

# 2015-16 SGS Rubric

by Admin huc

## SGS Rubric

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### Overview & Instructions

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The dimensions are

1. Hebrew & Other Primary Source Language Fluency;
2. Textual Interpretation;
3. Understanding of Historical & Cultural Contexts;
4. Scholarship & Use of Sources;
5. Critique, Research & Write.

There are only two time-bound levels of learning in the rubric: Novice (corresponding to a student's entrance into a program) and Achieved/Graduation (the level to which we hope all students achieve). The rubric includes one middle level of learning, and an "Aspirational" level for those students who display a truly exceptional grasp of a program-level skill.

Please rate the same artifact for every student in your course. Artifacts can include, but are not limited to:

- Research projects
- Final papers
- Presentations
- Group discussions
- Oral presentations

For further assistance or questions, do not hesitate to reach out to Bobby Covitz at [rcovitz@huc.edu](mailto:rcovitz@huc.edu).

## Standards

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No standards added.

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	<b>Novice</b> (1.000 pt)	<b>Developing</b> (2.000 pts)	<b>Achieved/Graduation</b> (3.000 pts)	<b>Aspirational</b> (4.000 pts)

<p><b>Hebrew &amp; Other Primary Source Language Fluency</b> (1.000, 20%)</p>	<p>Familiar with the sound of the language, its grammar, and a limited vocabulary corpus. Has some difficulty translating common ancient language narratives (including biblical narrative), relying heavily on dictionaries. Halting pronunciation. Knows a second modern language and a second ancient language (i.e. Greek).</p>	<p>Comprehension, reading, and writing still limited. Connects structure with meanings of words, sentences and texts. Has memorized 100s of words, verb conjugations, and subject-verb agreements. Reads aloud and translates ancient sources (including the Bible) with inter-language dictionaries and translations, sometimes misrepresenting idioms. Discriminates more than one period of an ancient language, but at times uncertain with movement between them.</p>	<p>Understands and uses multiple definitions of 500 words. Fluently vocalizes an unvocalized source language. Translates texts with aids, grasping characteristic idiomatic phrases. Answers questions about original texts in various topics, genres, and subject matter. Appreciates Hebrew or other source languages' development over time and cultural settings. Reads primary and secondary sources necessary for their research.</p>	<p>Achieves substantial vocabulary, reading and translation facility in multiple genres. Uses one source to interpret another innovatively. Teaches, writes scholarly papers, and engages the literature of the language (Hebrew, Greek, or other) critically evaluating relevant scholarship. Applies source texts to produce findings that are meaningful to other scholars with insights into the text's nature and reliability, editorial process, historicity, purpose and possible current relevance.</p>
<p><b>Textual Interpretation</b> (1.000, 20%)</p>	<p>Reads mainly in translation. Tends to harmonize text with their personal expectations. Reads the source text with literal interpretations. Knows limited scholarship in their field. Is mostly unaware of contexts.</p>	<p>Aware of various hermeneutical approaches, including reading theories relating to assumptions about politics, economics, genre, literary structure, belief, and others being applied. Uses study aids (dictionaries, text books, critical scholarship, and professor's lectures). Analyzes and outlines texts to show their meaning.</p>	<p>Feels empowered to interpret text. Develops a personal understanding of and willingness to engage with difficult texts and apply theories accurately. Asks about ideological goals and the tools needed to get the maximum yield. Identifies questions and challenges woven into an argument. May focus on authors in their curriculum. Refers to definitions of specific terms accurately. Knows how to find sources to resolve questions including standard references and bibliographies.</p>	<p>Able to present the text with rigor and intellectual honesty. Offers insights beyond the mechanical application of standard methods. Brings in secondary literature with implications for scholarly use. Engages with authors and theories, comparing several at once, some outside of the curriculum. Dialogues productively with colleagues. Recognizes textual problems and works persuasively with them.</p>
<p><b>Understanding of Historical &amp;</b></p>	<p>Knows isolated stories and events</p>	<p>Knows the relative chronology</p>	<p>Knows the relationship</p>	<p>Has specialized and detailed</p>

