

STUDENT'S INTRODUCTION TO THE 2004 TRINITY COLLEGE OF THE BIBLE AND THEOLOGICAL SEMINARY EVALUATION SHEET (T.E.S.)

CONTENT (50 POINTS)

The new T.E.S. is **not** an attempt to divide the eight content categories in this section by 50 resulting in equal value for each of the eight categories. The content section as a whole is equal to 50 points. The eight categories are a way to give feedback to the student in these areas. If N/A is checked the category does not apply (Example: when the student is not being asked to analyze in the assignment).

The first two categories under content are of a different kind than the last six categories. The last six are built around Bloom's taxonomy revised, while the first two are more general and all encompassing in nature. The first category assesses the overall rigor of the content as represented by the student's work and the second category identifies that the student has completed one or more of the goals or objectives of the course in this assignment. This second category is not to be construed as equal to the ones that follow. It is of critical importance. Course design is such that objectives are created based on the course description, assignments are designed to accomplish one or more of the objectives and evaluations of the assignments are to assess whether or not the student has demonstrated that they have accomplished the objective which is the reason for the assignment. If the student has not demonstrated any of the objectives or goals of the assignment, then content will not receive a very high mark!

The reason behind not assigning a point value to each of the eight categories under content is that they are not equal in value and based on the particulars of individual assignments and specific degree levels, the numerical value assigned to the evaluation of these categories will vary from assignment to assignment and degree level to degree level. For example, the Analysis category will not have as great a bearing on the evaluation of a Bachelor level student as it will for a Doctoral level student. Doctoral level students are expected to be more proficient at analysis than Bachelor level students. The Remember level (formally knowledge level) should not weigh as heavily into the evaluation of a research paper at the doctoral level as the Synthesis or Evaluation levels.

If the assignment specifically requires a particular Bloomian category or if the degree expectations of the student include the implied requirement of this type of interaction, then the student should be evaluated accordingly. For example, a doctoral student writing a research paper would be required to interact at all six Bloomian levels unless the specific assignment instructed them otherwise.

For more information on the revised Bloom's taxonomy see *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Complete Edition. Edited by Lorin W. Anderson, David R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Rath, and Merlin C. Wittrock. Published by Addison Wesley Longman, Inc, copyright 2001.

The comment sections of the new TES are there for the grader to include a comment that will remain as part of the permanent record and be kept on file at Trinity. Some graders put all their comments on the paper itself. In that case the box in front of “Note Comments on Paper” will have a check mark.

REASONING PROCESS (25 POINTS)

These four categories are not intended to be an equal portion of the twenty-five points. Depending on the assignment, a particular category may be “N/A” or may be of lesser importance if applicable than the other categories in a particular assignment. For example, if in a reflective paper the student includes references and uses them appropriately, this probably will not carry as much importance in evaluating the assignment as in the case of a research paper where the proper use of references is a required part of the assignment.

WRITING MECHANICS (25 POINTS)

Note that the style manual now required at Trinity is Kate Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th edition. The manual allows for footnotes with a bibliography, endnotes with a bibliography, and parenthetical notes with a reference list. The student may choose any of these three forms of citation and follow the appropriate rules of style in Turabian. Usually the social sciences including counseling, Christian education, and management will require parenthetical notes. Most other disciplines will either use footnotes or endnotes. The dissertation or major writing committee may require a specific style.

Note this section of the T.E.S. is for use in assessing the proper style of references, while the reasoning section assesses the proper use of references.

Trinity College of the Bible and Theological Seminary Evaluation Sheet

Due Date: _____

Faculty Name: _____ **Faculty E-Mail:** _____

Student Name: _____ **Student ID#:** _____

Course Name: _____ **Course #:** _____

Audio Recording/Module/Project/Section #: _____

Please incorporate comments that will teach, correct, and guide the student throughout the student's submission. Please summarize those comments under each section below. The grader is assigning a grade based on a combination of all sub points as they apply in a way appropriate for the particular assignments.

CONTENT (50 Points) The following categories will be considered in the determination of point-value. All levels of Bloom's taxonomy (2001) are to be considered

Answers are factually correct, are adequate in rigor, scope, and detail.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A	Taxonomy Category #3 (Bloom's revision 2001) Apply—executing, implementing.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A
Accomplishes one or more of the course objectives (including breadth of knowledge areas).	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A	Taxonomy #4 (Bloom's revision 2001) Analyze—differentiating, organizing, attributing.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A
Taxonomy Category #1 (Bloom's revision 2001) Remember—recognizing and recalling.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A	Taxonomy #5 (Bloom's revision 2001) Evaluate—checking, critiquing.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A
Taxonomy Category #2 (Bloom's revision 2001) Understand—interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A	Taxonomy #6 (Bloom's revision 2001) Create—generating, planning, producing.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A

Comments:

Note comments on paper.

Subtotal _____

REASONING PROCESS (25 Points) The following categories will be considered in the determination of point-value.

Answers are stated clear, logical, organized and focused.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A	Appropriate forms of evidence are presented effectively.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A
Main points are supported by sub-points.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A	Outside primary and secondary references are effectively utilized (including scripture).	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A

Comments:

Note comments on paper.

Subtotal _____

WRITING MECHANICS (25 Points) The following categories will be considered in the determination of point-value.

Word usage, grammar, spelling, paragraph structure meet acceptable norms.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A	Bibliography or reference list is formatted according to the appropriate style.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A
Style manual is followed. Scripture and other resources are accurately cited.	<input type="checkbox"/> Does not meet expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> N/A		

Comments:

Note comments on paper.

Subtotal _____

Date _____

Signature _____

Total Score _____

Letter Grade _____

Computation of Grade
 Maximum Points Possible = 100
 96-100 = A 85-89 = B 75-79 = C 65-69 = D
 90-95 = A- 80-84 = B- 70-74 = C- 60-64 = D-
 Below 60 = F