CHRIST-CENTERED THEME

C1. **Spiritual Formation:** Practice spiritual disciplines and articulate the contribution of these disciplines to their personal relationship with Christ.

C2. **Pentecostal Experience:** Identify the role of the Holy Spirit in their journey to spiritual maturity, drawing on the rich resources of biblical and historical Pentecostal experience.

C3. **Biblical Interpretation:** Employ sound interpretive practices when reading Scripture.

C4. **Ethical Decision-making :** Apply biblical principles to ethical decision-making so as to distinguish between Christ-like and non-Christ-like behaviors in a variety of personal and social contexts.

C5. **Christian Stewardship:** Identify opportunities for and engage in stewardship of resources based on biblical principles.

EXPLORATORY THEME

E1. **Reading & Imagination:** Demonstrate analytical reading skills and engage imaginatively with texts in a variety of disciplines.

E2. **Critical Reasoning:** Recognize, follow, and construct logical arguments.

E3. **Historical Inquiry:** Define essential issues in human history, identify ways others have addressed those issues, and explore the applicability of those approaches to other intellectual, political, social, and/or spiritual contexts.

E4. **Research & Analysis:** Evaluate research, analyze data, and articulate arguments according to accepted methodologies in the liberal arts and sciences.

E5. **Technological Ingenuity**: Use current technology to search and communicate information and enhance professional practice.

INTEGRATIONAL THEME

I1. **Integrational Philosophy:** Articulate the integration of faith, learning, and life.

I2. **Artistic Expression:** Identify and/or perform a variety of artistic expressions and analyze their value as reflections of the human condition.

I3. **Health & Fitness:** Participate in health and fitness activities and explain their importance in maintaining a strong intellectual, emotional, and spiritual life.

I4. **Strengths & Callings:** Articulate the ways in which their personal strengths and the proficiencies they acquire through a well-rounded, interdisciplinary, liberal arts education contribute to the fulfillment of their callings.

I5. **Faith & Science:** Relate Christian faith to the concepts, theories, and practices of science.

GLOBAL THEME

G1. **Effective Communication:** Employ effective communication appropriate to audience, context, and purpose.

G2. **Healthy Relationships:** Recognize and demonstrate healthy relationships in civic and personal life.

G3. **Global Cultures:** Demonstrate knowledge of nations and regions of the world and key historical and cultural events in those regions.

G4. **Perspectives & Worldviews:** Articulate their own perspectives and respect, understand, and evaluate the perspectives of other individuals and the worldviews of other people groups, historic and contemporary.

G5. **Service & Witness:** Articulate a personal Christian testimony and demonstrate compassionate, hospitable service in a manner appropriate for the social and cultural context.

C1 Spiritual Formation: *Practice spiritual disciplines and articulate the contribution of these disciplines to their personal relationship with Christ.*

Criterion		4	3	2	1	Not Attempted
C1A	**Practice**	Shows enthusiastic commitment to a particular spiritual discipline (assigned or voluntary) via consistent practice or attendance.	Shows commitment to a particular spiritual discipline via consistent practice or attendance.	Shows intermittent commitment to a particular spiritual discipline via practice or attendance.	Shows low level of commitment to a particular spiritual discipline via practice or attendance.	
C1B	**Articulation**	Thoughtfully reflects on the contribution of spiritual disciplines to his or her personal relationship with Christ.	Articulates the contribution of spiritual disciplines to his or her personal relationship with Christ.	Makes slipshod connection between spiritual disciplines and spiritual formation.	Cannot connect any value or meaningful benefit to a spiritual discipline.	

Spiritual formation: The process by which individuals increasingly reflect the fruit of the Spirit: love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, self-control

Spiritual disciplines include prayer, worship, meditation, study, simplicity, solitude, submission, service, confession, hospitality, celebration; students' participation in spiritual formation may be assessed via such campus activities as chapel, floor devotions, church attendance and service, Bible reading, corporate prayer life, service events, and specific in-class assignments.

