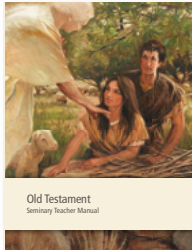


Old Testament



Genesis–Ruth Learning Assessment

Form A

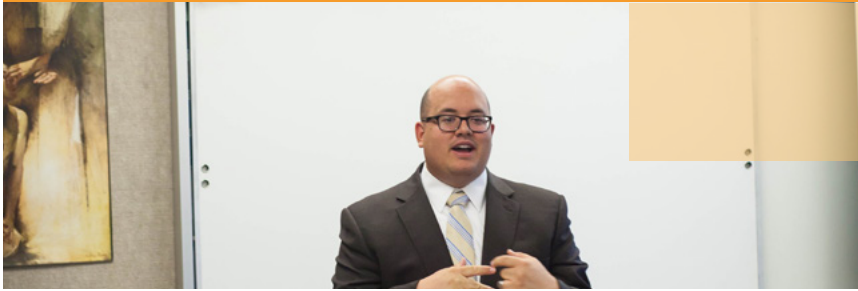


SEMINARIES AND
INSTITUTES OF RELIGION

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

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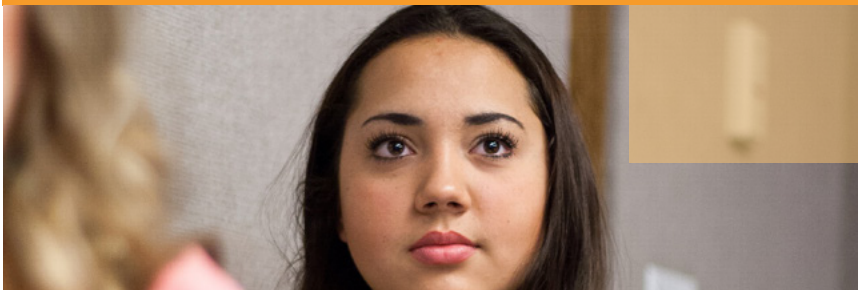
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Teacher Packet

Introduction

This learning assessment is for seminary students. Teachers should administer the assessment after they have taught the corresponding seminary curriculum lessons.

The learning assessment is a 60-minute learning experience. In a daily class, administering the assessment will take one class period, or 40 minutes. Reviewing the assessment with your class will be done the following class period. Classes that meet longer than 60 minutes should take only one class period to administer and review the assessment.

Administering the Learning Assessment (AVERAGE TIME: 40 MINUTES)

1. Before the day that students take the assessment, identify students who may need accommodations because of specific needs, disabilities, or health-related conditions. Share the following statement with your class two or three days before giving the assessment:

Testing accommodations can be made for students with specific needs, disabilities, or health-related conditions that prevent them from participating in the assessment on an equal basis with other students.

If you have a specific need, disability, or health-related condition that may prevent you from participating in the assessment on an equal basis with your peers, please talk with me to discuss possible testing accommodations that may help you.

Make appropriate accommodations to meet the specific needs, disabilities, or health-related conditions identified (see the “Making Accommodations for Students with Disabilities” section on page 2).

2. Make one copy of the Student Learning-Assessment Packet for each student. Print the packets on white paper.
3. Ensure that each student has a pencil that can create dark circles and an eraser as he or she fills in the answer sheet. Do not use red scripture-marking pencils.
4. Pass out the copies of the Student Learning-Assessment Packet to the students.
5. Instruct students to write their names on their answer sheets.
6. Write the program ID number on the board. Have students mark the program ID on their answer sheets.
7. Read the following instructions to your class in a professional manner:

The purpose of this learning assessment is to see how well you understand what we have studied in this class and to help you continue learning. There are three sections: multiple choice, explain doctrine, and survey.

You may not use your scriptures during the assessment.

Please give your best efforts on this assessment. You may begin.

Reviewing the Learning Assessment

1. Provide one copy of the “Correct-Response Guide for Section 2: Explain Doctrine” for each student. Instruct the students to self-grade what they wrote in the explain-doctrine section. Some students will finish before others, so ask those who finish early to remain quiet as others finish their assessment.

2. After all students have finished, review the multiple-choice answers as a class. Ask students to grade their own answers as you read the correct answers aloud. (For example, “The answer to number 1 is c, number 2 is a, . . .”) Use the correct-response guides in the teacher packet to explain and discuss answers to any of the learning-assessment questions students may not understand.
3. Students should keep their Belief and Apply Surveys. Take a few minutes to explain the importance of evaluating how well they are applying gospel principles in their lives. Do not ask students to share their specific responses on the surveys, but have a discussion that helps them see and feel the importance of striving to become better in applying gospel principles in their lives. Encourage them to take a minute to write down what they feel will help deepen their testimony of these doctrines and principles. Ideas may include setting a goal to start doing some of the things or to do them better, to do some things more sincerely, or to share what they know about the gospel with friends or family.
4. Instruct students to write the number of questions they correctly answered in the top-right corner of their answer sheet and give their answer sheets and explain-doctrine responses to you. Students should keep their completed Belief and Apply Surveys.
5. Enter the student results into the WISE Gradebook. Select **Yes** for students who answered 75 percent or more of the questions correctly. Select **No** for students who answered less than 75 percent of the questions correctly. *(For this 36-question learning assessment, students should answer 27 or more questions correctly to pass.)*
6. If any students answered less than 75 percent of the questions correctly, work with them to help them pass the learning assessment. Encourage them to study and take the learning assessment again. Based on the students' needs and abilities, you may suggest that they use their scriptures, the teacher, a parent, a Church leader, or a knowledgeable friend to help them find the answers during these additional attempts. The learning assessment can help students learn some of the important doctrines, principles, scripture mastery, content, and context of the course. Make adaptations as necessary to meet the needs and abilities of your students.
7. Update the results in the WISE Gradebook after a student passes the assessment. Change the results from “No” to “Yes” for that student.

