

2018 General Ordination Examination

Scale of General Criteria

Evaluators weigh GOE answers with the following in mind: *perception (and analysis)* of issues; *application* of resources; *demonstration* of knowledge; and *articulation* of views. These factors are implicit in all the two-level scales used for the entire GOE. Together with the two-level scales for each individual set, these factors give Evaluators clear criteria for deciding how well a paper addresses the questions. The two levels of these general criteria represent proficiency in the area being tested or a lack thereof, in accordance with Episcopal Church Canons III.15.2-4.

Proficient: The response gives evidence of a sound and perceptive understanding of the basic issues raised by the question(s) and how those issues relate to the canonical area being tested. Written presentation is clear and organized with apt use of source material.

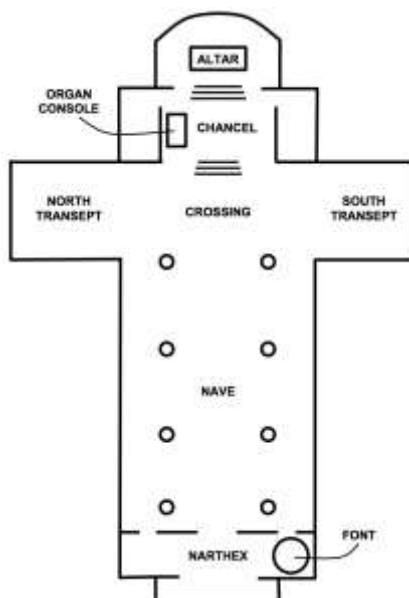
Not Proficient: The response indicates largely erroneous, minimal or no understanding of essential issues in the area being tested or does not answer the question asked. Arguments that the paper offers may be flawed, ineffective or incoherent. Writing may be unclear, with little, inept or inappropriate use of sources.

Set 1: Christian Worship

Open Resources

Your growing and diverse inner-city congregation has just purchased an 1870s cruciform Gothic stone church that seats more than 500 people in fixed pews. The nave, crossing, and transepts are all on one level, with the chancel three steps above and the altar three steps up from that. A large stone baptismal font is in a rear corner. The chancel contains the console for a well-maintained pipe organ. The building is in a neighborhood of ethnic, economic and social transition.

Your current multi-generational congregation that bought this building has an average Sunday



attendance of about 75 and is financially stable. The Vestry has asked you to work with it in reimagining the interior space to better accommodate your congregation in its local context, so that the church can offer full access to all people—from those in baby strollers to those using wheelchairs. Cost is not a consideration.

In an essay of about 1,000 words:

1. Describe your plan for reimagining the space, offering a theological rationale for one specific aspect of it and referring to the 1979 Book of Common Prayer.
2. Explain in detail how you propose to celebrate one service of Baptism and Eucharist in the space on a Sunday, respecting 1979 Book of Common Prayer rubrics and including some aspect of movement in the liturgy.

Scoring Rubric

A Proficient answer must satisfy all the requirements of both criteria.

Criteria	Proficient	Not Proficient
Theological rationale for the overall plan	The answer articulates an overall plan reimagining the space use, with a coherent theological justification for one specific aspect and refers to the 1979 BCP.	The answer does not summarize a plan or neglects to mention a theological rationale for one aspect or does not relate this to the 1979 BCP or provides illogical, jumbled or confused reasoning.
Baptism and Eucharist on a Sunday	The answer describes the use of space for this rite in specific terms, including an aspect of movement in the liturgy, and the description is consistent with the 1979 BCP.	The answer offers minimal or no explication of the use of space for Baptism and/or Eucharist or makes only general reference to those rites or does not articulate any movement or proposes forms of celebration inconsistent with the 1979 BCP.

Set 2: Christian Ethics and Moral Theology

Open Resources

People value truth-telling and at the same time have difficulty honoring it. We know that an ethical argument can be made that a lie is permissible if the perceived benefit from telling the lie outweighs the harm that might result from the lie. Yet, a different argument can be made that lying is always wrong because it violates the principle of truthfulness.

In an essay of about 1,000 words:

1. Ethical reasoning about harm from lying:

Identify three specific examples of who or what may be harmed by telling a lie, and provide a reasoned explanation for how and why these people and/or things are harmed.

