. What follows next is the short paragraph wherein I defend the beginning and ending where I do.

Section Three: Keyword Analysis

The Keyword Analysis is an easy and mechanical exercise. Read through your passage and write down on a sheet of scratch paper which words and phrases are repeated and how many times they are repeated. Obviously, you will NOT count insignificant words such as *a, an, the, under, he, I, about*, etc. In the keyword section of the paper you are turning in to me, present a table of words and phrases that are repeated and how often they are repeated (this may be single-spaced). This may mean that different but related words are grouped together (e.g., *father, son, child*). Then give a short paragraph wherein you indicate what the repeated words tell you about the theme of the passage. This will include providing brief word study information where pertinent—this information will be found in the dictionaries and must be cited as indicated above. The following is how the Keyword Analysis for the Creation of Woman might look:

man=11	beasts=2	suitable=2	bones=1
man's=1	birds=2	taken=2	rib(2)=2
Adam=1	brought=2	wife=2	sleep(ing)=2
flesh=4	called=2	woman=2	air=2
God=4	field=2	father/mother=1	name=2
Lord=4	helper=2	bone=1	

The word “man” is repeated more than any other and indicates that the focus is on him and not the woman, though “wife” and “woman” occur four times. Further, “God” and “Lord” occur four times each, indicating the centrality of God in this whole passage. The creation of woman is God’s doing. The man fell into a deep sleep, a phrase that reminds the reader of Abraham in Genesis 16, when God made the covenant with him. Also, “suitable” shows up twice indicating that the suitability of the helper was a focus of the creation of woman. This is reinforced by the notion that the word “woman” in Hebrew means “from man” (“Woman,” *NBD*, 927).

Section Four: Genre Analysis

This is the part of the exercise that is specific to the genre of literature being discussed. Each genre has different things that are addressed here, called the “poetics” of the genre. For example, in the genre of narrative, you would discuss the five poetics discussed in class: naming, no unimportant details, narration vs. dialogue, repetition, and gapping. Other genres (e.g., psalms, prophecy, wisdom, parables, epistles) have poetics specific to them. So for example, if you were to analyze a psalm, you would NOT discuss the poetics for narrative. For clear presentation, I suggest allocating a paragraph for each poetic, introduced by the name of that poetic underlined. For example:

Naming. In the passage the woman is not addressed with a proper name

Section Five: Theological Analysis

This is the final step of a passage analysis, and consists of the “so what?” of the passage. In other words, this is the one point that you would want your audience to take home from a sermon or Bible study on the passage. Here you answer the question, “What does this passage tell me about God and being His people?” The answer to this question must flow from your work in the first four sections of the essay. If you make a statement about God or what it is to be a man or woman of God, it must be supportable from the text and from the preceding sections of your essay. This is the whole point of any interpretation. This section forms the conclusion to your paper.

NOTE FOR E-PORTFOLIO REQUIREMENTS

If you are required to submit your work for e-portfolio, the second take-home passage analysis essay will serve as your artifact for the course. In addition to a grade given for the exam, it will be assessed for e-portfolio purposes according to the rubric on the following page. **Please include a copy of this rubric with the essay when you turn it in to the instructor.** Refer to the E-portfolio Handbook for details regarding submission, etc.

Hermeneutics Essay Rubric

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Historical and cultural analysis	Demonstrates a thorough knowledge of historical and cultural backgrounds	Demonstrates adequate knowledge of historical and cultural backgrounds	Demonstrates some knowledge of historical and cultural backgrounds	Demonstrates incorrect or only a superficial knowledge of historical and cultural backgrounds	Does not attempt to demonstrate knowledge of historical and cultural backgrounds
Literary analysis	Identifies all features of the structure of the passage and the book in which it is found	Identifies most features of the structure of the passage and the book in which it is found	Identifies some features of the structure of the passage and the book in which it is found	Identifies incorrectly or superficially features of the structure of the passage and the book in which it is found	Does not attempt to identify the structures of the passage and the book in which it is found
Keyword analysis	Identifies all appropriate keywords in the text and explains their significance	Identifies most appropriate keywords in the text and explains their significance	Identifies some appropriate keywords in the text and explains their significance	Identifies inappropriate keywords in the text or provides incorrect or superficial explanations of their significance	Does not attempt to identify keywords and their significance
Genre analysis	Applies all poetics of biblical genres accurately	Applies most poetics of biblical genres accurately	Applies some poetics of biblical genres accurately	Applies poetics of biblical genres incorrectly	Does not attempt to use poetics of biblical genres
Theological analysis	Articulates clear and appropriate theological principles from the passage	Articulates appropriate theological principles from the passage	Articulates theological principles only loosely connected to the passage	Articulates inappropriate theological principles from the passage	Does not attempt to articulate theological principles from the passage
Length appropriate to the assignment	Meets the length requirements of the assignment precisely	Meets the length requirements of the assignment adequately	Meets the length requirements of the assignment approximately	Misses the length requirements of the assignment significantly	Does not meet the length requirements of the assignment completely