Making Accommodations for Students with Disabilities

The purpose of assessment accommodations is to enable students with specific needs, disabilities, or health-related conditions to participate in the assessment on an equal basis with other students. Teachers should make appropriate accommodations to meet the specific needs, disabilities, and health-related conditions of their students. The following are guidelines to consider as you make accommodations for your students:

1. Identify students who may have specific needs or disabilities. Have a private conversation with each student to identify his or her specific need(s). Listen attentively, and be positive. You may consider having conversations with these students' parents or Church leaders to help you better understand their specific need(s).
2. Based on your conversations, make a plan that appropriately accommodates the student's specific need(s).
3. Implement the accommodations. Individual accommodations should remain confidential. It is impossible to list all of the possible accommodations; however, the following are several examples of possible accommodations:

Presentation: Provide the student with an audio version of the assessment, present the instructions and assessment orally, or provide the student with a large-print version of the assessment (see the [Learning Assessments website](#) for the currently available formats of the assessment).

Setting: Provide the student with preferential seating in the classroom, provide a space with minimal distractions, or administer the assessment in a small-group setting or in another room.

Test scheduling: Administer the assessment in several sessions or over several days, allow the various parts of the assessment to be taken in a different order, administer the assessment at a specific time of day, or allow extended time to complete the assessment.

Response: Allow the student to make verbal responses of his or her answer choices, allow for answers to be dictated to a scribe or recorder, or permit answers to be marked in the assessment booklet rather than on the answer sheet.

4. Avoid making accommodations that change or reduce the learning expectations of the student.
5. Have Christlike love for each student, and follow the promptings of the Spirit as you make accommodations to meet students' needs.

6. Go to the following Church website to find more general information on helping individuals with disabilities:
[lds.org/topics/disability](https://www.lds.org/topics/disability).

Sending Answer Sheets and Feedback to the Seminaries and Institutes Office of Research (OPTIONAL)

Sending in your students' answer sheets and providing feedback to the Seminaries and Institutes of Religion Office of Research provides valuable information that will be used by Seminaries and Institutes of Religion administrators to improve this assessment and Seminaries and Institutes of Religion curriculum. A reporting system for these assessments is currently being developed. However, until that system is operating, no teacher reports can be returned to teachers. If you wish to send your students' results or feedback, do one of the following:

1. Mail your answer sheets to:

Seminaries and Institutes of Religion
Office of Research
50 East North Temple Street
Salt Lake City, UT 84150-0009

2. Scan and email your answer sheets by following these steps:

- a. Scan the answer sheets at 300 dots per inch (dpi) resolution and save them to a computer. Make sure all pages scan correctly.
- b. Compile all scans into one PDF file per teacher, not 30 separate PDF files for 30 students.
- c. Email the PDF files to si-processing@ldschurch.org. If the file is more than 12 MB, use FileSend at <https://filesend.ldschurch.org>. You may also use personal file-sharing services, such as Dropbox or Box, to send your files to si-processing@ldschurch.org.

3. Your feedback and suggestions are appreciated. We welcome your comments regarding the assessment, the assessment process, challenges, and successes.

- Survey link: [Learning Assessment Feedback](#)
- Email: la-feedback@ChurchofJesusChrist.org
- Mail comments to the above address.

Old Testament: Genesis–Ruth

Learning Assessment Study Guide

Scripture mastery questions: Understand the doctrines taught in the scripture mastery verses.

- Moses 1:39
- Moses 7:18
- Abraham 3:22–23
- Genesis 1:26–27
- Genesis 2:24
- Genesis 39:9
- Exodus 19:5–6
- Exodus 20:3–17
- Joshua 24:15

Context questions: Understand some of the key accounts, individuals, time periods, and symbolism.

- The most important message of the Old Testament and what most of the symbols, laws, images, prophecies, and events of the Old Testament refer to or represent (see Moses 5:7–8; Mosiah 3:13–15)
- Symbolism of the blood on the doorposts (see Exodus 12:21–23), the brass serpent (see Numbers 21:8–9; Alma 33:19–22), and Abraham being asked to sacrifice Isaac (see Genesis 22:10–12; John 3:16)
- What Moses knew that helped him overcome Satan (see Moses 1:4–7, 13)
- Commandments given to Adam and Eve in the Garden of Eden (see Moses 2:26–30; 3:16–17)
- Noah and the Flood: how the Flood might be considered a blessing to spirits not yet born and to the wicked living at the time of the Flood (see Moses 8:22–30; 2 Nephi 26:24; *Old Testament Study Guide for Home-Study Seminary Students* [2015], 38)
- Jacob and Esau: the choices Esau made that showed he despised his birthright (see Genesis 25:29–34; 26:34–35; *Old Testament Study Guide*, 65–66)
- Joseph sold into Egypt: lessons learned about trials (see Genesis 45:7–8; 50:20–21)
- Moses's calling to deliver Israel: what God told Moses to help him overcome his doubt (see Exodus 3:12, 17)
- Key lessons learned from Israel in the wilderness: what the Lord gave Israel daily to remember Him (see Exodus 16:4–5), blessings of the tabernacle (see Exodus 25:8, 22; 29:43–46), how sacrifices described in the book of Leviticus pointed Israel to Jesus Christ (see Leviticus 1:3–9; 4:20–31; 16:21–22), and Caleb and Joshua's response to the "evil report" (see Numbers 14:7–9)
- Lessons learned from entering the promised land and overtaking Jericho (see Joshua 6)
- The general timeline of key prophets: Adam, Enoch, Noah, Abraham, and Moses (see "Bible Chronology" in the Bible appendix; see also LDS.org)
- Major individuals in the first part of the Old Testament: Adam, Eve, Moses, Enoch, Noah, Abraham, Lot, Sarah, Isaac, Rebekah, Jacob, Rachel, Esau, Joseph, Aaron, Caleb, Joshua, Balaam, Samson, Gideon, and Ruth

Doctrines and principles: Understand major doctrines and principles taught in the Old Testament.

- The role of Jesus Christ in the Creation (see Moses 1:32–33)
- Principles related to the Fall: what was done in the premortal life to overcome the Fall (see Moses 4:2), conditions after the Fall (see Moses 3:17; 4:11; 5:2; 6:48; 2 Nephi 2:22–23), and what Adam and Eve learned about the Fall after it occurred (see Moses 5:9–11)
- The doctrines of being born again (see Moses 6:59), the Abrahamic covenant (see Abraham 1:19; 2:6–11; Genesis 17:1–7), and sincere repentance (see *True to the Faith: A Gospel Reference* [2004], 132–35)
- What Enoch learned about the natures of God and Satan (see Moses 7:26–30)
- Lessons learned about families and marriage from the Old Testament: reasons why marriage between a man and a woman is ordained of God (see Moses 3:18–25), blessings reserved for individuals who remain faithful to their temple covenants (see Genesis 28:1–22; *Old Testament Study Guide*, 67–69), the relationship between husband and wife (see Moses 3:18–25; Genesis 2:24), commandments God has given those who are married (see Moses 2:26–28), and commandments God has given parents (see Moses 6:1, 5–6, 23)

Key terms: Understand the meaning of key terms.

