

College-Level Writing Rubric

	Masterful	Skilled	Able	Developing	Novice	(Way Off)
Focus, Purpose, Thesis (Controlling Idea)	Engaging and full development of a clear thesis as appropriate to assignment purpose.	Competent and well-developed thesis; thesis represents sound and adequate understanding of the assigned topic.	Mostly intelligible ideas; thesis is weak, unclear, too broad, or only indirectly supported.	Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis.	Ideas are extremely simplistic, showing signs of confusion, misunderstanding of the prompt; thesis is essentially missing or not discernable.	Shows complete confusion about the topic or inability to grasp it; thus conspicuous absence of thesis and lack of purpose.
Ideas, Support & Development (Evidence)	Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific.	Ideas supported sufficiently; support is sound, valid, and logical.	Main points and ideas are only indirectly supported; support isn't sufficient or specific, but is loosely relevant to main points.	Insufficient, non-specific, and/or irrelevant support.	Lack of support for main points; frequent and illogical generalizations without support.	Clear absence of support for main points.
Structure, Organization	Organization is sequential and appropriate to assignment; paragraphs are well developed and appropriately divided; ideas linked with smooth and effective transitions.	Competent organization, without sophistication. Competent paragraph structure; lacking in effective transitions.	Limited attempts to organize around a thesis; paragraphs are mostly stand-alones with weak or non-evident transitions.	Organization, while attempted, was unsuccessful. Paragraphs were simple, disconnected and formulaic. No evident transitions or planned sequence.	Organization, if evident at all, is confusing and disjointed; paragraph structure is weak; transitions are missing; inappropriate and/or illogical.	Paragraph structure does not exist; or is a single rambling paragraph or series of isolated paragraphs.
Audience, Tone, and Point-of View	Clear discernment of distinctive audience; tone and point-of-view appropriate to the assignment.	Effective and accurate awareness of general audience; tone and point-of-view satisfactory.	Little or inconsistent sense of audience related to assignment purpose; tone and point-of-view not refined or consistent.	Shows almost no awareness of a particular audience; reveals no grasp of appropriate tone and/or point-of-view for given assignment.	Lacks awareness of a particular appropriate audience for assignment; tone and point-of-view somewhat inappropriate or very inconsistent.	No evident awareness of audience as appropriate to assignments; tone completely inappropriate to assignment.
Sentence Structure (Grammar)	Each sentence structured effectively, powerfully; rich, well-chosen variety of sentence styles and length.	Effective and varied sentences; errors (if any) due to lack of careful proofreading; syntax errors (if any) reflect uses as colloquialisms.	Formulaic or tedious sentence patterns; shows some errors in sentence construction; some non-standard syntax usage.	Sentences show errors of structure; little or no variety; no grasp of sentence flow.	Simple sentences used excessively, almost exclusively; frequent errors of sentence structure.	Contains multiple and serious errors of sentence structure; i.e., fragments, run-ons. Unable to write simple sentences.
Mechanics and Presentation	Virtually free of punctuation, spelling, capitalization errors; appropriate format and presentation for assignment.	Contains only occasional punctuation, spelling, and/or capitalization errors. Few formatting errors. Most errors fairly careless.	Contains several (mostly common) punctuation, spelling, and/or capitalization errors. Several errors in formatting or formatting is inconsistent.	Contains many errors of punctuation, spelling, and/or capitalization. Errors interfere with meaning in places. Formatting incorrect in most places.	Contains many and serious errors of punctuation, spelling, and/or capitalization; errors severely interfere with meaning. Formatting weak.	Frequent errors in spelling and capitalization; intrusive and/or inaccurate punctuation; communication is hindered. No formatting as appropriate to assignment.
Vocabulary and Word Usage	Exceptional vocabulary range, accuracy, and correct and effective word usage.	Good vocabulary range and accuracy of usage.	Ordinary vocabulary range, mostly accurate; some vernacular terms.	Errors of diction, and usage, while evident, do not interfere with readability.	Extremely limited vocabulary; choices lack grasp of diction; usage is inaccurate.	Diction and syntax make communication meaningless or very confusing at best.
	Masterful	Skilled	Able	Developing	Novice	(Way Off)

Rubric For College Entrance Essay

S. deBoef



Rubric For College Entrance Essay:

