

# Grading Guide for Integrative Project Certificate 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. No point values were given for the different sections, so use the points for each section as a starting point, but aim for an appropriate grade for the whole project.

- 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)
- 20pts \_\_\_\_ **Part 2 - Understanding Your People:** Students should provide a basic 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 identify potentially viable roles for engaging this people relationally. They have also been asked to analyze the potential of using short term missions in a long term strategy to reach this group.(concepts primarily from Lesson#11 - *Building Bridges of Love*)
- 20pts \_\_\_\_ **Part 4 - Development and Resource Mobilization:** Students have been asked to describe a project that would mobilize resources that would help to reach this group. Grade primarily on the creativity, insight and breadth of their proposals. (concepts from entire Strategic section especially lesson#12 - *Christian Community Development* and lesson#15 *World Christian Partnership*)
- 30pts \_\_\_\_ **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. What kind of opposition can the emerging church anticipate? (concepts primarily from Lesson#13 - *Spontaneous Multiplication of Churches*)

## Potential Subtractions

- 2pts \_\_\_\_ Distracting mechanics of the paper (spelling, punctuation, capitalization, footnoting, etc.).
- 5pts \_\_\_\_ Weakness in composition, persuasive phraseology, sentence structure, paragraph structure
- 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. Expect 5 or more items as adequate in the Bibliography if student chooses to research a group of their choice (a strong Bibliography will have 10 or more items). As a rule of thumb, expect at least 1 footnote per page. (we need to go light on this since it is not defined in the instructions given to students)

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

GRADER \_\_\_\_\_

Email suggested changes to this form to [bruce.koch@uscwm.org](mailto:bruce.koch@uscwm.org)