

Grading Rubric

Mary Hess / Luther Seminary / 2008-09 Academic Year

(Most of the following is drawn from the scoring rubrics in place at the Crosswinds School in St. Paul, MN)

Failing -- Level 1

Minimal achievement in terms of stated objectives, and the student requires nearly continual support.

Failing -- Level 2

Very limited achievement in all the learning objectives. The student has difficulty in understanding the required knowledge, attitudes, and skills and is unable to apply them fully in normal situations, even with support.

Failing/Marginal -- Level 3

Limited achievement in most of the learning objectives, or clear difficulty in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.

Marginal/Passing -- Level 4

A good general understanding of the required knowledge, attitudes, and skills, plus the ability to apply them effectively in normal situations. There is some evidence of the skills of analysis, synthesis, and evaluation. The student fulfills all of the requirements of the lesson.

Passing -- Level 5

A consistent and thorough understanding of the required knowledge, attitudes and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight. The student produces work of consistent quality and works independently.

Grade of B -- Level 6

A consistent and thorough understanding of the required knowledge, attitudes and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student generally demonstrates insight, produces work of quality, meets the expectations of the lesson at a high level, and shows some evidence of originality.

Grade of A -- Level 7

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality. The student is able to teach necessary skills to another student. The student works beyond the expectations of the lesson, and uses original ideas and concepts.