

IBS SURVEY - Primary weight in grading falls on parts 1-3	Needs Work	Acceptable	Very Good
OVERALL. <ul style="list-style-type: none"> • The work is done inductively, using only the text • The work is a solid effort to engage the segment as a whole • The work demonstrates a clear grasp of the survey process overall 			X X X
1. Divide the Segment into Major Blocks/Sub-Blocks. 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 gives reasoning			X X x
2. Identify and Name Primary Structures, Ask a Full Set of Interpretive Questions. 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. Yes to recurrence and interrogation, no to substantiation and comparison. Substantiation and comparison fail to meet the Primary Structure criteria of holding true for all or most of the segment. Good work with the questions! You've got that down.	X		X X
3. Strategic Areas. 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 Getting the structures wrong in the previous section impacts getting the strategic areas wrong but you've got the over all idea and technique for this step!		X	X

Student Name: William Rossel

Module #: 4

Grade: Pass

4. Additional Observations. 4.1 Observations indicate some depth of engagement with the text Good detailed thoughtful work here.			X
5. Use of secondary sources. 5.1 Engagement with two or more 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 Excellent, this is exactly how we want you to engage with the secondary sources.			X X X
Summary comments Keep up the hard work!			