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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** |
|  | | | | |
| **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** |  |  |  |  |