C2 Pentecostal Experience: *Identify the role of the Holy Spirit in their journey to spiritual maturity, drawing on the rich resources of biblical and historical Pentecostal experience.*

	Criterion	4	3	2	1	Not Attempted
C2A	**The Holy Spirit in Scripture**	Clearly and comprehensively identifies the role of the Holy Spirit in a selected biblical account.	Identifies the role of the Holy Spirit in a selected biblical account.	Identifies limited aspects of the role of the Holy Spirit in a selected biblical account.	Cannot identify aspects of the role of the Holy Spirit in a selected biblical account.	
C2B	**The Holy Spirit in history**	Clearly and accurately identifies the role of the Holy Spirit in a historical context.	Identifies the role of the Holy Spirit in a historical context.	Identifies limited aspects of the role of the Holy Spirit in a historical context.	Cannot identify aspects of the role of the Holy Spirit in a historical context.	
C2C	**The Holy Spirit in spiritual journey**	Clearly and comprehensively articulates the role of the Holy Spirit in his or her spiritual journey.	Articulates the role of the Holy Spirit in his or her spiritual journey.	Articulates limited aspects of the role of the Holy Spirit in his or her spiritual journey.	Cannot articulate aspects of the role of the Holy Spirit in his or her spiritual journey.	

C3 Biblical Interpretation: *Employ sound interpretive practices when reading Scripture.*

	Criterion	4	3	2	1	Not Attempted
C3A	Exegesis	Thoroughly and accurately analyzes historical, literary, and theological contexts.	Accurately analyzes historical, literary, and theological contexts.	Analyzes historical, literary, and/or theological contexts with some significant flaws.	Incompletely and/or inaccurately analyzes historical, literary, and/or theological contexts.	
C3B	Application	Skillfully and persuasively applies a biblical exegesis to a specific audience and/or context.	Plausibly applies a biblical exegesis to a specific audience and/or context.	Inappropriately or inaccurately applies a biblical exegesis.	Inappropriately and inaccurately applies a biblical exegesis.	

Exegesis: Textual interpretation including what the text probably meant to its original readers

Elements of Exegesis: 1) *Historical*—The exegesis is suitable to the historical background of the sender and the recipients of the original text and the meaning of language at the time of composition. 2) L*iterary* –The exegesis adequately places the text in the genre of the work as a whole and in the immediate literary context, and reflects a knowledge of the grammar and syntax of the language. 3) T*heological*—The exegesis reflects an awareness of biblical revelation as a whole and generally accepted interpretations in church history.

Application: The application is 1) rooted in exegesis of the text, and 2) presented in a manner appropriate to a specific audience.

C4 Ethical Decision-making: *Apply biblical principles to ethical decision-making so as to distinguish between Christ-like and non-Christ-like behaviors in a variety of personal and social contexts.*

	Criterion	4	3	2	1	Not Attempted
C4A	Ethical issues	Recognizes ethical issues when presented in a complex, multi-layered (grey) context AND can recognize cross-relationships among the issues.	Recognizes ethical issues in context OR can recognize cross-relationships among the issues.	Recognizes basic and obvious ethical issues but may not grasp complexity or interrelationships.	Does not recognize basic and obvious ethical issues.	
C4B	Biblical principles	Articulates high-level moral principles and can defend them using scripture and the life of Christ.	Articulates moral principles clearly and can defend them using scripture and/or the life of Christ.	Articulates moral principles vaguely and may defend them using scripture or the life of Christ.	Cannot articulate moral principles and/or defend them using scripture or the life of Christ.	
C4C	Application	Demonstrates an ability to choose a course of action and defend it sincerely based on principles in an all-things-considered way.	Demonstrates an ability to choose a course of action and defend it based on principles in an all-things-considered way.	Demonstrates an ability to choose a course of action and/or defend it using some principles.	Cannot choose a course of action and/or cannot defend it using principles.	

All-things-considered: Accepted term in ethics showing consideration of all sides and the entire complexity of an issue before deciding on a course of action.

Moral principles: Principles that can govern a variety of action types.

