

## ASSESSMENT 3. PROFESSIONAL DISPOSITIONS

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### DESCRIPTION

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To assess professional dispositions, the program uses the Professional Goals Essay submitted as part of the program application process:

#### **Professional Goals Essay**

In considering your admission to an advanced program, the faculty of the Feinsein 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).

# INSTRUMENT (OR RUBRIC)



RHODE ISLAND COLLEGE  
Feinstein School of Education and Human Development  
GRADUATE PROGRAMS

600 Mount Pleasant Avenue  
100 Horace Mann Hall  
Providence, RI 02908

## Feinstein School of Education and Human Development Graduate Programs 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, well-reasoned reflection and understanding of the goals of graduate study. Essay includes effective use of personal experience to discuss level of preparation and promising dispositions.</p> <p style="text-align: center;"><input type="checkbox"/></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 some relevant examples based on personal experience to discuss level of preparation and promising dispositions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>REVISE/RESUBMIT (2)</b></p> <p>Some criteria are evident or show little thoughtful reflection and understanding of graduate study goals. Essay includes few relevant examples based on personal experience; does not generally use those examples to discuss level of preparation or promising dispositions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>UNACCEPTABLE (1)</b></p> <p>Content is relevant but not comprehensive or well integrated. There is little evidence of thoughtful reflection or understanding of graduate study goals. Essay makes little connection to personal experience and/or level of preparation.</p> <p style="text-align: center;"><input type="checkbox"/></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>Well-focused essay with evidence of thought and organization in composition, phrasing, and structure. Effective transitions between ideas. No spelling, punctuation, or grammar errors are evident.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>ACCEPTABLE (3)</b></p> <p>Essay is focused and shows some evidence of composition skills. Transitions between ideas are weak or inconsistent. Essay is mostly clean from errors (no more than three errors in spelling, punctuation, or grammar).</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>REVISE/RESUBMIT (2)</b></p> <p>Essay is not focused and shows minimal evidence of composition skills. Structure is weak and little evidence of transitions between ideas. Essay contains numerous errors in spelling, punctuation, and grammar but they do not detract from reader's understanding.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>UNACCEPTABLE (1)</b></p> <p>Essay is poorly expressed and disorganized with little attention to language and sentence structure. Essay contains numerous errors in spelling, punctuation, or grammar that significantly undermine reader's understanding.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>OVERALL RATING</b></p>	<p><b>EXEMPLARY</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>ACCEPTABLE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>REVISE/RESUBMIT</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>UNACCEPTABLE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>

## DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	8	6.7
2008/09	13	6.4
2007/08	8	6.5

\* If more than one measure is used, repeat the table for each measure.  
Note: If scores are not available, use course grades as a proxy.