THE 217 Seminar in Theological Research

2. Research Paper

Each student must take THE 217 Seminar in Theological Research to learn better writing, the formal style and writing formats used in the Theology Department, and ways to better communicate Christian theology. “Research can be defined as a method of study that, through careful investigation of all evidence bearing on a definable problem, arrives at a solution” (Vhymeister, *Quality Research Papers*, p. 1). The effort in research focuses on the gathering and interpretation of relevant data, its organization, and the ultimate expression of a resolution of a problem. The search for data should be systematic, the amount of data should be sufficient, the problem or issue should be clearly indicated, and the logical solution should make sense. In the Seminar course, the Research Paper is a precursor to the Senior Research course and provides research skills that will help all students be prepared to write any kind of paper needed in any Theology Department course.

The Research Paper assignment normally is 7-10 pages in length on any topic of the student’s choice. The paper will feature footnotes and bibliography according to the proper style format and will be reviewed by the instructor before the final deadline so that errors can be corrected.

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Chicago (SBL) or APA Format	Demonstrates evidence for mastery and full understanding of ALL format elements, with minimal minor errors in detail elements.	Demonstrates evidence for mastery & understanding of MOST format elements, with one key element consistently incorrect or several detail errors present.	Demonstrates evidence for good basic understanding of format, with several key elements consistently incorrect and/or multiple detail errors present.	Demonstrates minimal evidence for understanding of format; a few correct format elements are present, with numerous consistent errors.	Demonstrates little or no evidence of format requirements; a few, if any correct format elements are present, but most likely accidental.
Professional Source Citation	At least 95% of the sources are current and professional; nonprofessional sources are merely supportive; old sources are classic. Between 40 - 80 sources referenced.	At least 85% of the sources are current and professional, with minimal use of relevant outdated and/or nonprofessional material. Between 40 - 80 sources referenced.	At least 75% of the sources are current and professional. Nonprofessional and/or outdated sources are occasionally not appropriate for use. Meets the minimum requirement of 40 sources.	At least 65% of the sources are current and professional. Nonprofessional and/or outdated sources are frequently depended on and not appropriate for use.	Most or no sources are cited or at least 50% of the sources are nonprofessional and/or outdated and not appropriate for use.
Written Expression	Demonstrates evidence for mastery and full understanding of syntax, sentence structure, grammar, punctuation & spelling rules.	Demonstrates evidence for mastery and understanding of syntax, sentence structure, grammar, punctuation & spelling rules. With only minimal errors.	Demonstrates basic mastery and basic understanding of syntax, sentence structure, grammar, punctuation & spelling rules. Occasional errors are evident and more subtle elements are consistently missed.	Demonstrates minimal evidence of syntax, sentence structure, grammar, punctuation & spelling rules. Numerous errors consistently made.	Demonstrates little or no understanding of basic rules of syntax, sentence structure, grammar, punctuation & spelling.
Topic Clarity & Support	Clear & accurate presentation of theology and its application. Discussion is comprehensive and goes beyond the obvious or predictable, with relevant detailed source support.	Clear & accurate presentation of most aspects of the theory and its use. Discussion is of good quality, with minimal source support that is not relevant or missing.	The main idea(s) is(are) clear. Discussion is basic, with relevant source support for the majority of the paper.	The main idea(s) is(are) somewhat clear. Discussion is somewhat superficial, with minimal source support that is often not relevant.	The main idea(s) is(are) not clear. Discussion is superficial. Little to no source support provided.

