

## Sample Assessments for Messiah

Our approach to assessment values both truth and transformation. We seek to cultivate a deep knowledge of Scripture while also fostering communal engagement, reflection, and spiritual growth. Immerse-style assessments are designed to move beyond mere recall of facts, inviting students to thoughtfully engage with the biblical text, wrestle with its meaning, and reflect on its implications in their lives and community.

Rather than focusing solely on right answers, assessments emphasize observation, interpretation, and discussion. Students are encouraged to listen well, ask good questions, and articulate their understanding in ways that deepen both personal faith and shared learning. By integrating reading, journaling, and collaborative conversations, we aim to create an environment where students are not just tested on what they know but are also shaped by the living and active Word of God.

### Journaling

Assess journaling by prioritizing engagement, depth of reflection, and thoughtful interaction with Scripture rather than technical perfection. Focus on encouraging observation, insight, and application, offering feedback that affirms meaningful reflections and gently challenges students to go deeper. Avoid being picky about structure or minor errors—journaling should cultivate spiritual growth and active reading, not create anxiety about correctness. A rubric is provided, as needed.

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Limited
<b>Observations</b>	Insightful and well-developed observations about the text, demonstrating careful reading and thoughtful engagement. Notices key details, patterns, or themes.	Clear and relevant observations about the text, showing an understanding of key details. Notices important aspects of the passage but may not always develop them.	Basic or surface-level observations, often missing key details or themes. May summarize rather than engage with the text meaningfully, or the observations may be inconsistent.	Lack meaningful observations or show little engagement with the text. Entries may be vague, incomplete, or off-topic, with minimal effort to notice details or themes.
<b>Questions</b>	Questions are insightful and thought-provoking; encourages deeper discussion.	Questions are relevant and show engagement with the text.	Questions are basic and show limited engagement; may not encourage further discussion.	Questions are irrelevant or missing; no engagement with the text.
<b>Content Depth</b>	Responses are insightful and deeply reflect on the passage; demonstrates a strong understanding of the text.	Responses are clear and relevant; demonstrates a good understanding of the text.	Responses are somewhat relevant but lack depth; understanding of the text is limited.	Responses are vague or irrelevant; little to no understanding of the text is shown.
<b>Reflection</b>	Thoughtful reflection on how the passage impacts personal beliefs and actions; shows significant personal engagement.	Some reflection on personal beliefs and actions; demonstrates personal engagement.	Limited reflection on personal beliefs; little personal engagement is evident.	No reflection on personal beliefs or actions; lacks engagement with the passage.

## **Discussion**

### **1. Clarify the Purpose of Discussion**

The goal of discussion in a Bible class is not just to get the “right answer” but to help students think deeply, engage with Scripture, and learn from one another. Assessment should reflect this purpose.

### **2. Use a Simple, Flexible Rubric**

Assess participation based on broad, positive criteria rather than detailed grading. A simple rubric could include:

- Engagement: Does the student contribute to the conversation?
- Thoughtfulness: Are they responding with reasoning or connections to Scripture?
- Respect: Do they listen well and build on others’ thoughts?

Keep the categories simple (e.g., Exceeds Expectations, Meets Expectations, Needs Growth), and avoid nitpicking specific phrasing.

### **3. Encourage Participation Without Pressure**

Students should feel safe sharing without fear of being “wrong.” Consider:

- Using participation checkmarks instead of numeric scores.
- Offering low-stakes points for thoughtful engagement rather than correctness.

### **4. Use a Variety of Participation Options**

Not all students are comfortable speaking up, so allow different ways to engage:

- Written reflections after discussion.
- Pair or small-group discussions before sharing with the class.
- Giving students the option to submit a follow-up thought via email or a note.

### **5. Provide Formative Feedback**

This keeps students involved without feeling scrutinized. Examples:

- “I liked how you connected that to Genesis! Can you explain more?”
- “That’s an interesting thought—what in the text led you to that conclusion?”
- “I noticed you were quiet today. What did you think about our discussion?”

## 6. Track Participation Informally

Keep an informal record of student engagement—maybe just a simple check system per class. Over time, patterns will emerge, allowing you to nudge quieter students toward participating and affirm those who consistently engage.

## **Jesus Then and Now: The Gospel and Our Culture**

Objective: After reading one of the four Gospels, students will engage with the “He Gets Us” commercials to analyze how Jesus is presented in Scripture versus how he is portrayed in modern culture. They will then create a response project that bridges biblical understanding with cultural engagement.

1. Gospel Reading and Reflection: As they read, use a separate piece of paper to take notes on the following prompts:

- What are the major themes of this Gospel?
- How does this Gospel emphasize Jesus’ character and mission?
- What surprises you about Jesus as presented in this Gospel?
- How do Jesus’ teachings challenge you to live?

2. He Gets Us Commercials Analysis: Watch at least three different He Gets Us commercials (from YouTube or their website). Answer the following in a short analysis:

- What message is each commercial trying to convey about Jesus?
- How does it align with or differ from what you read in the Gospel?
- What aspects of Jesus’ life or ministry does it emphasize or leave out?

3. Creative Response: Choose one of the following ways to express your understanding of Jesus in the Gospel and how He is presented in today’s culture:

- Short Film or Commercial
  - Create a modern 1-3 minute video that presents Jesus in a way true to the Gospel while engaging with contemporary culture.
  - You may respond to or critique a He Gets Us ad in your own video.
- Written Article or Blog Post
  - Write a 750-1,000 word article analyzing Jesus in your Gospel compared to He Gets Us commercials.

- Discuss whether your chosen commercial captures the fullness of who Jesus is and how it might better communicate his message.
- Art & Explanation
  - Create a piece of visual art (painting, drawing, digital graphic, collage, etc.) representing Jesus as portrayed in the Gospel you read.
  - Include a 500-word written explanation of how your piece reflects biblical truth and how it responds to the cultural portrayal of Jesus.
- Interview and Discussion Podcast
  - Record a 5-7 minute podcast episode discussing Jesus in your Gospel and He Gets Us commercials.
  - Include a friend or family member in a discussion about how people today view Jesus versus the biblical account.

A grading rubric is provided, as needed.



**Jesus Then and Now: The Gospel and Our Culture**

Criteria	Excellent (30, 20, 50)	Good (24, 16, 40)	Needs Improvement (18, 12, 30)	Limited (12, 8, 20)
<b>Gospel reflection notes (30 points)</b>	Deep, thoughtful responses; strong engagement with the Gospel	Mostly complete with good insights	Somewhat thoughtful, missing depth in responses	Minimal engagement with the Gospel
<b>Commercial analysis (20 points)</b>	Well-developed, insightful comparison with strong examples	Good observations, but could be deeper	Some connection to the Gospel but lacks depth	Superficial or unclear analysis
<b>Creative response (50 points)</b>	Original, compelling, and well-executed; clear engagement with Jesus in the Gospel and culture	Strong effort with good engagement	Some creativity but lacks depth or execution	Unclear, lacks connection to the Gospel & culture