2. Ethical reasoning about the act of lying:

Identify two Christian ethical concepts that you could use to evaluate an example of a serious situation in which lying might be considered permissible. Explain how you would apply these concepts while reflectively engaging with the potential for harm.

The example of a serious situation that you evaluate in Part 2 does not need to be one of the three examples that you identify in Part 1 of who or what is harmed.

Scoring Rubric

A Proficient answer must satisfy the requirements of all criteria.

Criteria	Proficient	Not Proficient
Part 1 Identify three specific examples	Identifies three non-redundant specific examples of who or what may be harmed by lying.	Identifies fewer than three non-redundant specific examples of who or what may be harmed by lying. or Identifies three examples not clearly different from one another or not relevant to the question as asked.
Provide a reasoned explanation	Provides a clearly reasoned explanation using the three specific examples of how and why each lie may cause harm.	Presents simple assertions concerning harm that may be caused, rather than evidence of reasoned engagement with the question or provides incomplete or muddled reasoning regarding how the lies may cause harm.

Part 2 Christian ethical concepts and examples	Identifies two relevant Christian ethical concepts and cites a serious example in which lying may be considered permissible.	Does not accurately identify two Christian ethical concepts relevant to lying or cites a trivial example in which lying may be considered permissible.
Application of Christian ethical concepts and reflective engagement	Perceptively explains how the identified Christian ethical concepts would be applied to evaluating a serious situation involving lying and reflectively engages with how or why permissible lies may yet cause harm.	Asserts but does not explain how the identified Christian ethical concepts bear upon the evaluation of a serious situation involving lying or explains poorly or unclearly how the identified concepts play a role in evaluating such situations or asserts that permissible lies may cause harm rather than reflectively engaging with how or why.

Set 3: The Holy Scriptures

Open Resources

The Holy Scriptures

You are preparing for a session of your parish Bible study. Your text for the day is Ephesians 6:10-20. As you review this selected passage, you are mindful that a former member of the Bible study group was recently killed in an act of terrorism. Members of the group are upset, unsettled, confused and anxious as a result.

In an essay of about 1,000 words:

- Explicate the text, providing the historical context, literary style, and theological and socio-cultural elements (about 800 words).
- Describe the pastoral application of the text as it relates to the questions and concerns of the group (about 200 words).

Scoring Rubric

A Proficient answer must satisfy the requirements of both criteria.

Criteria	Proficient	Not Proficient
Critical engagement with the text	Demonstrates use and application of critical thinking in relation to the following techniques of	Uses only a narrow approach to the text or offers a superficial engagement with the selected

	contemporary Anglican biblical interpretation: historical context, literary style, theology and socio-cultural elements.	passage or does not correctly apply critical scriptural analysis or the four required forms of critical analysis or misconstrues the significance of the imagery in the text.
Application	Integrates pastoral and exegetical awareness, making relevant connections between the text and questions and concerns of the Bible study group.	Does not show sensitivity to the pastoral context described in the prompt.

Set 4: Christian Theology

Open Resources

You have decided to develop a Sunday Adult Spiritual Formation program -- "Everyday Evangelism" -- designed to encourage members of your congregation to share their faith. You've already received pushback. One person commented that she already shares her faith by supporting important social causes. Another questioned your choice of this topic by saying, "We don't do evangelism; that's what people who knock on your door or put those pamphlets under your windshield wiper do."

You will write an article for the parish newsletter to provide a foundation for a theology of evangelism. In about 1,000 words:

1. Offer a theological basis for Anglicans to share their faith with others.
2. Respond to at least two objections to the use of the term "evangelism" (one or both of those noted above or others of your choosing). Cite the Book of Common Prayer, one biblical passage, and a theologian primarily active post-1900 in support of a theological basis for evangelism.

Scoring Rubric

A Proficient answer must satisfy the requirements of all four criteria.

Criteria	Proficient	Not Proficient
Theological basis for evangelism	Offers a coherent and well-argued overall theological basis for a theology of evangelism and includes the element of sharing one's Christian faith with another.	Presents a theological basis that does not connect sharing one's faith with an understanding of evangelism or the theological rationale is disorganized and disconnected from the component of sharing one's faith.

