

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 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*)

15pts ____ 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*)

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? What kind of opposition can the emerging church anticipate? (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. 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) 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.)