

Essay Rubric

CONTENT

Experiences related to the teaching profession

- 3 Experience(s) elaborated w/examples
- 2 Experience(s) described.
- 1 Experience(s) stated.
- 0 Experience(s) not stated.

Reason(s) for wanting to enroll in the University of Saint Joseph Teacher Licensure program

- 3 Reason(s) elaborated w/examples.
- 2 Reason(s) described.
- 1 Reason(s) stated.
- 0 Reason(s) not stated.

Source: CT State Program Approval Standards

WRITTEN EXPRESSION

Fluidity and clarity of expression

- 3 The student has given thought to the essay topic. There is logical development of interrelated details that are relevant to the theme of the essay. There is a richness of clearly presented ideas that make the essay interesting to the reader.
- 2 A main idea is evident, but points are not explained earlier. Ideas, in general, are logically related. The essay fails to interest the reader.
- 1 It is difficult to discern the theme of the essay or tell what points the student is trying to make.

Use of appropriate organizational writing structure

- 3 Ideas flow logically from sentence to sentence and from paragraph to paragraph. Thoughts are organized and written in proper sequence with no disrupting change of viewpoint. Paragraphs show transition one to another.
- 2 The organization is standardized and conventional. A plan is evident and sequencing is, for the most part, logical. The conclusion may seem tacked or forced.
- 1 The essay starts anywhere and never gets anywhere. Thoughts are not written in a logical order and present a confused viewpoint. Paragraphs do not show transition from one to another.

Sufficient use of details and elaboration

- 3 Fully developed details and elaboration to support points made in the essay.
- 2 Some detail and elaboration.
- 1 No detail or elaboration.

Effective use of language

- 3 There are no vulgar or “illiterate” errors in usage by present standards of informal written English. Use is made of simple, compound, and complex sentences. The sentence structure is usually correct even in varied and complicated sentence patterns.
- 2 There are a few serious errors in usage, but not enough to obscure meaning. Sentence structure is usually correct in more complicated patterns (parallelism, subordination, consistency of tenses, references of pronouns, etc.)
- 1 There are so many serious errors in usage and sentence structure that the essay is hard to understand.

Correct mechanics and usage

- 3 There are no serious violations of rules for use of indentation, periods, commas, question marks, apostrophes, and capital letters. There are no spelling errors.
- 2 There are some violations of rules for use of punctuation and capitalization (factors mentioned above), but these violations do not seriously confuse the reader. There are a few spelling errors.
- 1 Basic punctuation is haphazard, resulting in fragments, run-on sentences, etc., which lead to confusion on the part of the reader. Spelling errors are limited to words that are difficult to spell. Spelling is consistent.

TOTAL _____

(Content plus written expression)

Ratings

14 - 21

13 - 0

0 in either Content category

Pass

Needs to be rewritten

Needs to be rewritten