C5 Christian Stewardship: *Identify opportunities for and engage in stewardship of resources based on biblical principles.*

	Criterion	4	3	2	1	Not Attempted
C5A	**Recognition**	Accurately and creatively targets an opportunity for stewardship of resource(s).	Recognizes an opportunity for stewardship of resource(s).	Inappropriately and/or inaccurately identifies an opportunity for stewardship of resource(s).	Cannot recognize opportunities for biblical stewardship of resources.	
C5B	**Identification**	Accurately identifies multiple biblical principles for stewardship.	Identifies some biblical support for stewardship.	Identifies few biblical principles of stewardship.	Cannot identify biblical principles of stewardship.	
C5C	**Engagement**	Actively and effectively applies biblical principles of stewardship to resource(s).	Applies biblical principles of stewardship to resource(s).	Applies biblical principles of stewardship to resource(s) with minor inconsistencies.	Cannot apply biblical principles of stewardship to resource(s) or exhibits major resistance to application.	

TERMS:

Resources may include

Personal: Individual strengths, time, cognitive & emotional wellbeing, health & wellness

Financial: Income, savings, and investments

Environmental: Land, water, energy, air

Institutional: People, money, and mission

Christian stewardship: Ethical use of resources based on biblical principles

E1 Reading & Imagination: *Demonstrate analytical reading skills and engage imaginatively with texts in a variety of disciplines.*

	Criterion	4	3	2	1	NA
E1A	**Analytical reading skills**	In addition to #3, can insightfully analyze text in terms of the writer's assumptions, biases and inferences.	In addition to #2, can carefully evaluate the logic and accuracy of the writer's evidence.	In addition to #1, can distinguish between major ideas and supporting points.	Can recall and decode the language of the text needed to summarize and paraphrase the original in its context.	
E1B	**Imaginative engagement with texts**	Can creatively apply the underlying concepts beyond their immediate context in a new or original way.	Can apply the underlying concepts beyond their immediate context to express ideas in a new way.	Can apply the underlying concepts beyond their immediate context.	Can apply the underlying concepts to similar contexts.	

TERMS:

Analytical reading skills: can deduct the surface meanings

Imaginative engagement with texts: can inductively apply the subtexts to new contexts

E2 Critical Reasoning: Recognize, follow, and construct logical argument.

Criterion		4	3	2	1	NA
E2A	Recognition	Demonstrates the ability to recognize arguments in others. Can abstract the main points (both stated and implied), and avoids detractors.	Has an acceptable ability to recognize arguments in context, but either struggles to identify main points, or does not avoid detractors.	Needs to improve the ability to recognize others' arguments. Identifies some main points, but misses some and does not avoid detractors.	Student needs substantial improvement in recognizing others' arguments.	
E2B	Evaluation	Can recognize good features of arguments (valid, strong, plausible) and bad features (weakness, fallacies, etc.). Also indentifies the impact of context, objections, and competing views.	Does some evaluation well while committing a few errors in assessing the argument.	Commits an unacceptable amount of errors in evaluating the argument, but still does some things well.	Needs substantial improvement in evaluating arguments.	
E2C	Construction	Can develop, clearly explain, and defend a position of one's own. Provides support for the argument. Considers, and responds to, objections.	Can develop an argument, but either provides insufficient support, does not clearly explain, or does not consider obvious objections.	Does not develop an argument well, but demonstrates some ability to construct a supportive line of reasoning.	Needs substantial improvement in constructing arguments.	

TERMS:

Recognition: the ability to identify others' arguments in various contexts (writing, speech, marketing, etc.); **Evaluation:** the ability to distinguish good and bad features of arguments, both in one's own arguments and others' arguments.); **Construction:** the ability to create one's own argument well.

Argument: a line of reasoning in which a conclusion is supported by reasons; **Valid/Strong/Weak**: the degree to which the reasons make the conclusion likely to be true; **Fallacies**: errors in which the reasons do not support the conclusion. Common fallacies include: appeal to groups, appeal to unreliable authority, ad hominem, false dilemma, false cause, straw man arguments, red herrings, etc.; **Detractors**: parts of the presentation not relevant to the argument. **Clearly Explain**: states the conclusion/thesis, identifies reasons as such, objections as such, gives examples, etc.

