

## Spiritual Exercise Journal Grading Rubric Key Questions

Reflection	Goals/Theme	Key Questions
<b>1</b>	<b>Warm-up Stretches:</b> Student develops increased self-awareness of their own spiritual hopes, desires, concerns and anxieties and ability to share and express them.	<ol style="list-style-type: none"> <li>1. Student demonstrates awareness of his own hopes/desires, concerns/anxieties for the coming year (not necessarily spiritually related) and is able to clearly and appropriately articulate them.</li> <li>2. Student demonstrates an awareness of his own disposition and/or attitude toward the Spiritual Exercises (or spirituality in general) and is able to clearly and appropriately articulate that awareness.</li> <li>3. Student demonstrates an ability to use his imagination in prayer and describe those images in detail.</li> <li>4. Student demonstrates awareness of his own feelings during prayer and is able to clearly and appropriately articulate them.</li> <li>5. Student demonstrates an ability to read, understand and reflect/meditate on the given Scripture passage and further able to clearly and appropriately articulate those insights.</li> <li>6. Student demonstrates an ability to apply the Scripture passage to a personal experience and clearly and appropriately articulate it.</li> </ol>
<b>2</b>	<b>Disposition:</b> Student continues to develop an increased sense of self-awareness by reflecting on significant moments in their own life history.	<ol style="list-style-type: none"> <li>1. Student demonstrates an ability to identify moments of feeling loved and clearly and appropriately articulate those moments with good detail.</li> <li>2. Student demonstrates an ability to reflect on his own personal response to experiences of feeling loved (or not feeling loved) including obstacles that may prevent a response by clearly and appropriately articulating his reflection.</li> </ol>

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		<ol style="list-style-type: none"> <li>3. Student demonstrates an ability to pick out key words, phrases, and images from Scripture that stand out to him and clearly and appropriately articulate the personal significance of them.</li> </ol>
<b>3</b>	<p><b>Principle and Foundation:</b> Student develops increased insight into his own personal identity and purpose in life.</p>	<ol style="list-style-type: none"> <li>1. Student demonstrates an ability to reflect on his own life from an alternative (objective) perspective.</li> <li>2. Student reflects/meditates on his own understanding of his life's purpose and meaning.</li> <li>3. Student identifies a sense of purpose and an awareness of his own talents and abilities.</li> <li>4. Student demonstrates an awareness of obstacles to his prayer and/or to being true to his own understanding of his true self.</li> <li>5. Student describes in a clear and appropriate manner increased insight into a previous life experience.</li> <li>6. Student demonstrates an ability to read, understand and emotively respond to one of the Scripture passages and clearly and appropriately articulates that response.</li> </ol>
<b>4</b>	<p><b>God's Love:</b> Student develops an increased awareness of concrete, personal experiences of God's love.</p>	<ol style="list-style-type: none"> <li>1. Student demonstrates an ability to articulate in a clear and appropriate manner a personal experience in which he felt loved.</li> <li>2. Student describes his response to being loved.</li> <li>3. Student describes the impact that love has had on him or how he has impacted another person by loving them.</li> <li>4. Student reflects/meditates on the meaning of love.</li> <li>5. Student demonstrates an ability</li> </ol>

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		to read, understand and apply one of the Scripture passages to his own life.
<b>5</b>	<b>Indifference:</b> Student develops openness to God’s will and freedom to better order his desires and become free from inordinate attachments.	<ol style="list-style-type: none"> <li>1. Student provides specific, detailed example of how his own perspective/relationship to something or someone may need to be challenged/changed (for example being over or under committed to an activity).</li> <li>2. Student recognizes and articulates a desire to be more open to alternative perspectives/values.</li> <li>3. Student discusses vulnerability by using personal examples and/or feelings.</li> <li>4. Student discusses a sense of being committed or a lack of commitment with respect to his relationship to God.</li> <li>5. Student provides an example of something that he feels called to either embrace or let go of (detachment).</li> </ol>
<b>6</b>	<b>Sin:</b> Student develops an increased awareness of the role that sin plays in his life through reflecting on his own experience of sin and openly sharing that experience.	<ol style="list-style-type: none"> <li>1. Student articulates an understanding of sin and the impact that sin has on his life by providing clear and appropriate examples of either his own personal sinfulness or one that he has experienced.</li> <li>2. Student clearly and appropriately articulates his personal feelings regarding sin and its impact on his life.</li> <li>3. Student demonstrates an awareness of his own shortcoming and an ability to be open and honest regarding them.</li> <li>4. Student articulates a sense of liberation from sin and/or freedom by being honest about his personal sinfulness.</li> </ol>
<b>7</b>	<b>Forgiveness:</b> Student develops	<ol style="list-style-type: none"> <li>1. Student articulates a personal</li> </ol>

