

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
- 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) 4/11/02 bak