- Choice seer (see Joseph Smith Translation, Genesis 50:26–27 [in the Bible appendix]; 2 Nephi 3:6–7)



Correct-Response Guide for Section 1: Multiple Choice

Review the multiple-choice answers as a class. Ask students to grade their own answers as you read the answers aloud. Ask them to write an X next to the number of the question they miss. Students should not change their answers on their answer sheet or put an X in a bubble as they review the correct responses. Explanations are provided to help you explain and discuss questions students may not understand. Do not read aloud the explanations for every question.

1. **Most of the symbols, laws, imagery, prophecies, and events of the Old Testament testify of_____.**

Correct answer:

(c) Jesus Christ, His coming, and His Atonement. (See Moses 6:63; Mosiah 3:15.)

President Marion G. Romney of the First Presidency stated, “The message of the Old Testament is the message of Christ and his coming and his atonement” (“The Message of the Old Testament” [Church Educational System symposium on the Old Testament, Aug. 17, 1979], 4, si.lds.org).

“Although the Old Testament may seem to focus on topics such as covenants, prophets, repentance, the law of Moses, and commandments, there is one theme that weaves through them all: Jesus Christ” (*Old Testament Seminary Teacher Manual* [2015], 1).

2. **When Satan confronted Moses, what did Moses remember that gave him the strength to resist Satan?**

Correct answer:

(b) That he (Moses) was a son of God. (See Moses 1:13.)

We can resist Satan’s deceptions as we remember that we are a son or daughter of God. As we remember our previous spiritual experiences, have the Spirit with us, call upon God, and remain faithful, we can receive the strength to overcome Satan’s influence (see *Old Testament Seminary Teacher Manual*, 22–23; see Moses 1:4–7, 12–23).

3. **What has Jesus Christ created?**

Correct answer:

(a) Worlds without number. (See Moses 1:32–33.)

“Under the direction of Heavenly Father, Jesus Christ created worlds without number” (*Old Testament Seminary Teacher Manual*, 25).

(Note: Heavenly Father is the Father of our spirits and the author of the plan of salvation [see *True to the Faith: A Gospel Reference* (2004), 74–76].)

4. **What did Heavenly Father do during our premortal existence that provided a way for us to overcome the effects of the Fall?**

Correct answer:

(c) He chose Jesus Christ to be the Savior for all mankind. (See Moses 4:2.)

“Jesus Christ was chosen in the premortal existence to be the Redeemer of mankind” (*Old Testament Seminary Teacher Manual*, 35; see Moses 4:1–4).

5. **Which of the following correctly identifies the conditions of Adam and Eve after the Fall?**

Correct answer:

(c) They could have children. (See Moses 5:11.)

They knew good from evil. (See Moses 4:11; 5:11.)

They were shut out from God's presence. (See Moses 5:4)

They and their posterity would experience death, pain, and disease. (See Moses 3:17; 6:48; see also 2 Nephi 2:22–23.)

“Because of the of the Fall, all mankind will experience physical death. . . .

“ . . . Because our bodies are mortal—or subject to physical death—we experience additional consequences of the Fall before we die, such as physical imperfections and pain. . . .

“ . . . Some additional consequences of the Fall [are] if Adam and Eve had not partaken of the fruit, they would not have had the opportunity to have children in mortality. Therefore, we would not have been able to come to earth to receive physical bodies, be tested, and prepare for eternal life—frustrating the plan of salvation. . . .

“ . . . Because of the Fall, all mankind will experience spiritual death” (*Old Testament Seminary Teacher Manual*, 35–36; see *True to the Faith*, 56–59).

6. Which of the following statements about Adam and Eve and the Fall is true?

Correct answer:

(b) They came to understand that without the Fall and the Atonement, they and their posterity could not obtain the blessings of eternal life. (See Moses 5:9–11.)

“Without the Fall and the Atonement, we could not obtain the blessings of eternal life” (*Old Testament Seminary Teacher Manual*, 41).

7. Why must we be “born again”?

Correct answer:

(b) To be sanctified from sin and inherit eternal life. (See Moses 6:59.)

“We must be born again in order to be sanctified from all sin and to inherit eternal life” (*Old Testament Seminary Teacher Manual*, 49; see Moses 6:53–68).

8. Which of the following illustrates the true nature of God and Satan?

Correct answer:

(a) God weeps over the wicked, and Satan laughs at wickedness. (See Moses 7:26–30.)

Enoch came to see and understand the true natures of God and Satan during his vision. He saw that God weeps when people choose to be wicked (see Moses 7:28), while Satan laughs at wickedness (see Moses 7:26). Enoch also came to understand that “although God has created innumerable worlds, He feels deep love and compassion for each one of His children and is close to them” (*Old Testament Seminary Teacher Manual*, 52; see Moses 7:22–40).

9. What was one benefit of the Flood to God’s children?

Correct answer:

(c) It prevented spirits from being born to parents who were continually wicked. (See Moses 8:22; 2 Nephi 26:24.)

The scriptures teach that all that God does is for the benefit of His children (see 2 Nephi 26:24). The Flood prevented spirits from being born to parents who were continually wicked (see Moses 8:22) and “also benefited those who were wicked because they were brought into the spirit world, where they could eventually repent and be taught the gospel of Jesus Christ (see 1 Peter 3:18–20; Moses 7:39)” (*Old Testament Seminary Teacher Manual*, 58).

“Elder Neal A. Maxwell explained that God intervened ‘when corruption had reached an agency-destroying point that spirits could not, in justice, be sent here’ (*We Will Prove Them Herewith* [1982], 58).

“President John Taylor explained that ‘by taking away their earthly existence [God] prevented them from entailing their sins upon their posterity and degenerating [or corrupting] them, and also prevented them from committing further acts of wickedness’ (“Discourse Delivered by Prest. John Taylor,” *Deseret News*, Jan. 16, 1878, 787)” (*Old Testament Seminary Teacher Manual*, 58).

10. The Abrahamic covenant teaches that Abraham’s descendants have a responsibility to _____.

Correct answer:

(c) bless all the families of the earth with the blessings of the gospel (See Abraham 2:9, 11.)