The Thinking Parent's Guide to College Admissions Eva Ostrum, 2006 Furnishes a guide on how to negotiate the college admissions process offering advice tools and procedures that cover everything from the college application timetable to writing an effective application essay

Improving Learning Through Assessment Rubrics: Student Awareness of What and How They Learn Gonsalves, Chahna, Pearson, Jayne, 2023-08-14 Assessment by rubrics has emerged as a tool with great potential to guide successful student learning from a competency based approach Rubrics as instruments that make it possible to share the criteria for carrying out learning and assessment tasks with students are excellent roadmaps for student learning largely because they allow students to know what they are expected to do and what they are expected to achieve by carrying out the learning tasks

Improving Learning Through Assessment Rubrics Student Awareness of What and How They Learn contributes to the improvement of what is being evaluated by identifying the strengths as well as the weaknesses of the didactic use of rubrics in the assessment of university learning The book also provides a set of theoretical issues methodological elements and practical resources for the assessment of university learning using rubrics Covering topics such as active learning self assessment and teacher identity this reference work is ideal for administrators policymakers researchers scholars academicians practitioners educators and students

The College Buzz Book Carolyn C. Wise, Stephanie Hauser, 2007-03-26 Many guides claim to offer an insider view of top undergraduate programs but no publisher understands insider information like Vault and none of these guides provides the rich detail that Vault's new guide does Vault publishes the entire surveys of current students and alumni at more than 300 top undergraduate institutions Each 2 to 3 page entry is composed almost entirely of insider comments from students and alumni Through these narratives Vault provides applicants with detailed balanced perspectives

Real Essays with Readings Susan Anker, 2011-12-28 Real Essays delivers the powerful message that good writing thinking and reading skills are both essential and achievable From the inspiring stories told by former students in Profiles of Success to the practical strategies for community involvement in the new Community Connections Real Essays helps students to connect the writing class with their real lives and with the expectations of the larger world So that students don't get overwhelmed the book focuses first on the most important things in each area such as the Four Most Serious Errors in grammar the Four Basics of each rhetorical strategy and the academic skills of summary analysis and synthesis Read the preface

How to Say It to Get Into the College of Your Choice Linda Metcalf, 2007-06-05 The latest in the How to Say It series demystifies the complex college admissions process How to Say It to Get Into the College of Your Choice offers students as well as their parents and school counselors a variety of essential resources and information including Worksheets for writing personal statements and resumes Winning words and phrases for filling out a sample Common Application used by more than 200 of the top colleges Finding the right words for the admissions essay using advice from admissions directors at top schools Pointers for the essay portion of the New SAT

plus a practice test The fundamentals of obtaining winning recommendations Statements to make interviews successful

Assessment Powered Teaching Nancy W. Sindelar, 2015-09-01 Knowledge is power and this book puts assessment data and instruction together in a step by step format Instead of dreading the time testing takes from teaching you can harness its power to define learning targets build standards based assessments gather and use test data in the classroom and develop data driven teaching strategies Assessment expert Nancy W Sindelar provides practical tools that help teachers Use formative and summative assessment results to enhance instruction Motivate students by providing clear learning targets Utilize technology to analyze students progress Raise test scores Included are testimonials from teachers numerous data analysis examples rubrics and a chapter on culturally diverse schools Designed to be adaptable this book is a powerful resource for teachers teacher teams and all educators dedicated to enhancing student learning **Stronger Writing Skills**

for Teens Gregory Berry, 2018-08-16 Stronger Writing Skills for Teens offers middle and high school teachers strategies techniques and materials for teaching adolescent writing in a variety of modes A practical and useful resource for classroom teachers the book focuses on quality writing instruction within the modes of writing as defined by Common Core State Standards Examples of student work are included to illustrate effectively designed assignments and strategies for writing and revising It includes methods for teaching vocabulary and academic language to help students improve word choice and use of language in their writing Tools for assessing and grading student writing are also included as well as suggestions and resources for effectively using writing rubrics and scoring guides Narrative expository explanatory argument and research writing are discussed with specific strategies suggested materials and ways to approach the modes Teachers will also find suggestions for helping students learn to incorporate multimodal text into their writing and successfully write in digital contexts as well as methods for helping students master timed and on demand writing English Language Arts, Grade 12 Module 1