<p>Organization & Thoughtfulness</p>	<p>The entire paper is presented in a logical order, divided by chapters and subtopics, that effectively follow a train of thought to conclusion and hold the reader's understanding.</p>	<p>Discussion of ideas is placed in a logical order, divided effectively by chapters and subtopics, but is occasionally vague.</p>	<p>The discussion has good, basic chapter and subtopic organization, with a few ideas not in a logical or expected order.</p>	<p>The discussion is only loosely organized, with many ideas not in a logical or expected order.</p>	<p>The information is presented as a seemingly random collection of statements, without a logical flow of ideas.</p>
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3. CHRM 340 Sermon Preparation and Preaching

MANUSCRIPT/OUTLINE ASSIGNMENT DESCRIPTION

For this class you will prepare and submit 3 sermon manuscripts and outlines, each prepared according to the format and guidelines discussed in class. You will prepare one of each of the following types of sermons: expository, textual, and topical.

The sermon outline, as discussed in class, is the basic structure of the sermon. To be used effectively, the sermon outline should be no more than 2 double-spaced pages. The format we will use is that discussed in the Braga textbook; it is a format that may be used for any type of sermon.

The sermon manuscript is the fleshed-out version of the sermon outline. It is essentially the complete, perfect sermon you would wish to preach put into written form. For a sermon of 20-25 minutes in length, the typed double-spaced manuscript should be 8-10 pages in length.

The sermon you actually preach in class is your choice of the 3 you will write and turn in. The preached sermon is graded separately from the written manuscript/outline.

Please review the grading criteria for the manuscript/outline assignment on the next page. This will help you understand how the manuscript/outline will be graded and may help you in writing the assignment.

NOTE FOR E-PORTFOLIO: If you have an e-portfolio account, your choice of 1 of the 3 manuscript/outline assignments will serve as an artifact for the course. In addition to a grade given for the assignment, it will be assessed for e-portfolio purposes according to the rubric on the third page of this document. Refer to the E-portfolio Handbook and your course syllabus for details regarding submission, etc.

MANUSCRIPT/OUTLINE GRADING FORM

Name: _____

- _____ Outline
 Followed format perfectly (20)
 Largely followed format (15)
 Partially followed format (10)
 Poor outline (5)
 Outline unacceptable or no outline (0)

- _____ Introduction
 Excellent (10)
 Adequate (7)
 Needs work (3)
 Not acceptable (0)

- _____ Content
 Excellent (15)
 Adequate (10)
 Needs work (5)
 Not acceptable (0)

- _____ Logical Progression of Thought
 Excellent (10)
 Adequate (7)
 Needs work (3)
 Not acceptable (0)

- _____ Hermeneutics/Exegesis
 Excellent (15)
 Adequate (10)
 Needs work (5)
 Not acceptable (0)

- _____ Illustrations
 Excellent (10)
 Adequate (7)
 Needs work (3)
 Not acceptable (0)

- _____ Conclusion
 Excellent (10)
 Adequate (7)
 Needs work (3)
 Not acceptable (0)

- _____ Grammar, Spelling, Style, Format
 Excellent (10)
 Adequate (7)
 Needs work (3)
 Not acceptable (0)