“As the seed of Abraham, we have a responsibility to minister to and bless all the families of the earth with the blessings of the gospel” (*Old Testament Seminary Teacher Manual*, 70; see Abraham 2:1–11; Genesis 17:1–8).

11. What can Abraham’s willingness to sacrifice Isaac teach us about Heavenly Father?

Correct answer:

(b) He willingly sacrificed His Only Begotten Son for us. (See Genesis 22:10–12; John 3:16.)

“Heavenly Father demonstrated His love for us through the sacrifice of His Son, Jesus Christ.

“ . . . Elder Melvin J. Ballard of the Quorum of the Twelve Apostles [taught] how Heavenly Father might have felt as His Son was being crucified.

“In that hour I think I can see our dear Father behind the veil looking upon these dying struggles. . . . His great heart almost breaking for the love that He had for His Son. Oh, in that moment when He might have saved His Son, I thank Him and praise Him that He did not fail us. . . . I rejoice that He did not interfere, and that His love for us made it possible for Him to endure to look upon the sufferings of His [Only Begotten] and give Him finally to us, our Saviour and our Redeemer. Without Him, without His sacrifice, . . . we would never have come glorified into His presence. . . . This is what it cost, in part, for our Father in heaven to give the gift of His Son unto men’ (in *Crusader for Righteousness* [1966], 137)” (*Old Testament Seminary Teacher Manual*, 99; see John 3:16).

12. What did Esau’s choice to give up his birthright tell us about what he valued?

Correct answer:

(a) He valued worldly pleasures more than eternal blessings. (See Genesis 25:34; 26:34–35.)

“Esau lost blessings not only because of his choice to sell his birthright, but also because of other poor choices he made. . . .

“ . . . If we value temporary or worldly pleasures more than we value eternal blessings, then we may lose those blessings” (*Old Testament Seminary Teacher Manual*, 104; see Genesis 25:29–34; 26:34–35).

13. What accompanies sincere repentance?

Correct answer:

(c) All of the above.

“Sincere repentance includes acknowledging our wrongs, turning away from sinful actions, and having our heart changed through the Atonement of Jesus Christ” (*Old Testament Seminary Teacher Manual*, 132; see Genesis 44:16–34).

14. What do the consequences of Joseph being sold into Egypt teach us about trials?

Correct answer:

(b) God can help us turn trials into blessings for ourselves and others. (See Genesis 45:7–8; 50:20–21.)

"If we are faithful, God can direct our lives and help us make trials become blessings for ourselves and others" (*Old Testament Seminary Teacher Manual*, 132).

15. Who was the "choice seer" (Joseph Smith Translation, Genesis 50:26) prophesied about by Joseph who was sold into Egypt?

Correct answer:

(c) Joseph Smith. (See Joseph Smith Translation, Genesis 50:26 [in the Bible appendix]; 2 Nephi 3:6–7.)

"To bring His people out of spiritual darkness and captivity, the Lord raised up a 'choice seer' . . . named Joseph Smith" (*Old Testament Seminary Teacher Manual*, 138; see Joseph Smith Translation, Genesis 50:25–30, 33 [in the Bible appendix]; 2 Nephi 3:6–15).

16. What did the Lord tell Moses when he expressed concern about his calling to deliver the children of Israel from Egypt?

Correct answer:

(c) He told Moses that He would give him power to accomplish His work. (See Exodus 3:12, 17.)

"The Lord is with those He calls, and He gives them power to accomplish His work" (*Old Testament Seminary Teacher Manual*, 148; see Exodus 3:11–4:17).

17. What truth can we learn from the symbolism of the Israelites' putting lambs' blood around their doors?

Correct answer:

(a) We can be delivered from spiritual death through the atoning blood of Jesus Christ. (See Exodus 12:21–23)

"Like the Israelites who were protected from physical death by placing the lambs' blood around their doors, . . . we can be delivered from spiritual death through the atoning blood of Jesus Christ" (*Old Testament Seminary Teacher Manual*, 157; see Exodus 12:21–33).

18. What did the Lord tell the Israelites to do daily that would remind them to rely on Him?

Correct answer:

(c) To gather manna for their food, except on the seventh day. (See Exodus 16:4–5.)

"If we rely on the Lord daily, He will bless us with the spiritual nourishment needed for that day. . . .

"[Elder D. Todd Christofferson of the Quorum of the Twelve Apostles stated:] 'By providing a daily sustenance, one day at a time, Jehovah was trying to teach faith to a nation that over a period of some 400 years had lost much of the faith of their fathers. He was teaching them to trust Him, to 'look unto [Him] in every thought; doubt not, fear not' (D&C 6:36). He was providing enough for one day at a time. Except for the sixth day, they could not store manna for use in any succeeding day or days. In essence, the children of Israel had to walk with Him today and trust that He would grant a sufficient amount of food for the next day on the next day, and so on. In that way He could never be too far from their minds and hearts' ('Give Us This Day Our Daily Bread' [Church Educational System fireside, Jan. 9, 2011]; broadcast.lds.org)" (*Old Testament Seminary Teacher Manual*, 165).

19. Why did the Lord instruct the Israelites to build the tabernacle while journeying in the wilderness?

Correct answer:

(b) To provide a place for them to make covenants and prepare to be in God's presence. (See Exodus 25:8, 22; 29:43–46.)

"The tabernacle Moses was instructed to build was a portable temple. . . . Elder L. Tom Perry of the Quorum of the Twelve Apostles [stated:]

“In order that they would have a centerpiece for their worship and activity, the Lord instructed Moses to build a tabernacle. The tabernacle was a forerunner of the temple, made portable so they could easily carry it with them’ (“We Believe All That God Has Revealed,” *Ensign* or *Liahona*, Nov. 2003, 87)” (*Old Testament Seminary Teacher Manual*, 183).

God promised the children of Israel that He would “dwell among them” (Exodus 25:8), communicate His covenants and commandments to them (see Exodus 25:22), and sanctify the tabernacle (see Exodus 29:43–44). They would thus know that He is “the Lord their God” (Exodus 29:46).

20. What did the sacrifices outlined in the book of Leviticus help the children of Israel understand?

Correct answer:

(c) The sacrifice of Jesus Christ. (See Leviticus 1:2–9; 4:20–31; 16:21–22.)