E3 Historical Inquiry: *Define essential issues in human history, identify ways others have addressed those issues, and explore the applicability of those approaches to other intellectual, political, social, and/or spiritual contexts.*

Criterion		4	3	2	1	Not Attempted
E3A	**Definition**	Articulates the complexity of the issue; connects with key events/ideas of the time.	Articulates major ideas of the issue; connects with some events/ideas of the time.	Partially articulates elements of the issue and/or fails to connect with other events/ideas of the time.	Fails to articulate the issue and/or does not connect with other events/ideas of the time.	
E3B	**Identification**	Describes the historical response to the issue using specific and accurate details.	Describes the historical response to the issue in general but accurate terms	Describes the historical response to the issue vaguely and/or inaccurately	Describes the historical response to the issue insufficiently and/or inaccurately	
E3C	**Application**	Carefully relates the issue to a similar issue in a different historical context with insight and accuracy.	Relates the issue to a similar issue in a different historical context with accuracy.	Relates the issue to a similar issue in a different historical context vaguely and/or inaccurately	Relates the issue to a different historical context insufficiently and/or inaccurately	

TERMS:

Historical response: the manner in which the issue was addressed at a given time and place

Definition: Define the issue in its historical context.

Identification: Identify the manner in which the issue was addressed.

Application: Relate the issue to a new context.

E4 Research & Analysis: *Evaluate research, analyze data, and articulate arguments according to accepted methodologies in the liberal arts and sciences.*						
Criterion		4	3	2	1	Not Attempted
E4A	Evaluation	Identifies, comprehends, and synthesizes high quality sources appropriate to the topic	Identifies and accurately references research articles from high quality sources	Includes sources that may be inappropriate or inaccurately represented	Demonstrates inadequate comprehension and/or use of source material	
E4B	Analysis	Demonstrates mastery of data analysis skills involving selecting, conducting, and/or interpreting the results	Demonstrates data analysis skills involving selecting, conducting, and/or interpreting the results	Demonstrates minimal data analysis skills involving selecting, conducting, and/or interpreting the results	Demonstrates no data analysis skills involving selecting, conducting, and/or interpreting the results	
E4C	Articulation	Thoroughly defends a position using high quality sources and/or data for support accurately and insightfully.	Defends a position, accurately using acceptable sources and/or data for support.	Demonstrates some ability to construct a supportive line of reasoning but reference material is weak or incomplete.	Needs substantial improvement in constructing arguments and/or using sources.	
TERMS: **High quality source:** identified as scholarly, peer reviewed, acceptable scholarship in a given discipline						

E5 Technological Ingenuity: *Use current technology to search and communicate information and enhance professional practice.*

Criterion		4	3	2	1	Not Attempted
E5A	**Search**	Demonstrates skillful use of electronic search tools.	Demonstrates use of electronic search tools.	Demonstrates limited use of electronic search tools.	Fails to find appropriate sources using electronic search tools.	
E5B	**Communicate**	Incorporates current technology smoothly and appropriately in professional communication.	Incorporates current technology in professional communication.	Incorporates current technology in professional communication inappropriately and/or erroneously.	Incorporates inappropriate and/or no technology in professional communication.	
E5C	**Enhance Professional Practice**	Uses current technology to perform tasks in a timely and accurate manner.	Uses current technology to perform tasks in a timely and/or accurate manner.	Uses technology slowly and/or inaccurately.	Does not use technology without considerable help.	

TERMS:

Electronically-based search tools: Key words and/or Boolean logic

Professional communication: Grammar, punctuation, diction, and etiquette appropriate to the audience and context.