_____ Subtotal

_____ Late Penalty (5 points per day)

_____ Grade for Sermon

Sermon Preparation & Preaching Sermon Rubric

The sermon outline/manuscript presented in class

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Outline	Follows format fully and accurately	Follows format accurately	Follows format with some accuracy	Does not follow the format	Does not provide and outline
Introduction	Introduces the content effectively and creatively with originality	Introduces the content effectively and creatively	Introduces the content somewhat effectively and creatively	Presents the content with little effectiveness and creativity	Does not present the material effectively and creatively
Responsible use of content	Presents significant content with insightful connections to conclusions	Presents sufficient content with adequate connections to conclusions	Presents some content with adequate connections to conclusions	Presents little or no content and makes weak connections to conclusions	Does not present content and makes no connections to conclusions
Use of principles of biblical interpretation	Applies principles of biblical interpretation accurately using all matters of context and genre	Applies principles of biblical interpretation accurately using most matters of context and genre	Applies principles of biblical interpretation accurately using some matters of context and genre	Applies principles of biblical interpretation inaccurately or ignoring matters of context and genre	Does not attempt to use principles of biblical interpretation
Conclusion	Summarizes the content and calls for a response appropriate for the content	Summarizes the content and calls for a response largely appropriate for the content	Summarizes the content and calls for a response somewhat appropriate for the content	Summarizes the content and calls for a response with little connection to the content	Does not summarize the content or call for a response
Logical organization of ideas	Organizes all ideas in logical sequence	Organizes most ideas in logical sequence	Organizes some ideas in logical sequence	Organizes ideas illogically	Does not organize ideas
Use of illustrations	Connects all illustrations to supported points	Connects most illustrations to supported points	Connects some illustrations to supported points	Connects illustrations only loosely to supported points	Uses no illustrations
Engaging and appropriate style	Uses engaging and appropriate style and holds the audience's interest throughout	Uses engaging and mostly appropriate style and holds the audience's interest most of the time	Uses appropriate style and holds the audience's interest some of the time	Uses inappropriate style and/or does not hold the audience's interest	Does not use appropriate style or hold the audience's interest

CHRM 305 Teaching the Bible

Developing an Detailed Lesson Plan

Developing a lesson plan involves many decisions. Good teachers keep the following kinds of things in mind as they plan and guide their students' learning. **Following the format below**, develop an detailed lesson plan. It is to be 6-10 pages, typed using 12 pt. Times New Roman font, double spaced with 1 inch margins.

I. Lesson Data

- a. Lesson Title
- b. Scripture Text (reference only, version)
- c. Central Topic (three words or less)
- d. Aim Statement (following the formula)
- e. Memory Verse (written out with reference)

II. Lesson Assumptions

In this section you will identify what you know and assume about your students (target audience) and the classroom in which you will be teaching (this can be either a real situation or one that is hypothetical and created by your imagination—but think of a real situation in which you might teach your lesson). Include the following sections:

- a. Teaching Context (Where are you teaching?)

Relevant information about the teaching context (e.g., weekend retreat, S.S. class, mid-week Bible study), kind of facilities and resources available (e.g., movable chairs or pews, available instructional equipment such as an overhead projector, chalk board, PowerPoint projection, atmosphere of the room), and any other relevant elements (e.g., time you will be meeting, room size and décor, will you have food there, etc.)

- b. Student Demographics (Who are you teaching?)

Relevant information about your students (e.g., age range, ethnic heritage, gender, socioeconomic status, occupation, marital status, how many will be attending, Christian/non-Christians, involved/uninvolved in the church, etc.). Be specific give either numerical values or percentages for each category.

- c. Major Assumptions (about our learners)

Major assumptions you are making about the entry characteristics of your students regarding the following areas (be specific, avoid general statements in this section):

1. Motivation of the learners

What you assume about their motivation and reasons for attending your teaching session.

2. Prior knowledge of the learners about the topic/Biblical text.

What you assume they already know about what you will be teaching them.

3. Distractions for the learners.

What you assume **may** distract, hinder, or prevent them from fully comprehending and applying the material you will be teaching.

III. Lesson Plan

a. Classroom Preparation

List the physical equipment, teaching materials, supplies and any room arrangement you will need in order to actually teach the lesson.

b. The Lesson

- Develop the lesson using HOOK, BOOK, LOOK, and TOOK as the major section headings.
- Clearly manuscript each section of the lesson as you would teach it. Write it in such a way that someone else could actually use the plan in a teaching situation—similar to a Teacher’s Manual. Distinguish between dialogue with the learners and the directions given to the teacher.
- Identify the transitional statements between each section (HOOK to BOOK, BOOK to LOOK, LOOK to TOOK) by underlining them.
- If you use any group methods, explain how you will divide the groups and how you will appoint the group leader.
- Remember to incorporate the major concepts from the class (e.g. Learning Cycle, age level characteristics, creative use of learning activities, varying methods, etc.)
- Attach copies of any handouts, hard copies of any overhead transparencies, PowerPoint slide presentation, etc.
- Summarize the lesson on the worksheet and attach it to the lesson plan.
- **Do not sermonize, but teach in such a way to provide maximum student involvement.**

Revised 9/05

Teaching the Bible Lesson Plan Rubric

The lesson presented in class

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Outline	Follows format fully and accurately	Follows format accurately	Follows format with some accuracy	Does not follow the format	Does not provide and outline
Introduction	Introduces the content effectively and creatively with originality	Introduces the content effectively and creatively	Introduces the content somewhat effectively and creatively	Presents the content with little effectiveness and creativity	Does not present the material effectively and creatively
Responsible use of content	Presents significant content with insightful connections to conclusions	Presents sufficient content with adequate connections to conclusions	Presents some content with adequate connections to conclusions	Presents little or no content and makes weak connections to conclusions	Does not present content and makes no connections to conclusions
Use of principles of biblical interpretation	Applies principles of biblical interpretation accurately using all matters of context and genre	Applies principles of biblical interpretation accurately using most matters of context and genre	Applies principles of biblical interpretation accurately using some matters of context and genre	Applies principles of biblical interpretation inaccurately or ignoring matters of context and genre	Does not attempt to use principles of biblical interpretation
Conclusion	Summarizes the content and calls for a response appropriate for the content	Summarizes the content and calls for a response largely appropriate for the content	Summarizes the content and calls for a response somewhat appropriate for the content	Summarizes the content and calls for a response with little connection to the content	Does not summarize the content or call for a response
Logical organization of ideas	Organizes all ideas in logical sequence	Organizes most ideas in logical sequence	Organizes some ideas in logical sequence	Organizes ideas illogically	Does not organize ideas
Use of illustrations	Connects all illustrations to supported points	Connects most illustrations to supported points	Connects some illustrations to supported points	Connects illustrations only loosely to supported points	Uses no illustrations
Engaging and appropriate style	Uses engaging and appropriate style and holds the audience's interest throughout	Uses engaging and mostly appropriate style and holds the audience's interest most of the time	Uses appropriate style and holds the audience's interest some of the time	Uses inappropriate style and/or does not hold the audience's interest	Does not use appropriate style or hold the audience's interest

4. Senior Research

As a capstone to the major experience, Senior Research provides opportunity for students to demonstrate the ability to perform various tasks necessary for research and report about a specific area of theology and ministry. Each student in CHRM/GMMP/CCC/MISS 499 is required to spend 150 hours in ministry activities as part of an internship/practicum. In BIB/THE/PHIL 499 students focus on the biblical and theological analysis of various philosophical and theological issues predominant in the contemporary Church. All students then must synthesize their knowledge and experiences, relating to current relevant literature, and finally develop a philosophy of ministry. Specific directions and plans that drive the content and elements of the Senior Research are provided by the faculty involved in all seven of the areas of theological study.

The Senior Research Whole Person Assessment also includes a personal RESUME, designed according to the most modern styles, which is uploaded into ePortfolio with the Senior Research.

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED
Chicago (SBL); APA Format	Demonstrates evidence for mastery and full understanding of ALL format elements, with minimal minor errors in detail elements.	Demonstrates evidence for mastery & understanding of MOST format elements, with one key element consistently incorrect or several detail errors present.	Demonstrates evidence for good basic understanding of format, with several key elements consistently incorrect and/or multiple detail errors present.	Demonstrates minimal evidence for understanding of format; a few correct format elements are present, with numerous consistent errors.	Demonstrates little or no evidence of format requirements; a few, if any correct format elements are present, but most likely accidental.
Professional Source Citation	At least 95% of the sources are current and professional; nonprofessional sources are merely supportive; old sources are classic. Between 40 - 80 sources referenced.	At least 85% of the sources are current and professional, with minimal use of relevant outdated and/or nonprofessional material. Between 40 - 80 sources referenced.	At least 75% of the sources are current and professional. Nonprofessional and/or outdated sources are occasionally not appropriate for use. Meets the minimum requirement of 40 sources.	At least 65% of the sources are current and professional. Nonprofessional and/or outdated sources are frequently depended on and not appropriate for use.	Most or no sources are cited or at least 50% of the sources are nonprofessional and/or outdated and not appropriate for use.
Written Expression	Demonstrates evidence for mastery and full understanding of syntax, sentence structure, grammar, punctuation & spelling rules.	Demonstrates evidence for mastery and understanding of syntax, sentence structure, grammar, punctuation & spelling rules. With only minimal errors.	Demonstrates basic mastery and basic understanding of syntax, sentence structure, grammar, punctuation & spelling rules. Occasional errors are evident and more subtle elements are consistently missed.	Demonstrates minimal evidence of syntax, sentence structure, grammar, punctuation & spelling rules. Numerous errors consistently made.	Demonstrates little or no understanding of basic rules of syntax, sentence structure, grammar, punctuation & spelling.
Topic Clarity & Support	Clear & accurate presentation of theology and its application. Discussion is comprehensive and goes beyond the obvious or predictable, with relevant detailed source support.	Clear & accurate presentation of most aspects of the theory and its use. Discussion is of good quality, with minimal source support that is not relevant or missing.	The main idea(s) is(are) clear. Discussion is basic, with relevant source support for the majority of the paper.	The main idea(s) is(are) somewhat clear. Discussion is somewhat superficial, with minimal source support that is often not relevant.	The main idea(s) is(are) not clear. Discussion is superficial. Little to no source support provided.
Organization & Thoughtfulness	The entire paper is presented in a logical order, divided by chapters and subtopics, that effectively follow a train of thought to conclusion.	Discussion of ideas is placed in a logical order, divided effectively by chapters and subtopics, but is occasionally vague.	The discussion has good, basic chapter and subtopic organization, with a few ideas not in a logical or expected order.	The discussion is only loosely organized, with many ideas not in a logical or expected order.	The information is presented as a seemingly random collection of statements, without a logical flow of ideas.