Supporting references	Supports and reinforces a theology of evangelism with references to the Book of Common Prayer and a biblical passage and a theologian primarily active post-1900.	Does not include the three required references or chosen references only superficially relate to the theology of evangelism outlined in the essay.
Grounding of theological rationale	Understandings of evangelism consistent with theological traditions in Christianity ground the theological rationale.	Theological rationale is not rooted in theological traditions of Christianity or does not accurately reflect or represent those traditions.
Response to objections	Responses to two objections are relevant and reinforce the theological basis outlined.	Only one objection is offered or the two objections are irrelevant or not directly related to a theological basis of evangelism or the response does not support the theological basis.

Set 5: History of the Christian Church

Open Resources

Across the centuries and the globe, Christian ideas, movements and leaders have at certain times been at odds with the dominant values and structures of civil society. Choose *one* of the following three periods and write an essay of about 1,000 words, explaining how Christian ideas, leaders and/or movements challenged values and structures of social and political establishments in that period. Include at least two specific, relevant historical examples from this period to support your argument.

1. The Roman Empire (1st through 4th centuries)
2. The British Empire (19th and 20th centuries)
3. The United States (1789 -1980)

Scoring Rubric

A Proficient answer must satisfy the requirements of both criteria.

Criteria	Proficient	Not Proficient
Formal characteristics	The answer exhibits accuracy and clear thought and logically develops an argument that explains how Christian ideas, leaders and/or movements challenged values and structures of dominant social and political establishments.	The essay is unclear or does not logically organize the material to respond to the question or offers confusing or inaccurate discussion of the examples cited.
Specific content	At least two relevant specific historical examples of how Christian ideas, leaders and/or movements challenged values and structures of social and political establishments support the argument.	Historical examples are inaccurate or inappropriate or fewer than two relevant historical examples are offered to support the argument.

Set 6: The Practice of Ministry

Open Resources

You are a new assistant rector in a resource-sized parish in a suburb of a major city. Your parish is interested in helping teenagers embrace and respect the dignity of all people. Your seminary colleague serves as a missioner in an economically depressed racial minority community and suggested an immersion trip to bring the youth from your two parishes together. Your Vestry and rector support the trip as means to help young people enter into relationship with those who live in a different environment. Your goal is to help the participants from your parish understand respect for human dignity as described in the Baptismal Covenant (BCP, 305) as they engage in building relationships during the immersion trip.

You will be the chaplain/clergy presence on this trip, and you are responsible for social and theological preparation of the trip participants.

In an essay of about 1,000 words, identify and explain a Christian concept of human dignity. Include appropriate biblical and liturgical sources for this concept. Describe how you will help prepare immersion-trip participants to acknowledge, become sensitized to, and enter into genuine relationship with people of different socioeconomic, racial and/or minority backgrounds. These preparatory experiences should be thorough enough to help participants recognize that they may not understand the experiences of others.

Scoring Rubric

A Proficient answer must satisfy the requirements of all three criteria.

Criteria	Proficient	Not Proficient
Christian concept of dignity	<p>Identifies and adequately explains a concept of human dignity inherent in Christianity and includes biblical and liturgical sources to support a Christian concept of human dignity.</p>	<p>Makes no mention of a Christian concept of human dignity or gives only a vague or superficial explanation and does not cite appropriate biblical and liturgical sources or inadequately connects the concept to biblical and liturgical sources.</p>
Effectiveness of preparation	<p>Clearly describes how participants will be prepared to fulfill immersion-trip goals and offers thorough preparatory experiences to help participants acknowledge, become sensitized to and capable of entering into genuine relationships with those they encounter and helps participants recognize that their own contexts and histories will affect their ability to understand the experiences of others.</p>	<p>Inadequately or unclearly describes how participants will be prepared to fulfill immersion-trip goals or proposes preparatory experiences too superficial or inappropriate to help participants acknowledge, become sensitized to and capable of entering into genuine relationships with those they encounter or does not prepare participants to recognize that their own contexts and histories will affect their ability to understand the experiences of others.</p>
Addressing experience of others	Clearly relates its understanding of dignity of people of different socioeconomic, racial and/or minority backgrounds.	Does not mention the experiences of people of different backgrounds or addresses the concept of dignity only tangentially.