

GRADUATE WRITTEN ENGLISH PROFICIENCY POLICY
Master of Arts in Education: Concentration in Early Childhood Education

Rubric for Assessment of Statement Purpose as Assessment of Level-One Writing Proficiency

	Needs Improvement (1)	Emerging (2)	Competent (3)
Mechanics and Style	Significant issues with style, grammar, spelling, and punctuation that interfere with reader comprehension.	Some issues with style, grammar, spelling, and punctuation, although meaning is mostly retained.	Effective written style, correct grammar usage, and accurate spelling and punctuation.
Coherence and Argumentation	Limited organization and ineffective or absent argumentation about one's merits as a potential student in the program.	Some evidence of organization and partially effective argumentation about one's merits as a potential student in the program.	Good organization and persuasive argumentation about one's merits as a potential student in the program.
Content: Relevancy of applicant experience and goals for the program.	Statement evidences little or no direct experience working with young children and/or describes inaccurate or idealized views of the field of ECE or of the goals and intentions of our degree program.	Statement evidences substantial direct experience working with young children and describes reasonably accurate views of the field of ECE and of the goals and intentions of our degree program.	Statement clearly evidences extensive direct experience working with young children and describes a sophisticated view of the field of ECE. Applicant describes clear and realistic intentions for pursuing the degree, and these goals mesh well with the structure and philosophy of our program.