

English Department's Seven Learning Outcomes

Competency	Student Learning Outcome	Methods of Assessment Evidence and Venues for Student Learning
1 Literature & Textual Analysis	Demonstrate proficiency in the interpretation of literature and textual analysis through class discussions and writing projects.	<p>Each spring, the graduating English majors will revise literary analysis and theory papers from subject matter coursework collected in the English Program Portfolio, demonstrating proficiency in the learning outcome of literature and textual analysis, which may include theory depending on the student's emphasis. The English Program Portfolios will be assessed by the English professor teaching ENGL 499C Senior English Capstone Seminar.</p> <p>The Literature & Textual Analysis Rubric is also used to assess major projects where students are required to apply literary analysis skills: the ENGL 240 literary & textual analysis final research paper, the ENGL 455 Shakespeare textual analysis paper, and the ENGL 465/6 Theory paper. A copy of each major project is placed in every student's English Program Portfolio. Competency in this learning outcome is further addressed in the Entrance/Exit Interviews, included in the Portfolio.</p>
2 Language, Linguistics, and Literacy*	Demonstrate cultural and structural knowledge of the English language and principles of language acquisition through coursework.	The Language, Linguistics, and Literacy Rubric will be used to assess competence in written communication skills as demonstrated in subject matter coursework, such as research-based composition assignments in ENGL 453. A copy of each major writing project is placed in every student's English Program Portfolio. This Rubric will also be used by the ENGL 499C Capstone professor to assess competence in written communication skills as provided in each student's English Program Portfolio. This learning outcome is also addressed in the Entrance (ENGL 240)/Exit Interviews (ENGL 499C), which are included in the Portfolio.*
3 Composition & Rhetoric	Apply a variety of composing processes and rhetorical strategies to writing projects.	The Composition & Rhetoric Rubric will be used to assess competence in written communication as demonstrated in subject matter coursework, such as composition assignments in ENGL 120, ENGL 370, and ENGL 380. A copy of each major writing project is placed in every student's English Program Portfolio. This Rubric will also be used by the ENGL 499C Capstone professor to assess competence in written communication skills as provided in each student's English Program Portfolio. Writing competency is also addressed in the Entrance (ENGL 240)/Exit Interviews (ENGL 499C), which are included in the Portfolio.*
4 Communications: Speech, Media, and Creative Performance	Evaluate, create, and participate in speech activities, dramatic performances, and technological media projects.	Professors teaching courses with a major communications project (COMM 210C oral presentation, ENGL 455 Shakespeare scene-blocking performance, or ENGL 315 researched PowerPoint presentation) in this area will complete the Communications Rubric and provide each student with a copy for his or her English Program Portfolio,* plus additional written evidence, if any, such as a peer feedback form for an oral presentation, a printed version of a student's PPT presentation, or a critique of a student-performed scene from a Shakespeare play.

<p>5 Advanced Research Strategies</p>	<p>Demonstrate proficiency in advanced research strategies applied to writing papers, including the use of academic technology.</p>	<p>Professors teaching ENGL 431/2 and ENGL 465/6 with a major research paper applying the use of academic technology (journal databases, Internet, PPT presentation, or media archives) will complete the appropriate Research Rubric and provide each student with a copy, along with the research project, for his or her English Program Portfolio.*</p>
<p>6 Diversity</p>	<p>Demonstrate social awareness of diversity issues by interpreting, analyzing, and writing about various cultural perspectives in literature.</p>	<p>All English majors must demonstrate social awareness of diversity concerns and issues, with the ability to apply this awareness to intercultural competencies, through subject matter coursework (ENGL 310 or 311, ENGL 453), such as writing papers and reporting on service projects for Sigma Tau Delta or class field trips. The Diversity Rubric will also be used to assess evidence of student learning in the English Program Portfolio. Professors will complete the Diversity Rubric for each student completing coursework in a diversity-enriched or diversity-enhanced course and provide a copy of the project for the student's English Program Portfolio. Diversity is also addressed in the Entrance/Exit Interviews, included in the Portfolio.*</p>
<p>7 Integration of Faith and Learning</p>	<p>Integrate coursework with Christian faith by applying Christian perspectives to writing processes and the study of literature.</p>	<p>All English majors will complete a major integrative paper in ENGL 499C Capstone. The Capstone professor is responsible for assessing the integrative papers. The Integration Rubric may also be used for major course projects that focus on the integration of literary scholarship with personal Christian spiritual growth. Professors will direct students to place copies of these projects in their English Program Portfolios.* Integration is also addressed in the Entrance/Exit Interviews, which are included in the Portfolio.*</p>

*English Program Portfolios are assessed by each major's Faculty Advisor during advising appointments prior to Registration Week each semester. The final grades for Portfolios are assigned by the ENGL 499C Capstone English professor.