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	increased insight into his own need/desire for forgiveness and his ability to forgive others.	<p>experience of being forgiven in a clear and appropriate manner.</p> <ol style="list-style-type: none"> <li>2. Student reflects/meditates on the meaning of forgiveness and/or the power of God’s forgiving love.</li> <li>3. Student articulates a personal experience of forgiving another person in a clear and appropriate manner.</li> <li>4. Student discusses his feelings about being forgiven by God or another person.</li> <li>5. Student discusses his feelings about forgiving another person.</li> </ol>
<b>8</b>	<b>Jesus’ vision:</b> Student develops initial insights into the values that motivated Jesus. In turn, the student develops increased awareness about his own motivations and values.	<ol style="list-style-type: none"> <li>1. Student articulates understanding of his personal relationship with Jesus Christ.</li> <li>2. Student reflects on the nature of Jesus’ mission.</li> <li>3. Student reflects on Jesus’ primary values.</li> <li>4. Student clearly and appropriately articulates his own values and what he has to offer Jesus/God.</li> <li>5. Student is able to discuss possible excuses he might give to Jesus for not following and/or Jesus’ response to them.</li> <li>6. Student articulates something that he wishes he could change in his life.</li> <li>7. Student articulates attitudes and feelings he has about his life.</li> </ol>
<b>9</b>	<b>Called by name:</b> The student develops increased insight into the meaning of being missioned by God by looking at Scriptural examples of others being called. The student develops increased insight into how he might be called to use his own talents and abilities to build the Kingdom.	<ol style="list-style-type: none"> <li>1. Student imagines and articulates what it is like to be called by Jesus.</li> <li>2. Student discusses a personal experience of being called by God to do something.</li> <li>3. Student discusses personal feelings associated with being called by God.</li> <li>4. Student reflects/meditates upon the meaning of being called by</li> </ol>

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		<p>God to some particular state of life (i.e. vocation). (A-)</p> <ol style="list-style-type: none"> <li>5. Student reflects/meditates on various vocational possibilities. (B+)</li> <li>6. Student explores and articulates the meaning of being missioned by Jesus.</li> <li>7. Student articulates personal feelings associated with being called/missioned by Jesus.</li> <li>8. Student explores motivations/causes for not responding to Jesus' call.</li> <li>9. Student reflects on the character of those whom Jesus calls. (B)</li> <li>10. Student experiments with a colloquy with God and/or Jesus about his own vocational desires.</li> </ol>
<b>10</b>	<p><b>Kingdom:</b> The student develops increased awareness of his own feelings about a life calling and his own level of commitment to that call. .</p>	<ol style="list-style-type: none"> <li>1. Student articulates what it might be like to be called to work with a great leader.</li> <li>2. Student articulates feelings associated with either accepting or rejecting an invitation to serve a great leader.</li> <li>3. Student reflects on the type of person and characteristics of the type of person who accepts or rejects such an invitation.</li> <li>4. Student discusses fears and/or hesitations that he experiences about being called to follow Jesus.</li> </ol>
<b>11</b>	<p><b>3 Classes of Men:</b> The student develops an increased awareness of his own personal freedom in responding to his life's call and an increased awareness of his personal motivations in choosing how to respond to that call.</p>	<ol style="list-style-type: none"> <li>1. Student reflects/meditates on the meaning of freedom (B+)</li> <li>2. Student applies reflection on freedom to a personal situation (i.e. self, family, or friend) (A)</li> <li>3. Student articulates an understanding of the 3 types of responses (B+)</li> <li>4. Student identifies which of the 3 types of responses he feels best describes his own attitude (A-)</li> </ol>

