|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Somewhat Meets** | **Does Not Meet** |
| **Ideas and Content** | Reflection of saint as a strong role model is exceptional. Provides complete yet succinct biography of saint including acts which lead him/her to sainthood. Uses insight into saint’s faith life to defend choice. Provides solid, substantial examples of saint being an example of faith and commitment. Personal reaction shows deep, reflective thought about selection of saint. | Reflection of saint as a strong role model is well-written. Provides mostly complete biography of saint including acts which lead him/her to sainthood. Uses reasonable judgments of saint’s life to defend choice. Provides strong, concrete examples of saint being an example of faith and commitment. Personal reaction shows reflective thought about selection of saint. | Reflection of saint as a strong role model meets basic expectations. Biography is simply an overview saint’s life or reads like a list of saint’s accomplishments. Provides simplistic thoughts on saint’s life to defend choice. Provides ordinary examples of saint being an example of faith and commitment. Personal reaction is more conclusion or summary than reflection. | Reflection of saint as strong role model is general and not expanded upon or may ramble repetitively without clear connections. Biography covers little of saint’s life or every, minute detail of saint’s life. Lacks concrete examples of saint being an example of faith and commitment. Personal reaction is all summary or is missing. |
| **Conventions** | Few, if any, errors in conventions (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing**.** | Contains some errors in conventions (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing**.** | Contains several errors in conventions (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader’s understanding of the writing. | Contains serious errors in conventions (grammar, punctuation, capitalization, spelling). These errors interfere with the reader’s understanding of the writing. |
| **Voice** | Distinctive style; reader “hears” author speaking. Always chooses precise, colorful words. Engages the reader by showing exceptional knowledge and interest in topic.  Uses sophisticated vocabulary appropriately. | Show glimpses of a distinctive style. Author mostly choses precise, colorful words. Writing communicates some personal knowledge and interest in topic. Uses grade level vocabulary appropriately. | Not much personal style. Author tends to choose general, less descriptive words. Occasional glimpses of author’s knowledge and interest in topic. Attempts to use grade level vocabulary. | Mistakes and lack of care indicate author’s lack of interest and knowledge. Author has difficulty choosing the proper word. Lacks grade level vocabulary. |
| **Organization** | Clearly addresses all parts of the writing prompt. Demonstrates a clear understanding of purpose. Maintains a consistent point of view and organizational structure, including paragraphs and transitions. Includes a clearly presented, central idea with relevant events and details. Includes a variety of sentence types including compound/complex sentences. | Addresses all parts of the writing  prompt. Demonstrates a general understanding of purpose. Maintains a mostly consistent point of view and organizational structure, including paragraphs and transitions. Presents a central idea with mostly relevant events and details. Includes a variety of sentence types including compound/complex sentences | Addresses only parts of the  writing prompt. Demonstrates a  partial understanding of purpose.  Maintains an inconsistent point of  view and/or organizational  structure. Suggests a central idea  with limited events and details.  Includes little variety of sentence  types. | Addresses only one part of the  writing prompt. Demonstrates  little to no understanding of  purpose.  Lacks a clear point of view and/or  organizational structure  Lacks a central idea but may  contain marginally related events  and details |

**Confirmation Information**

**Saint Report Due: Friday, December 6, 2013**

Write a paper on the saint who bears the name you chose for Confirmation.

* Describe why you chose that saint's name. What was it about the saint that really impressed you?
* Describe the saint, the life of the saint, and what led them to sainthood.
* Do not give a reiteration of every event that occurred in the saint’s life. Focus on examples of the saint being an example of faith and commitment

**Saint Report Rubric**

**Sponsor Report Due: Friday, December 13, 2013**

Write a paper about your sponsor.

* Tell who your sponsor is.
* What is it about that person that prompted you to choose them?
* What impresses you about their faith life?
* Provide solid, concrete examples of sponsor living out life according to Jesus’ example.

