

MTS Evaluation Rubric: Thesis Option

Student _____

Advisor or Reader _____

Each thesis is unique in focus and content. To do a thesis well requires the academic capacities and skills listed below, which are developed through MTS coursework. Please review the thesis and evaluate the demonstration of the following learning goals.

Goals	Excellent-4	Good-3	Adequate-2	Inadequate-1	Score
Capacity to analyze texts (broadly conceived) carefully (LOA: 1, 2)*	<i>Consistently demonstrates</i> accurate understanding of and insightful interpretation of texts in the discipline(s) used in the thesis	<i>Often demonstrates</i> accurate understanding of and insightful interpretation of texts in the discipline(s) used in the thesis	<i>Sometimes demonstrates</i> accurate understanding of and insightful interpretation of texts in the discipline(s) used in the thesis	<i>Rarely demonstrates</i> accurate understanding of and insightful interpretation of texts in the discipline(s) used in the thesis	
Capacity to analyze carefully historical and contemporary social contexts (LOA: 1, 3)	<i>Analyzes accurately and well</i> the social and material contexts relevant for the arguments being made. Includes attention to issues of context identified in the school's commitments, as appropriate.	<i>Analyzes well</i> the social and material contexts relevant for the arguments being made. Includes attention to issues of context identified in the school's commitments, as appropriate.	<i>Analyzes adequately</i> the social and material contexts relevant for the arguments being made. Includes attention to issues of context identified in the school's commitments, as appropriate.	<i>Rarely analyzes</i> the social and material contexts relevant for the theological arguments being made in the theological disciplines. Rarely includes attention to those issues of context identified in the school's commitments that are relevant to the project.	
Capacity for critical thinking (LOA: 1, 4)	<i>Demonstrates strong and critical awareness</i> of a variety of factors that shape his/her interpretations and perspectives; <i>consistently</i> engages respectfully with diverse perspectives.	<i>Demonstrates strong awareness</i> of a variety of factors that shape his/her interpretations and perspectives; <i>often</i> respectfully engages with diverse perspectives.	<i>Demonstrates some awareness</i> of the variety of factors that shape his/her interpretations and perspectives; <i>sometimes</i> respectfully engages with diverse perspectives.	<i>Demonstrates little awareness</i> of the variety of factors that shape his/her interpretations and perspectives; <i>rarely</i> respectfully engages with diverse perspectives.	
Capacity for making constructive arguments (LOA: 1, 5)	<i>Consistently demonstrates</i> ability to use modes of argumentation specific to the discipline(s) used in the thesis.	<i>Often demonstrates</i> ability to use modes of argumentation specific to the discipline(s) used in the thesis.	<i>Sometimes demonstrates</i> ability to use modes of argumentation specific to the discipline(s) used in the thesis.	<i>Rarely demonstrates</i> ability to use modes of argumentation specific to the discipline(s) used in the thesis.	

* LOA= Learning Outcome Assessment for program degree goals for student learning.

** Our overall goal for student learning is 80% of student attaining a 12 or higher (or at least a 3 in each category).

TOTAL _____

Noted Concerns and Suggestions for Student Learning Outcome Improvement:
