<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds (4 points)</th>
<th>Meets (3 points)</th>
<th>Approaches (2 points)</th>
<th>Does Not Meet (1 point)</th>
<th>Score</th>
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<tbody>
<tr>
<td>Written Statement</td>
<td>- 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 prosed action(s)</td>
<td>- 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)</td>
<td>- Convey partially the intended message - Include at least 1 perambulatory clause and 1 operative clauses - Provide minimal justification for proposed action(s)</td>
<td>- 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)</td>
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<tr>
<td>Oral Brief</td>
<td>- Extremely thorough, well-organized presentation of the country involved - Opening statement provides a clear outline of issues and engages the interest of audience</td>
<td>- Well-organized and complete presentation of arguments and evidence - Opening statement successfully frames the issues</td>
<td>- Weaknesses in organization and presentation of arguments and evidence - Opening statement minimally outlines key issues</td>
<td>- Arguments are unorganized, incomplete, or severely lacking in evidence - Opening statement provides little or no overview of issues</td>
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<tr>
<td>Understanding of the issues</td>
<td>- Demonstrate a sophisticated understanding of the issues, events and facts relevant to the topic</td>
<td>- Demonstrate a good understanding of the issues, events and facts relevant to the topic - Demonstrates a good understanding of details</td>
<td>- Demonstrate an adequate understanding of many relevant issues, events and facts, but may exhibit minor confusion or misunderstandings</td>
<td>- Demonstrate a very inadequate understanding of the history content relevant to the topic</td>
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| Simulation Performance | - 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 |
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<td>- Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations</td>
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<tr>
<td>- 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</td>
<td>- Supports statements with vague or irrelevant information, or no information at all</td>
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</tbody>
</table>
| - 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 |
| - 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 |
| - 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 |  |  |