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English Learning Outcome #1: Literature & Textual Analysis

Demonstrate proficiency in the interpretation of literature and textual analysis through class discussions and writing projects.

	Excellent	Competent	Developing	Beginning
<p style="text-align: center;">LITERARY ELEMENTS & ANALYSIS</p> <p>Students distinguish salient features of genres; define and analyze elements of literature; articulate the relationship between expressed purposes and the characteristics of various literary genres and non-literary texts; develop critical thinking skills through close-readings; and reflect on ways literature inspires personal and social growth through reflection.</p>	<p>The purpose of explaining meaning is achieved, thereby deepening the reader's understanding of the work or related works. The analysis summarizes the work to the extent needed to clarify main points but does not retell the work. Essay shows evidence of strong skills of analysis, synthesis, and evaluation of literary elements appropriate to the genre.</p>	<p>Essay shows evidence of application of skills of analysis, synthesis, and evaluation. The writing offers some new insight into the work or related works, but the analysis may not consistently summarize the work to the extent needed to clarify main points, or it may necessarily retell the work.</p>	<p>Essay shows inconsistent application of skills of analysis, synthesis, and evaluation. Logic may be flawed. The writing does little to deepen the reader's understanding of the work or related works. The analysis may summarize instead of analyze, or fail to summarize as needed to explain points.</p>	<p>The writing does not deepen the reader's understanding of the work. Summary may be substituted for analysis. Essay shows inconsistent application of skills of analysis, synthesis, and evaluation.</p>
<p style="text-align: center;">LITERARY THEORY & CRITICISM</p> <p>Students thoroughly apply theory & criticism of major texts and authors, using various approaches to interpret literature (aesthetic, historical, political, or philosophical).</p>	<p>Essay reflects mastery of the literary theory or critical technique applied or under discussion. The writer is fluent in the critical language and theory behind the framework or perspective. Analysis and conclusions drawn are virtually "incontrovertible."</p>	<p>Essay reflects a solid understanding of the literary theory or critical technique applied, and the writer is using much of the critical language and theory behind the perspective. Analysis and conclusions drawn are strong with minor "errors."</p>	<p>Essay reflects some understanding of the literary theory and criticism applied. The writer struggles to use the language theory, however. Analysis and conclusions drawn are somewhat questionable with a few obvious "errors."</p>	<p>Essay reflects little understanding of the literary theory or criticism applied. The writer barely uses the language and theory behind the perspective. Analysis and conclusions drawn are questionable with obvious "errors."</p>
<p style="text-align: center;">ORGANIZATION</p>	<p>Essay is well-organized with a keen sensitivity to building an argument. The paper expertly explains and develops a thesis and provides supporting examples from the work itself or from related works that back up the thesis. The conclusion leaves a memorable impression.</p>	<p>Essay is well-organized with a logical approach to building an argument. The paper explains and develops a thesis and provides supporting examples from the work. The conclusion brings the analysis to a satisfactory close.</p>	<p>Essay is competently organized with a logical if uninspired approach to building an argument. The paper only partially explains or develops the thesis; few supporting examples from the work are given. The conclusion may be weak, repetitive, or missing.</p>	<p>Essay is inconsistently organized with a haphazard approach to building an argument. Transitions are choppy or lacking. The analysis does not begin with a thesis statement. No organizational plan is evident.</p>
<p style="text-align: center;">STYLE & MECHANICS</p>	<p>Word choice is consistently precise, vivid, or powerful. Essay is flawlessly written with a flair for academic style. Paragraphs flow well internally with each sentence building and flowing into the next. Transitions are sophisticated and varied.</p>	<p>Essay is well-written with a solid academic style. Some strong word choice and sentence variety. Paragraphs flow well internally. Transitions are ordinary but sufficient.</p>	<p>Essay is acceptably written but may lack a degree of richness. Word choice and sentence variety are ordinary. Paragraph coherence is slightly disrupted. Some transitions are needed. Errors in mechanics, usage, grammar, or spelling.</p>	<p>Essay is poorly written and lacks enough complexity for an academic style. Word choice and sentence variety are below expectations. Paragraphs are choppy and undeveloped.</p>

English Learning Outcome #2: Language, Linguistics, and Literacy*

Demonstrate cultural and structural knowledge of the English language through coursework.

