



EPP ADMISSION ESSAY RUBRIC

Category	Unacceptable (0)	Emerging (1)	Developing (2)	Proficient (3)	Score
Focus/Purpose	Implies a point of view, perspective, or position on issue but with little or no awareness of purpose	Implies a point of view, perspective, or position on issue and demonstrates some awareness of purpose	Develops a point of view, perspective, or position on the issue and demonstrates an awareness of purpose	Insightfully develops a full and engaging point of view, perspective, or position and demonstrates a strong awareness of purpose	
Evidence/Support	Includes little or no evidence to support ideas; frequent and illogical generalizations without support	Evidence is adequate but not sufficient or specific to explain some key concepts but may lack sufficient supporting details	Evidence is sufficient, logical, sound, and consistent with ideas that are well developed and supported	Evidence is substantial, logical, specific, and/or illustrative with sophisticated ideas, depth, and evidence of originality that are particularly well developed and supported	
Organization	Organization is limited, confusing, disjointed, and weak, such that essay is difficult to understand; transitions are missing, inappropriate, or illogical	Attempts to use a consistent system for basic organization and presentation, but paragraphs are disconnected with weak or missing transitions; structure is weak	Organization is logical and coherent, clearly making connection among ideas; makes effective transitions	Organization is logical, sequential, and coherent, making insightful connections among ideas; well-developed paragraphs; ideas are linked with smooth and effective transitions	
Language and Style	Use of language and vocabulary are limited; contains multiple and serious errors of sentence structure (e.g., fragments, run-ons) [grammar/mechanics]; excessive use of simple sentences	Use of language is inconsistent; limited vocabulary, poor sentence flow, and little variety in sentence structure; non-standard syntax usage; some use of colloquialisms; uses compound sentences.	Exhibits adequate use of language, good vocabulary range and accuracy of usage; variety in sentence structure; avoids use of colloquialisms; uses complex sentences; [college-level vocabulary;	Exhibits skillful, effective, and powerful use of language, exceptional vocabulary range and accuracy of usage, and variety in sentence structure; manipulates complex sentences for effect/impact	

Mechanics and Presentation	Frequent errors in spelling, and capitalization; inaccurate punctuation; meaning is impeded because of errors in usage and mechanics	Uses writing mechanics that generally convey clarity, although there are some errors in usage; minimal capitalization, punctuation, and spelling errors	Shows control of grammar and mechanics with limited errors	Virtually free of punctuation, spelling, capitalization errors	
Content/Information	Little or no evidence of critical, careful thought or analysis and/or insight; too few and/or irrelevant examples	Some evidence of critical, careful thought and analysis and/or insight; includes general examples	Evidence of critical, careful thought and analysis and/or insight; good, relevant supporting examples	Strong evidence of critical, careful thought and analysis and/or insight; vivid and specific examples	
Audience, Tone, and Point of View	Lacks awareness of particular audience; inappropriate or inconsistent tone	Shows some awareness of a particular audience, tone and point of view not refined or consistent	Effective and accurate awareness of audience, satisfactory tone and point of view	Clear discernment of distinctive audience; tone and point of view appropriate to assignment	
Total	# Unacceptable scores	# Emerging scores	# Developing scores	# Proficient scores	Total score for this column _____

Feedback to candidate: