

EQUIP

Assessment Guidelines (from Reforma)

In this document you will find guidelines to help you, the facilitator, know when a student has *successfully demonstrated* each of the outcomes. Please note that they are only *guidelines*, and you should not feel that you have to keep strictly to them if you have other ways which may be more appropriate in your context. However, whichever method you use, you must be *sure* that the student has *successfully demonstrated* the outcome.

We recommend the following types of assessment:

- Group discussions
- Group exercise
- Practical work/tasks
- Practical application
- Written reports
- Oral work
- Group assignments
- Observation

You may be surprised that we have not listed examinations, that is because we believe that there are better ways to assess. However, if you feel that you would like to include examinations or tests, you are free to do so.

Because some of the outcomes focus on Bible knowledge, some on ministry skills and some on character formation, you should choose a method of assessment that best suits each outcome. For example, those outcomes that relate to character formation are best assessed by observation.

Below find examples of how you would assess your students from **Module 5** of the curriculum.

5.1 Explain what sound doctrine is and why it is important for the church.	Students must be able to explain what sound doctrine means and why it is important for believers and the church. Students should be able to distinguish sound biblical teaching from teaching that is not faithful to Scripture. Merely knowing the definition is not good enough. Method: Students can either write their answers or present them orally. They are permitted to use their Bibles when they present their answers.
5.2 Summarize and explain the key doctrines of the New Testament	Because biblical doctrine is important for the life and ministry of the church, students must be able to accurately explain at least 8 important New Testament doctrines. You could include, for example, the nature of God, the person and work of Christ, salvation, the Holy Spirit, the church, faith, grace, resurrection and the return of Christ. Students should also be able to show how these truths affect the way believers live and serve. Merely listing doctrines is not good enough. Method: Students can either write their answers or present them orally. They are permitted to use their Bibles when they present their answers.
5.3 Describe 3 important events, each from a different period in the history of the Church.	Students must be able to describe 3 important events from different periods of church history and explain why each event is important. Merely naming the events is not good enough. The content of the students' descriptions must be historically accurate. Method: Students can either write their answers or present them orally. They may use a timeline or other visual aid.

5.4 List and explain at least 5 secondary doctrines that have caused denominations to form, and how to remain in unity across denominations	Students must be able to explain why different Christian denominations exist and identify some of the main differences between them. They should understand that Christians may have differences in areas of doctrine and practice while still sharing faith in Jesus Christ. Students should demonstrate respect for other believers and avoid creating unnecessary division. Method: Students can either write their answers or present them orally. A group discussion or comparison chart may also be used.
5.5 Explain biblical principles concerning money, giving and stewardship.	Students must be able to explain what the Bible teaches about money, giving and stewardship. You could include, for example, generosity, giving to the work of God, caring for those in need and avoiding the love of money. Merely saying that Christians should give is not good enough. Method: Students can either write their answers or present them orally. They may also prepare a simple personal stewardship plan.
5.6 Explain in what ways the “prosperity gospel” is problematic	Students must be able to explain why the prosperity gospel is not a faithful presentation of biblical teaching. They should also understand why this teaching can be harmful and unethical in ministry. Method: Students can either write their answers or present them orally. They can also practise responding to examples of prosperity teaching with biblical truth.
5.7 Describe what the Church is and explain why the Church is important.	Students must be able to describe what the Church is and explain why the Church is important to God’s mission and to the life of the believer. Students should also demonstrate active participation in the

	local church. Merely attending a church service is not enough to demonstrate an understanding of the Church. Method: Students can either write their answers or present them orally. They may also share a personal testimony of their involvement in the local church.
--	--