

Exegetical and Interpretive Summary Grading Rubrics

Opening the Scriptures: The Old Testament in the New - mgvhoffman – LTSG

From the syllabus:

Final Paper: Based on the topic chosen, this paper will be 12-18 pages long. (one inch margins, double-spaced, 12pt font) The best papers will have a strong thesis statement that clearly defines the issue involved with the chosen topic and a proposal for how it should be handled. Interaction with appropriate resources (both primary and secondary) is expected, and the conclusion should indicate how this topic fits within the larger scope of early Christian attempts to interpret Scripture. This paper will be due on Monday, August 1.

Wght = Weight: The relative importance of this category. 5=Most important

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Stnds	1 - Below Standards	Pts	Wght
Thesis Paragraph & Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.		4x
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.		3x
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.		3x
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes very few errors in grammar or spelling that distract the reader from the content.	Author makes few errors in grammar or spelling that distract the reader from the content.	Author regularly makes errors in grammar or spelling that distract the reader from the content.		2x
Sources <i>Note: I recommend you use the Student Supplement for the SBL Handbook of Style, but I mainly want you to be consistent.</i>	All sources used for quotes, statistics and facts are credible and cited correctly. No more than four Internet resources and at least three conventionally published books or articles were used. A bibliography is provided.	All sources used for quotes, statistics and facts are credible and most are cited correctly. Some Internet resources and conventionally published books or articles were used. A bibliography is provided.	Most sources used for quotes, statistics and facts are credible and cited correctly. Some secondary resources were used. A bibliography, if provided, is incomplete or incorrect.	Many sources are suspect (not credible) AND/OR are not cited correctly. No secondary resources were used. No bibliography is provided.		4x

Attention to Greek Text*	Author cites Greek text when appropriate and has made use of resources that incorporate Greek. (Greek and/or Hebrew are displayed using Unicode or italicized transliterations.)	Author cites Greek text when appropriate. (Greek and/or Hebrew are displayed using Unicode or italicized transliterations.)	Author shows awareness of Greek text but has not incorporated it effectively in the paper.	Author fails to show any awareness of the Greek text.	5x
Attention to Exegetical Methods	Author demonstrates a strong ability to use the various exegetical methods and apply them appropriately and persuasively in support of the thesis.	Author demonstrates an ability to use the various exegetical methods and apply them appropriately in support of the thesis.	Author demonstrates only a partial ability to use the various exegetical methods and does not consistently apply them appropriately in support of the thesis.	Author misunderstands how to use the various exegetical methods and fails to apply them appropriately in support of the thesis.	5x
Logic and Coherence of Argument	Author's argument is well-conceived, coherent, logical, and convincingly persuasive.	Author's argument is well-conceived, mostly coherent and logical, and basically persuasive.	Author's argument is weakly-conceived, difficult to follow, and only somewhat persuasive.	Author's argument is not well-conceived, incoherent, illogical, and ultimately unpersuasive.	5x

* It is expected that students will be citing Greek texts in the paper. It is not expected that students know Hebrew, Latin, etc. Proper reference to languages other than Greek will be recognized as extending credit. If students installed the [Tyndale Unicode Font Kit](#), access to Greek and Hebrew keyboards and use of the Cardo font is now built in to your system. (Check the [documentation for the keyboard layouts](#).) Another option for creating properly formed Greek is to use the online [Greek Inputter](#).