PCG Education, 2015-11-05 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource

Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation It's Time to Complete Community College S. deBoef,2018-02-02 Earning a college degree improves health and economic wellbeing Thus American taxpayers subsidize a majority of the cost of public colleges At least half of all college students in the U S today attend two year colleges yet fewer than half of these students achieve their educational goals This book written by an experienced community college teacher summarizes specific evidence based methods to improve student learning and completion This book summarizes student characteristics including socio economic status academic background work family commitments instructional methods of work pace grading procedures student practice opportunities and feedback to students institutional policies such as course scheduling teaching loads teacher training availability of student services commitment of administrators to using assessment to improve student learning outcomes If you are a college student parent of a college student college teacher administrator or concerned taxpayer you are invited to read this book and join this discussion It is unlikely that college completion rates will significantly improve without informed communities demanding institutional action

The NPEC sourcebook on assessment , Developing Writers: Teaching And Learning In The Digital Age
Andrews, Richard,Smith, Anna,2011-07-01 Education **Helping Students Take Control of Their Own Learning** Don Mesibov,Dan Drmacich,2022-06-16 What does learner centered education look like and how can we best put it into practice This helpful book by experienced educators Don Mesibov and Dan Drmacich answers those questions and provides a wide variety of strategies activities and examples to help you with implementation Chapters address topics such as positioning students at the center of the lesson and teachers as coaches making tasks relevant and engaging incorporating the affective domain and social emotional learning assessing learning and more Appropriate for new and experienced teachers of all grades and subjects this book will leave you feeling ready to help students take control of their own learning so they can reach higher levels of success *The Truth about College Admission Workbook* Brennan Barnard,Rick Clark,2021-09-28 Finally A workbook that guides you and your family through a positive college admission experience College admission has always been complicated and COVID 19 has changed the college search and selection process in profound and challenging ways But the authors behind the best selling *The Truth about College Admission* are here to help with a new college

admission workbook that puts the complex process into the hands of students and those who support them Packed with activities and exercises it s designed to help students find multiple colleges where they can not only get in afford to go and thrive on campus but also enjoy the adventure along the way From building a balanced list of schools to research and visit to writing essays preparing for interviews and ultimately choosing a college to attend the interactive exercises in this comprehensive workbook provide students with important questions to ask information to consider and the preparation they need to help them focus more on how they ultimately arrive on a college campus rather than precisely where their journey takes them If done right college counselor Brennan Barnard and undergraduate admission director Rick Clark demonstrate college admission can be more like the college experience itself an opportunity to grow learn discover enjoy and build close lasting relationships A companion resource to The Truth about College Admission A Family Guide to Getting In and Staying Together each chapter in this guide is designed to help high school classes small study groups or individual students and their families focus on the most important questions to ask steps to take and conversations to have as they apply to college Full of accurate information and experience based insight this workbook cuts out the noise and stress instead encouraging students to reflect research and regain perspective

Handbook of Complementary Methods in Education Research

Judith L. Green, Judith Green, Gregory Camilli, Patricia B. Elmore, Patricia Elmore, 2012-01-04 Published for the American Educational Research Association by Routledge The Handbook of Complementary Methods in Education Research is a successor volume to AERA s earlier and highly acclaimed editions of Complementary Methods for Research in Education More than any book to date including its predecessors this new volume brings together the wide range of research methods used to study education and makes the logic of inquiry for each method clear and accessible Each method is described in detail including its history its research design the questions that it addresses ways of using the method and ways of analyzing and reporting outcomes Key features of this indispensable book include the following Foundations Section Part I is unique among research books Its three chapters examine common philosophical epistemological and ethical issues facing researchers from all traditions and frames ways of understanding the similarities and differences among traditions Together they provide a tripartite lens through which to view and compare all research methods Comprehensive Coverage Part II the heart of the book presents 35 chapters on research design and analysis Each chapter includes a brief historical overview of the research tradition examines the questions that it addresses and presents an example of how the approach can be used Programs of Research Part III examines how research programs connected to eight specific lines of inquiry have evolved over time These chapters examine phenomena such as classroom interaction language research issues of race culture and difference policy analysis program evaluation student learning and teacher education Complementary Methods As the title suggests a central mission of this book is to explore the compatibility of different research methods Which methods can be productively brought together and for what purposes How and on what scale can they be made compatible and what

