

| Criteria | Exceeds (4 points) | Meets (3 points) | Approaches (2 points) | Does Not Meet (1 point) | Score |
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| Written Statement | <ul style="list-style-type: none"> -Convey the intended message in precise and formal way to the audience with carefully chosen words. -Include at least 1 perambulatory clause and 3 operative clauses --Provide clear, convincing justifications for proposed action(s) | <ul style="list-style-type: none"> -Convey the intended message in precise and formal way to the audience -Include at least 1 perambulatory clause and 2 operative clauses -Provide clear justifications for proposed action(s) | <ul style="list-style-type: none"> -Convey partially the intended message -Include at least 1 perambulatory clause and 1 operative clauses -Provide minimal justification for proposed action(s) | <ul style="list-style-type: none"> -Words or language lack precision or maybe inappropriate to the simulation setting -Includes no clear perambulatory or operative clauses -Provide no justification for proposed action(s) | |
| Oral Brief | <ul style="list-style-type: none"> - Extremely thorough, well-organized presentation of the country involved - Opening statement provides a clear outline of issues and engages the interest of audience | <ul style="list-style-type: none"> - Well-organized and complete presentation of arguments and evidence - Opening statement successfully frames the issues | <ul style="list-style-type: none"> - Weaknesses in organization and presentation of arguments and evidence -Opening statement minimally outlines key issues | <ul style="list-style-type: none"> -Arguments are unorganized, incomplete, or severely lacking in evidence -Opening statement provides little or no overview of issues | |
| Understanding of the issues | <ul style="list-style-type: none"> -Demonstrate a sophisticated understanding of the issues, events and facts relevant to the topic | <ul style="list-style-type: none"> - Demonstrate a good understanding of the issues, events and facts relevant to the topic -Demonstrates a good understanding of details | <ul style="list-style-type: none"> -Demonstrate an adequate understanding of many relevant issues, events and facts, but may exhibit minor confusion or misunderstandings | <ul style="list-style-type: none"> -Demonstrate a very inadequate understanding of the history content relevant to the topic | |

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| | -Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations | as well as the ability to make original connections and interpretations | - Seems to understand general ideas, but do not support their ideas with relevant facts; OR, seem to understand facts but are unable to connect them into coherent arguments | -Supports statements with vague or irrelevant information, or no information at all | |
| Simulation Performance | <ul style="list-style-type: none"> - Exhibits outstanding confidence, energy, and passion - Maintains respectful tone - Consistently maintains eye contact with audience - Outstanding use of visuals (if used) - Rate and volume of speech carefully monitored - Uses language that is stylistically sophisticated and appropriate for a college course | <ul style="list-style-type: none"> - Exhibits confidence, energy, and passion -Maintains respectful tone - Maintains eye contact with audience - Good use of visuals (if used) - Rate and volume of speech adequately monitored - Uses language that is appropriate for a college course | <ul style="list-style-type: none"> -Lacks confidence, energy, and/or passion -Maintains respectful tone - Some eye contact with audience - Use of visuals inadequate (if used) - Rate and volume of speech inadequately monitored - Often uses language that lacks sophistication and appropriateness for a college course | <ul style="list-style-type: none"> -Demonstrates little or no confidence, energy, or passion -Fails to maintain respectful tone - Generally fails to make eye contact with audience - Ineffective use of visuals (if used) - Rate and volume of speech severely interfere with communication - Language is in appropriate for a college course | |
| Total Score | | | | | |