Current technology: hardware and/or software in use in the professional environment

I1 Integrational Philosophy: *Articulate the integration of faith, learning, and life.*

Criterion		4	3	2	1	Not Attempted
I1A	**Integration of faith and learning**	Clearly articulates a specific relationship between faith and aspects of an academic discipline.	Clearly articulates the interconnectedness of faith and academic inquiry.	Vaguely articulates connections between elements of faith and academic inquiry.	Unable to articulate truths found in academics as relevant to faith and vice versa.	
I1B	**Integration of faith and life**	Clearly demonstrates that biblical truth touches multiple aspects of human experience.	Clearly demonstrates a relationship between biblical truth and human experience.	Partially demonstrates a relationship between biblical truth and human experience.	Shows compartmentalization of aspects of faith and life.	
I1C	**Integration of learning and life**	Articulates a sophisticated understanding of learning as a means of life-long, personal transformation.	Articulates an understanding of learning as a means of life-long, personal transformation.	Articulates limited connections between learning and life-long, personal transformation.	Fails to see learning as a life-long goal.	

TERMS:

Faith: Christian biblical principles

Learning: Liberal arts education and its implications for life-long learning

Life: Personal choices

I2 Artistic Expression: *Identify and/or perform a variety of artistic expressions and analyze their value as reflections of the human condition.*

Criterion		4	3	2	1	Not Attempted
I2A	Identification	Can accurately name an artistic expression and its creator and place the person and work in their time period and movement.	Can accurately name an artistic expression and/or its creator and place the person and/or work in their time period and/or movement.	Can name an artistic expression and/or its creator and place the person and/or work in their time period and/or movement.	Cannot name, date, or otherwise identify significant artistic expressions or creators.	
I2B	Analysis	Insightfully analyzes the relationships between the artistic expression and the human condition in a coherent interpretation.	Clearly explains how a human emotion or condition is illuminated by artistic expression(s).	Makes limited or vague connection of some elements of an artistic expression with an appropriate human emotion or condition.	Cannot articulate a relationship between artistic expression and human condition.	
I2C	Performance	Can work alone or with others to create an artistically excellent expression grounded in a period and/or situation providing complex illumination of the human condition.	Can work alone or with others to create an artistic expression grounded in a period and/or situation providing insightful illumination of the human condition.	Can work alone or with others to create an artistic expression grounded in a period or situation providing some illumination of the human condition.	Cannot create an artistic expression grounded in a period or situation.	

TERMS:

Artistic expressions: artistic (visual, musical, literary, theatrical) works, artists, time periods or movements

Human condition: Any aspect of human life such as creativity, fallenness, redemption, altruism, etc.

I3 Health & Fitness: *Participate in health and fitness activities and explain their importance in maintaining a strong intellectual, emotional, and spiritual life.*

	Criterion	4	3	2	1	Not Attempted
I3A	**Participation**	Is aware of and monitors personal health indicators by regular visits to the Mabee Center and participates individually in fitness activities.	Is aware of and monitors personal health indicators by regular visits to the Mabee Center.	Sporadically monitors health indicators in the Mabee Center.	Shows no awareness of personal health indicators.	
I3B	**Explanation**	Clearly articulates importance of fitness in maintaining a strong intellectual, emotional, and spiritual life with strong examples.	Articulates importance of fitness in maintaining a strong intellectual, emotional, and spiritual life.	Articulates importance of fitness in maintaining a strong intellectual, emotional, and /or spiritual life.	Does not articulate the importance of health.	

I4 Strengths & Callings: *Articulate the ways in which their personal strengths and the proficiencies they acquire through a well-rounded, interdisciplinary, liberal arts education contribute to the fulfillment of calling.*

Criterion		4	3	2	1	Not Attempted
I4A	StrengthsQuest	Can explain the value of Strengths and articulate the benefits of acting deliberately from a position of identified strength.	Can discuss each personal Strength and identify ways to apply strengths in various circumstances.	Can identify and define personal top five Strengths; lists Strengths on portal.	Is aware of some of the personal top five Strengths, if not all; Possibly lists Strengths on student portal.	Did not take SQ
I4B	Liberal Arts Proficiencies	Can articulate the contributions of a liberal arts education to Christian callings and one's career.	Can articulate the contributions of a liberal arts education to Christian callings.	Can identify elements of a liberal arts education and / or Christian callings.	Recognizes some distinction of a liberal arts education; can define "liberal arts" education.	
I4C	Life Callings	Can define, articulate, and apply strengths and liberal arts proficiencies to one's callings.	Can articulate the relationship between personal strengths, God's guidance, and life callings.	Can discuss what is meant by life callings and/or God's guidance in individual lives.	Cannot define life callings.	

