

# How do I evaluate my Scripture planning and teaching?



Questions to ensure high quality planning and teaching of Scripture:

## Accuracy

### Theology

- Am I clear about what students are to learn about God through this text?

### Information presented

- Did this information come from a credible source?
- Does the information presented reflect a contemporary Catholic interpretation and view of Scripture?
- Have I used a recommended translation (NRSVCE or CEV)?

## Engagement

- Have I used the three worlds of the text to engage students in learning about the context of the overall text and the context of the specific passage; to learn about the text itself and possible meaning for today?
- Are the activities reflective of high quality pedagogy (including inquiry learning)?
- Do the activities connect closely to expected and effective literacy practices?
- Do the activities promote students' thinking about the text, and provide opportunities for students to communicate higher order thinking about the text?
- Have I provided and promoted opportunities for students to use the text for prayer?

## Educational purpose

- Does this text link with the intentions of the achievement standard / learning intentions / success criteria?
- Did I provide opportunities and strategies for students to focus on the questions: "What could this text mean for people then? What could this text mean for people today? What could this text mean for believers today?"
- How have I enabled students to reach deeper insights into the text so their understanding and application of the text will be beyond surface or re-tell level?
- Have I used appropriate resources (including music and drama) to enhance students' understanding of the meaning of the text for themselves and others?
- What variety of ways did I provide to enable students to communicate successfully their increased understanding of this text, and to enable authentic assessment?

Remember to use the Worlds of the Text posters as a key resource for teaching Scripture.

