*True^North* Observation Project Grading Rubric

***Overall Comments on Book Level – Paragraph Level – Sentence Level***

***You could improve your work by***:

•**Contact with Two (2) Different Bible Versions/Translations**

 identify more clearly how each of your two (2) versions handles the particular variation you are noting;

•**Document your Depth and Breadth of Observations with the Text**

 extending the *range* of “topics” you engage: note the list of different “topics” provided in the handout entitled “Observations at a glance” and in the *True^North* handout. Not every topic must be engaged in every paragraph or verse, but it is helpful to look over the list of topics to open up new angles for reading your text;

As you document, maintain good clear introductory language for your observations (begin with the words, “I judge that, I note that, I observe that” and your possibilities should begin with words such as “Perhaps, Maybe this could mean…?”

After stating the observation; are you also forming/asking the definitional question “What is the meaning of…” and then the implicational question, “What is the significance of…”?

**Book Level (Discourse Level) Observations:**

 take note of *discourse level observations*.

 How does the surrounding material help provide insight to your grasping the intent?

Did you identify structural logic? (Climax, cause🡪effect, conditional statements, purpose, questions-answers, general-specific?)

Did you identify in your Book level Observation 3-4 literary structures which holds the book or unit together into a literary whole?

With each Structure did you also identify a corresponding Text-Driven question and a strategic passage how discourse level “points” to a specific paragraph that will then demand you attention?

In the end, did you show evidence that you understand how Book level Observation (discourse level) “points” to a specific paragraph that will then demand your attention as a strategic passage?

**Paragraph Level Observations:**

 take note of *paragraph level observations*.

Begin with Marking Up the Printed Text

 Enhance your initial encounter with the text…engage more fully…document insights carefully;

 possibly make lists and find a way to tally your material in a bit more orderly fashion. Neatness is not everything, but it will help you to “see how the text is operating.” As you mark up the text, you are allowing your hands to assist your eyes.

 possibly make chart-like comments in the margin; Or even on a separate sheet. Some people are wonderfully verbal. They show Observation in words. Others are visual learners. In this case, try drawing a chart as has been modeled in True^North.

 Much like Book Level Observations, paragraph level work should focus on the structural logic: What holds the paragraph together? (Climax, cause🡪effect, conditional statements, purpose, questions-answers, general-specific?).

Additionally, are there major breaks in your passage and what logic holds them together?

What is the overall tone of the passage? Hopeful? Sorrowful? Joy? Fear? Are there emotional terms/words that help you identify the tone?

As you read through the paragraph, are there historical, geographic, or cultural issues which you may need to ask questions about? If you do not ask these question, its possible you will read the 21st century back into the ancient world.

Did you demonstrate how paragraph level structure or observations “point” to a specific sentence that will then demand you attention? This is your declaration that you grasp how the entire process of Observation works together.

 Have you shaped your paragraph level observations into the form of questions that will serve as input to the interpretation phase of IBS? For example, what words do you need to study? What cultural/Historical issues will I need to investigate?

**Sentence Level Observations:**

 take note of *sentence level observations*.

For example:

 Key words? Repetition of key words?

Note such things as “who, what, where, when, why, how.”

 Identify connectives (e.g., but, if, for, therefore, after, while, until). What do they imply?

 Have you identified basic grammar which might illuminate the passage? Verbs, pronouns, subjects, etc?

 What is the logic or structure which holds your sentence together? Is the sentence held together by “contrast?” (the presence of the word “but”). Maybe “causation” through the word “therefore.”

 Create a final summary or a tally of the “highlights” of your detailed observation. This could be a well written page or two if you like to summarize in a narrative…or even a tally sheet when you list out all the significant observations and their corresponding questions.

 Have you stayed within the limits of Observation or have you begun to answer questions or even push towards application? Remember, Observation is focused on “What does the text say? Do not go beyond that question yet.

•**Final Check-list**

Have you identified the key issue(s) which you must fully comprehend to interpret this passage? Have you clearly defined the parameters for your future work in interpretation? For example, in question form, what words must be studied, what cultural/historical matters must be pursued, what OT passages must be investigated?

Has your interaction with the text itself dominated your summary?

Have you chosen *a solid text-driven question* from all that you have seen, especially on the structural level of Book and paragraph Observations? This would be the key question you would pursue as you move from this observational assignment to the next step: Interpretation.