phenomena are they best suited to explore Flexibility The chapters in Parts II and III are largely independent Therefore selected portions of the book can be used in courses devoted to specific research methods and perspectives or to particular areas of education Likewise established researchers interested in acquiring new techniques or greater expertise in a given methodology will find this an indispensable reference volume This handbook is appropriate for any of the following audiences faculty teaching and graduate students studying education research education researchers and other scholars seeking an accessible overview of state of the art knowledge about specific methods policy analysts and other professionals needing to better understand research methods and academic and research libraries serving these audiences

Improving Writing and Thinking Through Assessment Teresa L. Flateby, 2010-06-01 Improving Writing and Thinking through Assessment is designed to help individual faculty and administrators select assessment approaches and measures to maximize their students writing and thinking The book offers useful guidance through presentation of recommended assessment guidelines and measurement principles in Part 1 and applications from a variety of contributors in Part 2 It addresses a wide range of audiences including instructors who want to assess and thus foster writing and thinking in their courses administrators and instructors planning to assess writing and thinking at the program or institutional level and graduate students interested in improving students writing and critical thinking This book is more guide than a cookbook By providing comprehensive standards and criteria that help individuals or teams develop plans and measures to improve writing and thinking the book should be helpful for academic and Student Affairs administrators and faculty as the principles apply equally to all engaged in assessment Contributors representing a wide range of educators illustrate many of the approaches and methods described in the theoretical section of the book using a variety of assessment strategies at both classroom and program levels Readers will see how different types of institutions both private and public as well as undergraduate and graduate have designed assessment strategies and plans to gauge and enhance writing and thinking growth in the classroom and across programs They candidly describe challenges encountered and solutions they adopted or suggest These chapters reflect approaches and perspectives from various discourse communities including writing program administrators composition faculty assessment professionals and individual faculty representing several disciplines The author argues the urgent need to develop strong writers and thinkers She discusses challenges and obstacles but underscores the necessity for more faculty involvement and institutional commitment This book will help institutions and individual faculty design and implement sound meaningful assessment strategies to foster effective writing and thinking that will both advance the goals of the institutional mission and meet faculty s disciplinary objectives and scholarly concerns

Identity Orchestration David Wall Rice, 2022-06-21 Identity Orchestration illustrates the importance of identity balance in behavioral health as seen through a personality psychology lens The contributors to this collection deeply engage the self and psychological strength by examining race gender class and context with narratives that highlight the asset based constructs of identity

The Complete Book of

Colleges, 2013 Edition Princeton Review, 2012-08-07 Profiles every four year college in the United States providing detailed information on academic programs admissions requirements financial aid services housing athletics contact names and campus life **Resources in Education** ,2001 Teaching World History in the Twenty-first Century: A Resource Book Heidi Roupp, 2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course or wants to teach it better It includes contributions by experienced teachers who are reshaping world history education and features new approaches to the subject as well as classroom tested practices that have markedly improved world history teaching Going Gradeless, Grades 6-12 Elise Burns, Elise B Naramore, David Frangiosa, 2021-02-23 Grade reform and standards based grading SBG is a hotly debated issue in education As one high school administrator puts it Traditional letter grading is probably the biggest elephant in the room in regard to school reform We start grading at a young age and it becomes all about accumulating points and it s not about the learning anymore Dan Kelley principal of Smithfield High School Rhode Island When students can focus less on the score and more on the learning great things happen SBG is even more challenging in high school In this book the authors share their districts successes moving to alternate assessment methods that promote learning rather than solely achievement The proponents of grade reform highlight the arbitrary nature of grades the undue stress experienced by some learners and the potential interference in the process of learning On the other hand opponents reference the lack of accountability and a shift away from content knowledge that is perceived in many alternate assessment models This book outlines how to remove the negative impacts of grades while still maintaining a high level of accountability While the majority of other books in this space provide a rationale for why the shift is necessary these authors provide the classroom teacher s perspective and concrete examples of how these approaches can be developed and applied They provide sample assessments student work samples an accountability checklist a sample of their rubrics and a review of our collected data

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