**only required for students in the CTC Waiver Program*

	Excellent	Competent	Developing	Beginning
<p style="text-align: center;">LINGUISTICS</p> <p>Students demonstrate knowledge of the conventions, forms, and functions of English grammar, sentence structure, and basic principles of morphology, phonology, syntax, semantics and pragmatics.</p>	Superior facility and accuracy in the use of grammar and principles of linguistics. Adept at identifying and analyzing language structures.	Demonstrates strong identification and analysis of language structures.	Some errors in the identification and analysis of language structures. Facility with knowledge and principles still developing.	Rudimentary understanding of linguistics. Many errors present. Further study to acquire foundational knowledge required.
<p style="text-align: center;">LANGUAGE & CULTURE</p> <p>Students recognize the universality of linguistic structures while acknowledging variation arising from differences of time, place, and community; explain cognitive, affective and socio-cultural as well as first language influences on language acquisition and development.</p>	Quality of analysis of language in relation to culture is focused, original, and complex. Demonstrates a rich understanding of social issues in relation to language issues.	Understands that language is shaped or influenced by cultural factors. May lack a high degree of originality in observations.	Shows developing awareness of language phenomena in a cultural context. Discussion explains cultural influences in a straightforward way.	Has not yet fully realized the connections between language and culture.
<p style="text-align: center;">ORGANIZATION</p>	Essay is well-organized with a keen sensitivity to building an argument. The paper expertly explains and develops a thesis and provides supporting examples from the work itself or from related works that back up the thesis. The conclusion leaves a memorable impression.	Essay is well-organized with a logical approach to building an argument. The paper explains and develops a thesis and provides supporting examples from the work. The conclusions brings the analysis to a satisfactory close.	Essay is competently organized with a logical if uninspired approach to building an argument. The paper only partially explains or develops the thesis; few supporting examples from the work are given. The conclusion may be weak, repetitive, or missing.	Essay is inconsistently organized with a haphazard approach to building an argument. Transitions are choppy or lacking. The analysis does not begin with a thesis statement. No organizational plan is evident.
<p style="text-align: center;">STYLE & MECHANICS</p>	Word choice is consistently precise, vivid, or powerful. Essay is flawlessly written with a flair for academic style. Paragraphs flow well internally with each sentence building and flowing into the next. Transitions are sophisticated and varied.	Essay is well-written with a solid academic style. Some strong word choice and sentence variety. Paragraphs flow well internally. Transitions are ordinary but sufficient.	Essay is acceptably written but may lack a degree of richness. Word choice and sentence variety are ordinary. Paragraph coherence is slightly disrupted. Some transitions are needed. Errors in mechanics, usage, grammar, or spelling.	Essay is poorly written and lacks enough complexity for an academic style. Word choice and sentence variety are below expectations. Paragraphs are choppy and undeveloped.

Thanks to the California Commission on Teacher Credentialing for Domain 2: Language, Linguistics, and Literacy requirements.

Many thanks to Dr. Barbara Allen (Grad Ed) for creating this rubric.

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English Learning Outcome #3: Composition and Rhetoric

Apply a variety of composing processes and rhetorical strategies to writing projects.

