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| **Pastoral Care Final Project Part A —Up to 125 points**  |
|  | **Distinguished**  | **Target**  | **Acceptable**  | **Needs Improvement**  |
| **Relevancy of Content** **(Focus) (25%)**Definition: Relevancy of content deals with the focus of the main idea of your personal reflection and its relevancy to content**ANLI Leadership Standard 1** | * states main idea (thesis) and key points so that the reader has a clear, vivid mental picture of the intent of the essay
* provides and supports main idea, showing high relevancy and meaning to the content of the topic (no extraneous details)
* uses an introduction that launches and explains the main idea (thesis) and key points and thoughtfully composed closing that revisit and brings together main idea and key points
 | * states a clear, basic main idea and its key points
* maintains the main idea, showing an effective degree of relevancy and meaning to the content of the topic
* uses a basic introduction presents the main idea and key points and effective closing that includes a direct restatement of the thesis
 | * presents a main idea; however, the reader may need to reread it to be clear about the writer’s position or the main idea may be implied
* does not consistently maintain the main idea and goes off topic in some places
* does not revisit the main idea and key points
 | * does not answer the question,
* writes on a different topic or presents main idea and key points in an unclear manner
 |
| **31.25-29 points** | **28-25 points** | **24.75-23 points** | **22-0 points** |
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| **Clarity of Content****(Organization) (25%)**Definition**:** Clarity of content is the logical flow of the presented main idea and key points in your personal reflection**ANLI Leadership Standard 1** | * moves the reader through the essay in a logical manner with a beginning, middle and ending
* uses varied sentence structure to produce cohesion
* incorporates appropriate transitions (show relationships between ideas) to create coherence
* shows evenly developed and appropriate paragraphs to separate development of main points
 | * some structure is evident and clear
* uses well-constructed sentences for cohesion
* incorporates simple transitions and includes appropriate ordering of sentences for coherence
* shows basic paragraphs that are separated as appropriate
 | * shows an attempt at structure, but the reader may have to infer it
* presents frequent lapses in clarity and accuracy
* displays little attempt at varying sentence structure for cohesion
* incorporates inappropriate transitions that may disrupt coherence
* show uneven paragraphing
 | * shows little or no attempt at structure
* writes insufficiently to measure clarity of content
 |
| **31.25-29 points** | **28-25 points** | **24.75 -23 points** | **22-0 points** |
| **Analysis (40%)****(Elaboration)** Definition:Degree of scriptural analysis & support of main ideas, including making connections to real-life application **ANLI Leadership Standards 2,3,5** | * provides rich, detailed analysis
* elaborates each point with 3rd order support
* analysis includes understanding of making practical connections
 | * shows a basic and effective analysis
* shows even (consistent) analysis throughout the reflection
* elaborates each point with 2nd order support
 | * presents a simple analysis with surface details
* shows a partial or uneven analysis
* elaborates each point with 1st order support or support may be uneven (unclear)
 | * shows no analysis or development
* rambles in point development
* provides a “laundry list” of points
* uses little or no support
 |
| **50-45 points** | **44-41 points** | **40-35 points** | **34.5-0 points** |
| **Grammar, Punctuation and Conventions** **5%****Definition:**Use of standard English**ANLI Leadership Standards 2,3,5** | * constructs writing with up to five grammatical and punctuation errors
* utilizes a variety in sentence type, length, and complexity.
 | * shows six to ten errors in grammar, punctuation, or spelling (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement, and tense consistency)
 | * shows eleven or more errors in grammatical and punctuation (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement, and tense consistency) but errors do not interfere with the meaning
 | * Shows numerous grammatical and punctuation errors
* Errors in punctuation and grammar interfere with meaning
 |
| **6 points** | **5.5 points** | **4.25 points** | **3-0 points** |
| **APA****5%**  | * Follows the directions in the syllabus for APA/SBL format and style
 | * makes one to two errors in APA/SBL format and style
 | * makes three to four in APA/SBL format and style
 | * makes five errors or more in APA format and style
 |
| **6 points** | **5.5 points** | **4.25 points** | **3-0 points** |
| **Total Student Points** |  |  |  |  |