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		<ol style="list-style-type: none"> <li>5. Student articulates what type of response he desires to make in response to his personal vocation (A).</li> <li>6. Student reflects and describes in detail those things that strongly influence his life and demonstrates an understanding of his own motivations in making life choices (A+).</li> </ol>
<b>12</b>	<p><b>The Annunciation:</b> The student begins to develop his personal response to Jesus' incarnation by imaginatively participating in the Annunciation.</p>	<ol style="list-style-type: none"> <li>1. The student creatively describes the scene of the Annunciation in detail (B+).</li> <li>2. The student articulates the emotional response of Mary (A).</li> <li>3. The student articulates his own emotional response to the Annunciation (A+).</li> </ol>
<b>13</b>	<p><b>The Nativity:</b> The student continues to develop his personal response to the person of Jesus by imaginatively sharing in Jesus' birth.</p>	<ol style="list-style-type: none"> <li>1. The student describes in detail the scene of the nativity as he experienced it during the time of reflection {n.b. - the student should go beyond retelling the Scriptural account} (A)</li> <li>2. The student describes the role that he took in the contemplation by articulating the actions and feelings that he experienced during the reflection. (A+)</li> <li>3. The student reflects upon having to deal with rejection and/or inconveniences in life and relates those experiences to the challenges faced in the Nativity narrative. (A)</li> <li>4. The student reflects on God's activity in his own life and his response to it. (B+)</li> </ol>
<b>14</b>	<p><b>The Magi Visit Jesus:</b> The student continues to develop his personal response to the person of Jesus by imaginatively sharing in the experience of the Magi's visit to Jesus.</p>	<ol style="list-style-type: none"> <li>1. The student imaginatively describes the Magi's visit in detail going beyond the Scriptural account. (A)</li> <li>2. The student reflects upon the meaning and/or implications of</li> </ol>

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		<p>the Magi’s visit with little indication of personal involvement. (B)</p> <ol style="list-style-type: none"> <li>3. The student articulates his own personal emotional response regarding the Magi’s visit by describing in detail the actions and feelings he experienced during the reflection. (A)</li> <li>4. The student describes a personal experience of being transformed or having a change of heart and is able to relate that experience to that of the Magi. (A+)</li> <li>5. The student describes in detail Jesus’ response to the Magi’s visit. (A)</li> </ol>
<b>15</b>	<p><b>Jesus’ Hidden Years:</b> The student continues to develop his personal response and relationship to the person of Jesus by imaginatively sharing in Jesus’ ‘hidden years’.</p>	<ol style="list-style-type: none"> <li>1. The student creatively describes Jesus being presented in the temple going beyond the Scriptural account. (A-)</li> <li>2. The student articulates the feelings of at least one of the characters in the Presentation story. (A)</li> <li>3. The student describes in detail the actions and feelings experienced as he imagines spending time with Jesus during the hidden years. (A+)</li> <li>4. The student describes a personal emotional response or actions that he took when Jesus is missing and/or found. (A)</li> <li>5. The student reflects/meditates on what it means for Jesus to grow in wisdom and stature. (B)</li> <li>6. The student shares a personal example of his own growing in wisdom and stature and compares it to Jesus’ growth (A).</li> <li>7. The student describes and articulates a personal response to Jesus’ exile to Egypt and subsequent return to Nazareth</li> </ol>

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<b>16</b>	<p><b>Baptism of Jesus:</b> The student continues to develop his personal response and relationship to the person of Jesus by imaginatively sharing in the baptism of Jesus and developing the ability to experience the story from multiple perspectives.</p>	<p>(A).</p> <ol style="list-style-type: none"> <li>1. Student describes the baptism of Jesus with creative detail beyond that given in the passage. (B+)</li> <li>2. Student describes his personal experience and emotional response to the baptism of Jesus. (A)</li> <li>3. Student reflects on the baptism of Jesus from multiple perspectives. (A-)</li> <li>4. Student attempt a colloquy with Jesus while reflecting on Jesus' baptism. (A)</li> <li>5. Student describes the mood of Jesus and His response to the baptism event. (A)</li> </ol>
<b>17</b>	<p><b>Jesus Tempted in the Desert:</b> The student continues to develop his personal response and relationship to the person of Jesus by imaginatively sharing in Jesus' experience of being tempted in the desert.</p>	<ol style="list-style-type: none"> <li>1. Student describes in creative detail Jesus' experience in the desert beyond that given in the passage. (B+)</li> <li>2. Student participates in a colloquy with Jesus about the experience of being tempted in the desert (either from Jesus' perspective or that of the student). (A)</li> <li>3. Student identifies and articulates the feelings and mood of Jesus during the experience of being tempted in the desert. (A)</li> <li>4. Student describes his own personal response and feelings evoked by witnessing and being a part of the desert experience. (A)</li> <li>5. Student reflects/meditates on the meaning of temptation or the meaning of an "opportune time". (B)</li> <li>6. Student discusses personal experiences of being tempted. (A-/B+)</li> </ol>
<b>18</b>	<p><b>Jesus the Healer:</b> The student continues to develop his personal</p>	<ol style="list-style-type: none"> <li>1. Student meditates on the meaning of healing. (B)</li> </ol>

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	response and relationship to the person of Jesus by imaginatively sharing in Jesus' healing ministry.	<ol style="list-style-type: none"> <li>2. Student clearly articulates feelings and demonstrates a personal response to Jesus' healing works by actively placing himself and interacting with Jesus in the story or participates in a colloquy with Jesus. (A+)</li> <li>3. Student is able to describe in details beyond those given in Scripture the action and scene of one of the healing passages. (A-)</li> <li>4. Student shares a personal story of his own woundedness and articulates a desire and/or need for healing. (A)</li> </ol>
<b>19</b>	<b>Jesus the Friend:</b> The student continues to develop his personal response and relationship to the person of Jesus by imaginatively sharing in Jesus' life. The emphasis at this point should clearly have shifted or be in the process of shifting from a focus on one's self to the person of Jesus.	<ol style="list-style-type: none"> <li>1. Student mediates on the meaning of friendship. (B)</li> <li>2. Student describes actively becoming part of the story and/or participates in a colloquy with Jesus about friendship. (A+)</li> <li>3. Student describes a personal experience of friendship and its meaning to him and is able to relate that experience to elements of the Scripture story. (A)</li> <li>4. Student describes in creative detail on of the friendship passages that goes beyond the details given in the Scriptural account.</li> <li>5. Student is able to articulate Jesus' feelings and mood in response to the activity taking place in the Scripture passage.</li> </ol>
<b>20</b>	<b>Jesus the Preacher:</b> The student continues to develop his personal response and relationship to the person of Jesus by imaginatively sharing in Jesus' preaching ministry.	<ol style="list-style-type: none"> <li>1. The student mediates on the meaning of the Beatitudes or one of Jesus' discourses. (B-)</li> <li>2. The student shares a personal story related to one of the Scriptural passages. (B)</li> <li>3. The student clearly articulates</li> </ol>

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		<p>actively participating in one of the passages of Jesus preaching and describes his personal feelings and response to Jesus' words. (A+)</p> <p>4. The student describes the scene and the action of the Scripture passage in a way that goes beyond the passage. (B)</p> <p>5. The student is able to describe the feelings and the mood of Jesus as he preaches. (A)</p>
<b>21</b>	<p><b>Jesus the Troublemaker:</b> The student continues to develop his personal response, relationship and commitment to the person of Jesus by imaginatively sharing in difficult or challenging moments in Jesus' life.</p>	<p>1. Student describes his personal response to and feelings about Jesus getting in trouble. (A-)</p> <p>2. Student actively participates and interacts with Jesus in the passage or participates in a colloquy with Jesus about getting in trouble. (A+)</p> <p>3. Student shares a personal story of when he found himself getting into trouble and is able to relate it to the Scripture passage. (B)</p> <p>4. Student is able to clearly demonstrate insights into Jesus' motivations, feelings, and mood in response to the events experienced in the Scripture passage. (A)</p>
<b>22</b>	<p><b>Jesus Returns to Jerusalem:</b> The student continues to develop his personal response, relationship and commitment to the person of Jesus by imaginatively sharing in a dangerous moment in Jesus' life. Student develops the ability to express greater creativity and freedom in response to the Scriptural passages.</p>	<p>1. Student expresses his beliefs/feelings regarding Jesus' mission and return to Jerusalem. (B+)</p> <p>2. Student actively participates in one of the Scripture passages by interacting with Jesus or having a colloquy with Jesus about Jesus' return to Jerusalem. (A)</p> <p>3. Student describes in the scene and action of the passage beyond that given in the Scriptural passage. (B)</p> <p>4. Student meditates on the meaning of Jesus' return to</p>

