

Applicant's Name \_\_\_\_\_ Person Scoring \_\_\_\_\_

**THREE-PART SCORING GUIDE: M.Ed. in Divergent Learning Admissions Essays**

Writing Score = 0 1 2 3 4      Knowledge Score 0 1 2 3 4      Dispositions Score 0 1 2 3 4      **AVERAGE SCORE = \_\_\_\_\_**

Criteria	0	1	2/3	4
<b>Writing</b>	The paper fits one of these criteria: 1) the essay was too short to be assessed; or 2) it is so illegible that it cannot be read and understood; or 3) it is written completely "off topic;" 4) frequent errors in grammar, usage, spelling, and/or punctuation hinder the reader's understanding.	The paper addresses the topic in a general but not unified and coherent way. No specific thesis is evident and/or the student did not develop the thesis with relevant details and examples. Little effort is made to present the essay in an organized fashion. Some errors in grammar, usage, spelling, and/or punctuation hinder the reader's understanding.	The paper addresses the topic and maintains a generally acceptable and clear mode of writing. A thesis is present and is developed with sufficient illustrations. The organization of the essay gives the reader a sense of completeness. Occasional errors in grammar and mechanics might exist but are not serious enough or frequent enough to hinder the reader's understanding.	The paper is consistently clear, well organized, and unified around a central thesis. Examples and details not only exist but are also used in a manner that impresses the reader with the paper's solid development and with the writer's knowledge and careful thinking. The presence of the writer's "voice" is apparent. Any departure from standard English grammar and mechanics is rare and unobtrusive. This paper is well written.
<b>Knowledge</b>	The paper fits one of the above 3 criteria or the applicant's response to the prompt indicates no comprehension of current educational paradigms or experience in dealing with issues that face educators. No evidence is provided that the applicant thinks systematically about teaching practice and strategies for facilitating learning.	The applicant's response to the prompt indicates that s/he has a limited grasp of current educational paradigms and experience in dealing with issues that face educators. Little evidence is provided that the applicant thinks systematically about teaching practice and strategies for facilitating learning.	The applicant's response to the prompt indicates that s/he has some grasp of current educational paradigms and experience in dealing with issues that face educators. Some evidence is provided that the applicant thinks systematically about teaching practice and strategies for facilitating learning.	The applicant's response to the prompt indicates that s/he has a strong grasp of current educational paradigms and experience in dealing with issues that face educators. Supporting references were included in the writing sample. Strong evidence is provided that the applicant thinks systematically about teaching practice and strategies for facilitating learning.
<b>Dispositions</b>	The paper fits one of the above 3 criteria or the attitude conveyed by the paper reflects no understanding of students' needs. No evidence is provided to indicate that the applicant is a collaborative professional.	The attitude conveyed by the paper reflects little understanding of students' needs, and/or little evidence is provided to indicate that the applicant is a collaborative professional.	The attitude conveyed by the paper reflects reasonable understanding of students' needs, and/or some evidence is provided to indicate that the applicant is a collaborative professional.	The attitude conveyed by the paper reflects an excellent understanding of students' needs, and/or much evidence is provided to indicate that the applicant is a collaborative professional.