	Excellent	Competent	Developing	Beginning
CONTENT	Demonstrates a thorough and thoughtful, comprehensive grasp of the readings. Accurately and coherently provides specific details and examples from the readings to support the main ideas.	Demonstrates a comprehensive grasp of the readings. Accurately and coherently provides general details and/or examples from the readings to support the thesis and main ideas.	Demonstrates a limited grasp of the readings. Provides few, if any, textual details and examples from the readings to support the thesis and main ideas.	Demonstrates little, if any, grasp of the readings. It is not clear that the writer read the readings. Provides no textual details and examples from the readings to support the thesis and main ideas
ARGUMENTS	Authoritatively defends a position with precise and relevant evidence. Presents clear, original, thoughtful arguments.	Generally defends a position with relevant evidence. Argument is persuasive; generally original ideas. May lack a high degree of richness.	Defends a position with little, if any, evidence. Ideas generally reinforce the focus. Lacks richness, lacks persuasiveness.	Fails to defend a position with any evidence. Argument is not persuasive. Support is insufficient. Ideas are not original.
STYLE	Provides a variety of sentence types and uses precise, descriptive language. Compelling awareness of audience and task.	Provides a variety of sentence types and uses some descriptive language. Aware of audience and task.	Provides few, if any, types of sentences and uses basic, predictable language. Only partially aware of audience and task.	Provides no sentence variety and uses limited vocabulary. Not aware of audience nor of task.
MECHANICS	Contains few, if any, errors in the conventions of the English language. All words are spelled correctly. Highly commendable application of grammar.	Contains some errors in the conventions of the English language, but the errors do not interfere with the reader's understanding of the essay.	Contains several errors in the conventions of the English language. Errors may interfere with the reader's understanding of the essay.	Contains serious errors in the conventions of the English language. Errors interfere with the reader's understanding of the essay.
WORKMANSHIP	Paper is on time, neat, exemplary format, contains all components and is of appropriate length to answer the question in a reflective manner.	Paper is on time, neat, good format, but may not be complete or long enough to answer the question to demonstrate deep reflection.	Paper is not on time, has confusing format, and is not long or complete enough to answer the reflective question.	Paper is not on time, not formatted appropriately, and does not answer the question.

English Learning Outcome #4: Communications – Technological Media Project

Evaluate, create, and participate in speech activities, dramatic performances, and technological media projects.

	Excellent	Competent	Developing	Beginning
ELOCUTION	Student speaks clearly and precisely so audience listeners can hear the presentation. Maintains eye-contact, seldom referring to notes. Sequence of information is logical and well-organized.	Student's voice is clear and most audience listeners can hear the presentation. Maintains eye contact most of the time but refers frequently to notes.	Students speaks low and fast. Audience listeners have difficulty hearing the presentation. Occasional eye contact. Relies on reading notes.	Student speaks incoherently, mumbles, and too quietly for audience listeners to hear. Reads all of the notes without eye contact.
RESEARCH	Authoritatively defends a position with precise and relevant evidence. Presents clear, original, thoughtful arguments integrating secondary sources. Bibliography is properly cited and well-balanced.	Research applied but inaccurately cited. Argument could use more development. Sources are cited but errors are present.	Defends a position with little, if any, significant research. Reads like a book review or encyclopedia article.	Fails to defend a position with any research. Argument is not persuasive. Overall research is insufficient. Ideas are not original. Bibliography is missing or contains significant errors.
TECHNOLOGY APPLICATION	Use of technology demonstrates professionalism: PowerPoint, Audio software, Internet, and/or Online Article Databases.	Demonstrates rudimentary technology skills.	Applies technology superficially or inadequately.	Unfamiliar with technology.
ORGANIZATION	Oral presentation is on time, organized, exemplary in format, contains all components of the assignment and is of appropriate length or time duration. Information is presented in a logical, interesting sequence.	On time, good organization, but may not be complete or long enough to demonstrate deep knowledge. Needs more development.	Audience has difficult following presentation. Somewhat disjointed logical flow.	Not on time, sloppy, not formatted appropriately, or is off-topic. Audience cannot understand presentation because there is no sequence of information.
GRAPHICS	Student's graphics explain and reinforce screen text and presentation. Graphics are engaging and hold audience interest.	Student's graphics relate to text and presentation.	Student occasionally uses graphics that rarely support text and presentation.	Student uses superfluous graphics or no graphics at all. Copyright infringement ("lifting" graphics off the Internet) may be present.

English Learning Outcome #5: Advanced Research Strategies

Demonstrate proficiency in advanced research strategies applied to writing papers, including the use of academic technology.