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		<p>Jerusalem. (B)</p> <ol style="list-style-type: none"> <li>5. Student meditates on the meaning of conflict. (C)</li> <li>6. Student shares a personal story of conflict in his life and is able to relate it to elements of the Scriptural passage. (B)</li> </ol>
<b>23</b>	<p><b>The Last Supper:</b> The student continues to develop his personal response, relationship and commitment to the person of Jesus by imaginatively sharing the Last Supper with Jesus.</p>	<ol style="list-style-type: none"> <li>1. Student actively participates in the Last Supper scene by interacting in a personal way with Jesus and/or having a colloquy with Jesus regarding the events and/or meaning of the Last Supper events. (A)</li> <li>2. Student meditates on the meaning and significance of the Last Supper events (including the washing of the feet). (C)</li> <li>3. Student creatively describes the scene in detail beyond that given by the Scriptures. (B)</li> <li>4. Student articulates insights into the motivation, feelings, and mood of Jesus during the Last Supper. (A)</li> <li>5. Student describes his own personal reactions and feelings to Jesus washing the feet of the disciples (or his own feet). (B)</li> <li>6. Student shares a personal story of when he served the needs of others or participated in a ritual celebration and is able to relate the story to the Last Supper and surrounding events. (B)</li> </ol>
<b>24</b>	<p><b>Peter Denies Jesus:</b> The student continues to develop his personal response, relationship and commitment to the person of Jesus by imaginatively sharing in Jesus' passion and Peter's denial of Jesus.</p>	<ol style="list-style-type: none"> <li>1. Student uses his imagination to actively place himself in the Passion story and clearly articulates his role, responses, and feelings to the events portrayed surrounding Peter's denial of Jesus. (A)</li> <li>2. Student describes a personal experience of betraying someone or being betrayed by someone</li> </ol>

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		<p>and expresses his response and feelings to that event. (B)</p> <ol style="list-style-type: none"> <li>3. Student meditates on what it means to deny or betray someone. (C)</li> <li>4. Student articulates insights into Jesus' motivations, feelings, and mood regarding Peter's denial and surrounding events as portrayed in the film (or Scripture passage). (A-)</li> </ol>
<b>25</b>	<p><b>Jesus Scourged at the Pillar:</b> The student continues to develop his personal response, relationship and commitment to the person of Jesus by imaginatively sharing in Jesus' passion and in particular Jesus being scourged at the pillar.</p>	<ol style="list-style-type: none"> <li>1. Student uses his imagination to actively place himself in the Passion story and clearly articulates his role, responses, and feelings to the events portrayed around Jesus being scourged at the pillar. (A)</li> <li>2. Student describes a personal experience of feeling or being beaten down and is able to relate that experience to the events surrounding Jesus being scourged. (B)</li> <li>3. Student meditates on what it means to be beaten or beaten down. (C)</li> <li>4. Student articulates insights into Jesus' motivations, feelings, and mood during the scourging and the surrounding events as portrayed in the film (or Scripture passage). (A-)</li> </ol>
<b>26</b>	<p><b>Jesus Carries the Cross:</b> The student continues to develop his personal response, relationship and commitment to the person of Jesus by imaginatively sharing in Jesus' passion and in particular the painful journey of Jesus carrying his cross.</p>	<ol style="list-style-type: none"> <li>1. Student uses his imagination to actively place himself in the Passion story and clearly articulates his role, responses, and feelings to the events portrayed around Jesus carrying his cross. (A)</li> <li>2. Student describes a personal experience of feeling or being heavily burdened (having to carry a cross) and is able to relate that experience to the</li> </ol>

