



DEPARTMENT OF TEACHER EDUCATION

Elementary Theme Writing Rubric

The theme writing paper is written during a scheduled 60-minute period and turned in at the end of that time.

Directions:

Use the 60 minutes to organize your thoughts, write, proof, and revise your essay.

Writing paper will be provided for you

Use blue/black ink

Use your dictionary or thesaurus to help you with vocabulary

Your theme writing score will be e-mailed to you by undergraduate office personnel approximately one week later

Choose **three** of the following prompts to guide your essay:

- Beliefs about teaching and learning
- Attitudes/beliefs related to student diversity (ethnicity, religion, learning styles, disabilities, gender)
- Describe how your experiences with children have impacted your beliefs about how student learn
- Evidence of your dedication to life long learning
- Evidence of your beliefs about the literacy process

To be considered for admission, the writer must earn a Proficient or Advanced score in all areas. Minimum score for passing is 18.

Content	12-Advanced	9-Proficient	6-Developing	3-Basic
I. Content of Theme	The content of the essay goes beyond superficial discussion of the prompts and includes connections to actual practice and experiences.	The prompts are distinguished and there is some accurate elaboration of the prompts.	The prompts are labeled in the essay, but are not explained or supported with content.	There is no evidence of the prompts detected in the writing.
Writing Quality	4-Advanced	3-Proficient	2-Developing	1-Basic
II. Organization of the Theme	The theme is clearly organized. Key issues are developed with details to inform and elaborate.	The introduction, body, and conclusion are clearly evident with a smooth transition between ideas.	There is an attempt to organize ideas into a logical sequence but without a smooth transition between ideas.	There is no clear evidence of the introduction, body, or conclusion.
III. Conventions	There are no spelling or grammar errors.	There are minimal spelling/grammar errors (Less than 3 per page). They do not interfere with the reader's ability to understand the content.	There are grammar/spelling errors interspersed throughout the theme. (4-6 errors per page). The reader has some difficulty understanding the content.	There are significant grammar/spelling errors (more than 7 per page) that interfere with the reader's ability to understand the content.
IV. Academic Language	Style reflects formal, academic writing.	Style is mostly academic, 1-2 instances of informal language.	Style reflects casual or informal use of language.	Style reflects fragmented, informal use of language.