**Sponsor Report Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Somewhat Meets** | **Does Not Meet** |
| **Ideas and Content** | Reflection of sponsor as a strong role model is exceptional. Uses insight into sponsor’s faith life to defend choice. Provides solid, concrete examples of sponsor living out life according to Jesus’ example as support. Personal reaction shows deep, reflective thought about the influence this person has had on Confirmandi’s life. | Reflection of sponsor as a strong role model is well-written. Uses reasonable judgments of sponsor’s faith life to defend choice. Provides strong, concrete examples of sponsor living out life according to Jesus’ example as support. Personal reaction shows reflective thought about the influence this person has had on Confirmandi’s life. | Reflection of sponsor as a strong role model meets basic expectations. Provides simplistic thoughts to defend selection of sponsor. Provides ordinary examples of sponsor living out life according to Jesus’ example.  Personal reaction is more conclusion or summary than reflection. | Reflection of sponsor as strong role model is general and not expanded upon or may ramble repetitively without clear connections. Lacks concrete examples of sponsor living out life according to Jesus’ example. Personal reaction is all summary or is missing. |
| **Conventions** | Few, if any, errors in conventions (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing**.** | Contains some errors in conventions (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing**.** | Contains several errors in conventions (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader’s understanding of the writing. | Contains serious errors in conventions (grammar, punctuation, capitalization, spelling). These errors interfere with the reader’s understanding of the writing. |
| **Voice** | Distinctive style; reader “hears” author speaking. Always chooses precise, colorful words. Engages the reader by showing exceptional knowledge and interest in topic.  Uses sophisticated vocabulary appropriately. | Show glimpses of a distinctive style. Author mostly choses precise, colorful words. Writing communicates some personal knowledge and interest in topic. Uses grade level vocabulary appropriately. | Not much personal style. Author tends to choose general, less descriptive words. Occasional glimpses of author’s knowledge and interest in topic. Attempts to use grade level vocabulary. | Mistakes and lack of care indicate author’s lack of interest and knowledge. Author has difficulty choosing the proper word. Lacks grade level vocabulary. |
| **Organization** | Clearly addresses all parts of the writing prompt. Demonstrates a clear understanding of purpose. Maintains a consistent point of view and organizational structure, including paragraphs and transitions. Includes a clearly presented, central idea with relevant events and details. Includes a variety of sentence types including compound/complex sentences. | Addresses all parts of the  Writing prompt. Demonstrates  a general understanding of  purpose. Maintains a mostly  consistent point of view and  organizational structure,  including paragraphs and  transitions. Presents a central  idea with mostly relevant  events and details. Includes a  variety of sentence types  including compound/complex  sentences | Addresses only parts of the  writing prompt. Demonstrates  a partial understanding of  purpose. Maintains an inconsistent point of  view and/or organizational  structure. Suggests a central  idea with limited events and details. Includes little variety of sentence types. | Addresses only one part of the  writing prompt. Demonstrates  little to no understanding of  purpose. Lacks a clear point of  view and/or organizational  structure. Lacks a central idea  but may contain marginally  related events and details . |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Somewhat Meets** | **Does Not Meet** |
| **Ideas and Content** | Reflection of works of service is exceptional. Description of works of service is complete yet succinct. (NOT a listing of every work completed.) Reflection of impact works had on others and oneself is insightful and thought provoking. Personal reaction shows deep, reflective thought about using charisms (special gifts) to build up the Church community. | Reflection of works of service is well-written. Description of works of service is mostly an overview. May hint at listing every work completed. Reflection of impact works had on others and oneself is detailed and shows thought. Personal reaction shows careful thought about using charisms (special gifts) to build up the Church community. | Reflection of works of service meets basic expectations.Description of works of service mostly includes a listing of every work completed. Reflection of impact works had focuses on oneself and shows simplistic thought. Personal reaction is more conclusion or summary than reflection of using charisms (special gifts) to build up the Church community. | Reflection of works of service is general and not expanded upon or may ramble repetitively without clear connections. Description of works service is a listing of all works completed or hints list not being complete. Lacks reflection of impact works had on oneself. Personal reaction is all summary or is missing. |
| **Conventions** | Few, if any, errors in conventions (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing**.** | Contains some errors in conventions (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing**.** | Contains several errors in conventions (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader’s understanding of the writing. | Contains serious errors in conventions (grammar, punctuation, capitalization, spelling). These errors interfere with the reader’s understanding of the writing. |
| **Voice** | Distinctive style; reader “hears” author speaking. Always chooses precise, colorful words. Engages the reader by showing exceptional knowledge and interest in topic.  Uses sophisticated vocabulary appropriately. | Show glimpses of a distinctive style. Author mostly choses precise, colorful words. Writing communicates some personal knowledge and interest in topic. Uses grade level vocabulary appropriately. | Not much personal style. Author tends to choose general, less descriptive words. Occasional glimpses of author’s knowledge and interest in topic. Attempts to use grade level vocabulary. | Mistakes and lack of care indicate author’s lack of interest and knowledge. Author has difficulty choosing the proper word. Lacks grade level vocabulary. |
| **Organization** | Clearly addresses all parts of the writing prompt. Demonstrates a clear understanding of purpose. Maintains a consistent point of view and organizational structure, including paragraphs and transitions. Includes a clearly presented, central idea with relevant events and details. Includes a variety of sentence types including compound/complex sentences. | Addresses all parts of the  Writing prompt. Demonstrates  a general understanding of  purpose. Maintains a mostly  consistent point of view and  organizational structure,  including paragraphs and  transitions. Presents a central  idea with mostly relevant  events and details. Includes a  variety of sentence types  including compound/complex  sentences | Addresses only parts of the  writing prompt. Demonstrates  a partial understanding of  purpose. Maintains an inconsistent point of  view and/or organizational  structure. Suggests a central  idea with limited events and details. Includes little variety of sentence types. | Addresses only one part of the  writing prompt. Demonstrates  little to no understanding of  purpose. Lacks a clear point of  view and/or organizational  structure. Lacks a central idea  but may contain marginally  related events and details . |