TERMS:

Callings: various roles—church, family, community—a Christian may be called to fill

Liberal Arts Proficiencies*:
An historical sensibility (awareness of the historical sources of their present identity);
A deliberate and judicious frame of mind, including *alertness, careful and thoughtful consideration of alternatives, logical commitment to decisions, awareness of consequences* ;
The capacity to think imaginatively and reflectively *to see familiar things in an unfamiliar way, to wait for answers, to tolerate uncertainty and ambiguity.*

*(Michael Palmer, "Orienting our Lives: The Importance of a Liberal Education for Pentecostals in the Twenty First Century" *Pneuma* 23.2 (2001) 197-216.)

I5 Science & Faith: *Relate Christian faith to the concepts, theories, and practices of science.*

Criterion		4	3	2	1	Not Attempted
I5A	**Scientific concepts, theories and practices**	Describes five steps in scientific methodologies.	Describes four out of five steps in scientific methodologies.	Describes three out of five steps in scientific methodologies.	Cannot describe elements of scientific methodologies.	
I5B	**Integration of science and faith**	Articulates and defends a viewpoint on the interconnectedness of faith and science with specific examples.	Clearly articulates the interconnectedness of faith and science.	Recognizes the interconnectedness of faith and science.	Cannot recognize or articulate truths found in science as relevant to faith and vice versa.	

TERMS
Steps in Scientific Methodologies : Question, Hypothesize, Measure, Predict, Evaluate

G1 Effective Communication: *Employ effective communication appropriate to audience, context, and purpose.*

Criterion		4	3	2	1	NA
G1A	**Audience, Context, and Purpose**	Demonstrates a thorough understanding of the audience, context, and purpose of the assigned task.	Demonstrates adequate consideration of the audience, context, and purpose of the assigned task.	Demonstrates awareness of the audience, context, and/or purpose of the assigned task.	Lacks awareness of the audience, context, and purpose of the assigned task.	
G1B	**Language Skills**	Uses compelling language that skillfully communicates meaning to the audience with clarity and fluency and is virtually error-free.	Uses straightforward language with few errors that generally conveys meaning to the audience.	Uses mundane language to convey meaning and/or displays many errors.	Uses language that impedes meaning because of errors in usage.	
G1C	**Structure & Development**	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject in a consistent, cohesive organizational pattern.	Uses appropriate content to illustrate grasp of the subject in a recognizable organizational pattern.	Uses inappropriate content and/or a poor organizational pattern for relaying content.	Uses inappropriate content and lacks an organizational pattern for relaying content.	
G1D	**Delivery**	Demonstrates detailed attention to and successful execution of the stylistic conventions particular to the specific communication task.	Demonstrates consistent attention to the stylistic conventions particular to the specific communication task.	Demonstrates inconsistent execution of the stylistic conventions particular to the specific communication task.	Fails to adhere to stylistic conventions particular to the specific communication task.	

Verbal skills: Grammar, word choice (diction & vocabulary), tone, voice, syntax, punctuation (in written language)

Delivery for oral environment: Posture, gesture, eye contact, vocal expressiveness

Delivery for written environment: Presentation, formatting, and appropriate style according to the conventions of the assignment or discipline.

Development: Introduction, conclusion, sequencing, transitions, and illustrations appropriate to the delivery environment

G2 Healthy Relationships: *Recognize and demonstrate elements of healthy relationships in civic and personal life.*

Criterion		4	3	2	1	NA
G2A	**Recognize**	Can clearly and thoughtfully describe the elements of healthy relationships.	Can clearly describe the elements of healthy relationships.	Can partially describe the elements of healthy relationships.	Cannot describe the elements of healthy relationships.	
G2B	**Demonstrate**	Uses mature and healthy relational skills in a specific setting.	Uses good relational skills in a specific setting.	Lacks some elements of healthy relational skills in a specific setting.	Cannot or does not relate to others well in a specific setting.	

