

# DMin Chapter Rubric

## CHAPTER ONE: INTRODUCTION

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
<b>Contents</b>	The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem, Delimitations of the Project, Description of the Project Process, and Definition of Terms.	Only 1 of the elements is missing.	Only 2 of the elements are missing.	More than 2 of the elements are missing.
<b>Description of the Ministry Context</b>	A concise/precise (no more than 2 pages) description of the context where the project will be implemented.	Sets a clear context for the implementation of the project, but is three to four pages in length.	What is shared about the context for the project is not concise (over 4 pages).	It is not clear what the context for the project is.
<b>Statement of the Problem</b>	The problem is clearly defined and supported by clear, objective evidence.	The problem is clearly defined and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence.	The problem is not clearly defined, not supported by evidence.
<b>Statement of the Task</b>	Clearly states what you are going to do, with whom, and why.	Clearly states what you are going to do, with whom, but is less clear on why.	The what, who, and why are vague.	It is not evident what you intend to do, with whom or why.
<b>Delimitations of the Project</b>	Expresses a clear understanding of the self-imposed limitations of the project.	Expresses an understanding of the self-imposed limitations of the project.	It is unclear what the self-imposed limitations of the project are.	There are no self-imposed limitations.
<b>Description of the Project Process</b>	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
<b>Definitions of Terms</b>	Esoteric terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Esoteric terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Esoteric terms central to the study and used through the project document are not defined.
<b>Format</b>	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
<b>Style</b>	The chapter follows APA style, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.

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## DMin Chapter Rubric

<b>CATEGORY</b>	<b>4.00 Target</b>	<b>3.00 Needs Improvement</b>	<b>2.00 Incomplete</b>	<b>1.00 Unacceptable</b>
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or 4 spelling, grammar, or punctuation errors.	There are more than 4 spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences.	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
<b>Length</b>	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

# DMin Chapter Rubric

## CHAPTER TWO: THEOLOGICAL REFLECTION

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
<b>Introduction</b>	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
<b>A Constructive Theological Essay</b>	The chapter is clearly written as a constructive theological essay. It identifies a theological question/problem which is central to the task of the project. It enters into conversation with the Bible and Ellen White (optional) through the lens of a particular theological approach. It then constructs an answering biblical theology to serve as the theological foundation for the project.	Same as target, except there is a slight tendency to sidetrack onto tangents that are not directly related to the central issue being addressed.	There is a tendency to get off point and to deal with tangents that are not directly related to the central issue being addressed and/or the chapter is only loosely connected to the central task of the project.	One or more of the following is true: <ul style="list-style-type: none"> <li>• The chapter is not connected to the central task of the project.</li> <li>• There is no clear theological approach</li> <li>• There is no answering biblical theology constructed</li> </ul>
<b>Writing in the Academic Voice</b>	All claims are supported by clear evidence. The connection between the claim and the evidence is warranted. The evidence is presented in a clear and linear fashion. The chapter bases its appeal upon <i>logos</i> and doesn't attempt to divert to the sermonic lures of <i>pathos</i> and <i>ethos</i> . It does not overstate its claims.	The evidence is presented in a mostly linear fashion and is clear. There is a slight tendency to overstate certain claims. However, all claims are still based on clear and warranted evidence and/or there is a minor inclination to use sermonic language.	1 or 2 of the claims made in the chapter are either not supported by clear evidence or the connection between the claim and the evidence does not seem warranted and/or there is a clear tendency to write in a sermonic voice and not an academic voice.	3 or more claims are not based on either evidence or warranted evidence and/or the entire chapter sounds like a sermon.

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## DMin Chapter Rubric

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
<b>Use of Quotations</b>	The chapter minimizes the use of quotations and instead seeks to summarize the ideas of others. All quotations are placed within a “quotation sandwich.” All quotations are formatted correctly.	There is a reasonable balance between summarization and quotation and the majority of quotations are placed within a “quotation sandwich.”	The quotations that are used are not placed within a “quotation sandwich.” and/or the chapter focuses more on quoting others than on summarizing their ideas.	The chapter looks like a “cut and paste” job and/or the quotations are not formatted correctly.
<b>Conclusion</b>	The chapter ends with a conclusion that reiterates the main points, restates the thesis in light of its substantiation and exemplification reflects on the journey that has led to this concluding moment, and acknowledges directions for further research and theological reflection.	The chapter ends with a conclusion that reiterates the main points and restates the thesis in light of its substantiation and exemplification.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
<b>Format</b>	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
<b>Style</b>	The chapter follows APA style, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There is 1 spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are more than 3 spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences.	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
<b>Length</b>	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

