

IBS SURVEY - Primary weight in grading falls on parts 1-3	Needs Work	Acceptable	Very Good
<b>OVERALL.</b> <ul style="list-style-type: none"> <li>• The work is done inductively, using only the text</li> <li>• The work is a solid effort to engage the segment as a whole</li> <li>• The work demonstrates a clear grasp of the survey process overall</li> </ul>		X X X	
<b>1. Divide the Segment into Major Blocks/Sub-Blocks.</b> 1.1 Major blocks clearly delineated and identified by chapter/verse 1.2 Divisions reflect the actual content of the segment 1.3 Divisions concisely explained in a manner that justifies this segmentation and <b>gives reasoning</b>  <b>Good work here, well organized.</b>  6 divisions borders on too many, some of those scenes could be smashed together, 1:21-27, you will have to assess this more in the future when we tackle bigger segments.	X	X X	
<b>2. Identify and Name Primary Structures, Ask a Full Set of Interpretive Questions.</b> 2.1 Primary structures clearly identified by name 2.2 Descriptions of structures are concise, accurate, clear, and supported by verse references 2.3 Descriptions justify the selection of this structure or combination of structures as <i>primary</i> (involve all of the segment and are important for understanding the segment as a whole) 2.4 A complete set of questions is asked about the structure(s). Questions proceed from identification/definition, to reasons/means, to implications (the right kinds of questions asked in the proper order). Questions are not answered.  <b>Yes to recurrence and contrast and preparation/realization. You make a good case for your structures by citing verses. In the future you could make a table for recurrence and have the two things that recur function in two columns, that would streamline your work. But it's up to you.</b>  <b>Well done here.</b>  <b>Great job with IBS questions!</b>			
<b>3. Strategic Areas.</b>			

**Student Name:** William Rossell

**Module #:** 3

**Grade:** Pass

3.1 Only a few verses are indicated, and reasoning is given 3.2 Selection of strategic area is supported by relationship to one or more primary structures <b>You've got the idea!</b>		X X	
<b>4. Additional Observations.</b> 4.1 Observations indicate some depth of engagement with the text		X	
<b>5. Use of secondary sources.</b> 5.1 Engagement with <b>two or more</b> approved sources (from the bibliography in the syllabus) 5.2 Does not use non-approved sources 5.3 Student interacts with sources, more than listing information <b>You could stand to interact more with the secondary sources, for example after reading Strauss' divisions, do you think he was right in his divisions even though he differed with you?</b>	X	X X	
<b>Summary comments</b>  <b>William, great work on this, you are all over the IBS process already!</b>			