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| **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** | | |