

Name: \_\_\_\_\_

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Objective	Unacceptable	Marginal	Acceptable	Exemplary	Score
<b>Analogy and Adaptation of Ethical Teaching</b>	Superficial treatment of biblical passage, tending towards assumptions about economic circumstances without real research. Weak sourcing and analysis of contemporary analogy. Discussion of correlation of biblical ethics to contemporary situation reveals lack of comprehension of one or the other. No final evaluation of the ethics.	Identification and discussion of original economic circumstances of biblical passage is touched on but not really developed. Discussion of modern analogy emphasizes its economic dynamics without adequately correlating these to the circumstances of the biblical passage. Some discussion of ethics in both settings, but evaluation suffers for lack of historical depth. Little ethical evaluation.	Good identification and analysis of original economic circumstances of biblical teaching, with some explanation of how the circumstances shaped the teaching. Appropriate selection of modern analogy that is correlated clearly to the biblical passage in terms of both economic situation and ethical teaching. Solid evaluation of ethical perspective, showing adequate comprehension of economics and biblical teaching.	Excellent identification and analysis of original economic circumstances of biblical teaching, correlating teaching well to material circumstances. Creative identification of apt contemporary analogue that is equally well analyzed. Discussion of application of ethical teaching in Bible to current situation displays excellent comprehension of economic circumstances and biblical teaching.	<b>6</b>
<b>Quality and Control of Argument</b>	Paper reads like a list of citations with no conceptual thread governing their presentation. Synthesis and analysis of material lacking.	There is a thesis or descriptive agenda for the paper set out in the introduction, but the paper doesn't deliver on its promises. Synthesis and analysis of material lacking.	Thesis or flow of argument sometimes gets lost, or argument follows the sources too heavily. Good synthesis and analysis of material.	Your independent thesis controls the flow of the paper. The argument is original and insightful, moving beyond any given source to a perspective informed but not governed by the sources used. Strong synthesis and analysis of material.	<b>5</b>
<b>Comprehension and Integration of Sources</b>	Discussion of quotations or references indicates poor comprehension of them. Some citations dropped in to paper but not introduced or discussed (you need to show the reader exactly how they relate to your argument). Serious problems with citations in notes and/or bibliography. Sources are not professional and/or do not go far beyond required class readings.	Comprehension of sources is adequate, but there are some problems in how you've integrated them in your paper, such as lack of appropriate correlation to your argument in that particular paragraph, or inadequate citation. Some sources are not professional/peer-reviewed.	Good selection, comprehension and citation of the sources, but the integration into your argument could be improved.	Excellent selection and critical comprehension of sources. Citations never overtake paragraph, but are well introduced and their implications for your argument are discussed clearly. All source references and quotations are cited properly in notes.	<b>5</b>
<b>Clarity of Expression</b>	Poor grammar and spelling seriously impede effective communication.	Grammar and spelling are a problem, but your ideas are nevertheless apparent.	Occasional grammar and spelling problems, but good variation in sentence styles.	No grammar and spelling errors. Good variety of sentence styles.	<b>5</b>
<b>Format and Style</b>	Failure to conform paper to Style Sheet.	Some serious problems in notes, bibliography, margins, or type face size.	Margins, type face and general format fine; some problems with note or bibliography style.	Paper conforms to Style Sheet.	<b>5</b>
<b>Timely Submissions</b>	Stages of paper chronically late or incomplete.	A few stages late or incomplete.	One stage submitted late or incomplete.	All stages submitted on time and complete.	<b>4</b>