

## Dominican School of Philosophy & Theology

### Rubric for assessing communication and dialog skills

The following table specifies skills related to DSPT IGA2, IGB.1, and MA Outcomes 4-5, as outlined in the 2017 *Ratio Studiorum Generalis* of the Dominican Order. In the “spirit of inquiry found in the medieval *disputatio*,” the rubric emphasizes “**dynamics of dialog**” defined in RSG II.A.22: “In the intellectual tradition of the Order, dialogue with one another, with other people, and with other communities has a significant place. Students must learn the skills necessary for dialog with other Christian churches, with the great religious traditions of the world, with contemporary culture, and with modern science. They must have opportunities for interdisciplinary studies and for exploring other academic fields and systems of knowledge. Within this dynamic of dialogue they must develop the ability to make connections between theology and actual pastoral situations and to recognize the reciprocal relationship between them” (see RSG II.A.15.5 and V.A.89).

CATEGORY	Failure	Unacceptable	Satisfactory	Good	Excellent
<b>1 – Cultural Awareness and Engagement Skills</b> <b>Manifests an awareness of the local culture and global context, demonstrating the capacity for respectful and meaningful engagement</b> <b>All IG, MAO3-5, MDivO3</b>	Exhibits little or no interest in contemporary global concerns or how to engage productively with those involved	Is aware of some of the more pressing global concerns but is ill-informed and/or unwilling to engage productively with those involved	Is aware of and informed about some of the more pressing global concerns, and identifies appropriate dialog partners	Actively researches contemporary scholars who investigate global engagement and the current state of the question in a balanced, scholarly manner	Shows initiative in engaging with particular local or global concerns that uses active listening, a willingness to learn from others, and strives to promote constructive research and/or dialog
<b>2 – Networking Skills</b> <b>Engages with or establishes academic networks both within and across academic disciplines</b> <b>IGA2, IGB1, MAO4-5, MDivO1-2</b>	Has little interest in or ability to network but prefers to maintain a kind of intellectual status quo	Has a basic awareness of appropriate dialog partners but is reticent to engage with them	Correctly identifies and engages with appropriate dialog partners in a ministry or professional contexts but in a passive manner	Is readily able to engage appropriate dialog partners in a ministry or professional contexts that engenders creative thinking and collaboration	Has creative approaches to engaging in ministry or professional contexts with existing dialog partners or to seek out and establish new ones in a manner that has as positive impact for those involved
<b>3 – Collaborative Learning Skills</b> <b>Uses the disputation process collaboratively inside and outside the classroom</b> <b>All IG, MAO3-5, MDiv4-5</b>	Unable or unwilling to engage with others in a manner that promotes balanced and productive inquiry in a respectful manner	Engages with others in a manner that is defensive, harsh, or off-putting, inhibiting productive collaboration	Is genuinely interested in helping others understand the topic of inquiry, but lacks sufficient skill to guide the learning process	Demonstrates basic skills for active listening and constructive dialog	Can lead a group effectively through a challenging or contentious topic in a manner that maintains open, productive dialog

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<p><b>4 – Pedagogical Skills</b>  <b>Presents material in a manner appropriate to the intended audience</b>  <b>All IG, MAO3-5, MDiv3, 5</b></p>	<p>Unable or unwilling to correctly identify the context of the intended audience; or unable to present concepts in a manner that facilitates understanding</p>	<p>Correctly identifies one or two of the relevant concepts but lacks the ability to present them in a manner that facilitates understanding</p>	<p>Identifies and integrates a variety of concepts appropriately and present them in an accessible manner appropriate to the pastoral context</p>	<p>Identifies the most relevant concepts and integrates them into the current pastoral situation in a manner that promotes learning and understanding with relevant pedagogical methodologies</p>	<p>Correctly assesses the current pastoral context so as to identify the most relevant concepts and present them in an effective manner that promotes learning and creative responses</p>
<p><b>5 – Public Speaking Skills</b>  <b>Possesses basic skills for evangelization, including those relating to public speaking or identified with modern methods of teaching and homiletics</b>  <b>IGB1, MAO4-5, MDivO4-5</b></p>	<p>Has little interest or ability to present material in a manner that is appropriate to and engaging of the target audience</p>	<p>Has an inadequate command of English, or the language of the target audience, and a poor ability to organize information in a manner that appropriately engages them</p>	<p>Has basic skills for public speaking but little ability with contemporary digital technologies or pedagogical methodologies</p>	<p>Good skills for public speaking that include appropriate use of digital technologies or pedagogical methodologies for the target audience</p>	<p>Excellent public speaking skills that creatively uses various forms of digital technology or pedagogy that promotes an active engagement with the target audience</p>