

Western Reformed Seminary Preaching Evaluation Rubrics and Critique Form

Student _____ Date _____ Assignment _____

Area of Evaluation	Possible Points	Earned Score
<i>Exegesis</i>		
• Exegesis Proper	30	
• Theology	25	
• Supporting Scripture	20	
• Application	25	
<i>Total Exegesis</i>	100	
<i>Homiletics</i>		
• Introduction	10	
• Proposition	15	
• Outline	20	
• Transitions	10	
• Vocabulary/Grammar	10	
• Progression/Flow	10	
• Conclusion	10	
• Addresses Experience	15	
<i>Total Homiletics</i>	100	
<i>Mechanics/Poimenics</i>		
• Posture 10	10	
• Eye Contact 10	10	
• Vocal Variety 10	10	
• Reading of Text 10	10	
• Gestures 10	10	
• Use of Notes 10	10	
• Vocal Production 10	10	
• Spiritual Guidance 15	15	
• Experiential Depth 15	15	
<i>Total Mechanics/Poimenics</i>	100	
<i>Total All Areas</i>	300	

COMMENTS

Preaching Evaluation Rubric #1: Exegesis

Exegesis Area Being Evaluated	Not Meeting Expectations	Minimally Meeting Expectations	Meeting Expectations	Fully Meeting Expectations	Exceeding Expectations
<p><i>Exegesis</i></p> <p style="text-align: center; font-size: 24pt; font-weight: bold;">/30</p>	Evidences no in-depth study of the text. Comments come from surface observations. No consideration given to context or genre. No evidence of utilizing the original languages. No demonstration of how text generates the outline statements. Length of text is inappropriate for the sermon type.	Evidences some analysis but seemingly all from secondary sources. Minimal reference to context and genre without indication to relevance or how contributes to meaning of text. Text is ignored in terms of outline formation. Explanation of text tends to be only surface.	Gives some consideration to context and genre. The text is of manageable length for the sermon type. Some reference to original languages but without appropriate explanation. Comments on text not always directly on point to support sermon idea.	Clear and accurate handling of the text. The sermon is based on logical or linguistic unit of text and is of manageable length for exposition. Due consideration to context and genre. Reflects analysis of original languages without being obtrusive. Key details are sufficiently addressed and handled. How the text generates and supports the points of sermon is clear.	Achieves all the expectations in an exceptional manner.
<p><i>Theology</i></p> <p style="text-align: center; font-size: 24pt; font-weight: bold;">/25</p>	No attempt to identify the redemptive function of the text or how it contributes to revelation of Christ. No attempt to set the text or topic within the framework of reformed theology.	References to Christ are forced and beside the point, not clearly flowing from the statements or argument of the text. No attempt to identify the doctrinal truths associated with the text.	Identifies the doctrine of the text and makes some reference to confessional standards. Addresses the redemptive message and Christological application.	Clearly demonstrates the redemptive character of the text. Appropriate and unforced application to the person/work of Christ. Identifies clearly the doctrines in the text according to analogy of faith. Uses confessions.	Achieves all the expectations in an exceptional manner.
<p><i>Use of Supporting Scripture</i></p> <p style="text-align: center; font-size: 24pt; font-weight: bold;">/20</p>	Other Scripture texts are not used when they should be.	Other texts are referred to but without sufficient comment to establish the point of relevance.	Other passages are used at appropriate points but with minimal justification for their use.	Effectively puts the text in its canonical context and employs the analogy of Scripture to interpret. Appropriately refers to other Scripture for illustration or support to reinforce the argument.	Achieves all the expectations in an exceptional manner.
<p><i>Application</i></p> <p style="text-align: center; font-size: 24pt; font-weight: bold;">/25</p>	No attempt to apply the text to the current context or congregation.	Applications are vague and random, dealing with issues not flowing from the claim of the text. Applications tend to be perfunctory in nature.	Applications are made at the appropriate places and flow clearly from the meaning of the text.	Clear and specific. Directly derived from the claims of the text and can be supported exegetically. Appropriately nuanced in light of the whole of Scripture.	Achieves all the expectations in an exceptional manner.