	Excellent	Competent	Developing	Beginning
ARGUMENTS	Authoritatively defends a position with precise and relevant evidence. Presents clear, original, thoughtful arguments.	Generally defends a position with relevant evidence. Argument is persuasive; generally original ideas. May lack a high degree of richness.	Defends a position with little, if any, evidence. Ideas generally reinforce the focus. Lacks richness, lacks persuasiveness.	Fails to defend a position with any evidence. Argument is not persuasive. Support is insufficient. Ideas are not original.
RESEARCH	Sources are well-integrated and come from an array of credible sources. Skilled & thorough integration of academic technology using library subscription databases and scholarly/peer-reviewed journals.	Sources are credible and well-integrated, although may lack variety or richness. Proficient use of academic technology.	Some flaws in bibliography such as missing or not enough sources, unbalanced variety of sources (drawing too much from one source). Academic technology is used superficially (not from subscription databases, not peer-reviewed sources, etc.)	Not enough credible sources, or sources poorly integrated into argument, or paper consists of a “patchwork quilt” of sources without original thinking. Little to no evidence of academic technology used in research.
CITATION	Bibliography is properly formatted and shows variety, credibility, & richness. Paper follows citation style perfectly.	Sources are cited in-text and in bibliography but errors are present.	Inaccurate in-text and bibliographic citations. Frequent errors in citation style.	Paper contains significant errors in citation style: flawed header, page numbering, in-text parenthetical citations, bibliographic entries contain serious errors. Sources may not be credible or may otherwise be lacking.
STYLE & MECHANICS	Provides a variety of sentence types and uses precise, descriptive language. Compelling awareness of audience and task. Contains few, if any, errors in the conventions of the English language. All words are spelled correctly. Highly commendable application of grammar.	Provides a variety of sentence types and uses some descriptive language. Aware of audience and task. Contains some errors in the conventions of the English language, but the errors do not interfere with the reader’s understanding of the essay.	Provides few, if any, types of sentences and uses basic, predictable language. Only partially aware of audience and task. Contains several errors in the conventions of the English language. Errors may interfere with the reader’s understanding of the essay.	Provides no sentence variety and uses limited vocabulary. Not aware of audience nor of task. Contains serious errors in the conventions of the English language. Errors interfere with the reader’s understanding of the essay.
WORKMANSHIP	Paper is on time, neat, exemplary format, contains all components and is of appropriate length to answer the question in a reflective manner.	Paper is on time, neat, good format, but may not be complete or long enough to answer the question to demonstrate deep reflection.	Paper is not on time, has confusing format, and is not long or complete enough to answer the reflective question.	Paper is not on time, not formatted appropriately, and does not answer the question.

	Excellent	Competent	Developing	Beginning
<p>KNOWLEDGE</p> <p>Builds knowledge of diverse ideas, values, perspectives and experiences.</p>	<p>Writing project exceeds competence; articulates value and impact of multiple points of view in a given context. Integrates new points of view in relation to Christian faith.</p>	<p>Writing project engages literary perspectives and respects multiple points of view. Examines the impact of considering multiple points of view.</p>	<p>Writing project demonstrates tolerance towards other people's and culture's points of view.</p>	<p>Writing project acknowledges that different ways of knowing, thinking, and being exist.</p>
<p>ENCULTURATION</p> <p>Engages others with civility, empathy, honesty and responsibility.</p>	<p>Student values and fosters inclusion of multiple points of view. Is able to understand and collaborate with others in complicated, dynamic, and ambiguous situations. Demonstrates appropriate, thoughtful and socially conscious interactions with others regardless of differences or similarities.</p>	<p>Student respects differences through inclusive behavior. Attempts to rectify any hostility and/or misunderstandings due to differences.</p>	<p>Student tolerates others' perspectives and feelings, but may stereotype or over generalize. Tolerates and considers different points of view. Is able to set aside one's own prejudices to communicate or work with others.</p>	<p>Student avoids knowingly offensive behavior and attempts neutrality with those different from oneself. Is willing to hear, read or otherwise expose self to different points of view. Is willing to acknowledge own beliefs, actions, assumptions represent only one's own point of view.</p>
<p>SELF-EXAMINATION</p> <p>Examines one's own attitudes, values, and assumptions and considers their impact.</p>	<p>Continually re-evaluates own values, attitudes, and assumptions in the interest of fostering a multicultural point of view. Actions value and foster inclusion, regardless of similarities or differences. Regularly re-evaluates personal opinions on multicultural issues, identifying and overcoming latent prejudices as needed.</p>	<p>Attempts to evaluate the multiculturalism of one's own values, attitudes, and assumptions. Actions may demonstrate respect of some differences but not of others. Seeks opportunities to enlarge personal understanding of diversity. Identifies and works toward overcoming own latent prejudices.</p>	<p>Identifies one's own values, attitudes, and assumptions. Actions demonstrate tolerance: willing to withhold personal beliefs/assumptions while exploring new ideas, experiences. Attempts to identify own latent prejudices. Identifies, acknowledges, and tracks institutional issues related to multiculturalism.</p>	<p>Attempts to identify one's own values, attitudes, and assumptions. Acknowledges that personal prejudices and assumptions about others can impact daily activities. Acknowledges that one may harbor latent prejudices.</p>
<p>PROACTION</p> <p>Challenges past, present and future discrimination and privilege of individuals, societies, groups and institutions.</p>	<p>Writing assignment or service project challenges present and future attitudes that cause discrimination at personal, institutional, cultural, and higher levels. Advocates social justice to overturn the dynamics of power and privilege. Avoids stereotyping when making ethical judgments. Resists erosion of inclusive practices in place, actively breaks down barriers to social equity outcomes.</p>	<p>Writing assignment or service project recognizes power and privilege and understands the impacts power and privilege have had, can have, and will have on society. Attempts to make positive change, but in attempts to demonstrate cultural awareness or social consciousness, may mistakenly stereotype in the name of multiculturalism.</p>	<p>Writing assignment or service project acknowledges the many instances of past and present discrimination. Considers effects of misuse of power and privilege on individuals and cultures, including the dominant one.</p>	<p>Writing assignment or service project is able to identify past discrimination. Is able to acknowledge some present discrimination. Doesn't restrict or disrupt others' discussions of power and privilege.</p>

