



Scoring Rubric

	1. Poor	2. Average	3. Outstanding
Background analysis (10%)	The team did not prepare a thorough background analysis, evidenced on the lack of understanding of the issue in question. No reference to Global Goals *	The team had an understanding of the topic in question; however, they did not provide a complete picture of the global issue to be addressed or the Global Goals * involved/affected.	The team had a thorough understanding of the global issue in question and were informed of recent evidence and statistics on the issue. The team considered the impact of the project and which Global Goals * it would address.
Reflection on role of your own country and/or Western countries (15%)	The students did not identify the role of their own country or Western countries in the development or continuation of the global issue to be addressed.	The team was able to explain the role that their own country or Western countries have in the development or continuation of the global issue to be addressed.	The team identified the key reasons why their own country or Western countries have contributed to the global issue presented, with specific sources and statistics to support the argument.
Reflection on personal contribution (10%)	The students did not identify or reflect on their personal role in the global issue to be addressed.	The students somewhat understood their role in the development or continuation of the global issue to be addressed, yet no further explanations were given to these reasons.	The students were able to clearly identify their role in the perpetuation of the global issue to be addressed and the reasons why this happens, demonstrating self-awareness and reflection on critical global engagement.
Collaborative effort (15%)	The students presented only suggestions to the global issue being addressed without consideration to the communities or populations involved or affected.	The students identified the potential for collaboration with local and international communities for addressing the global issue.	The students identified the specific key partners and the roles they may have as collaborative partners in the implementation of the proposed solution to the global issue.
Feasibility (15%)	The solution presented is not feasible, as it lacks the evidence supporting its implementation	The solution includes some tools and mechanisms that can be implemented; however, it lacks the evidence and support to ensure that it will have the identified impact.	The solution presented can be implemented through the partnerships and channels identified by the team, and within a timeline established by the team. Budget and other factors are considered.



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<p>Financials and Budget (5%)</p>	<p>Limited or incomplete financial information has been provided.</p>	<p>Some financial evidence has been provided but some budget lines are missing or do not seem realistic and feasible.</p>	<p>The budget includes detailed lines for items such as revenue, and various fixed and variable costs and is projected over time. The budget is detailed, realistic, through and feasible. It is backed by research.</p>
<p>Strength of argument (20%)</p>	<p>The argument presented is not based on evidence or research.</p>	<p>The students presented some sources of information to support their arguments, but more foundational research and qualifications could have been provided.</p>	<p>The argument presented has solid foundations, including references from reputable sources (i.e., scholarly articles, global issues journals, international organizations).</p>
<p>Presentation (10%)</p>	<p>The team's presentation was confusing, with a low presence from the team members and in an inconsistent manner. The visuals were not attractive, lacked coherence or included too much text.</p>	<p>The team's presentation followed a specific logic, flowed well and the team members were able to engage the audience. The visuals were attractive yet more work could be done to improve the presentation.</p>	<p>The team's presentation was very organized, interesting and engaging. Team members were organized and were able to 'tell a story.' The visuals were attractive and related to the global issue addressed.</p>

* On September 25, 2015 at the UN, 193 world leaders adopted the [Global Goals](#), a series of 17 ambitious goals to end poverty, fight inequality and injustice and tackle climate change for everyone by 2030. World's Challenge Challenge participants are encouraged to consider the Global Goals as part of the issue to be addressed, and the solution presented.