

## PROBLEM ASSESSMENT #1 OF 3

### United Nations Global Council Founding Document Rubric

Group	Course Section				Date
Performance Area	A	B	C	D	F
<b>Argument</b>	Group clearly argues how newly drafted founding document fits G. U. criteria for membership.	Group argues how newly drafted founding document fits G. U. criteria for membership.	Group simply explains how newly drafted founding document fits G. U. criteria for membership.	Group simply describes rights with little mention of G. U. criteria for membership.	Group does not describe rights or why group should be admitted to the G. U.
<b>Explanation &amp; Evidence</b>	Group always clearly defines, explains, and gives evidence for each right.	Group sometimes explains and gives evidence for each right.	Group simply defines and/or simply explains each right.	Group simply says what each right is.	Group does not define, explain, or give evidence for each right.
<b>Organization</b>	Introduction involves readers, gives background, and presents thesis. Body always supports and illustrates thesis with specific examples and explanation. Conclusion effectively ends document & effectively discusses implications of document.	Introduction gives background and presents thesis. Body usually supports and illustrates thesis with examples & explanation. Conclusion effectively ends document, but contains little discussion of document's implications.	Introduction gives some background and a thesis. Body supports thesis with some examples and explanation. Conclusion adequately ends document, but with no discussion of document's implications.	Introduction contains no background and/or thesis. Many ideas in body do not support and/or develop thesis. Conclusion either simply ends document or is missing.	Introduction contains no background and/or thesis is either not present or not detectable. Examples and/or explanation are either not present in body or not understandable. Conclusion either simply ends document or is missing.

<b>Unity and Coherence</b>	<p>All of the ideas developed in the paragraphs and essay further develop the dominant impression.</p> <p>The essay and paragraphs flow together smoothly with good use of transitions.</p>	<p>Most of the ideas developed in the paragraphs and essay further develop the dominant impression.</p> <p>The essay and paragraphs flow together smoothly with the use of transitions.</p>	<p>Some of the ideas developed in the paragraphs and essay further develop the dominant impression.</p> <p>The essay and paragraphs flow together with some use of transitions.</p>	<p>Many ideas do not help develop the thesis. The essay or paragraphs usually do not flow smoothly because lack of connecting words or order of ideas is confusing.</p>	<p>Most ideas do not help develop the thesis. The essay or paragraphs do not flow smoothly because lack of connecting words or order of ideas is confusing.</p>
<b>Citation of Sources:</b>  <b>Relevance and Consistency</b>	<p>Group always chooses relevant sources to support each of document's rights, and sources are always clearly related to ideas.</p>	<p>Group usually chooses relevant sources to support each of document's rights, and sources are usually clearly related to ideas.</p>	<p>Group sometimes chooses sources to support document's rights, and/or only some sources are clearly related to ideas.</p>	<p>Group chooses few sources to support document's rights and/or sources are not clearly related to ideas.</p>	<p>Group does not choose sources to support document's rights or sources are unrelated to ideas.</p>
<b>Citation of Sources:</b>  <b>Works-Cited Page and In-Text Citations</b>	<p>Citations in text and on works-cited page are always present and always formatted correctly according to MLA style.</p>	<p>Citations in text and on works-cited page are usually present and usually formatted correctly according to MLA style.</p>	<p>Citations in text and on works-cited page are sometimes present and sometimes formatted correctly according to MLA style.</p>	<p>Citations in text and/or on works-cited page are rarely formatted correctly according to MLA style and/or are missing.</p>	<p>Citations are either formatted incorrectly or are missing.</p>

<b>Grammar and Punctuation</b>	0-1 error per page.	2 or less errors per page.	3 or less errors per page.	4 or less errors per page.	More than 4 errors per page.
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**GRADE:**