

Religion, Faith, and Values (RFV) Assessment Rubric

| ILO | Exemplary | Sufficient | Insufficient |
|--|---|--|---|
| <p>1. Students will Critically interpret religious life. <i>Examples of religious life are defined as texts, symbols, beliefs, experiences, and activities; critical interpretation is defined as utilizing methods appropriate to the course to show how examples illustrate wider beliefs or assumptions about the community.</i></p> | <p><i>Artifact provides evidence that the student can:</i> Describe how example(s) of religious life functions within a larger community and/or reveals a community’s core beliefs or values. Analyze the relationship between examples and community’s core beliefs in significant depth and detail. Examples may include: demonstrating in detail how a community views the world, describing the analytical methodology being applied, or accounting for the student’s own perspective as an observer.</p> | <p><i>Artifact provides evidence that the student can:</i> Describe how example(s) of religious life functions within the larger community and/or reveals the community’s core beliefs or values.</p> | <p><i>Artifact reveals that the student:</i> Does not successfully describe how example(s) of religious life functions within a community or reveals a community’s core beliefs. Examples may include describing a religious practice but not drawing sufficient broad conclusions about its function or illustration of beliefs or values.</p> |
| <p>2. Identify how religious life shapes the world and human understanding. <i>Examples of what is meant by the world and human understanding include institutions and practices such as laws, economies, family systems, literature and art, and developments in science and technology.</i></p> | <p><i>Artifact provides evidence that the student can:</i> Demonstrate a complex understanding of a causal relationship between religious life and broader aspects of human existence Examples of complex understanding may include describing relationship in significant detail or depth, identifying greater implications of relationship, or drawing surprising or interesting conclusions about relationship.</p> | <p><i>Artifact provides evidence that the student can:</i> Demonstrate understanding of causal relationship between religious life (beliefs, practices, texts) and broader aspects of human existence (e.g. laws, economies, family systems, literature, art, developments in science and technology).</p> | <p><i>Artifact reveals that the student:</i> Does not demonstrate sufficient understanding of a causal relationship between religious life and broader aspects of human life. Examples may include identifying only one aspect of an implied causal relationship or asserting a relationship without sufficiently describing it.</p> |
| <p>3. Identify how the world shapes religious life. <i>Examples of what is meant by the world in this context are non-religious factors that shape religious life, including social, cultural, historical or other influences.</i></p> | <p><i>Artifact provides evidence that the student can:</i> Demonstrate complex understanding of a causal relationship by which non-religious factors (social, cultural, historical, etc.) exert influence on religious beliefs, practices, or communities. Examples of complexity may include describing a relationship in significant detail or depth, identifying multiple factors in a relationship, identifying greater implications of a relationship, or drawing surprising or interesting conclusions.</p> | <p><i>Artifact provides evidence that the student can:</i> Demonstrate understanding of a causal relationship by which non-religious factors (social, cultural, historical, etc.) exert influence on religious beliefs, practices, or communities.</p> | <p><i>Artifact reveals that the student:</i> Does not demonstrate sufficient understanding of a causal relationship between non-religious factors and religious life. Examples may include identifying only one aspect of an implied causal relationship or asserting a relationship without sufficiently describing it.</p> |