

## Ambassador – European Union

1<sup>st</sup> Paragraph: Introduce yourself and your country. Explain your interest for joining the European Union.

2<sup>nd</sup> Paragraph: 1<sup>st</sup> reason – be sure to elaborate

3<sup>rd</sup> Paragraph: 2<sup>nd</sup> reason – be sure to elaborate

4<sup>th</sup> Paragraph: 3<sup>rd</sup> reason – be sure to elaborate

5<sup>th</sup> Paragraph: Closing (your chance to convince the European Union)

<b>4</b>	Paper includes all 5 paragraphs and completed sentences. No error in spellings, capitalizations, and punctuations. All sentences are well-constructed.
<b>3</b>	Paper includes less than 4 paragraphs and some are uncompleted sentences. 1 - 2 errors in spellings, capitalizations, and punctuations. Some sentences are well-constructed.
<b>2</b>	Paper includes less than 2 or 3 paragraphs and many are uncompleted sentences. 3 -4 errors in spellings, capitalizations, and punctuations. Some sentences are not well-constructed.
<b>1</b>	Paper includes less than 1 paragraphs and many are uncompleted sentences. More than 5 errors in spellings, capitalizations, and punctuations. Many sentences are not well-constructed.
<b>0</b>	Student does not attempt the task.

4	Paper/presentation gives <b>clear, appropriate and relevant reasons</b> for joining the organization including accurate assertions of the <b>positive effects of globalizations, connectivity, and standard of living</b> . There are no obvious omissions.
3	Paper/presentation gives general reasons for joining the organization, but the level of support for the reasons is less consistent than the higher score. There may be minor errors in interpretation or minor omissions.
2	Paper/presentation provides only minimally acceptable reasons for joining the organization. There is a lack of detailed support or possibly several errors or omissions of important issues.
1	Paper/presentation is too inaccurate, vague, skeletal, confusing, and misleading to be considered minimally sufficient.
0	Student does not attempt the task.

4	Student provides the <b>main ideas or generalizations related to the concept studied</b> . <b>Supporting details</b> are used to illustrate the general points. There are no inaccuracies.
3	Student provides generally successful information giving the main ideas and generalizations supported by details about the concept. Some points may be better supported than others. The response may be inconsistent; however, there are no significant omissions or inaccuracies.
2	Student provides only a minimally successful explanation, possibly giving a series of disconnected facts, without making main ideas or generalizations. There may be errors and omissions, but the information includes enough factual data to be considered minimally successful.
1	There is little to no evidence that the student understands the important ideas related to the concept and can express them adequately with supporting evidence. The response is list-like, skeletal, inaccurate, or vague.
0	Student does not attempt the task.