**Service Project Paper Due: Friday, December 20, 2013**

Write a paper describing the types of service projects you did which cover your 20 hours of service.

* In general describe the type of projects you did. Do not give a detailed explanation of every service experience.
* Choose one or two projects that really affected you or inspired you. Describe how you felt when you were doing the service and how it affected you.
* Tell what type of projects interest you in the future.

**Service Project Report Rubric**

**Guidelines for Reports**

1. Length - as much as it takes (on average: two pages but not more than three)
2. double spaced
3. 1” margins all around
4. Use a #12, non-script font for the report
5. Title page with title, picture, confirmandi’s name, HR, and due date
6. Include bibliography where appropriate. APA formatting preferred.
7. Basic outline for reports:
   1. Introduction
      1. hook/grab attention
         1. Beginning with I chose \_\_\_\_\_\_ as my Confirmation name OR I chose \_\_\_\_\_\_\_\_ for my Confirmation sponsor OR I did \_\_\_\_\_\_ for my service hour requirement are NOT interesting ways to draw your reader in
         2. Remember the purpose of the hook is to make your reader want to read more.
         3. Do not start right into your subject matter. In the intro you need to build interest by:
            1. asking 3 questions
            2. giving background information
      2. thesis statement
   2. Body ¶‘s
      1. expand upon thesis
         1. Topic sentence must be related to thesis
      2. provide supporting details
      3. use strong, concrete details to illustrate your ideas and explanations
   3. Conclusion
      1. restate thesis
      2. restate strongest points
      3. give personal reaction
      4. circle back to your hook

