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RHODE ISLAND  
COLLEGE

**Feinstein School of Education and Human Development**  
**GRADUATE PROGRAMS**

**Professional Goals Essay**

In considering your admission to an advanced program, the faculty of the Feinstein School of Education and Human Development will review evidence that demonstrates your potential to enhance your expertise in the professional field of your choice.

**Directions:** Prepare a well-organized, focused essay of 300 to 500 words describing why you want to pursue graduate education. Included in the essay should be a reflection on:

- your experiences, skills, and lifelong learning, which make your decision to pursue graduate study a sound choice for you,
- your level of preparation for graduate study, knowledge in your chosen field, and professional activities/collaboration,
- your professional goals and how these goals will prepare you to serve individuals and families from diverse backgrounds, and
- your reasons for choosing RIC's graduate program.

**Please note:** This essay should demonstrate your best writing. It must be double-spaced and word processed (or typed).



PROFESSIONAL GOALS ESSAY—SCORING RUBRIC

Candidate \_\_\_\_\_ Reader \_\_\_\_\_ Date \_\_\_\_\_

Score: Initial Assessment \_\_\_\_\_ Revision Date \_\_\_\_\_ Score \_\_\_\_\_

<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>Reflection on experiences, skills, and lifelong learning.</li> <li>Level of preparation, knowledge base, and professional activities.</li> <li>Professional goals and their relation to serving all individuals and families.</li> <li>Reasons for choosing RIC's graduate program.</li> </ul>	<p><b>EXEMPLARY (4)</b></p> <p>All content criteria are evident and show evidence of clear, <b>well-reasoned</b> reflection and understanding of the goals of graduate study. Essay includes <b>effective use of personal experience</b> to discuss level of preparation and promising dispositions.</p>	<p><b>ACCEPTABLE (3)</b></p> <p>Most criteria are evident or some evidence of thoughtful reflection and understanding of graduate study goals. Essay includes <b>some relevant examples based on personal experience</b> to discuss level of preparation and promising dispositions.</p>	<p><b>REVISE/RESUBMIT (2)</b></p> <p>Some criteria are evident or shows <b>little thoughtful reflection</b> and understanding of graduate study goals. Essay includes <b>few relevant examples</b> based on personal experience; <b>does not generally use</b> those examples to discuss level of preparation or promising dispositions.</p>	<p><b>UNACCEPTABLE (1)</b></p> <p>Content is relevant but not comprehensive or well integrated. There is <b>little evidence</b> of thoughtful reflection or understanding of graduate study goals. Essay makes <b>little connection</b> to personal experience and/or level of preparation.</p>
<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>Expression and voice.</li> <li>Organization of thoughts and ideas.</li> <li>Use of the English language.</li> </ul>	<p><b>EXEMPLARY (4)</b></p> <p><b>Well-focused</b> essay with evidence of <b>thought and organization</b> in composition, phrasing, and structure. Effective transitions between ideas. <b>No</b> spelling, punctuation, or grammar <b>errors</b> are evident.</p>	<p><b>ACCEPTABLE (3)</b></p> <p>Essay is <b>focused</b> and shows <b>some evidence</b> of composition skills. Transitions between ideas are weak or inconsistent. Essay is mostly clean from errors (<b>no more than three errors</b> in spelling, punctuation, or grammar).</p>	<p><b>REVISE/RESUBMIT (2)</b></p> <p>Essay is <b>not focused</b> and shows <b>minimal evidence</b> of composition skills. Structure is weak with little evidence of transitions between ideas. Essay contains <b>numerous errors</b> in spelling, punctuation, and grammar but they <b>do not detract</b> from reader's understanding.</p>	<p><b>UNACCEPTABLE (1)</b></p> <p>Essay is <b>poorly expressed and disorganized</b> with little attention to language and sentence structure. Essay contains <b>numerous errors</b> in spelling, punctuation, or grammar that <b>significantly undermine</b> reader's understanding.</p>
<p><b>OVERALL RATING</b></p>	<p><b>EXEMPLARY</b> <input type="checkbox"/></p>	<p><b>ACCEPTABLE</b> <input type="checkbox"/></p>	<p><b>REVISE/RESUBMIT</b> <input type="checkbox"/></p>	<p><b>UNACCEPTABLE</b> <input type="checkbox"/></p>