SECTION F

Frequently Asked Questions

Here are some frequently asked questions about ePortfolio and related services.

What is an ePortfolio?

An ePortfolio (electronic portfolio) is a student’s personal website dedicated to presenting a selection of the student’s course work and faculty assessment of that work. It is a secure Internet site. The University collects data from all student ePortfolios to be used in preparing accreditation reports and in evaluating student achievement and the effectiveness of the University’s programs and curriculum.

What is an artifact?

An “artifact” is another name for an assignment that you upload to your ePortfolio. These assignments are required for everyone taking a particular course. Students with ePortfolio accounts turn in the assignment in class and through their ePortfolio.

What is a rubric?

A rubric is a chart used to help a professor assess artifacts fairly and consistently. The left-hand column lists the different criteria being graded. For each criterion, the rubric presents a horizontal breakdown of what qualifies as Exemplary, Competent, Acceptable, Unacceptable, and Not Attempted work. See the sample below.

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Logical organization of ideas for thesis development	Organizes all ideas in logical sequence for clear thesis development	Organizes most ideas in logical sequence for clear thesis development	Organizes some ideas in logical sequence for clear thesis development	Organizes ideas illogically for thesis development	Does not organize ideas for thesis development
Creativity of expression	Presents the material effectively and creatively with originality	Presents the material effectively and creatively	Presents the material creatively	Presents the material with little creativity	Does not present the material creatively

Rubrics help students to know what is expected of them, and rubrics help professors evaluate students’ work based on clearly defined criteria.

What is Chalk & Wire?

Chalk & Wire is a Canadian educational research-based company that specializes in Internet technology, high-performance networking, and user interface components. ORU has been a research and development partner with Chalk & Wire since February 2003 and is currently utilizing two Internet-based programs (ePortfolioTM and RubricMarkerTM) as support for the University’s electronic portfolio system.

What is assessment?

Assessment is not a grade. Rather, it is your professor’s evaluation of the quality of your work when compared with a consistent standard. For instance, if you are submitting an artifact under the Intellectual Creativity

student learning outcome proficiency, your professor is assessing how well your work demonstrates your attainment of the criteria chosen by the ORU faculty to be a significant component of Intellectual Creativity.

Why is it possible to receive a Whole Person Assessment that is either higher or lower than my grade for the assignment?

When a professor grades an assignment, he or she takes into account such factors as appropriate format, proper grammar and usage, and acceptable logic, essentially asking the question, “How good is this paper?” When a professor assesses an assignment for ePortfolio, he or she is focusing on the specific criteria on the rubric. In this situation, the professor asks the question, “How well does this paper demonstrate that the student has attained the qualities outlined for this particular outcome or proficiency?” Therefore, a student may write an A paper (a paper that demonstrates technical proficiency and scholarly research) that does not fulfill all of the criteria on the rubric—thus receiving a poor assessment. Or a student may write a C paper (a paper demonstrating technical problems) that completely covers the rubric criteria—thus receiving a high assessment. Therefore, it is very important for students to compose/create their artifact assignments knowing both the criteria for ePortfolio assessment and the criteria for grading. Also, rubrics do not usually include late penalties, etc.

