|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| Purpose*Self Directed Learner* | * Establishes and maintains a clear purpose.
* Demonstrates a clear understanding of audience and task.
 | * Establishes a clear purpose.
* Demonstrates an awareness of audience and task.
 | * Establishes a purpose.
* Demonstrates some awareness of audience and task.
 | * Does not establish a clear purpose.
* Demonstrates minimal awareness of audience and task.
 |
| Organization*Self Directed Learner* | * Well organized from beginning to end.
* Logical progression of ideas
* Clear focus.
* Fluent,clearly relates to the student's goals. It includes several supporting details and/or examples.
 | * Organized from beginning to end.
* relates to the student's goals. It provides 1-2 supporting details and/or examples.
 | * A few inconsistencies in unity and/or coherence.
* Goal are vague.
* No details and/or examples are given.
 | * Serious errors in organization.
* Thought patterns are difficult, if not impossible to follow.
* has little or nothing to do with the student's goals.
 |
| Content & Detail*Knowledgeable Person* | * Effective, vivid, explicit, accurate and/or pertinent.
 | * Elaborated, accurate and appropriate.
 | * Elaborated, may contain a few inaccuracies.
 | * Random, inappropriate, inaccurate or barely apparent
 |
| Voice/Tone*Effective Communicator* | * Superior use of language
* Rich and effective vocabulary.
 | * Displays competence in the use of language.
* Effective vocabulary.
 | * A few words are used incorrectly or inappropriately.
* Uses appropriate vocabulary.
 | * Some words are used incorrectly or inappropriately.
* Limited and/or repetitious vocabulary.
 |
| Usage, Mechanics Grammar*Effective Communicator* | * Demonstrates strong control of standard writing conventions.
* Uses them effectively to enhance communication.
* Errors are minor.
 | * Demonstrates good control of standard writing conventions.
* May be a few errors
 | * Demonstrates reasonable control of standard writing.
* May be several errors.
 | * Demonstrates little or no control of standard writing conventions.
* Errors are severe and frequent.
 |
| Understanding*Knowledgeable Person* | * Shows a comprehensive understanding of topic.
* Exhibits ideas that are developed in depth.
 | * Shows a working understanding of the topic.
* Develops ideas.
 | * Shows an understanding of the topic.
* Develops ideas, but they may be limited in depth.
 | * Does not understand the topic.
* Lacks clarity of ideas.
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| Name: | Block: |
|  **Categories** | **Scoring 4** | **Scoring 3** | **Scoring 2** | **Scoring 1** |
| **Element 1.** | Reflecting and responding to the scripture. |  |  |  |  |
| **Element 2.** | Elaborate your reaction and understanding of Cause and Effect. |  |  |  |  |
| **Element 3.** | Connecting St. Thomas Aquinas’ 5 ways |  |  |  |  |
| **Element 4.** | Corresponding the video “God of Wonders” to our class conversations. |  |  |  |  |
| **Element 5.** | Attach ideas of Paschal’s wager to class conversations. |  |  |  |  |
| **Element 6.** | Expand upon the majesty of God’s existence within your new knowledge. |  |  |  |  |
| **OVERALL****PROJECT****SCORE** | **Overall project score is determined by adding the student’s element scores, then multiplying by 4.** |  **Final Score** **/96** |