

# Grading Guide for Integrative Project: Credit Students

Author(s): \_\_\_\_\_

People Group \_\_\_\_\_ Date: \_\_\_\_\_

The primary objective of this project is to get the students to apply the principles they learned in the course to a specific people group. The percentages are based on the instructions given the students. You may subtract points for the mechanics of the paper if it significantly detracts from the effectiveness of the points being made. Availability of information varies widely and students have different interests and strengths, we want to reward the students for demonstrating the ability to recall and apply the concepts taught in the course. The total of the first five parts is worth 75pts. Grade them as a whole only using the 15pt breakdowns as a starting point.

- 15pts \_\_\_\_ **Part 1 - Why this People Now?:** Students should give a historic, biblical and strategic rationale for focusing on this group. We want students to demonstrate an understanding of cultural boundaries that define people groups and the need for pioneer work among groups without and indigenous church. (concepts from Lessons 1 - 9, the Biblical and Historical sections)
- 15pts \_\_\_\_ **Part 2 - Understanding Your People:** Students should provide a good summary description of the culture of the chosen people group. Is the description adequate to support the approach being advocated in the following sections? (concepts primarily from Lesson 10 - *How Shall They Hear*)
- 15pts \_\_\_\_ **Part 3 - Mobilizing the Needed Missionaries:** Students should provide thoughtful analysis of appropriate sources for potential mission force and identify potentially viable roles for engaging this people relationally. (concepts primarily from Lesson 11 - *Building Bridges of Love*)
- 15pts \_\_\_\_ **Part 4 - Development and Resource Mobilization:** Students should provide thoughtful analysis of the needs of this people as potential avenues for engagement. What resources could be utilized to address the needs of this people. Grade primarily on the creativity, insight and breadth of their proposals. (concepts from entire Strategic section especially Lesson 12 - *Christian Community Development*)
- 15pts \_\_\_\_ **Part 5 - Envisioning a Multiplying Church Planting Movement:** Students should demonstrate the ability to envision culturally appropriate responses to the presentation of the gospel. What would it look like if this people were to follow Christ in a way that was meaningful to them. How might it be different from the missionaries' culture. (concepts primarily from Lesson 13 - *Spontaneous Multiplication of Churches*)
- 25pts \_\_\_\_ **Part 6 - Put it All Together on a Timeline:** Students are challenged to put together a scenario for how this people group will be reached. The goal of pioneer missions is reproducing church planting movements that are culturally relevant. Many students are overly optimistic and do not give realistic time frames. You could give some feedback in your comments. Grade them on their ability to integrate some of the complexities of attempting to start a church planting movement, the obstacles within and outside of the people, the changing roles of outsiders, the need for partnership, etc. (concepts from Lesson 14 - *Pioneer Church Planting*)

## Potential Subtractions

- 2pts \_\_\_\_ Distracting mechanics of the paper (spelling, punctuation, capitalization, footnoting, etc.).
- 5pts \_\_\_\_ Weakness in composition, persuasive phraseology, sentence structure, paragraph structure
- 5/-10pts \_\_\_\_ Minus 5: Paper length is too short or more than 2 pages too long. Minus 10: Paper is more than 10 pages too long. [Required: 10-12(UG) / 16-18(G) pages for one person, with 2-3(UG) / 4-5(G) additional pages for **each** additional person in the group. (UG-undergraduate; G-graduate)]
- 3pts \_\_\_\_ Inadequacy of Bibliography, Footnoting, Citations. If using a profile given by the Perspectives Study Program, citations should still be made even if the complete bibliographic information is not available. Credit students need additional research to complement the profiles provided. Expect 9 or more items as adequate in the Bibliography if student chooses to research a group of their choice (a strong Bibliography will have 15 or more items). As a rule of thumb, expect at least 1 footnote per page.

100pts \_\_\_\_\_ **TOTAL** (these points will be appropriately weighted in the grading formula for the class)

**Be aware of the different grading scales used by the schools for which students are receiving credit (found in the class syllabus) so that the total reflects the grade that you feel the project deserves.**

GRADER \_\_\_\_\_ (suggest changes to [bruce.koch@uscwm.org](mailto:bruce.koch@uscwm.org)) rev. 8/19/09