



DEPARTMENT OF SCHOOL LEADERSHIP/MIDDLE AND SECONDARY TEACHER EDUCATION
<http://www.emporia.edu/sleme>

Graded Departmental Essay for Master of Education in Teaching

Please use a computer to fill out this form & mail or submit electronically as an attachment to: Dr. Kirsten Limpert klimpert@emporia.edu or mail to Box 4037, 1200 Commercial St., Emporia State University, Emporia, KS 66801 or fax to 620-341-6654

Please provide the following contact information:

Name: (Last, First, Middle)

Student ID#:

E-mail address:

Street Address (House No. & Street or Box or R.R.):

City, State, Zip, Country:

Home Phone No:

Work Phone No:

Essay Questions

For the following questions, please respond to each in this format: 1 page *minimum*, 2 pages maximum for each question, double spaced, using 12 point, Times New Roman font. Also, please put your name or ID# on each page.

1. Describe the schools or settings where you have teaching experience by including factors such as: demographics, characteristics of the student population (diversity, ability, special needs, etc) as well as your subject-matter area/grade or age level. This could include any teaching positions, substitute teaching, internship/student teaching or another setting that involved teaching. How do these factors affect your teaching, your work as a library/media specialist or a school counselor?
 2. Briefly describe how you teach and why you believe your teaching is effective. Include any job experience from your previous profession that you think will contribute or has contributed to your effectiveness as a teacher or school specialist.
 3. Describe a leadership role in your previous job or profession or a leadership role you have held in education. Indicate your responsibilities, describe how you helped get things done, reflect on your leadership strengths, and identify a specific skill area for improvement.
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On the next page you will find a copy of the rubric the professors will use to score your essays.

RUBRICS FOR ADMISSIONS TO MASTER OF EDUCATION IN TEACHING PROGRAM

Departmental Graded Application

Student Name:	
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Rubric for Assessment of Part C *(For scoring by the Department Admission Committee)*

Ideas (Organization, Development, and Quality of Content)

CRITERIA	5	4	3	2	1
The applicant demonstrates well-organized written communication, clear in purpose, with ideas conveyed in an interesting, original manner. There should be use of clear, relevant examples and details that develop and enrich the central ideas and enhance reader's understanding.					
There are appropriate thesis statements, development of ideas, and transitions					
Problems, issues, or challenges are clearly identified					
Creative, realistic, and appropriate solutions are presented reflecting higher-order thinking.					
Indication of leadership potential					

Clarity: [A] Sentence Structure and [B] Word Choice

CRITERIA	5	4	3	2	1
A. The applicant's ability to write clearly is demonstrated with varied sentence structure and writing that reads easily throughout. Paragraphs contain a topic sentence, three or more specific examples/supporting statements, and a concluding sentence. There are good transition sentences between paragraphs.					
The sentences are varied and logically sequenced; no run-ons; reads easily					
B. Words are selected that convey the intended meaning in an interesting, concise, sophisticated, and natural way. Lower scores for writing that is quite ordinary or generic or meaning is difficult to determine.					
The word choices are appropriate for the context; meaning is clear					

Writing Conventions/"Mechanics"

CRITERIA	5	4	3	2	1
The applicant's ability to use standard writing conventions (grammar, capitalization, punctuation, spelling, paragraphing) in written communication. There should be no glaring errors, or errors are minor. Lower scores indicate impaired readability (poor spelling, grammar, inconsistent tense, voice shift, sentence fragments, etc.)					
Proper writing conventions are used					
List areas of misuse:					

I judge this student's performance on this examination to be: (Please highlight or type below the correct one)

High Pass 35-31 points: 90%	Pass 30-28 points: 80%	Low Pass 27-24 points: 70%	No Pass/Rewrite 23> points: 60-0%

Name of Faculty Scorer	
Date Scored	