

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 to 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 an 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 have been asked to describe a project that would mobilize resources that would help to reach this group. 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*)

20 pts_____ Part 4 – **Development and Resources 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 one footnote per page.

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

GRADER _____