**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 |
| **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 |
| **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 |