**SELF-Efficacy Essay**

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|  | **1 Unsatisfactory 0.00%** | **2 Less than Satisfactory 65.00%** | **3 Satisfactory 75.00%** | **4 Good 85.00%** | **5 Excellent 100.00%** |
| **85.0 %Content** |  | | | | | |
| **17.0 %Concept of Self-Efficacy** | Concept of self-efficacy is not explained. | Concept of self-efficacy is vaguely explained. | Concept of self-efficacy is explained clearly. | Concept of self-efficacy is explained in detail. | Concept of self-efficacy is explained in detail and with insight. |  |
| **85.0 %Content** |  | | | | | |
| **17.0 %Influence of High and Low Self-Efficacy on Learning** | Influence of high and low self-efficacy on learning is not explained. | Influence of high and low self-efficacy on learning is vaguely explained. | Influence of high and low self-efficacy on learning is explained clearly. Role of self-efficacy in personal education is included. | Influence of high and low self-efficacy on learning is explained in detail. Role of self-efficacy in personal education is included. | Influence of high and low self-efficacy on learning is explained in detail and with insight. Role of self-efficacy in personal education is included. |  |
| **85.0 %Content** |  | | | | | |
| **17.0 %Impact of Self-Efficacy on Young Learners with Special Needs** | Impact of self-efficacy on young learners with special needs is not explained. | Effect of self-efficacy on young learners with special needs is vaguely explained. | Effect of self-efficacy on young learners with special needs is explained clearly. | Effect of self-efficacy on young learners with special needs is explained in detail. | Effect of self-efficacy on young learners with special needs is explained in detail and with insight. |  |
| **85.0 %Content** |  | | | | | |
| **17.0 %Strategies to Promote a Positive Self-Efficacy for Young Learners** | Strategies to promote a positive self-efficacy for young learners are not explained. | Strategies to promote a positive self-efficacy for young learners are vaguely explained. | Strategies to promote a positive self-efficacy for young learners are explained clearly. | Strategies to promote a positive self-efficacy for young learners are explained in detail. | Strategies to promote a positive self-efficacy for young learners are explained in detail and with insight. |  |
| **85.0 %Content** |  | | | | | |
| **17.0 %Relationship between Self-Efficacy and Self-Regulation** | Relationship between self-efficacy and self-regulation is not explained. | Relationship between self-efficacy and self-regulation is vaguely explained. | Relationship between self-efficacy and self-regulation is explained clearly. | Relationship between self-efficacy and self-regulation is explained in detail. | Relationship between self-efficacy and self-regulation is explained in detail and with insight. |  |
| **15.0 %Organization, Effectiveness, and Format** |  | | | | | |
| **5.0 %Paragraph Development and Transitions** | Paragraphs and transitions consistently lack unity and coherence. No apparent connections between paragraphs are established. Transitions are inappropriate to purpose and scope. Organization is disjointed. | Some paragraphs and transitions may lack logical progression of ideas, unity, coherence, and/or cohesiveness. Some degree of organization is evident. | Paragraphs are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to each other. | A logical progression of ideas between paragraphs is apparent. Paragraphs exhibit a unity, coherence, and cohesiveness. Topic sentences and concluding remarks are appropriate to purpose. | There is a sophisticated construction of paragraphs and transitions. Ideas progress and relate to each other. Paragraph and transition construction guide the reader. Paragraph structure is seamless. |  |
| **15.0 %Organization, Effectiveness, and Format** |  | | | | | |
| **5.0 %Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register) and/or word choice are present. Sentence structure is correct but not varied. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct and varied sentence structure and audience-appropriate language are employed. | Prose is largely free of mechanical errors, although a few may be present. The writer uses a variety of effective sentence structures and figures of speech. | Writer is clearly in command of standard, written, academic English. |  |
| **15.0 %Organization, Effectiveness, and Format** |  | | | | | |
| **2.0 %Paper Format (use of appropriate style for the major and assignment)** | GCU template is not used appropriately or documentation format is rarely followed correctly. | GCU template is used, but some elements are missing or mistaken; lack of control with formatting is apparent. | GCU template is used, and formatting is correct, although some minor errors may be present. | GCU template is fully used; There are virtually no errors in formatting style. | All format elements are correct. |  |
| **15.0 %Organization, Effectiveness, and Format** |  | | | | | |
| **3.0 %Research Citations (in-text citations for paraphrasing and direct quotes, and reference page listing and formatting, as appropriate to assignment)** | No reference page is included. No citations are used. | Reference page is present. Citations are inconsistently used. | Reference page is included and lists sources used in the paper. Sources are appropriately documented, although some errors may be present. | Reference page is present and fully inclusive of all cited sources. Documentation is appropriate and GCU style is usually correct. | In-text citations and a reference page are complete. The documentation of cited sources is free of er |  |