

**INITIAL ASSESSMENT WRITING SAMPLE with RUBRIC**  
**Master of Science with a major in Education and an emphasis in School Health**

**I. Cover Page**

Please attach to your writing sample a cover page that includes the following information:

- a. Name and e-mail
- b. Date Submitted
- c. Master of Science with a major in Education and an emphasis in School Health
- d. Advisor: Dr. Alice Sagehorn

**2. Writing Sample Directions and Choice of Prompts**

In one to two page(s), double-spaced with 12 point font format, demonstrate your writing skills by addressing **ONE** of the following two prompts. These prompts have been aligned with the Graduate Knowledge Base.

**Prompt 1.** *Discuss how being a reflective practitioner impacts  
School Nurse decision-making and student health and wellness.*

NOTE: Please read and reference the Graduate Knowledge Base in your response.

**OR**

**Prompt 2.** *Discuss how creating an effective health program impacts  
students' intellectual, social, and personal development.*

NOTE: Please read and reference the Graduate Knowledge Base in your response.

**3. Email cover page and writing sample as one attachment to:**

Dr. Alice Sagehorn at [asagehorn@pittstate.edu](mailto:asagehorn@pittstate.edu)

Identify WRITING SAMPLE in the Subject Line of the Email

**Pittsburg State University Graduate Knowledge Base**  
**Master of Science with a major in Education and an emphasis in School Health**

\*This indicator has been identified as representing a disposition.

**Standard 1 Health and Wellness**

Demonstrate specific attitudes, values, beliefs and behaviors which promotes health and wellness of the school age child.

- Strategically plans, develops, and improves effective health program.
- Develops curriculum focused on health and wellness of school age children.
- Implements nursing process with children and families experiencing acute and chronic health care needs.
- Demonstrates diverse teaching strategies in school health settings.

**Standard 2 Research**

Demonstrate specific attitudes, values, beliefs and behaviors which implements effective research within the educational environment.

- Uses existing educational research to inform and guide practice
- Maintains ethical standards in both conducting and applying educational research
- Identifies and solves problems by making decisions based upon accepted theory and research.

**Standard 3 Leadership**

Demonstrate specific attitudes, values, beliefs and behaviors which exhibit leadership competencies.

- Demonstrates the ability to make decisions based upon data and input from stakeholders
- Adheres to ethical and professional standards
- Transforms ideas into action through effective team building
- Utilizes a variety of problem-solving strategies and possesses strong critical thinking abilities
- Prioritizes tasks and manages time efficiently

#### **Standard 4 Diversity**

Demonstrate specific attitudes, values, beliefs and behaviors which provide equitable learning opportunities for all.

- Demonstrates sensitivity to community and cultural norms
- Values students and encourages them to value self and others
- Promotes a bias free learning environment
- Believes in and encourages the success of all learners
- Appreciates individual variation and shows respect for the diverse talents of all learners
- Responds appropriately to larger political, social, economic and cultural issues through global awareness

#### **Standard 5 Instruction and Assessment**

Demonstrate specific attitudes, values, beliefs and behaviors which reflect advocating, nurturing and sustaining best practices and multiple assessments.

- Possesses pedagogical knowledge relevant to specific disciplines
- Establishes Standards and expectations that lead to effective learning
- Inspires all learners to develop self-confidence and competence
- Demonstrates specialized preparation in specific area of study
- Expects all students will achieve full potential and attain individual success

#### **Standard 6 Professionalism**

Demonstrate specific attitudes, values, beliefs and behaviors which reflect a commitment to a dependable and professional demeanor.

- Acts with integrity and fairness in an ethical manner
- Demonstrates commitment to life-long learning
- Participates in ongoing professional development
- Demonstrates professional behavior
- Sets priorities through self-motivation and self-direction
- Maintains confidentiality at all levels

### **Standard 7 Communication**

Demonstrate specific attitudes, values, beliefs and behaviors which promote effective communication.

- Demonstrates a high level of proficiency in oral and written communication skills
- Adapts to a variety of unique cultural and ethnic communication styles
- Practices effective interpersonal skills that enhance communication

### **Standard 8 Technology**

Demonstrate specific attitudes, values, beliefs and behaviors which enhance the integration of technology within the educational environment.

- Maximizes learning by using technology
- Enhances the educational environment through technology
- Implements various instructional technology strategies
- Tailors appropriate technology strategies to a specific content area

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Note: The following is the rubric that will be used to evaluate the writing sample:

#### **Writing Sample Evaluation Rubric**

NOTE: A rating of three (3) or higher must be achieved for unconditional acceptance into this program. If a rating below 3 is assessed, a second writing sample may be requested prior to beginning the next semester of coursework.

**Rating of 5 (Strong Skills in writing):** The writing is clear, enhanced by details, and well-developed. The writer demonstrates a good grasp of standard writing conventions (i.e. grammar, capitalization, punctuation, usage, spelling, paragraphing). Errors are few and minor and do not interfere with the message conveyed.

**Rating of 3-4 (Satisfactory skills in writing):** The writer has made a solid beginning in defining a position or topic. It is easy to see where the paper is headed, though more expansion is needed to support the writer's position or concept. The writer shows reasonable control over a limited range of standard writing conventions. Some errors are evident and may, from time to time, interfere with the message conveyed, but the writer handles most conventions well.

**Rating of 1-2 (Unsatisfactory):** Sketchy, loosely focused information or ideas force the reader to make inferences about the writer's position or concept. Errors in spelling, punctuation, usage and grammar, capitalization, and/or paragraphing repeatedly distract the reader and make the message difficult to understand.