How do I know what artifact is required for each course?

Consult the General Education Whole Person Assessment Handbook available online at wpahandbook.oru.edu for a comprehensive list of all artifacts for general education courses. Also, consult this Theology Department’s ePortfolio Handbook on pp. 10-13 for a comprehensive list of artifacts. Each syllabus for Theology Department courses indicate the ePortfolio artifact from that course that will need to be uploaded.

What ePortfolio requirements do I need to complete if I am a transfer student?

You will need to fulfill all applicable ePortfolio requirements for classes taken at ORU. There may be gaps in your ePortfolio from the classes you took elsewhere.

Do I have to complete ePortfolio artifacts if I’m taking summer school or online courses?

Yes. Regardless of the course format, artifacts are still required.

Can I get specific, personal feedback from my professor through ePortfolio?

Yes! When your professor assesses your artifact, you will automatically get a colored bar graph designating how you scored on the various areas listed on the rubric. In addition, your professor has the option to insert specific comments next to each criterion.

Does it matter what I name my artifact?

Currently, the ePortfolio default setting is to give your artifact the name of your document file with X’s between the words. (For instance, if your file is named “Honor Code Reflection Paper.doc,” it will be given the name of “(HonorXCodeXReflectionXPaper.doc)” unless you rename it. We suggest that you name each artifact clearly so that your professor will be able to distinguish it from other artifacts that are in the same ePortfolio sub-folder.

What will happen if I don’t upload my artifacts to my ePortfolio and send them to my professor for assessment?

The consequence for not submitting your ePortfolio artifact is usually a grade penalty (often receiving a zero for that assignment).

Is anyone ever going to look at my ePortfolio?

Many people will look at your ePortfolio over the course of your college career (and beyond). First, every time you submit an artifact to one of your professors, he or she will look at it before assessing it. Second, since your ePortfolio is a bona fide website, you can send the link to friends, family, or future employers as well.

Can I use my ePortfolio after I graduate?

Yes! Students may opt to retain their ePortfolio by paying a yearly \$15 renewal fee to Chalk & Wire. This is a wonderful opportunity for students to create personal portfolios to show potential employers. For more information, contact ePortfolio@oru.edu.

Why can't I upload documents saved in Microsoft Works or WordPerfect?

Artifacts must be uploaded in a format that professors can open and read. ORU's computer network is equipped with Microsoft Office. Thus, documents saved in Works or WordPerfect often do not open or become jumbled when opened in Word. Appropriate file types are as follows: HTML, PDF, Word.

Will I receive an extension if Chalk & Wire is not working on the day that my artifact is due?

It is up to the discretion of the faculty whether students are given extensions for late artifacts. Recently, ORU has upgraded to a new Chalk & Wire server that should have no problem handling the number of hits that the site receives, even at peak times. However, as server difficulties cannot always be forecasted, it is important to get your artifacts submitted early in order to avoid technical glitches.

Do I have to pay an ePortfolio fee every year?

Included in your General Fees will be an initial \$70 fee to activate your Chalk & Wire account during your first year at ORU. The renewal fee, also included in your General Fees, will be \$20 each additional year at ORU.

Should I be receiving administrative emails regarding ePortfolio?

Yes! ORU ePortfolio administrators will occasionally send important emails to the email address that you have listed in your ePortfolio contact information. It is important that you read these emails. If you use an outside email provider, such as Hotmail or Yahoo, you may need to adjust your bulk mail settings to make sure that you receive these emails.

What should I do if I'm not receiving ePortfolio emails?

Check your bulk mail settings to make sure your account will let you receive emails from ePortfolio@oru.edu. If you still cannot receive emails from ePortfolio, contact the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) or go to the IT Concierge Help Desk on LRC 3rd Floor for assistance.

What are the steps for uploading an artifact and sending it for assessment?

There are three main steps in the process. First, the artifact must be uploaded to your ePortfolio. Second, the artifact must be submitted for assessment. Third, you must choose the professor who will assess the artifact. For step-by-step instructions on this process, consult the video instructions at http://www.oru.edu/current_students/my_academics/resources/whole_person_assessment/instructions.php.