“The sacrifices outlined in Leviticus . . . teach about the sacrifice of Jesus Christ” (*Old Testament Seminary Teacher Manual*, 210; see also Moses 5:6–7).

21. Ten of the spies Moses sent to explore the land of promise brought back an “evil report.” What did Joshua and Caleb do after seeing the Israelites’ response to the “evil report”?

Correct answer:

(b) They told the Israelites to not rebel or fear because the Lord would be with them. (See Numbers 14:7–9.)

Joshua and Caleb encouraged the Israelites to not rebel or fear because the Lord would be with them. “If we know the Lord is with us, we can overcome fear and more courageously stand for righteousness” (*Old Testament Seminary Teacher Manual*, 223).

22. What is symbolized by Moses lifting up a brass serpent on a pole to heal those bitten by poisonous serpents?

Correct answer:

(a) Looking to Christ can heal us from our sins. (See Numbers 21:8–9; Alma 33:19–22; Helaman 8:14–15.)

“If we look to Christ, He will heal us of our sins, pains, and sicknesses” (*Old Testament Seminary Teacher Manual*, 231).

23. Which of the following statements expresses a major principle illustrated in the Israelites’ destruction of Jericho?

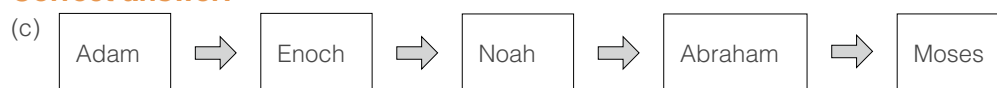
Correct answer:

(b) As we act in faith to obey the Lord with exactness, He will be with us and help us do things we could not do by ourselves.

“We can show faith in the Lord by choosing to obey His commandments, even when we do not understand the purposes for them, and as we act in faith to obey the Lord with exactness, He will be with us and help us do things we could not do by ourselves” (*Old Testament Seminary Teacher Manual*, 265; see Joshua 6).

24. Which of the following charts shows the correct chronological order (first to last) of some of the Old Testament prophets?

Correct answer:



“The Bible suggests at least one dispensation identified with Adam, another with Enoch, another with Noah, and so on with Abraham, Moses, and Jesus with His Apostles in the meridian of time” (Bible Dictionary, “Dispensations”; see also Bible Chronology).

25. Sarah

Correct answer:

(d) She was Abraham's wife and gave birth to Isaac in her old age, which fulfilled the Lord's promise to her and Abraham.

Sarah was the wife of Abraham (see Genesis 11:29), and she gave birth to Isaac in her old age, which was the fulfillment of God's promise to Abraham and Sarah (see Genesis 21:1–8; see also Bible Dictionary, "Sarah or Sarai").

26. Ruth

Correct answer:

(b) A book in the Old Testament is named after her. After her husband and father-in-law died, she chose to stay with her mother-in-law. She was known throughout Bethlehem as a virtuous woman, and she eventually married Boaz.

The book of Ruth in the Old Testament contains the story of Ruth, a Moabite. After her husband died, Ruth stayed with her mother-in-law, Naomi, who was an Israelite, and the two women returned to Bethlehem. Obeying Naomi's instructions, Ruth gleaned in the fields of Boaz, Naomi's kinsman, and Ruth and Boaz eventually married. Ruth converted to the Hebrew faith and was known throughout Bethlehem as "a virtuous woman" (Ruth 3:11; see also Bible Dictionary, "Ruth").

27. Abraham

Correct Answer:

(a) He desired righteousness. A false priest tried to sacrifice him when he was young, and years later he was asked to sacrifice his son Isaac. He made covenants with God, which were later renewed with Isaac.

Abraham desired righteousness (see Abraham 1:2). A false priest attempted to sacrifice him when he was young (see Abraham 1:12–16), and years later he was asked to sacrifice his son Isaac (see Genesis 22). He made covenants with God, which were later renewed with Isaac (see Genesis 17:1–7; Genesis 26; see also Bible Dictionary, "Abraham").

28. Jacob

Correct Answer:

(d) He was one of Isaac's sons. His name was changed to Israel. He had 12 sons, whose descendants became known as the twelve tribes of Israel.

Jacob was the younger of the two sons of Isaac (see Genesis 25:24–26). His name was changed to Israel (see Genesis 32:28), and his 12 sons and their descendants have become known as the twelve tribes of Israel or the children of Israel (see Guide to the Scriptures, "Israel," scriptures.lds.org).

29. According to Moses 1:39, what is Heavenly Father's work?

Correct Answer:

(b) To bring to pass the immortality and eternal life of His children. (See Moses 1:39.)

"What is Heavenly Father's purpose in creating the worlds and their inhabitants? . . . Heavenly Father's purpose is to bring about the immortality and eternal life of man" (*Old Testament Seminary Teacher Manual*, 25).

30. Which scripture teaches that God chose “noble and great” spirits in the premortal life to be leaders in His kingdom on earth?

Correct Answer:

(a) Abraham 3:22–23.

“Heavenly Father chose His noble and great children before they were born to become leaders in His kingdom on the earth. . . .

“In the premortal spirit world, God appointed certain spirits to fulfill specific missions during their mortal lives. This is called foreordination. . . .

“The doctrine of foreordination applies to all members of the Church, not just to the Savior and His prophets. Before the creation of the earth, faithful women were given certain responsibilities and faithful men were foreordained to certain priesthood duties. Although you do not remember that time, you surely agreed to fulfill significant tasks in the service of your Father’ (*True to the Faith: A Gospel Reference* [2004], 69, 70)” (*Old Testament Seminary Teacher Manual*, 75).

31. Which scripture teaches that we are created in God’s image?

Correct Answer:

(a) Genesis 1:26–27.

“We have been created in the image of God. . . .

“[President Thomas S. Monson stated:] ‘God our Father has ears with which to hear our prayers. He has eyes with which to see our actions. He has a mouth with which to speak to us. He has a heart with which to feel compassion and love. He is real. He is living. We are his children, made in his image. We look like him, and he looks like us’ (‘I Know That My Redeemer Lives,’ *Ensign*, Apr. 1990, 6)” (*Old Testament Seminary Teacher Manual*, 29).

32. Which of the following scripture mastery passages teaches the importance of keeping the Sabbath day holy?

Correct Answer:

(b) Exodus 20:3–17.

“The Sabbath is the Lord’s day and is holy. Because the Sabbath day is already holy, our responsibility is to keep it holy.

