



## DEPARTMENT OF TEACHER EDUCATION

### Secondary and K-12 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)
- Based on your content knowledge, discuss how you will meet the different learning needs of your students
- Evidence of your dedication to life long learning
- Based on your field experiences, discuss what you consider to be effective classroom management

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

<b>Content</b>	<b>12-Advanced</b>	<b>9-Proficient</b>	<b>6-Developing</b>	<b>3-Basic</b>
<b>I. Content of Theme</b>	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.
<b>Writing Quality</b>	<b>4-Advanced</b>	<b>3-Proficient</b>	<b>2-Developing</b>	<b>1-Basic</b>
<b>II. Organization of the Theme</b>	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.
<b>III. Conventions</b>	There are no spelling or grammar errors.	There are minimal spelling/ grammatical 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.
<b>IV. Academic Language</b>	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.