<p><b>Cultural Contexts</b> (1.000, 20%)</p>	<p>in the literature. Does not properly sequence figures and events related to in biblical or other ancient texts. Does not have context or knowledge of the Greco-Roman or ancient near eastern worlds. Reads a text for facts or details, interpreting it from a purely subjective or contemporary perspective. Often has one-contemporary perspective. Often has limited perspectives, based on earlier confessional encounters with the Bible or secondary sources.</p>	<p>of major figures and events. Identifies influential geographical and temporal contexts. Understands surrounding cultures' point of view by reading translations of primary sources and commentaries. Asks who a text was written for and for what purpose. Asks about the source of artifacts and concepts mentioned. Makes internal and external associations with other texts or period artifacts.</p>	<p>between the texts or artifacts being studied and their cultural and historical settings. Compares primary sources in multiple languages to determine issues of context. Determines motives from texts of unknown authors by identifying the period and genre (based on knowledge of many similar texts). Identifies the text based upon what it does. Experiments with completing fragmentary sources.</p>	<p>knowledge of a broad range of impacting influences plus the traditions of modern scholarship, archaeology, history, and philology. Creates new connections to other humanities. Reevaluates texts that other authors have analyzed and assesses new materials to arrive at new claims or syntheses. Applies findings to reconstruct and test hypotheses. Deliberately avoids generalizations that are easy to falsify.</p>
<p><b>Scholarship &amp; Use of Sources</b> (1.000, 20%)</p>	<p>Familiar with the Bible but less so with rabbinic or other later literature. Familiar with some scholarly sources. Knows the existence of non-focus primary sources but uses encyclopedic and other such references without checking primary material.</p>	<p>Studies texts with aids and support. Cites sources to resolve questions without discriminating their quality or currency. Identifies a limited selection of key texts along with some key characteristics, idioms and some overarching themes. Connects some texts from these with a larger worldview. Aware of surviving representations of various genres plus disciplinary approaches and problems identified to study</p>	<p>Creates bibliographies of academically accepted, multidisciplinary resources. Uses auxiliary material (dictionaries, encyclopedias, bibliographical repertoria, periodicals, compendia, guidebooks, and internet). Has a detailed concept of stages of development of biblical and other focus literatures. Identifies and identifies major genres, styles, literary characteristics, textual issues, and analytical methodologies.</p>	<p>Creatively engages sources. Makes connections across cultures and centuries that are defensible using a sound methodology and opens vistas of understanding to the text. Reads in the original language. Applies critical analysis, primary source comparison, and multi-disciplinary approaches (e.g. archaeology, social science, other ancient cultural information.) Interprets sources to explore and help</p>

		them. Knows some useful historical data relating to texts and material culture.	Contextualizes both primary and secondary sources for perspective, bias, and approach.	others explore the issues inherent in the sources studied.
<b>Critique, Research &amp; Write</b> (1.000, 20%)	Offers perspectives located in the experience of the reader, not necessarily in the text. Writing can be disorganized. Cannot always express ideas coherently. Recognizes well known researchers but often is unable to name their scholarly works.	Identifies strengths and weaknesses in scholarly argumentation based on reason and evidence, but still looks for data that fits their preconceptions. Identifies names of literary categories and methodologies (e.g. source, poetic, rhetorical, text-, form-criticism, and comparative analysis), their contributors, techniques, and presuppositions. Applies these to text aided by secondary sources, mentoring, and notes. Uses current critical concepts (like biblical texts being non-historical). Reports on a research project.	Independently applies linguistic, literary, and contextualization methodologies to derive meaning from texts and formulate questions relevant to the field. Understands how Jewish and other religious cultures, practices, beliefs, and thought developed over time and space in interaction with surrounding cultures. Uses research and critical discussion to develop arguments logically.	Gives evidence of critical thinking to identify and explore complex problems. Studies them using a convergence of apparently unconnected scholarly traditions. Combines, critiques, reframes, or expands boundaries of categories or methodologies to generate new interpretations. Integrates the historical context, tradition, and modern thinking to write publication-worthy papers and articles, which contain accurately researched arguments.