



ASSESSMENT RUBRIC FOR STATEMENT OF PURPOSE

Teacher Training Educational Programme

In the statement of purpose a candidate should focus on the following aspects:

- Motivation for enrollment in Teacher Training Educational Programme
- Personal plans and objectives for the future
- Statement how Teacher Training Educational Programme will help with fulfillment of the objectives

A candidate should write 500 words. The exam will last 90 minutes.					
Component	Excellent (4 points)	Competent (3 points)	Needs Refinement (2 points)	Poor (1 point)	Grade (20 points)
Essay and focus	A candidate is able to write a clearly articulated original essay with the focus on the assigned task.	A candidate is able to write an essay; however, it lacks originality or/and in some cases fails to focus on the assigned task.	A candidate is able to articulate the major purpose, but the produced essay is not original and in most cases fails to communicate the message clearly.	A candidate fails to communicate the purpose and the produced work only in few cases addresses the assigned task.	
Organisation and coherence	A candidate successfully produces a well-organised statement of purpose with introduction, main body and conclusion. Information provided in each section (introduction, body, conclusion) is relevant and the narrative is coherent.	A candidate produces an organised statement of purpose with introduction, main body and conclusion; however, some paragraphs lack coherence and the ideas are not organised in a logical way.	A candidate produces a statement of purpose; however, introductory or main paragraphs lack clarity and fail to communicate the message in a logical manner. The conclusion does not fully summarise all major messages of the statement of purpose.	A candidate fails to produce an organised statement of purpose. The ideas are not clear and there is no cohesion. The work does not follow the requirements for a structured piece of academic writing.	



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Grammar and Style	A candidate produces an accurate piece of work in terms of grammar, spelling and punctuation and overall writing is relevant to academic requirements.	A candidate produces work with minor mistakes in grammar, spelling and punctuation. Writing is clear and follows academic requirements.	A candidate produces work with moderate mistakes in grammar, spelling and punctuation which at times makes it difficult to understand the meaning.	A candidate writes with major mistakes in grammar, spelling and punctuation which mostly make it impossible to understand the communicated meaning.	
Vision and Action Plans	A candidate clearly states his/her vision and motivation for participation in the Teacher Training Educational Programme, defines clear plans how his/her goals can be achieved and how the program can support him/her in this effort.	A candidate states his/her vision and motivation for participation in Teacher Training Educational Programme, defines plans how his/her goals can be achieved and how the program can be of any support.	A candidate states his vision and/or motivation for participation in Teacher Training Educational Programme; however, his/her narrative lacks clarity and he fails to define how the program can be of any support in realisation of the goals.	A candidate fails to provide a clear vision and action plan of how his/her involvement in Teacher Training Educational Programme can be of any support in realisation of the goals.	
Reflective Examples	A candidate describes relevant experiences, examples and cases which fully and logically support the arguments and reflections developed in the statement of purpose.	A candidate describes relevant experiences or examples or cases which mostly support the arguments and/or reflections developed in the statement of purpose.	A candidate mostly fails to provide relevant experiences, cases or examples to support his/her arguments and/or reflections developed in the statement of purpose.	A candidate fails to produce relevant arguments, experiences or cases supporting the reflections developed in the statement of purpose.	

* A candidate is given 0 if he/she is not able to produce any work or the produced work is not relevant to the assigned task.



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Tips for the Introduction

- clearly states what issues the statement of purpose will cover
- introduces the arguments, plans and statements which are supposed to define a candidate's purpose

Tips for the Main Body

- contains paragraphs which refer to and develop the issues outlined in the introduction
- paragraphs are well-organised and clearly communicate information
- all supporting statements develop the idea outlined in the topic sentence
- transitions help a reader to easily follow ideas
- concluding sentence(s) summarise(s) the major idea/argument communicated throughout a paragraph

Tips for the Conclusion

- summarises all major arguments and statements developed throughout the essay and clearly states a candidate's purpose