“. . . Resting from our labors on the Sabbath can help us keep it a holy day” (*Old Testament Seminary Teacher Manual*, 172).

Students will self-correct their short answers to questions 33–36 using the “Correct-Response Guide for Section 2: Explain Doctrine.” The students record their self-graded answers on the corresponding numbers on their answer sheet.

Correct-Response Guide for Section 2: Explain Doctrine

Teachers: Give students a copy of this guide before they begin their review of the learning assessment.

Instructions to students:

Follow these steps to self-grade your response to the explain-doctrine question:

1. Compare your response with the information listed in numbers 33–36 below.
2. Determine whether your response included the main point of doctrine listed in 33–36. You do not need to have references in your response. References are provided to help you learn more.

Self-grade your answers by filling in **a** or **b** on numbers 33–36 of your answer sheet.

33. Reasons why marriage between a man and a woman is ordained of God: God intends that a man and a woman progress together toward eternal life; together they provide the best setting for the rearing and nurturing of children (see Moses 3:18–25).

You may have written something similar to one of these statements:

- Being married and raising a family helps us become more like our Heavenly Father (see Moses 6:9–10).
- The Lord did not intend for us to be alone. Families help us grow, give us strength and love, and help us develop Christlike attributes.
- A man and a woman bring unique perspectives to marriage that strengthen and bless the family.
- A man and a woman are both needed to create children and fulfill the plan of salvation.
- The plan of salvation was provided so that we could have families and live with our Heavenly Father in an eternal family. The family is an important part of God's plan of salvation.

Self-grade your answer:

- a. Yes, I explained this in my response.
- b. No, I left this out of my response.

34. Blessings that are reserved for individuals who remain faithful to their temple-marriage covenant: If we marry in the covenant and remain faithful, then we will receive the blessings of Abraham (see Genesis 28).

You may have written something similar to one of these statements:

- Only those who are faithful to their temple marriage can receive the highest degree of glory in the celestial kingdom.
- We can have all that our Heavenly Father has.
- If we are faithful to our temple covenants, we can live together forever as a family.
- God's plan of happiness enables family relationships to continue beyond the grave. The earth was created and the gospel was revealed so that families could be formed, sealed, and exalted.
- An individual who keeps his or her covenants will be blessed—even if others choose to break their covenants. The Lord will provide an opportunity for individuals to receive all of the blessings of keeping their covenants.

Self-grade your answer:

- a. Yes, I explained this in my response.
- b. No, I left this out of my response.

35. The relationship that should exist between a husband and wife: Husbands and wives are to be equal partners (see Moses 3:18–25).

You may have written something similar to one of these statements:

- A husband and wife should be honest, loyal, and trusting of each other, as well as equal partners in their relationship.
- Marriage should be a partnership of equals, with neither person exercising control over the other, but with each encouraging, comforting, and helping the other.
- A husband and wife should treat each other with respect and kindness.

Self-grade your answer:

- a. Yes, I explained this in my response.
- b. No, I left this out of my response.

36. Commandments that God has given those who are married as husband and wife: God has commanded those who are married as husband and wife to have children and teach them the ways of God (see Moses 2:26–28; 6:1–23).

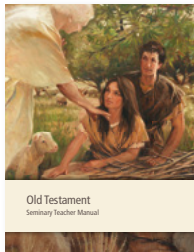
You may have written something similar to one of these statements:

- A commandment that God has given to married couples is to multiply and replenish the earth—to have children.
- Parents are responsible to teach their children the ways of God.
- “Parents have a sacred duty to rear their children in love and righteousness, to provide for their physical and spiritual needs” (“The Family: A Proclamation to the World,” *Ensign*, Nov. 2010, 129).
- Parents should teach their children “to love and serve one another, observe the commandments of God, and be law-abiding citizens wherever they live” (“The Family: A Proclamation to the World,” *Ensign*, Nov. 2010, 129).

Self-grade your answer:

- a. Yes, I explained this in my response.
- b. No, I left this out of my response

Old Testament



Genesis–Ruth Learning Assessment

Form A



Each student will need a copy of the following pages.

The pages for “Section 1: Multiple Choice” may be stapled together, and the two pages for “Section 3: Belief and Apply Surveys” may be stapled together or printed double sided, but the answer sheet and the page for “Section 2: Explain Doctrine” should be single and separate pages.

Answer Sheet for Genesis–Ruth Learning Assessment, Form A

Student name: _____ Number correct: _____ /36

Instructions:

Use a pencil to indicate your response by filling in the bubble like this ●, not like this ✗/✗/✗/✗/✗.

Neatly erase all mistakes. Fill in the information section in the left column. The program ID is a five-digit number on enrollment reports in WISE.

Program ID

(ask teacher)

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How many years have you enrolled in seminary?

(include current year)

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1. ● ● ● (d) (e)
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17. ● ● ● (d) (e)
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26. (a) (b) (c) (d) (e)
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28. (a) (b) (c) (d) (e)
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30. ● ● ● (d) (e)
31. ● ● ● (d) (e)
32. ● ● ● (d) (e)

Instructions for “Section 2: Explain Doctrine”:

Use the “Correct-Response Guide for Section 2: Explain Doctrine” to evaluate what you wrote in your explain-doctrine answer.

33. (a) (b)
34. (a) (b)
35. (a) (b)
36. (a) (b)

Section 1: Multiple Choice

- Do not write on this form.
- Do not use your scriptures as you take this assessment.
- As you take the assessment, mark your answers on the answer sheet provided.
- Use a pencil that can make dark circles. Fill in each intended answer darkly on your answer sheet. Do not use a red scripture-marking pencil. Neatly erase all mistakes.
- Unless indicated, each question has one correct answer.
- At the end of the assessment, your teacher may discuss the answers with the class.

If you have a specific need, disability, or health-related condition that may prevent you from participating in the assessment on an equal basis with your peers, please talk with your teacher about possible testing accommodations that may help you.

Instructions:

Select ONE correct option for questions 1–24. Indicate your response on the answer sheet.

- 1. Most of the symbols, laws, imagery, prophecies, and events of the Old Testament testify of _____.**
 - ✓ a. the role of the Holy Ghost as a guide in our life
 - ✓ b. the awful destruction of individuals who choose to reject God
 - ✓ c. Jesus Christ, His coming, and His Atonement
- 2. When Satan confronted Moses, what did Moses remember that gave him the strength to resist Satan?**
 - ✓ a. The awful consequences of wickedness.
 - ✓ b. That he (Moses) was a son of God.
 - ✓ c. The Ten Commandments.
- 3. What has Jesus Christ created?**
 - ✓ a. Worlds without number.
 - ✓ b. The plan of salvation.
 - ✓ c. Only this earth.
- 4. What did Heavenly Father do during our premortal existence that provided a way for us to overcome the effects of the Fall?**
 - ✓ a. He cast out Satan and his followers.
 - ✓ b. Nothing, because He didn't know yet that the Fall would occur.
 - ✓ c. He chose Jesus Christ to be the Savior of all mankind.
- 5. Which of the following correctly identifies the conditions of Adam and Eve after the Fall?**

✓ a. They could have children. They did not know good from evil. They were shut out from God's presence. They and their posterity would not experience death, pain, or disease.	✓ c. They could have children. They knew good from evil. They were shut out from God's presence. They and their posterity would experience death, pain, and disease.
✓ b. They could not have children. They knew good from evil. They were in God's presence. They and their posterity would experience death, pain, and disease.	

6. Which of the following statements about Adam and Eve and the Fall is true?

- ✓ a. They had no choice but to eat the forbidden fruit because in the premortal existence God had already determined their actions.
- ✓ b. They came to understand that without the Fall and the Atonement, they and their posterity could not obtain the blessings of eternal life.
- ✓ c. They could have obtained eternal life if they had stayed in the Garden of Eden.

7. Why must we be “born again”?

- ✓ a. To be resurrected.
- ✓ b. To be sanctified from sin and inherit eternal life.
- ✓ c. So we can vocally express our commitment to Christ.

8. Which of the following illustrates the true nature of God and Satan?

- ✓ a. God weeps over the wicked, and Satan laughs at wickedness.
- ✓ b. God hates individuals who are wicked, and Satan loves wickedness.
- ✓ c. God and Satan both weep over the wicked.

9. What was one benefit of the Flood to God’s children?

- ✓ a. It showed that bad things will immediately happen when we choose not to follow God’s commandments.
- ✓ b. The Flood was only an act of justice and punishment—not a blessing.
- ✓ c. It prevented spirits from being born to parents who were continually wicked.

10. The Abrahamic covenant teaches that Abraham’s descendants have a responsibility to _____.

- ✓ a. make their individual names known throughout the world
- ✓ b. only associate with members of the Church so they can avoid the wickedness of the world
- ✓ c. bless all the families of the earth with the blessings of the gospel

11. What can Abraham’s willingness to sacrifice Isaac teach us about Heavenly Father?

- ✓ a. He always protects His children from harm.
- ✓ b. He willingly sacrificed His Only Begotten Son for us.
- ✓ c. He has never had to make a sacrifice.

12. What did Esau’s choice to give up his birthright tell us about what he valued?

- ✓ a. He valued worldly pleasures more than eternal blessings.
- ✓ b. He loved God, but he didn’t understand the importance of the food.
- ✓ c. He was more worried about his brother going hungry.

13. What accompanies sincere repentance?

- ✓ a. We acknowledge the sins we have committed and pray to God.
- ✓ b. Our heart is changed through the Atonement of Jesus Christ.
- ✓ c. All of the above.

14. What do the consequences of Joseph being sold into Egypt teach us about trials?

- ✓ a. Joseph’s trials were the results of his many poor choices.
- ✓ b. God can help us turn trials into blessings for ourselves and others.
- ✓ c. All trials are signs that someone is doing something wrong in his or her life.

15. Who was the “choice seer” (Joseph Smith Translation, Genesis 50:26) prophesied about by Joseph who was sold into Egypt?

- ✓ a. Noah.
- ✓ b. Enoch.
- ✓ c. Joseph Smith.

16. What did the Lord tell Moses when he expressed concern about his calling to deliver the children of Israel from Egypt?

- ✓ a. He told Moses to never doubt or question his calling.
- ✓ b. He told Moses to get a blessing from Abraham.
- ✓ c. He told Moses that He would give him power to accomplish His work.

17. What truth can we learn from the symbolism of the Israelites' putting lambs' blood around their doors?

- ✓ a. We can be delivered from spiritual death through the atoning blood of Jesus Christ.
- ✓ b. We will sometimes be asked to do difficult things.
- ✓ c. Hard-hearted individuals are unclean and are not ready for the fulness of the gospel.

18. What did the Lord tell the Israelites to do daily that would remind them to rely on Him?

- ✓ a. To smite rocks to remember Him and receive water for the day.
- ✓ b. To tell their children about their experience of crossing the Red Sea.
- ✓ c. To gather manna for their food, except on the seventh day.

19. Why did the Lord instruct the Israelites to build the tabernacle while journeying in the wilderness?

- ✓ a. To provide a place for protection if a battle occurred with the Egyptians.
- ✓ b. To provide a place for them to make covenants and prepare to be in God's presence.
- ✓ c. To provide a place for them to sleep while they traveled through the wilderness.

20. What did the sacrifices outlined in the book of Leviticus help the children of Israel understand?

- ✓ a. The sacrifice prophets make to lead God's people.
- ✓ b. The sacrifice parents make to raise children.
- ✓ c. The sacrifice of Jesus Christ.

21. Ten of the spies Moses sent to explore the land of promise brought back an "evil report." What did Joshua and Caleb do after seeing the Israelites' response to the "evil report"?

- ✓ a. They told the Israelites to fast for 40 days, and then the Lord would destroy the giants.
- ✓ b. They told the Israelites to not rebel or fear because the Lord would be with them.
- ✓ c. They told the Israelites to return to Egypt or they would die in the wilderness.

22. What is symbolized by Moses lifting up a brass serpent on a pole to heal those bitten by poisonous serpents?

- ✓ a. Looking to Christ can heal us from our sins.
- ✓ b. Creating molten images can poison our lives.
- ✓ c. Looking at what others have can cause us to forget the Lord's blessings.

23. Which of the following statements expresses a major principle illustrated in the Israelites' destruction of Jericho?

- ✓ a. Anger and vengeance can lead us to make choices that hurt others and ourselves.
- ✓ b. As we act in faith to obey the Lord with exactness, He will be with us and help us do things we could not do by ourselves.
- ✓ c. When we murmur against Church leaders, we are also murmuring against the Lord.