# DMin Chapter Rubric

## CHAPTER THREE: LITERATURE REVIEW

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
<b>Introduction</b>	The chapter begins with an introduction that establishes an appropriate context for reviewing the literature, defines and justifies the scope of the review, and provides a roadmap for the progression of the chapter.	Same as target, but less defined.	The context for reviewing the literature is unclear, or the scope of the review is not defined, or there is not a roadmap for the progression of the chapter.	There is no introduction or no clear connection between the introduction and the body of the chapter.
<b>Relevance of the Literature to the problem/topic</b>	The problem/topic is indentified and the chosen literature is clearly related.	The problem/topic is indentified and the chosen literature is related.	The literature chosen is only loosely related to the problem/topic.	There is no connection between the problem/topic and the selected literature.
<b>Currency of the Literature</b>	The literature represents the latest work done in the field. The focus is on literature written over the last five years. Specific reasons are given for the use of any literature that is not current.	The literature represents the latest work done in the field. The focus is on literature written over the last ten years. Specific reasons are given for the use of any literature that is not current.	Numerous sources of literature reviewed are over ten years old and no specific reason is given for the use of this noncurrent literature.	Most of the literature reviewed was written over ten years ago.
<b>Primary Literature is Emphasized</b>	Primary Literature is emphasized and secondary literature is used selectively.	Primary and secondary sources are distinctively indentified and come from reputable sources.	There is no distinction between primary and secondary sources but sources are reputable.	There is no evidence that the literature comes from reputable sources.
<b>Logical Organization of the Content</b>	The literature review is organized around ideas, not the sources themselves. The ideas are presented in either a chronological or a thematic structure.	The literature review is organized around ideas, not the sources and there is a logical structure.	The review is organized by author without a logical structure.	There is no organization at all, just a list of abstracts or disconnected reports.
<b>Comparison and Contrast of Studies</b>	The researchers whose works are being reviewed are put into conversation with each other and their studies are compared and contrasted with each other.	The studies are compared and contrasted.	There is some type of description of the relationship between studies.	There is no analysis of the relationship of the different studies to each other.

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## DMin Chapter Rubric

<b>CATEGORY</b>	<b>4.00 Target</b>	<b>3.00 Needs Improvement</b>	<b>2.00 Incomplete</b>	<b>1.00 Unacceptable</b>
<b>Conclusion</b>	The chapter ends with a conclusion that summarizes the major insights gained from the review, addresses questions for further research and provides insight into the relationship between the review and the central topic of the research.	The chapter ends with a conclusion that summarizes the major insights gained from the review and provides insight into the relationship between the review and the central topic of the research.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
<b>Format</b>	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
<b>Style</b>	The chapter follows APA style, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The statement is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
<b>Length</b>	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

# DMin Chapter Rubric

## CHAPTER FOUR: DESCRIPTION OF THE INTERVENTION

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
<b>Introduction</b>	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
<b>Development of the Intervention</b>	An intervention is developed that <b>clearly</b> builds upon the theological foundation and the literature review.	An intervention is developed that <b>seems to</b> build upon the theological foundation and the literature review.	An intervention is developed, but no clear relationship is shown between it and the theological foundation and the literature review.	No intervention is developed.
<b>Description of the Intervention</b>	A <b>concise</b> description of the intervention is given, including how participants are to be recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants are to be recruited, what kind of sessions, how many, objectives, and content	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.
<b>Conclusion</b>	The chapter ends with a conclusion that <b>clearly</b> reiterates the main points.	The chapter ends with a conclusion that reiterates the main points.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
<b>Format</b>	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
<b>Style</b>	The chapter follows APA style, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.

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## DMin Chapter Rubric

<b>CATEGORY</b>	<b>4.00 Target</b>	<b>3.00 Needs Improvement</b>	<b>2.00 Incomplete</b>	<b>1.00 Unacceptable</b>
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
<b>Length</b>	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

# DMin Chapter Rubric

## CHAPTER FIVE: NARRATIVE OF INTERVENTION IMPLEMENTATION

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
<b>Introduction</b>	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
<b>Implementation Narrative</b>	A <b>concise</b> narrative of the precise chronological implementation of the intervention is given.	A narrative of the precise chronological implementation of the intervention is given.	The implementation narrative does not move in chronological fashion and/or it gets side-tracked with tangents that are not relevant to the implementation process.	No narrative of the implementation of the intervention is given.
<b>Format</b>	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistakes.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
<b>Style</b>	The chapter follows APA style, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors	There is 1 spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
<b>Length</b>	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

