**1st Semester Evaluation**

**Senior Theology**

100 points

A personally formative integration paper (5-7 pages). This summative assessment is an integration of all the units covered within the 1st semester, and the application of the enduring understandings throughout this semester.

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| Name: | | | Block: | | |
| **Categories** | | **Scoring**  **4.0-3.5** | **Scoring**  **3.49-3.0** | **Scoring**  **2.9-2.5** | **Scoring**  **2.49-0.00** |
| **Element 1:**  What is God’s plan for you? | Specifically identify how you are being personally challenged at this point in your life in and through your experiences. This reflection should analyze:   1. Why are you here? 2. What is your purpose, and how have your experiences shaped your identity through good and bad times. 3. Are you striving to live of God’s specific plan for you? | \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_ |
| **Element 2:**  Transformation of Content | Examine this challenge in the light of the outline of this course:   1. Class lectures/discussions/journals 2. Personal mission/vision statements 3. Class prayer and spiritual reading reflections in addition to personal prayer; 4. Moral conscience, proofs of God’s Existence, teachings of Jesus. | \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_ |
| **Element 3:**  Personal Faith Integration:  Choice and Consequence | Address the importance of faith:   1. In discerning the will of God’s plan in your life; 2. The life lessons learned from your individual experiences from this semester. 3. Identify the obstacles which impede personal growth in forming your conscience. | \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_  \_\_\_\_\_\_\_  \_\_\_\_\_\_\_ |
| **Element 4:**  Prayer Inclusion | 1. Select a prayer/poem/ or song and reflect upon the message portrayed in this selection. Selection should relate to written content. | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_ |
|  | **Overall essay score is determined by adding the student’s element scores, then multiplying by 2** |  | **/88** |  |  |
| **Element 5:**  Reading Comprehension | Student performance on reading comprehension | **/7** | | |  |
| **Element 6:**  Video Comprehension | Student performance on video comprehension | **/5** | | |  |
|  | Score on First Semester Exam | **/100** | | |  |

**THE "A" ESSAY (Exemplary) 88.0-83.2 (A) 83.19-82.3 (A-)**

1. The central idea is significant and/or insightful, clearly defined, and supported by concrete and consistently relevant examples. Reasoning is persuasive and valid and demonstrates an awareness of the complexities of the subject. If secondary sources are used, they are integrated into the essay effectively.
2. The essay's organization is well chosen and consistently fulfilled. Paragraphs are unified, coherent, and well developed. Transitions are smooth, precise, logical, and appropriate.
3. Sentences are syntactically superior, demonstrating an awareness of stylistic variations and sophistication. Diction is not only precise and idiomatic, but it is also fresh, original, engaging, and thought-provoking.
4. Mechanically, the essay is almost free of errors in usage, punctuation, and spelling. Documentation, if used, is correct.

**THE "B" ESSAY (STRONG) 82.29 B+ ---- 74.5 B-**

1. The central idea is defined and supported by appropriate and adequate details and examples. Reasoning is valid and consistent. If secondary sources are used, they are integrated into the essay effectively.
2. The essay's organization is clear and controlled. Paragraphs are unified and coherent, though perhaps slightly underdeveloped. Transitions are effective, but some may be weak or mechanical.
3. Sentences are well constructed, demonstrating some awareness of stylistic variations and sophistication. Diction is precise, and occasionally advanced in its range.
4. Mechanically, the essay contains some errors in usage, punctuation, and/or spelling, but it contains few (if any) errors that obscure communication or weaken clarity. Documentation, if used, is correct.

**THE "C" ESSAY (ADEQUATE) 74.4 C+ ---- 66.60 C-**

1. The central idea is apparent, but it may be trivial or too general. Support for the central idea is adequate but occasionally repetitious, vague, or sketchy. The reasoning is valid, though perhaps containing a minor flaw in logic. If secondary sources are used, some may be inappropriately used or ineffectively integrated into the essay.
2. The essay's organization is appropriately chosen though not consistently fulfilled. Paragraphs are unified and coherent, though occasionally underdeveloped. Transitions are clear but perhaps mechanical or monotonous.
3. Sentences are generally lacking in variety and/or conciseness, demonstrating little awareness of stylistic options. Diction is generally idiomatic and clear, though occasionally imprecise.
4. Mechanically, the essay is generally correct, though it may contain some errors in usage, punctuation, and/or spelling. Documentation, if used, is generally correct, containing only a few minor errors.

**THE "D" ESSAY (LIMITED) 65.59 D+ ---- 61.2 D-**

1. The central idea is confusing, contradictory, and/or unclear. Support for the central idea is underdeveloped, irrelevant, or redundant. Reasoning is flawed. If secondary sources are used, they are poorly documented and ineffectively or illogically placed within the essay.
2. The essay's organization is inconsistent or illogical. Paragraphs are incoherent and/or underdeveloped. Transitions are ineffective and/or unclear.
3. Sentences are incoherent, incomplete, or monotonous, demonstrating a very limited range of stylistic options. Diction is inappropriate and vague.
4. The essay contains numerous errors in usage, punctuation, and/or spelling. Documentation, if used, contains several errors.

**THE "F" ESSAY (FUNDAMENTALLY DEFICIENT) Below 61.1**

1. The central idea is unclear or not apparent. Support for the central idea is seriously underdeveloped, irrelevant, or entirely absent. Reasoning is deeply flawed. If secondary sources are to be used, they are absent, misused, or plagiarized. The essay's organization is confusing or unintentionally chaotic. Paragraphs are seriously underdeveloped and/or transitions nonexistent.
2. The Essay is never submitted.