

## GLOBAL RESEARCH CHALLENGE JUDGING RUBRIC

TOTAL: 36 POINTS

	Expert (3)	Proficient (2)	Apprentice (1)	Novice (0)
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link

	understanding of the relationship among material obtained from all sources.	of the relationship among material obtained from all sources.	demonstrate an understanding of the relationship among material obtained from all sources.	concepts. Writing does not demonstrate understanding any relationships
Spelling and grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.
Integration & Synthesis	Synthesizes 3+ distinct scholarly perspectives into a unique argument. Conclusions offer "forward-looking" implications.	Connects sources well but relies heavily on summarizing rather than building an original synthesis.	Lists information from sources chronologically; fails to connect data points to a central theme.	Fails to link course concepts to the topic; information appears as a series of unrelated facts.
Topic Focus & Thesis	Thesis is a falsifiable/analytical claim that provides a clear roadmap for the entire paper.	Thesis is clear and specific, but takes a "safe" or descriptive	Thesis is a general statement of fact (e.g., "Pollution is	No identifiable thesis statement; topic is too broad to maintain any analytical depth.

		stance rather than a critical position.	bad") rather than an analytical argument.	
Depth of Discussion	Original analysis outweighs quotes. All data is used to anchor the author's unique arguments.	Balanced mix of source material and analysis. Most claims are supported by evidence.	Over-quoting: >30% of the paper is direct citation. The author "narrates" others' ideas rather than analyzing.	Cursory, surface-level discussion. Fails to explain the "why" or "how" behind the cited data.
Logical Cohesiveness	Uses bridge sentences to link ideas. Logic is so tight that subheadings are not required for clarity.	Transitions are present but "mechanical" (e.g., "Firstly," "Secondly"). Logical flow is clear but predictable.	"Patchwork" writing: Paragraphs feel like isolated units. The logic breaks down if subheadings are removed.	Ideas are repetitive or presented in a random order; argument is impossible to track.
Technical Rigor	Zero errors in grammar or citation format. Professional, academic tone is consistent throughout.	1–3 minor "typos" or formatting inconsistencies that do not distract the reader.	Frequent errors (4+) or informal/colloquial language that undermines academic authority.	Errors are pervasive enough to impede the reader's basic understanding of the content.