TERMS:

Elements of healthy relationships: Attending, Listening, Empathizing, Managing conflict, Managing boundaries

Demonstrate elements of healthy relationships: Relational skills may be assessed in any setting in which an evaluator may observe a student interact with one or more other persons.

G3 Global Cultures: *Demonstrate knowledge of nations and regions of the world and key historical events and cultural elements in those regions.*

	Criterion	4	3	2	1	Not Attempted
G3A	**Nations and/or regions of the world**	Accurately distinguishes boundaries between nations and/or regions of the world in a given context.	Distinguishes most boundaries between nations and/or regions of the world in a given context.	Distinguishes boundaries between a few nations and/or regions of the world.	Cannot distinguish boundaries between nations and/or regions of the world.	
G3B	**Key historical event(s) in a given region**	Correctly identifies key historical events in nations and/or regions of the world in a given context.	Identifies some of the key historical events in nations and/or regions of the world in a given context.	Identifies a few historical events in nations and/or regions of the world in a given context.	Cannot identify historical events in nations and/or regions of the world in a given context.	
G3C	**Key cultural element(s) in a given region**	Correctly identifies key cultural elements in nations and/or regions of the world in a given context.	Identifies some of the key cultural elements in nations and/or regions of the world in a given context.	Identifies a few cultural elements in nations and/or regions of the world in a given context.	Cannot identify cultural elements in nations and/or regions of the world in a given context.	

G4 Worldview Awareness: *Articulate one's own worldview and respect, understand, and evaluate the worldviews of other individuals and people groups, historic and contemporary.*

Criterion		4	3	2	1	Not Attempted
G4A	**Personal worldview**	Articulates a comprehensive personal worldview.	Articulates a personal worldview.	Articulates a limited personal worldview.	Cannot articulate a personal worldview.	
G4B	**Worldviews of others**	Accurately and sensitively articulates the worldview of another.	Articulates the worldview of another.	Articulates an incomplete or inaccurate worldview of another.	Cannot articulate the worldview of another.	
G4C	**Respect**	Clearly exhibits respect (in words and/or actions) for other worldviews.	Demonstrates respect for other worldviews.	Lacks respect for other worldviews.	Demonstrates disrespect.	
G4D	**Evaluation**	Compares and contrasts another worldview with one's own accurately and thoroughly.	Accurately compares and contrasts another worldview with one's own.	Compares and/or contrasts worldviews with some inaccuracies.	Unable to compare and contrast another worldview with one's own.	

TERMS:

Elements of a worldview as identified in Essential Christianity: Ideology, Experience, Social, Ritual, Narrative, Norms

(Palmer, Mike, ed. *Elements of a Christian Worldview*. Springfield, Missouri: Logion, 1998.)

Compare and contrast worldviews: Accurately identify both similarities and differences, positives and negatives between worldviews.

G5 Service & Witness: *Articulate a personal Christian testimony and demonstrate compassionate, hospitable service in a manner appropriate for the social and cultural context.*					
Criterion	4	3	2	1	Not Attempted
G5A **Christian Testimony**	Thoughtfully reflects on his or her personal experience with Jesus Christ.	Narrates his or her personal experience with Jesus Christ.	Narrates his or her personal experience with Jesus Christ that is clichéd or overly general.	Cannot articulate a personal relationship with Jesus Christ.	
G5B **Compassionate and Hospitable Service**	Provides service with exemplary compassion and hospitality.	Provides service with satisfactory compassion and hospitality.	Provides service lacking in compassion and/or hospitality.	Provides poor service lacking in compassion and hospitality.	No service provided.
G5C **Appropriate Social and Cultural Context**	Provides exemplary service while meeting appropriate social and cultural expectations.	Provides satisfactory service while meeting appropriate social and cultural expectations.	Provides service that does not meet appropriate social and/or cultural expectations.	Provides poor service lacking in social and/or cultural awareness.	No service provided.