



Educator Preparation Program Application Essay Rubric

Essays will be reviewed by two Center for Student Success staff members. Below is the rubric used to evaluate each essay.

EPP Application Essay Questions

Why do you want to become a teacher? What are some experiences that led you to want to become a teacher? (150-300 words)

What are some of your goals as a future teacher? What would you like to accomplish with your students? (150-300 words)

What are some of your own personal characteristics that will help you to become a successful classroom teacher? (150-300 words)

Rubric

Category	Exemplary	Acceptable 3	Developing 2	Unacceptable
Teacher Dispositions	Writing successfully presents the topic in a novel or unique way. Writing includes excellent and specific concrete detail and insightful commentary.	Writing presents the topic in an interesting way. Writing includes good concrete detail and some insightful commentary.	Writing presents the topic in an ordinary way. Writing includes concrete detail, but commentary is obvious, simplistic, or generic.	Writing presents topic in an ordinary way. Concrete details and commentary are either weak or missing.
Use of Examples	Evidence and examples are vivid and specific, while focus remains tight.	There are good, relevant supporting examples and evidence.	There are some examples and evidence, though general.	There are too few or no examples and evidence or they are mostly irrelevant.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Organization	Writing has a compelling and logical flow of ideas.	Writing has a logical flow of ideas.	Organization is rough but workable. It sometimes gets off topic.	Writing is aimless and disorganized.
Grammar Usage and Sentence Fluency	Writing uses proper grammar 100% of the time. Sentences flow well and vary in construction and length.	Writing has a few grammar problems. Sentences flow well but do not vary much.	Writing has enough grammar errors to distract a reader. Some sentences do not flow well and/or are not varied at all.	Writing has numerous grammar mistakes and poor sentence construction that make the paper hard to read.
Spelling and Punctuation	Writing uses correct punctuation and spelling 100% of the time.	Writing has a few errors to fix, but generally uses correct conventions.	Writing has enough errors in the essay to distract a reader.	Writing has numerous errors that make the paper hard to read.

Scoring Points Possible: 24; Minimum Points Required: 17

Category	Score
Teacher Dispositions	
Use of Examples	
Control of Syntax and Mechanics	
Organization	
Grammar Usage and Sentence Fluency	
Spelling and Punctuation	
TOTAL	