

	Superior	Above Average	Average	Below Average	Poor
Content (60%)					
Description (12 points)	Expresses well the service performed with a clear understanding of its value for others	Communicates well the service component of the assignment	Offers a basic description of the service done with limited appreciation of its value for others.	Poorly describes the work done and/or omits any evaluation of service to others	Describes work done with an emphasis on self rather than others
Reflection (12 points)	Also recognizes the complexities involved with maintaining unity in a diverse community	Clearly articulates the (positive or negative) value of the service for understanding age differences	Evaluates in general terms the impact on the student's own views toward generational differences	Offers a superficial or mostly one-sided assessment of the project's value (whether positive or negative)	Completely misunderstands the goal of the assignment or fails to respond to it
Connection (14 points)	Also exhibits a deeper grasp of the NT message and connects service appropriately	Ties the service done and lessons learned to specific passages in Acts-Revelation	Appropriately connects the service done to one or more texts from Acts-Revelation	Service is poorly connected to Acts-Revelation	There is no clear connection between service and the NT texts studied this semester
Style (20%)					
Organization (8 points)	The thesis statement is sophisticated and coheres well with the conclusion, and the examples and reasoning employed support it well	The thesis statement is clear and the paragraphs of the body, organized topically, logically connect to the thesis; there is no extraneous material	There is a thesis statement and most paragraphs of the essay relate to it; ideas may be unsupported or extraneous information included	The thesis is vague or imprecise, and there may be a lack of cohesion between it and the content of the essay	There is no discernible thesis statement
Writing (8 points)	Sentences are mostly engaging and transitions are logically appropriate	Variety in sentence structure and transitions are evident and communicate well	Sentences generally make sense, exhibit some variety in structure, and mostly have smooth transitions	Content is marked by digressions and tangents, and/or sentences frequently awkward	Poor sentence structure impedes understanding, or little evidence of planning or proofreading

Language (7 points) Mechanics (20%) Punctuation (7 points) Spelling (7 points)	Vividly written with a breadth of vocabulary precisely used; the rare grammatical error is minor	Consistently employs strong verbs and active voice; grammatical errors are few and do not detract much from the message; appropriate word choices	Occasional use of weak verbs or passive voice where unnecessary; limited number of grammatical errors; words generally used correctly	Frequent use of weak verbs, passive voice, and/or repetitive language, multiple major grammatical errors, numerous inaccurately used vocabulary	Heavy dependence upon weak verbs, passive voice, and/or repetitive language, inexcusable grammatical errors, and/or consistent poor word usage
	Proper use of punctuation with a sophisticated use of colons and semicolons where appropriate	Proper use of more common punctuation; occasional misuse of colons, semicolons, dashes or parentheses	Periods and commas used correctly; the majority of quotation marks positioned according to American practice	Occasional misapplication or omission of punctuation marks, especially commas; quotation marks misplaced or follow English practice	Frequent misapplication or omission of punctuation marks
	1-2 misspellings	Rare misspellings	Occasional misspellings	Regular misspellings	Frequent misspellings

Scores in the “above average” category also meet the minimum expectations listed in the “average” column. Likewise, “superior” ratings match the criteria in both the “average” and “above average” sections.