

Skill	Professional	Proficient	Developing	Incomplete	Comments
CLEARLY ANSWERS WHY Includes key components such as: <i>Extracurricular experiences</i> <i>Future career goals</i> <i>Addresses academic persistence (if needed)</i> <i>Core competencies</i> <i>Fit/Motivation</i>	Clearly identifies WHY early to frame statement. Key components for connecting personal story to the WHY clearly presented with detailed supporting evidence.	Clearly identifies WHY within the essay. Components connect the personal story to the WHY with some detailed evidence.	Identifies WHY in a general or cliched way. 1-2 key components connect the personal story to the WHY. Evidence is vague or implied but not thoroughly discussed.	Does not clearly identify WHY. Personal story is loosely connected to the WHY. Key components are missing or difficult to identify.	
ORGANIZATION <i>Introduction</i> <i>Key Ideas</i> <i>Conclusion</i>	Writing includes a logical flow of ideas supported by compelling examples.	Writing has a logical flow of ideas but some ideas are not supported by examples.	Organization is limited. It has some direction but may get off topic or go in circles.	Writing is ineffective and/or disorganized.	
TOPIC SENTENCES & TRANSITIONS <i>Focus on the first and last sentence of each paragraph.</i>	Paragraphs have focused and strong topic sentences and smooth, almost seamless transitions.	Paragraphs have focused topic sentences and clear transitions.	Paragraphs have topic sentences that need to be more focused. Transitions are rough.	Paragraphs lack topic sentences and transitions. Paragraphs are run-on or too short to present complete ideas.	
DESCRIPTIONS <i>Detailed examples that support the key ideas and aid the reader in understanding the WHY.</i>	Writing showcases detailed examples that are specific and descriptive with outcomes/growth/experiential learning/obstacles overcome shared when applicable.	Writing demonstrates examples rather than "tells". Provides specific examples.	Writing includes telling instead of showing. Includes limited examples.	Writing is all telling, no examples to support the why.	

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WRITING CONVENTIONS SWE = “Standard Written/White English” <i>Grammar, Punctuation, Sentence Structure, Spelling</i>	Writing uses SWE conventions nearly all the time. 1-2 types of errors.	Writing has a few errors to fix, but generally uses SWE. 2-3 types of errors.	Writing has enough errors with SWE to distract the reader.	Writing has numerous errors with SWE making the essay difficult to read.	
TONE	Writing uses positive, engaging language that helps demonstrate the writer’s achievements and fit for the profession. Word choices and terminology are well integrated to communicate knowledge of the field. No negative or unprofessional content is included.	Language is neutral. Word choices and terminology are appropriate for the field. No negative or unprofessional content is included.	Language is neutral. Word choice is basic and repetitive OR sounds forced, as if the writer is trying too hard to impress. No negative or unprofessional content is included.	Negative and/or informal language is used. Overexplains concepts or terms familiar to the audience. Includes criticism, blame, or negative commentary on the profession.	
OVERALL STORY <i>Rate overall story on what is currently present in the essay.</i>	Tells a unique and connected story throughout the essay using concert examples and insightful reflections. Essay is interesting and relevant, inspiring reader to want to meet the author.	Tells solid story but has some details, examples, or reflections that could be smoother. Essay is interesting and relevant.	Tells a story that lacks the detail and/or language to communicate energy and enthusiasm for the field. Essay is relevant.	Story is incomplete or choppy. Details may be unfinished or unconnected. Essay does not communicate a coherent message.	

Other Feedback: