**Global Classrooms: Position Paper Rubric**

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|  | **6****Advanced** | **5****Excellent** | **4****Proficient** | **3****Developing** | **2****Emerging** | **1****Beginning** |
| **Organization of Content**  | * Demonstrates exceptional focus and clarity
* Contains a logical progression of ideas
* Uses sophisticated transitions
 | * Demonstrates exceptional focus and clarity
* Contains a logical progression of ideas
 | * Demonstrates effective focus and clarity
* Contains a logical progression of ideas
 | * Demonstrates effective focus and clarity
* Conveys ideas, but lacks logical progression
 | * Lacks focus and clarity
* Attempts to convey ideas
 | * Lacks focus and clarity
* Fails to convey ideas
 |
| **Depth of Ideas & Variety of Evidence** | * Demonstrates thorough research through specific, relevant examples
* Illustrates strong analysis, interweaving different details into a unified exposition
* Includes endnotes with enough information for readers to easily verify the source
* Contains accurate information
 | * Demonstrates thorough research through specific, relevant examples
* Illustrates strong analysis of individual details
* Includes endnotes with enough information for readers to easily verify the source
* Contains accurate information
 | * Demonstrates thorough research through relevant examples
* Includes endnotes with enough information for readers to easily verify the source
* Contains accurate information
 | * Demonstrates adequate research through relevant examples
* Includes endnotes, but they lack information
* Contains accurate information
 | * Lacks adequate research
* Lacks citation
 | * Lacks adequate research
* Lacks citation
* Contains copied and pasted information
 |
| **Recommendations** | * Provides concrete, plausible solutions that reflect a practical understanding of the limits of the committee’s authority
* Outlines a detailed, specific plan of action
* Enumerates methods for monitoring effectiveness
* Reflects thorough knowledge of previous UN action
 | * Provides concrete, plausible solutions
* Outlines a detailed, specific plan of action
* Reflects thorough knowledge of previous UN action
 | * Provides plausible solutions
* Outlines a specific plan of action
* Reflects adequate knowledge of previous UN action
 | * Provides plausible solutions
* Suggests a general plan of action
 | * Provides superficial solutions
* Lacks a plan of action
 | * Lacks solutions, or solutions are not identifiable
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| **Voice (Diplomacy)** | * Demonstrates keen awareness of and respect for audience and purpose
* Expresses thoughts in a unique and engaging fashion
 | * Demonstrates keen awareness of and respect for audience and purpose
* Expresses thoughts in an engaging fashion
 | * Demonstrates awareness of and respect for audience
* Expresses thoughts in an engaging fashion
 | * Demonstrates awareness of and respect for audience
* Conveys thoughts in a mechanical or monotonous fashion
 | * Demonstrates limited awareness of and respect for audience
* Conveys thoughts in a mechanical or monotonous fashion
 | * Lacks awareness of and respect for audience
* Conveys thoughts in a mechanical or monotonous fashion
 |
| **Sentence Fluency** | * Employs a variety of sentence structures
* Exhibits effortless flow and rhythm, with no choppy/run-on sentences

  | * Employs a variety of sentence structures
* Exhibits commendable flow and rhythm, with no choppy/run-on sentences
 | * Controls syntax, but lacks variety in sentence structure
* Exhibits flow and rhythm, with no choppy/run-on sentences
 | * Controls syntax, but lacks variety in sentence structure
* Contains minimal choppy/run-on sentences
 | * Exhibits limited control over syntax
* Contains several choppy/run-on sentences
 | * Lacks control over syntax
* Contains numerous choppy/run-on sentences
 |
| **Conventions/****Mechanics** | * Contains no errors in spelling, capitalization, punctuation, and grammar
 | * Contains minimal (4 or fewer) errors in spelling, capitalization, punctuation, and grammar
 | * Contains some (8-5) errors in spelling, capitalization, punctuation, and grammar
 | * Contains several (12-9) errors in spelling, capitalization, punctuation, and grammar
 | * Contains many (16-13) errors in spelling, capitalization, punctuation, and grammar
 | * Contains 17 or more errors in spelling, capitalization, punctuation, and grammar
 |
| **Linguistic Competence****(word choice)** | * Incorporates colorful yet natural language
* Incorporates precise, carefully selected lexicon
* Employs proper usage of vocabulary
 | * Incorporates colorful, mostly natural language
* Incorporates precise, carefully selected lexicon
* Employs proper usage of vocabulary
 | * Incorporates functional lexicon
* Contains minimal vocabulary errors, such as excessive jargon
 | * Incorporates awkward yet functional lexicon
* Contains some vocabulary errors, such as improper usage
 | * Contains awkward and unclear lexicon
* Contains several vocabulary errors
 | * Lacks coherent lexicon
* Contains numerous vocabulary errors
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| **Intercultural Competence****(knowledge of country and culture, assuming role of country representative, tolerance of diverse perspectives)** | * Exhibits intimate and thorough knowledge of country’s history, policies, and point of view
* Acknowledges and incorporates diverse perspectives
* Assumes the role of country representative in an international community
 | * Exhibits thorough knowledge of country’s history, policies, and point of view
* Acknowledges diverse perspectives
* Assumes the role of country representative in an international community
 | * Exhibits adequate knowledge of country’s history, policies, and/or point of view
* Assumes the role of country representative in an international community
 | * Exhibits adequate knowledge of country’s history, policies, and/or point of view
* Fails to assume the role of country representative in an international community
 | * Exhibits limited knowledge of country’s history, policies, and/or point of view
* Fails to assume the role of country representative in an international community
 | * Fails to exhibit knowledge of country’s history, policies, or point of view
* Fails to assume the role of country representative in an international community
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