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		<p>events surrounding Jesus carrying His cross. (B)</p> <ol style="list-style-type: none"> <li>3. Student meditates on what it means to be burdened or to carry a cross. (C)</li> <li>4. Student articulates insights into Jesus' motivations, feelings, and mood during the carrying of the cross and the surrounding events as portrayed in the film (or Scripture passage). (A-)</li> </ol>
<b>27</b>	<p><b>The Burial of Jesus:</b> The student continues to develop his personal response, relationship and commitment to the person of Jesus by imaginatively sharing in Jesus' passion and death.</p>	<ol style="list-style-type: none"> <li>1. Student uses his imagination to actively place himself in the Passion story and clearly articulates his role, responses, and feelings to the events portrayed around Jesus' death and burial. (A)</li> <li>2. Student describes a personal experience of dealing with the death of a friend or loved one and is able to relate that experience to the events surrounding Jesus' death and burial. (B)</li> <li>3. Student meditates on what it means to lose a friend and/or for Jesus to die and to be buried. (C)</li> <li>4. Student articulates insights into Jesus' motivations, feelings, and mood during his final moments on the cross and the surrounding events as portrayed in the film (or Scripture passage). (A-)</li> </ol>
<b>28</b>	<p><b>The Resurrection of Jesus:</b> The student reflects on the impact that his relationship with Jesus has on his life by imaginatively sharing in Jesus' resurrection.</p>	<ol style="list-style-type: none"> <li>1. Student uses his imagination to actively place himself in the Resurrection story and clearly articulates his role, responses, and feelings to the Resurrection story. (A)</li> <li>2. Student describes the scene and activity of others in detail beyond that given in the Scriptural account but with limited personal involvement.</li> </ol>

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		<p>(B-)</p> <ol style="list-style-type: none"> <li>3. Student shares a personal experience of a resurrection-like event and relates it to the Scriptural passage. (B)</li> <li>4. Student reflects/meditates on the meaning and significance of Jesus' resurrection. (C)</li> <li>5. Student articulates insights into the motivation, feelings, and mood of Jesus surrounding the Resurrection event. (A-)</li> </ol>
<b>29</b>	<p><b>Jesus on the Road to Emmaus:</b> The student reflects on the impact and importance of his personal relationship with Jesus has on his life by imaginatively sharing in Jesus' appearance to the disciples on the road to Emmaus.</p>	<ol style="list-style-type: none"> <li>1. Student uses his imagination to actively place himself in the Emmaus story and clearly articulates his role, responses, and feelings about being able to see, walk and speak with Jesus again. (A)</li> <li>2. Student shares a personal experience of recognizing Jesus in another person and relates it to the Scriptural passage. (B)</li> <li>3. Student describes in detail the events of the Emmaus story beyond that given in Scripture with little personal involvement. (B-).</li> <li>4. Student articulates insights into the motivation, feelings, and mood of Jesus during the events surrounding the Emmaus story. (A-)</li> <li>5. Student meditates on why Jesus could not be recognized. (C)</li> </ol>
<b>30</b>	<p><b>The <i>Contemplatio</i>:</b> The student reflects on the impact and importance that his personal relationship with Jesus has on his life by reflecting on how to live and share the insights and experiences gained with others.</p>	<ol style="list-style-type: none"> <li>1. Student is able to provide examples of changes in his own perceptions and attitudes. (A)</li> <li>2. Student clearly articulates the personal importance of his relationship with Jesus. (A-)</li> <li>3. Student meditates on the meaning of love. (C-)</li> <li>4. Student articulates a specific example of how his life has been</li> </ol>

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		<p>changed by his own personal knowledge of Jesus (as revealed through the Spiritual Exercises). (A-)</p> <p>5. Student articulates how his personal relationship with Jesus will impact his life and how that relationship will continue to be nurtured through specific actions. (A)</p> <p>6. Student meditates on what it means to be missioned or the meaning of vocation without specific personal examples. (C)</p>