Where can I go if I need to scan an artifact and don't have a scanner?

- 2nd Floor (GC) Academic Computing Lab, 8:00 a.m. to 10:30 p.m. most days. There are 8 dedicated ePortfolio computers and scanners, and the staff are helpful.
- The IT Concierge Help Desk (3rd Floor, LRC, next to the Java Stop).
- Ask a fellow student if you can use his or her scanner. Avoid saving scanned items as TIFF files.

How do I know where in my ePortfolio to place my artifact?

It is very important that you upload your artifact into the correct place in your ePortfolio. Each artifact is connected to a certain proficiency/capacity and a specific assessment rubric. Consult the General Education Handbook or the individual artifact description in this handbook to determine the location in your ePortfolio. Most classes that require the submission of an ePortfolio artifact now have a link in the D2L course shell that aids in uploading the artifact to the correct location in your ePortfolio. Always look for this link in your courses

to insure that your artifact is being submitted correctly. If you have any questions, please contact your course professor or the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) for assistance.

What if I don't know my professor's name?

Minimize the Internet window that has your ePortfolio open. Open a new Internet browser. Go to www.oru.edu, click on "Academics," then click on "VISION: Enrollment and Registration System." Log in to VISION, click "Student Services and Financial Aid," click "Registration," click "Student Detail Schedule," and choose the correct term. You should then see your entire schedule including your professor's name. When you have obtained the necessary information, log out of VISION, maximize the Internet browser with your ePortfolio, and continue the artifact submission process. [If you are submitting your artifact to a Teaching Assistant (TA), you should follow the instructions given to you in your discussion group. Most TAs share generic Chalk & Wire accounts (for example, "2 BibLit").]

How can I find the results of my professor's assessment of my submitted artifact?

Once you have submitted your artifact for assessment, you can click on the "Menu" button on the main ePortfolio page and choose "Work" and "My Results" to view your assessment scores. There you will see a listing of all artifacts that you have submitted for assessment. You can click on the artifact and choose "View Details" in the drop-down menu to see how you scored on each criterion of the rubric.

You can also view your composite results in a dashboard format in VISION by going to "Student Services", "Student Records", and clicking on "Whole Person Assessment Scores".

Can I remove an artifact from my ePortfolio once I have successfully submitted it for assessment?

You should not remove an artifact from your ePortfolio unless (a) you are replacing it with a corrected version of the same document, (b) you have uploaded it in the wrong place and are correcting the error, or (c) you are deleting multiple versions of the same artifact. Your artifacts should remain in your ePortfolio for the duration of your time at ORU. If you remove them, then faculty will not be able to view them, and this may cause problems when your ePortfolio is audited at the end of a semester and prior to graduation.

How do I create my major ePortfolio?

Your major ePortfolio will be automatically created when you submit your first artifact in your major. You can also create other portfolios within your Chalk & Wire account. Follow the video instructions for at ePortfolio.oru.edu and click on "Instructions" to see how you can create portfolios for purposes other than General Education and your major.

Do I need to upload artifacts for electives or classes taken for my minor?

No. You are only required to submit artifacts for your general education classes and for the designated classes in your major.

What should I do when I think I uploaded my artifact correctly but I received communication from ORU that something with my ePortfolio was incomplete?

Follow the directions given in the letter/email/voice message that you received. If you are instructed to contact a specific individual, please do it as soon as you get the message. You are also welcome to contact the individuals monitoring the ePortfolio Help Line at 495-7356 (x7356 on campus) or ePortfolio@oru.edu and ask them to check your status in the Chalk & Wire system. Sometimes there is a problem with your actual ePortfolio account, and in these cases we need to fix it to avoid future problems. Other times, you may have inadvertently missed a step in the process. Often these things can be cleared up quickly and easily.

Where can I go to get ePortfolio help?

- ePortfolio Help Line at x7356 (918-495-7356) or ePortfolio@oru.edu
- IT Helpdesk, 3rd floor LRC, Front Doors
- Assessment Coordinator in your major department
- Website: www.ePortfolio.oru.edu (many helpful resources)
- Your Academic Peer Advisor