# Key Components of a Philosophy Statement

Name_____

Things to consider in constructing a personal philosophy.

COMPONENTS
[   ] Two pages, double spaced at 11 or 12 pitch Times Roman, plus attachments

[   ] Four paragraphs containing

    [   ] Introduction (introducing a theme)

    [   ] ontology (may also talk about the nature of man here)

    [   ] epistemology (may also talk about the nature of man here)

    [   ] axiology (include both ethics & aesthetics)

[   ] One healthy, concluding paragraph that recapitulates the theme in relation to your personal passion for **education**.

ALSO CONSIDER
[   ]Internal line of argument; one idea at a time; a connecting theme throughout; tight; avoid excess verbiage.  Use metaphor and abstraction where possible.

[   ]Fresh insights; feels like a truly personal expression. Should sound like you.

[   ]Endnotes contain a rich array of supporting references and personal comments which shows serious thought and scholarship.

[   ]Factual; free from errors

[   ]Reader-friendly and clearly written; neat; accurate grammar and punctuation.  Avoids long, rambling sentences

[   ]Other

# Personal Philosophy Statement

**Teacher name: Dr. Burton**

**Student Name** _____

| CATEGORY | 4<br>Target | 3<br>Acceptable | 2<br>Needs Improvement | 1<br>Unacceptable |
|---|---|---|---|---|
| **Length** | Same as Acceptable | Statement is limited to two pages, double-spaced, with 1-inch margins, and an 11- or 12-point basic font. | One or two guidelines are not followed | Guidelines for statement length are not followed. |
| **Introduction** | Introductory paragraph sets the stage for the rest of the statement and summarizes the major concepts to be presented. Uses a theme or metaphor to organize the essay. | Introductory paragraph sets the stage for the rest of the statement and summarizes the major concepts to be presented. | Focuses on one aspect of the task. | Not focused on topic or task. Does not demonstrate rudimentary understanding |
| **Ontology** | Ontological beliefs integrated into a coherent whole. Synthesizes the major concepts involved (the gaps are gone). | Able to identify several ontological beliefs, but not integrate them all. Understands most of the major concepts involved | Focuses on one aspect of ontology. | The paragraph is not focused on ontology. Does not demonstrate rudimentary understanding |
| **Epistemology** | Epistemological beliefs integrated into a coherent whole. Synthesizes the major concepts involved (the gaps are gone). | Able to identify several epistemological beliefs, but not integrate them all. Understands most of the major concepts involved | Focuses on one aspect of epistemology. | The paragraph is not focused on epistemology. Does not demonstrate rudimentary understanding |

| Axiology | Axiological beliefs integrated into a coherent whole. Synthesizes the major concepts involved (the gaps are gone). | Able to identify several axiological beliefs, but not integrate them all. Understands most of the major concepts involved | Focuses on one aspect of axiology. | The paragraph is not focused on axiology. Does not demonstrate rudimentary understanding |
|---|---|---|---|---|
| Conclusion | Conclusion paragraph wraps up the statement and synthesizes the major ideas that were presented. | Conclusion paragraph wraps up the statement. The paragraph synthesizes two of the three areas that were presented. | Conclusion focuses on one area of the philosophy statement | The conclusion does not conclude the statement. Does not demonstrate rudimentary understanding |
| Logic/Flow | The piece is very well organized. One idea or argument follows another in a logical sequence with clear transitions. | The piece is pretty well organized. One idea or argument may seem out of place. Clear transitions are used. | The piece is a little hard to follow. The transitions are sometimes not clear. | Ideas and arguments seem to be randomly arranged. |
| Personal Voice | The statement sounds like a personal expression of the individual. The author's voice is evident. Fresh insights are presented. | The statement sounds like a personal expression of the individual. The author's voice is evident. | The statement sounds like a personal expression of the individual, but the author does not maintain a clear or consistent voice. | There are no fresh insights in the statement. No consistent voice emerges from the author. |
| Factual/Free from Errors | There are no factual errors in the final draft. | There is one factual error in the final draft. | There are 2-3 factual errors in the final draft. | The final draft has more than 3 factual errors. |
| Clearly Written | The statement is written in a reader-friendly manner that models clarity of expression. Uses short declarative sentences. | The statement is written in a reader-friendly manner. One or two sentences lack clarity of expression. Uses short declarative sentences. | Several sentences in the statement lack clarity of expression. Expression of some ideas is confusing to the reader. Uses long, rambling sentences. | The statement does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences. |
| Language Conventions | There are no spelling, grammar, or punctuation errors in the final draft. | There is one spelling, grammar, or punctuation error in the final draft. | There are 2-3 spelling, grammar, or punctuation errors in the final draft. | The final draft has more than 3 spelling, grammar, or punctuation errors. |

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