**Important Dates**

Nov. 4, 2013 - Confirmation Parent & Student Meeting 7:00-8:30pm. Kramer Hall

Dec. 6, 2013 - Saint Report due date

Dec. 13, 2013 - Sponsor Report due date

Dec. 20, 2013Service Report due date

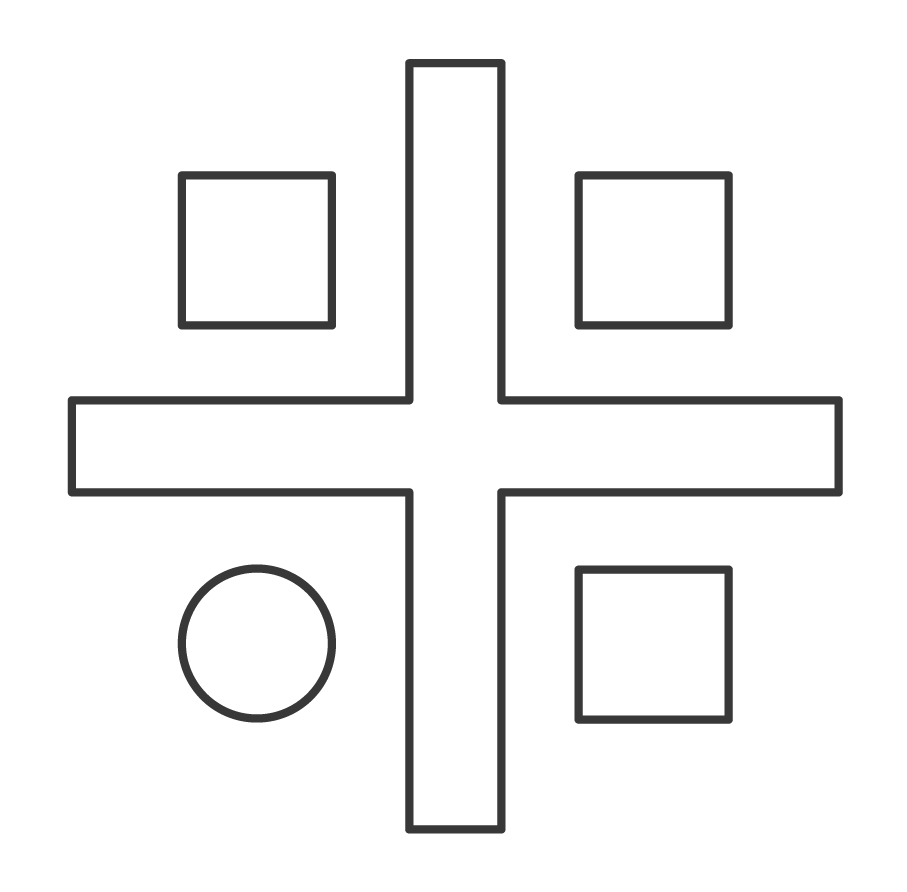
January 10 – 11, 2014 - Confirmation Retreat Camp Kirkwood Wilmington Ohio

Feb. 2, 2014 - 4:00 pm Confirmation

**The following due dates are TBD:**

Confirmation Interviews during school

Confirmation Practice

*Confirmation Service Record*

*St. Luke Parish*

2013-2014 School Year

Description: C:\Users\vondrell.SLS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\AWQDZLLD\MC900048038[1].wmf

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Service: \_\_\_\_\_\_\_\_\_\_\_\_

Name & Address of Service Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name & Title of Supervisor (Please Print):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief Description of Service Performed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#of Hours Competed: \_\_\_\_\_Service to: Parish\_\_\_\_\_Non-profit\_\_\_\_\_ Neighborhood\_\_\_\_\_\_

Description: C:\Users\vondrell.SLS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\AWQDZLLD\MC900048038[1].wmf

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of Service: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name & Address of Service Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name & Title of Supervisor (Please Print):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief Description of Service Performed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#of Hours Competed: \_\_\_\_\_Service to: Parish\_\_\_\_\_ Non-profit\_\_\_\_\_Neighborhood\_\_\_\_\_



Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Service: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name & Address of Service Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name & Title of Supervisor (Please Print):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief Description of Service Performed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#of Hours Competed:\_\_\_\_ Service to: Parish \_\_\_\_\_ Non-profit\_\_\_\_\_ Neighborhood\_\_\_\_\_

**Student Reflection**

Please write 3-5 sentences describing what you learned from this experience. HOW DID YOU MAKE A DIFFERENCE by serving this organization? How did this service project affect you? Please be specific and use complete sentences. You may put your thoughts on the back of this paper.