24. Which of the following charts shows the correct chronological order (first to last) of some of the Old Testament prophets?

- ✓ a.

Adam	⇒	Moses	⇒	Noah	⇒	Enoch	⇒	Abraham
------	---	-------	---	------	---	-------	---	---------
- ✓ b.

Adam	⇒	Abraham	⇒	Moses	⇒	Noah	⇒	Enoch
------	---	---------	---	-------	---	------	---	-------
- ✓ c.

Adam	⇒	Enoch	⇒	Noah	⇒	Abraham	⇒	Moses
------	---	-------	---	------	---	---------	---	-------

Instructions:

For items 25–28, match the name of the person in the left column with the correct description in the right column. Indicate your response on the answer sheet.

___ 25. Sarah	a. Jacob, her husband, worked for 14 years to marry her; she was the mother of Joseph and Benjamin.
___ 26. Ruth	b. A book in the Old Testament is named after her. After her husband and father-in-law died, she chose to stay with her mother-in-law. She was known throughout Bethlehem as a virtuous woman, and she eventually married Boaz.
	c. Abraham's servant noticed she was qualified and worthy to enter into the covenant of eternal marriage. She married Isaac and was the mother of Esau and Jacob.
	d. She was Abraham's wife and gave birth to Isaac in her old age, which fulfilled the Lord's promise to her and Abraham.
___ 27. Abraham	a. He desired righteousness. A false priest tried to sacrifice him when he was young, and years later he was asked to sacrifice his son Isaac. He made covenants with God, which were later renewed by Isaac.
___ 28. Jacob	b. He was the leader of the Israelites after Moses. He parted the Jordan River and led the Israelites into the promised land.
	c. An angel appeared to him, and he was called to deliver Israel. He defeated the Midianites with an army of only 300 men.
	d. He was one of Isaac's sons. His name was changed to Israel. He had 12 sons, whose descendants became known as the twelve tribes of Israel.

Instructions:

Items 29–32 are all related to scripture mastery passages. Indicate your response on the answer sheet.

29. According to Moses 1:39, what is Heavenly Father's work?

- ✓ a. To separate the worthy from the unworthy.
- ✓ b. To bring to pass the immortality and eternal life of His children.
- ✓ c. To help all people feel accepted for who they are.

30. Which scripture teaches that God chose "noble and great" spirits in the premortal life to be leaders in His kingdom on earth?

- ✓ a. Abraham 3:22–23.
- ✓ b. Exodus 19:5–6.
- ✓ c. Genesis 39:9.

31. Which scripture teaches that we are created in God's image?

- ✓ a. Genesis 1:26–27.
- ✓ b. Joshua 24:15.
- ✓ c. Genesis 2:24.

32. Which of the following scripture mastery passages teaches the importance of keeping the Sabbath day holy?

- ✓ a. Moses 7:18
- ✓ b. Exodus 20:3–17
- ✓ c. Joshua 24:15

Please continue to "Section 2: Explain Doctrine." Items 33–36 will be completed when you evaluate your response to the explain-doctrine question.

Section 2: Explain Doctrine

Student name: _____

Instructions:

Write a response to the following explain-doctrine question. Do not take more than 10 minutes completing this section. Your response will be graded solely on content (not structure, grammar, spelling, length, or flow).

Explain-doctrine question:

What have the Old Testament and modern prophets taught about marriage?

Your response should explain the following:

- Reasons why marriage between a man and a woman is ordained of God. (This is evaluated as number 33; you will receive 1 point for including this.)
- Blessings that are reserved for individuals who remain faithful to their temple-marriage covenant. (This is evaluated as number 34; you will receive 1 point for including this.)
- The relationship that should exist between a husband and wife. (This is evaluated as number 35; you will receive 1 point for including this.)
- Commandments that God has given those who are married as husband and wife. (This is evaluated as number 36; you will receive 1 point for including this.)

Section 3: Belief and Apply Surveys

The Belief Survey and the Apply Survey are voluntary, anonymous surveys. Your honest responses to these survey questions will help you to ponder your belief and application of the following doctrines and principles.

Belief Survey

Read each statement below, and choose the response that describes you. Then mark your answer in the spaces provided. There are two responses for each statement.	I _____ this is true.				How much do you care about this doctrine?			
	know	believe	sort of believe	don't know if	It is very important to me.	It is important to me.	It is somewhat important to me.	It is not important to me.
1. Heavenly Father is aware of and cares about every individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. We have been created in the image of God.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mortal life is a time to prove that we will use our agency to do what the Lord has commanded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Sincere repentance includes having our heart and our behavior changed through the Atonement of Jesus Christ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. God's pattern throughout history has been to speak to prophets, who then teach truth to His children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. We put ourselves in danger when we ignore the teachings of prophets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Patriarchal blessings are given through inspiration received from God.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. We have the responsibility to bless others by sharing the gospel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Husbands and wives are to be equal partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The Sabbath is the Lord's day and is holy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue to the Apply Survey.

Apply Survey

Read each statement below, and choose the response that describes you. Then mark your answer in the space provided. There are two responses for each statement.	How much do you care about this?				How often do you apply this?			
	It is very important to me.	It is important to me.	It is somewhat important to me.	It is not important to me.	Frequently and consistently	Often	Sometimes	Rarely or never
The Old Testament teaches the importance of ____.								
11. relying on the Lord daily for strength	●	●	●	●	●	●	●	●
12. valuing eternal blessings more than worldly pleasure	●	●	●	●	●	●	●	●
13. being born again, or gradually losing our desire to break God's commandments	●	●	●	●	●	●	●	●
14. looking to Christ to heal our sins	●	●	●	●	●	●	●	●
15. striving to do whatever God commands	●	●	●	●	●	●	●	●
16. participating in temple and family history work	●	●	●	●	●	●	●	●
17. listening to the Lord's instructions that He gives through prophets	●	●	●	●	●	●	●	●
18. preparing to marry in the temple	●	●	●	●	●	●	●	●
19. being worthy to officiate or participate in priesthood ordinances	●	●	●	●	●	●	●	●
20. keeping the Sabbath day holy	●	●	●	●	●	●	●	●

After you complete this survey, take a minute to write down what you feel will help deepen your testimony of these doctrines and principles. Ideas may include setting a goal to start doing some of the things or to do them better, doing some things more sincerely, or sharing what you know about the gospel with friends or family or at church.