English Learning Outcome #6: Diversity.

Demonstrate social awareness of diversity issues by interpreting, analyzing, and writing about various cultural perspectives in literature.

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English Learning Outcome #7: Integration of Faith and Learning.

Integrate coursework with Christian faith by applying Christian perspectives to writing processes and the study of literature.

	Excellent	Competent	Developing	Beginning
FAITH ARTICULATION	Work demonstrates sound knowledge and cohesive, intelligible articulation—in the student’s own words—of Christian ideas most relevant to the subject matter and/or literary analysis, theoretical frameworks, et cetera.	Work demonstrates basic knowledge of relevant Christian ideas, and a capacity for non-formulaic articulation of those ideas.	Work demonstrates only superficial knowledge of Christian ideas, and an inability to articulate those ideas in other than formulaic terms.	Work demonstrates little knowledge of Christian ideas, and has trouble articulating those ideas even in formulaic terms.
FAITH APPLICATION	Work demonstrates keen understanding regarding the manifestation and application of faith concepts in particular, concrete situations; clearly displays deep appreciation for the implications of faith in practical living.	Work demonstrates a basic understanding regarding the relevance faith concepts to concrete situations; displays an awareness of the implications of faith in practical living.	Work demonstrates only spotty and superficial understanding of the application of faith concepts in concrete situations; shows little awareness of faith’s implications for practical living.	Work demonstrates no apparent understanding of the application of faith concepts in concrete situations; sees no real connection between one’s faith and one’s practical living.
DISCIPLINARY DISCERNMENT	Work displays full recognition of the limitations of either secular or religious literature/theory/criticism, and skillfully uncovers the questionable assumptions that may underlie such language and models.	Work displays an awareness of the potential limitations of either secular or religious literature/theory/crit, but only inconsistently shows an ability to uncover questionable assumptions.	Work tends to accept without question the validity of secular or religious lit/theory/crit while advancing Christian ideas. It thus has difficulty distinguishing between secular and Christian assumptions.	Work cannot meaningfully relate Christian concepts and secular ideals; shows no real ability to distinguish the two at the level of basic assumptions.
VOCATIONAL AWARENESS	Work clearly articulates a felt sense of Christian call to stewardship and service within the context of a mature, perceptive and meticulous appraisal of one’s personal gifts and professional skills.	Work describes a sense of call within the context of a considered, realistic and faithful evaluation of one’s gifts and skills.	Work identifies a sense of call, though with little nuance or detail; a sense that arises from only a very superficial evaluation of one’s gifts and skills.	Work shows little reflection on one’s call to service, and next to no attempts at serious self-appraisal.

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Adapted from Calvin College Political Science Department

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