Preaching Evaluation Rubric #2: Homiletics

Homiletics Area Being Evaluated	Not Meeting Expectations	Minimally Meeting Expectations	Meeting Expectations	Fully Meeting Expectations	Exceeding Expectations
Introduction /10	Inappropriate length. Fails to create any sense of relevance between the text and current situation. Enters abruptly into main sermon without identifying topic or major purpose.	Length is appropriate but some disconnect between opening remarks and topic. Fails to make a significant link to current situation or needs. The major objective of sermon is not clearly identified.	Topic and proposition are clearly stated and makes attempt to establish relevance of the text to modern setting. The opening remarks do captivate attention.	Arouses interest and commands attention. Clearly defines the relevance of topic and text to current situation. Clearly leads to the proposition setting the goals and direction of the sermon.	Achieves all the expectations in an exceptional manner.
Proposition /15	Proposition is nonexistent.	Proposition is stated either too briefly to establish clear direction or too complexly to grasp. How it flows from the text is not clear.	Proposition is stated with some reference to the text.	Effectively weds the topic/text and the major sermon objective in clear, concise, easily understood statement	Achieves all the expectations in an exceptional manner.
Outline /20	The outline has no direct bearing on the text, shows no parallelism of structure, has significant overlapping thought, and evidences no progression or coherency of thought.	The outline is loosely related to the text but does not clearly progress the thought of the proposition. The outline structure lacks parallel development and the points are not clearly mutually exclusive.	The outline flows from the text and is directly related to the proposition. The points are clear but tend to be more fact oriented than homiletical. The points are mutually exclusive and move the idea forward to climax.	The points are textually based and clearly and progressively develop and support the proposition. The points are structured in parallel syntax and are mutually exclusive. The points are homiletically oriented, gnomic.	Achieves all the expectations in an exceptional manner.
Transitions /10	Presentation is choppy and abruptly moves from one thought to the next.	Transitions exist but tend to be artificial.	Effort is made to move smoothly and logically between points and between exposition and application.	Movement from point to point and from exposition to application or illustration is smooth, logical and not abrupt.	Achieves all the expectations in an exceptional manner.
Vocabulary/ Grammar /10	Inappropriate vocabulary, inadequate to express thoughts. Poor grammar. Lots of filler words/sounds.	Unimaginative vocabulary, vague and generic. Frequent grammar problems. Obtrusive filler words, but not to excess.	Mostly effective use of vocabulary, some vagueness, passive voice. Occasional grammatical errors. Some filler words.	Vocabulary is clear, direct, appropriate, and vivid, with an obvious recognition of the weight of words. No grammatical issues.	Achieves all the expectations in an exceptional manner.
Progression/ flow of thought /10	Thoughts are disjointed and incoherent.	Thoughts follow the basic direction of the outline but tend to be random and scattered.	Thoughts develop clearly and advance the argument although there is some undue repetition and digression.	Demonstrates coherency and clear direction of purpose, each point building on the proposition. Thoughts are not disjointed but directly support the argument.	Achieves all the expectations in an exceptional manner.
Conclusion /10	Thoughts are disjointed and incoherent.	Ending is simply a summation.	Ending presses for the major objective as identified in the proposition.	Definite, purposeful, sufficiently climactic, not just a rehash or summary of content but a pressing of the proposition.	Achieves all the expectations in an exceptional manner.
Addresses experience /15	No attempt to address or direct the message to personal experience.	Handles the text in objective manner with minimal reference to subjective experience.	Makes some attempt to address heart issues.	Effectively aims at hearts of hearers. Personalizes the truths. Shows truth as relevant to life	Achieves all the expectations in an exceptional manner.

Preaching Evaluation Rubric #3: Mechanics/Poimenics

Poimenics Area Being Evaluated	Not Meeting Expectations	Minimally Meets Expectations	Meeting Expectations	Fully Meeting Expectations	Exceeding Expectations
Posture /10	Poor/unhealthy form.	Attempts upright posture, but with stiffness or uneasiness.	Posture is open and upright, with minimal extraneous movement.	Posture reveals inner intensity and produces a bodily presence that commands attention.	Achieves all the expectations in an exceptional manner.
Eye Contact /10	Completely disconnected from the congregation.	Looks at the congregation periodically but not sufficiently to establish connection or rapport.	Attempts to make eye contact but favors a particular section.	Effectively engages the entire congregation. Avoids looking above or seemingly through the audience. Effectively connects with the people.	Achieves all the expectations in an exceptional manner.
Vocal Variety /10	Monotone without variation in pace or volume. Significant problems with enunciation.	Minimal variety but not in appropriate places to support the point. Some enunciation problems.	Some variety but could be more effective in terms pace, pitch, or volume. No major problems with enunciation.	Effectively employs variation in pace, pitch, and volume. Inflection and word coloring express connotative meaning well. Diction is clear and understandable.	Achieves all the expectations in an exceptional manner.
Reading of Text /10	Far too casual and quick reading of the text.	Shows some deference but rushes through the reading.	Defers to the text and attempts to read in a fashion that sets it apart.	Evidences respect for the dignity of the text. Reads authoritatively as it is the Word of God.	Achieves all the expectations in an exceptional manner.
Gestures /10	No gestures	Gestures are minimal, artificial, too small, or inappropriate.	Attempts to use gestures but lacks variety.	Natural. Helpful. Uses a variety of hand movements that are large enough for the congregation to see.	Achieves all the expectations in an exceptional manner.
Use of Notes /10	Obvious and constant dependence	Obvious dependence but looks up occasionally	Some obvious dependence but regularly looks up and engages with the congregation.	Completely and consistently unobtrusive.	Achieves all the expectations in an exceptional manner.
Vocal Production /10	Poor breath support; incorrect mechanics	Weak, breathy tone; nasality issues. Little projection, speaks without adjusting for conditions	Breath support usually healthy; avoids annoying vocal tonal extremes. Projection attempted but needs work.	Excellent breath support sustaining sentences to their conclusion. Projection of voice and thought fills the room. Good tone and power.	Achieves all the expectations in an exceptional manner.
Spiritual Guidance /15	Provides no spiritual guidance. Does not set forth Christ in His beauty and suitability.	Minimal pastoral shepherding. Assumes pastoral homogeneity. Gives pat answers. Uses clichés.	Attempts pastoral guidance. Fails to tie it in compellingly enough with text. Examples are forced or fall short.	Effectively engages a variety of hearers, with differing maturity levels. Christ is exalted. Makes a real connection; instructs with tangibility and concreteness.	Achieves all the expectations in an exceptional manner
Experiential Depth /15	Provides no experiential teaching. Very little passion in delivery. Lacks authority and personal conviction in Scripture.	Minimal attempt to relate the truth of Scripture to the experience of the hearers.	Some experiential connection. Falls short of compelling link to variety of hearers. A measure of warmth and passion. Attempts to demonstrate the sobriety and urgency of the preaching.	Wonderful depth of experiential application brought in a loving/caring manner. More than textbook knowledge, good discrimination of saved/unsaved; growth in grace. Strong pulpit confidence; yet humble.	Achieves all the expectations in an exceptional manner.