# DMin Chapter Rubric

## CHAPTER SIX: EVALUATION AND LEARNINGS

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
<b>Summary</b>	A <b>concise</b> summary is given of the project.	A summary is given of the project.	A summary of the project is given that only reflects a portion of the project but not the project in its entirety.	No summary of the project is given.
<b>Description of Method Used to Evaluate the Intervention</b>	A <b>concise</b> description is given of the evaluation method employed, the interpretation of data, and the conclusions drawn from that data.	A description is given of the evaluation method employed, the interpretation of data, and the conclusions drawn from that data.	The interpretation of the data and/or the conclusions drawn from the data is not in harmony with the selected evaluation method.	There is no description of the evaluation method employed.
<b>Outcomes</b>	Outcomes of the intervention are examined that are <b>clearly</b> measurable by the evaluation method employed.	Outcomes of the intervention are examined that are measurable by the evaluation method employed.	Outcomes are addressed, but there is no relationship between them and the evaluation method that was used.	The outcomes of the intervention are not addressed.
<b>Conclusions</b>	A <b>concise</b> recap is given of all of the conclusions that have been drawn through each of the chapters that culminate in final overarching conclusions.	A recap is given of all of the conclusions that have been drawn through each of the chapters that culminate in final overarching conclusions.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapters the conclusion presents new evidence or makes claims that are not substantiated in the body of the project document.	There is no conclusion or the conclusion does not capture the main points of the chapters.
<b>Professional Transformation</b>	The participant <b>clearly</b> describes how he or she has developed as a ministry professional via the DMin project experience.	There is only a partial description of the participant's professional development via the DMin project experience.	There is only a vague description of the participant's professional development via the DMin project experience.	There is no description of professional development by the participant via the DMin project experience.
<b>Recommendations</b>	A <b>concise</b> list of recommendations is given that detail further actions that need to be taken or research done in the area of this project.	A list of recommendations is given that detail further actions that need to be taken or research done in the area of this project.	The recommendations given are not clearly connected to the focus of this project.	No recommendations for future actions or research are given.
<b>Format</b>	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.

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<b>CATEGORY</b>	<b>4.00 Target</b>	<b>3.00 Needs Improvement</b>	<b>2.00 Incomplete</b>	<b>1.00 Unacceptable</b>
<b>Style</b>	The chapter follows APA style, including in-text referencing to cite sources	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
<b>Clearly Written</b>	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
<b>Length</b>	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

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## APPENDIX(ES)

CATEGORY	<b>4.00 Target</b>	<b>3.00 Needs Improvement</b>	<b>2.00 Incomplete</b>	<b>1.00 Unacceptable</b>
<b>Grouping of Materials</b>	Similar materials are grouped into one appendix.	Same as target, the order is wrong.	Some of the materials are not properly grouped.	Similar material is placed in separate sections of the appendix.
<b>Appendix Letter and Title</b>	The appendix letter and title either appear at the top of the first page of each appendix or on a separate cover sheet.	Same as target, but 1 appendix is not properly identified.	There is no title included with the appendix letter.	No appendix letter or title is given.
<b>Pagination</b>	Pages are numbered on the bottom and continue sequentially from the last page number of chapter 6. If a page number already appears on the appendix material, the new page number should be placed in square brackets in the upper right-hand corner of the page.	Same as target, but a few page numbers are incorrect.	Page numbers are placed in the wrong place and do not flow sequentially from the end of chapter 6.	No page numbers are given.
<b>Language Conventions</b>	There are no spelling, grammar, or punctuation errors,	There is 1 spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.

# DMin Chapter Rubric

## Reference List

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
<b>Correct Style for The Type of Entry</b>	All of the various types of entries are in correct APA style.	1 of the entries is not in correct APA style.	2 of the entries are not in correct APA style.	3 or more of the entries are not in correct APA style.
<b>Complete Reference List</b>	All references cited in the text are included in the reference list.	1 reference cited in the text is not included in the reference list.	2 references cited in the text are not included in the reference list.	3 or more references cited in the text are not in the reference list.
<b>Alphabetized</b>	All entries in the reference list are in alphabetical order.	2 entries are not in alphabetical order.	3 entries are not in alphabetical order.	4 or more entries are not in alphabetical order.
<b>Language Conventions</b>	There are no spelling errors.	There is 1 spelling error.	There are 2 spelling errors.	There are 3 or more spelling errors.

## Vita

Category	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
<b>Length</b>	Should be very brief—no more than one page	Just over one page	Is more than 1 ½ pages	Guidelines for length are not followed
<b>Components</b>	Includes educational and employment history.	Same as target, but lacks some details.	Does not include one of the components.	Does not include either of the components.
<b>Language Conventions</b>	There are no spelling or punctuation errors.	There is 1 spelling or punctuation error.	There are 2 spelling or punctuation errors.	There are 3 or more spelling or punctuation errors.

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