Northern New Mexico College

Department of Teacher Education

Letter of Intent Rubric

Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Banner ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sem: \_\_\_\_\_\_Program (check one): □ BA-ELEM □BA-ECED □ALP-ELEM □ALP-SEC□ALP-SPED

Prompt: Write a letter of intent describing *why you want to become a teacher.*

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| **Criteria** | **1 Unacceptable- Does not meet minimum expectations** | **3 Basic- Meets minimum expectations** | **5 Proficient- Successfully meets expectations in most areas** | **7 Advanced- Exceeds expectations in all areas** |
| **Introduction**  Introduce yourself | Introduction does not provide a clear snapshot of the candidate. Little to no information is provided to support personal attributes and/or personal character traits. | Introduction slightly provides a clear snapshot of the candidate. Introduction slightly provides information to support personal attributes and/or personal character traits. | Introduction is moderately consistent in providing a clear snapshot of the candidate. Introduction provides moderate, effective information to support personal attributes and/or personal character traits. | Introduction is fully consistent in providing a clear snapshot of the candidate. Introduction makes full, effective use of providing information to support personal attributes and/or personal character traits. |
| **Criteria** | **1** | **3** | **5** | **7** |
| **Interest in the profession of education**  Why do you want to become a teacher? | Information is a collection of unrelated sentences. Information does not focus on significant areas of interest about educational influences drawing on examples, experiences, former teachers, and other relevant topics. | Ideas were somewhat organized, but were not very clear. The information focuses minimally on significant areas of interest about educational influences drawing on examples, experiences, former teachers, and other relevant topics. | Ideas were expressed in a clear manner, but not always consistent. The information focuses moderately well on significant areas of interest about educational influences drawing on examples, experiences, former teachers, and other relevant topics. | Ideas were consistently expressed in a clear and organized fashion. The information consistently focuses on significant areas of interest about educational influences drawing on examples, experiences, former teachers, and other relevant topics. |
| **Criteria** | **1** | **2** | **3** | **4** |
| **Quality of Writing** | Little or no structure present. Presentation is confusing to the reader; no logical sequence of ideas; frequently off topic. | Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic | Identifiable structure is present and consistently executed with few statements out of places | Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused |
| **Criteria** | **1** | **2** | **3** | **4** |
| **Format**  12 pt font  Double-spaced  1-2 pgs in length | Contain errors in grammar and/or spelling. Illegible or hard to see. Content, format or use of images inappropriate and distracts from meaning or credibility. | Error free, legible and displayed so that information is somewhat easily read. Images do little or nothing to enhance the presentation. | Error free, legible and displayed so that most information is easily read. Most of the visuals make a positive contribution to the presentation. | Error free, legible and displayed so that the information can easily be read. All of the visuals make a positive contribution to the presentation. |
| Criteria | 4 | **10** | 16 | 22 |

Total Score \_\_\_\_\_\_\_\_\_ Minimum score for passing is a total of 16.

Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

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| Comments: |