

# JOHN PAUL THE GREAT CATHOLIC UNIVERSITY

## VALUES AND KNOWLEDGE BASED ON THE TEACHINGS OF JESUS CHRIST AS ARTICULATED BY THE CATHOLIC CHURCH RUBRIC

### Definition

Categories	Needs Improvement (poor) 1	Developing (low satisfactory) 2	Proficient (high satisfactory) 3	Outstanding (exceeds expectations) 4	Score
<b>Values</b>	<ul style="list-style-type: none"> <li>• The student relates values that are usually poorly defined and/or poorly nuanced.</li> <li>• Many of the values do not have broad-based implications and/or are not applied to specific contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• The student relates values that are not always well defined and/or carefully nuanced.</li> <li>• A number of the values do not have broad-based implications and/or are not applied to specific contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally speaking, the student relates values that are well defined and yet carefully nuanced, though some values are better articulated than others.</li> <li>• The values usually have broad-based implications but also are applied to specific contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• The student consistently relates values that are clearly defined yet carefully nuanced.</li> <li>• The values always have broad-based implications but also are applied to specific contexts.</li> </ul>	
<b>Charitable Tone</b>	<ul style="list-style-type: none"> <li>• The student regularly fails in significant ways to express the teaching of Jesus as articulated by the Catholic Church in a charitable way.</li> <li>• The student's articulation repeatedly fails to avoid perceptions of a "judgmental" tone.</li> </ul>	<ul style="list-style-type: none"> <li>• The student fails in some significant way to express the teaching of Jesus as articulated by the Catholic Church in a charitable way.</li> <li>• The student's articulation fails to avoid perceptions of a "judgmental" tone.</li> </ul>	<ul style="list-style-type: none"> <li>• The student expresses the teaching of Jesus as articulated by the Catholic Church in a charitable way, but some aspects of the presentation in this regard are better than others.</li> <li>• The student's articulation generally avoids perceptions of a "judgmental" tone, stressing the beauty of the faith as a "yes" to God's design, but in some areas this concern seems more apparent than in others.</li> </ul>	<ul style="list-style-type: none"> <li>• The student always expresses the teaching of Jesus as articulated by the Catholic Church in a charitable way.</li> <li>• The student's articulation is consistently careful to avoid perceptions of a "judgmental" tone, stressing the beauty of the faith as a "yes" to God's design.</li> </ul>	
<b>Sources</b>	<ul style="list-style-type: none"> <li>• The student consistently fails to cite biblical texts and/or authoritative sources expressing Catholic teaching (e.g., the CCC, Church Councils, Church fathers and doctors, papal teaching) and omits proper bibliographical references.</li> <li>• The use of such texts expresses a fatally flawed understanding of their intended meaning.</li> <li>• Texts are cited in a haphazard or facile way, which expresses a failure to properly understand them.</li> </ul>	<ul style="list-style-type: none"> <li>• The student includes incorrect citations of either biblical texts or authoritative sources expressing Catholic teaching (e.g., the CCC, Church Councils, Church fathers and doctors, papal teaching) and/or frequently omits proper bibliographical references.</li> <li>• The student's usage of these texts may reflect a deficient understanding of their meaning.</li> <li>• Most texts are cited in a haphazard or facile way, which expresses a failure to properly understand them.</li> </ul>	<ul style="list-style-type: none"> <li>• The student almost always cites biblical texts and/or authoritative sources expressing Catholic teaching (e.g., the CCC, Church Councils, Church fathers and doctors, papal teaching) with proper bibliographical references.</li> <li>• Their use reflects a proper understanding of their intended meaning.</li> <li>• The student shows an interrelation between the passages cited.</li> </ul>	<ul style="list-style-type: none"> <li>• The student consistently cites specific biblical texts and authoritative sources expressing Catholic teaching (e.g., the CCC, Church Councils, Church fathers and doctors, papal teaching) with proper bibliographical references.</li> <li>• Their use reflects a clear understanding of their meaning.</li> <li>• These sources are expertly chosen so that they actually illuminate one another.</li> <li>• Obscure and/or frequently neglected yet helpful sources may also be included.</li> </ul>	