

**NT(IBS)511 Gospel of Mark**  
**Segment Survey Grading Rubric 11.15**

**From the Course Syllabus**

**1) STUDENT LEARNING OUTCOMES**

- a) Having successfully completed this course, students should
  - i) demonstrate introductory skills in observing the text with a view toward using these observations in the interpretation of the text;

**Grading Rubric for IBS Surveys**

**Overall**

- Is the work done inductively (are secondary sources used only after work has been completed independently).
- Does the work demonstrate a solid effort to engage the segment as a whole?
- Does the student demonstrate a clear grasp of the Survey process overall?

Primary weight in grading falls on numbers 1-3.

**1. Divide the Segment Into Major Blocks/Sub-Blocks**

- Are major blocks clearly delineated and identified by chapter and verse?
- Do they reflect the actual content of the segment?
- Are the divisions concisely explained in a manner that justifies these divisions?

**2. Identify and Name Primary Structures, and Ask a Full set of Interpretive Questions.**

- Are primary structures clearly identified by name?
- Are the concise descriptions of the structure accurate and clear (and supported by verse references)?
- Do the descriptions justify the selection of this structure or combination of structures *as primary*? Do they involve all or nearly all of the segment and are they important for understanding the segment as a whole?
- Are all questions asked about the structure(s) and is it a complete set of questions? Do they proceed from identification/definition, to reasons/means, to implications? In other words, are they the right kinds of questions asked in the proper order?

**3. Strategic Areas**

- Are only a few verses indicated?
- Is each selection supported by its relationship to one or more primary structures?

**4. Additional Observations**

- Do the observations indicate some depth of engagement with the text?

**5. Use of secondary sources.**

- Does the student engage two or more approved sources (in the bibliography in the syllabus)?
- Does the student use non-approved sources?
- Does the student interact with the sources or merely jot down information?