

Grading Rubric for Exegetical Papers

Semenari Theologji Malaysia

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Grade	Rubric Criterion for Research/Exegetical Papers
100	Student offers a clear interpretation of the text, grounded in modern methodologies discussed in class (according to guidelines on syllabus for the paper) and in other Bible coursework. (This interpretation does not have to be shared by the lecturer.) Student has clearly engaged with the ideas learned in class, as well as with secondary literature and the Bible text itself. A firm grasp of some of the problems typically seen in the text is evident, and the student has made some clear decisions based on the evidence they have uncovered. Implications for interpretation (for the Church or the academy) are drawn out at the end of the discussion.
90	Student interprets the text well, tenuously using modern methodologies as discussed in class. Student has clearly engaged with the ideas learned in class, as well as with secondary literature and the Bible text itself. Student is unclear about some of the problems in the text, but makes an adequate attempt to sort through them. Student mentions problems, but makes no attempt to decide them (or say why they cannot be decided), or does make a decision but without evidence. Implications for interpretation are brief.
75	Student interprets the text, using some modern methodologies mixed with haphazard readings. Untested theological assumptions are made, but are well-grounded in the student's tradition. Class discussion or secondary literature is brought in sparsely. Student ignores some major problems in the text. A clear interpretation is offered, but with little evidence outside their own ideas.
60	Student offers an interpretation of the text that mostly ignores the historical grounding of the Hebrew prophetic witness. The interpretation shows signs of engagement with authentic theology, but that theology seems ungrounded. Neither class discussion nor secondary literature is used thoughtfully, but only to support previously-held conclusions. Student focuses on popular interpretation of the text instead of well-defined and agreed-upon interpretive problems. No evidence is offered for many conclusions.
20	Student ignores the methodologies used in class (historical grounding, taking the text seriously and imaginatively, exploring form as well as meaning, serious skepticism toward Christological interpretations, etc.). Student does not ground their writing in the class discussion or biblical text in any way.
0	Student does not turn in assignment, offers an assignment that is neither exegetical nor thesis-driven, or offers an assignment that has no clear connection to the Bible passages under consideration.