

# Assignment 1: Identity as a Teacher/Facilitator

	UNSATISFACTORY 0 = 0%	DEVELOPING 2 = 50% (C)	PROFICIENT 3 = 75% (B)	EXEMPLARY 4 = 100% (A)
<b>APA/WRITING</b>	Paper does not model language and conventions used in scholarly literature. Writing is not well-organized. Several errors in grammar or composition. Sources are not cited. APA citations are not appropriately formatted.	Paper partially models language and conventions used in scholarly literature. Writing is somewhat well organized and includes some errors in grammar or composition. Not all sources cited. APA citations are generally formatted correctly, with several errors.	<i>Paper consistently models language and conventions used in scholarly literature. Writing is well-organized and includes few (if any) errors in grammar or composition. All resources are appropriately cited (including in-text citations and bibliography information). Few (if any) errors in APA citations.</i>	Paper is an exemplar of language and conventions used in scholarly literature. Writing is well-organized and free of errors in grammar or composition. All resources are appropriately cited. No errors in APA format.
<b>STATEMENT OF TEACHING IDENTITY</b>	Does not provide a statement about identity as a teacher/facilitator	Provides an unclear statement about identity as a teacher/facilitator.	<i>Provides a clear, concise, and powerful statement about identity as a teacher/facilitator.</i>	Provides a clear, concise, and powerful statement about identity as a teacher/facilitator. Statement incorporates theory or research from course materials.

<b>DEVELOPING A COHESIVE AND LOGICAL ACADEMIC ARGUMENT</b>	Does not make a focused, cohesive, or logical academic argument. Paper is confusing, and is missing an introduction, body, or conclusion. Transitions between sections and ideas are missing.	Makes an academic argument that is only partially focused, cohesive and logical. Paper is generally organized, but is missing an introduction, body, or conclusion. Transitions between sections and ideas are unclear.	<i>Makes a focused, cohesive, logical academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear.</i>	Makes a focused, cohesive, logical and compelling academic argument. Paper is effectively organized and includes an introduction, body, and conclusion. Transitions between sections and ideas are clear, and build on each other.
<b>ANALYSIS OF IDENTITY AS A TEACHER</b>	Does not include three important aspects of identity as a teacher/facilitator. Does not include an analysis.	Lists but does not discuss three important aspects of identity as a teacher/facilitator. Includes a partial analysis.	<i>Includes a detailed discussion three important aspects of identity as a teacher/facilitator. Includes thoughtful analysis of each of the three elements.</i>	Includes a detailed discussion of three important aspects of identity as a teacher/facilitator. Includes a thoughtful analysis, integrating scholarly literature to support analysis and furthering scholarly thinking related to teacher identity.
<b>SCHOLARLY INTEGRATION</b>	Does not integrate references to support claims and assertions made in the paper.	Integrates references to support some of the claims and assertions made in the paper.	<i>Integrates references to support claims and assertions made in the paper.</i>	Integrates references to support claims and assertions made in the paper, effectively synthesizing different perspectives and research results from scholarly sources.
<b>TOTAL</b>	<b>0= 0% (F)</b>	<b>10 = 50% (C)</b>	<b>15 = 75 (B)</b>	<b>20 = 100% (A+)</b>