



## General Judging Rubric

|                         | Unsatisfactory             | Below Average            | Average                    | Above Average              | Exceptional              |
|-------------------------|----------------------------|--------------------------|----------------------------|----------------------------|--------------------------|
| Use of systems thinking | Does not use systems       | Uses some systems        | Uses systems thinking      | Clearly uses systems       | Thoroughly uses          |
| in conceptualization    | thinking or recognize      | thinking and tools;      | and tools; recognizes      | thinking and tools and     | systems thinking and     |
| (25%)                   | interactions between       | does not directly        | one or two obvious         | recognizes                 | tools to recognize and   |
|                         | health system "building    | recognize interactions   | interactions between       | interactions between       | explain several distinct |
|                         | blocks". Conceptual        | between health           | health system "building    | health system              | interactions between     |
|                         | framework /                | system "building         | blocks". Conceptual        | "building blocks".         | health system            |
|                         | methodological             | blocks". Conceptual      | framework /                | Conceptual                 | "building blocks";       |
|                         | approach is absent or      | framework /              | methodological             | framework /                | conceptual framework     |
|                         | unclear. (1)               | methodological           | approach is present but    | methodological             | / methodological         |
|                         |                            | approach is absent       | may be incomplete or       | approach is present        | approach is clear,       |
|                         |                            | may have major           | have minor logical         | and logical, but may       | thorough, and logical    |
|                         |                            | logical fallacies. (2)   | fallacies. (3)             | not be thorough <b>(4)</b> | (5)                      |
| Intentional and         | No conceptual              | Little evidence of       | The activity clearly links | The activity clearly       | The activity clearly     |
| systematic in           | framework is present,      | program implemented      | to the conceptual          | links to the conceptual    | links to the conceptual  |
| implementation (15%)    | or activity does not       | according to the         | framework /                | framework /                | framework /              |
|                         | adhere to the              | conceptual framework     | methodological             | methodological             | methodological           |
|                         | conceptual framework /     | / methodological         | approach described, but    | approach described,        | approach, completely     |
|                         | methodological             | approach described.      | in an incomplete or ad     | attempting to address      | and successfully         |
|                         | approach described. (1)    | Methods may be           | hoc way. (3)               | all aspects of the         | implementing all         |
|                         | app: cao:: acco::acca: (_) | applied incorrectly. (2) |                            | framework /                | aspects. (5)             |
|                         |                            |                          |                            | approach. Some             |                          |
|                         |                            |                          |                            | aspects of the             |                          |
|                         |                            |                          |                            | approach may be            |                          |
|                         |                            |                          |                            | unsuccessfully or          |                          |
|                         |                            |                          |                            | incompletely applied.      |                          |
|                         |                            |                          |                            | (4)                        |                          |

| Clearly demonstrates the  | Health system             | Health system           | Health system              | Health system          | Clearly and with         |
|---------------------------|---------------------------|-------------------------|----------------------------|------------------------|--------------------------|
| achievement of health     | outcomes (depending       | outcomes (depending     | outcomes (depending        | outcomes (depending    | supporting evidence      |
| system outcomes linked    | on question –             | on question –           | on question –              | on question –          | demonstrates that        |
| -                         | sustainability and scale; | sustainability and      | sustainability and scale;  | sustainability and     | health system            |
| to the activity (25%)     | effective monitoring      | scale; effective        | effective monitoring       | scale; effective       | outcomes                 |
|                           | •                         |                         |                            |                        |                          |
|                           | and evaluation; or        | monitoring and          | and evaluation; or         | monitoring and         | (sustainability and      |
|                           | whole-of-society          | evaluation; or whole-   | whole-of-society           | evaluation; or whole-  | scale; effective         |
|                           | participation and         | of-society              | participation and          | of-society             | monitoring and           |
|                           | leadership in             | participation and       | leadership in developing   | participation and      | evaluation; or whole-    |
|                           | developing locally-led    | leadership in           | locally-led solutions) are | leadership in          | of-society participation |
|                           | solutions) are not        | developing locally-led  | achieved and linked to     | developing locally-led | and leadership in        |
|                           | achieved (1)              | solutions) are          | the activity, but          | solutions) are         | developing locally led   |
|                           |                           | achieved but no clear   | connection is weak (3)     | achieved and clearly   | solutions) are achieved  |
|                           |                           | link is made to the     |                            | linked to the activity | and connection to the    |
|                           |                           | activity. May over-     |                            | (4)                    | activity is thoroughly   |
|                           |                           | reach on major          |                            |                        | explained (5)            |
|                           |                           | conclusions. (2)        |                            |                        |                          |
| Location of leadership    | Project is led entirely   | Project leadership has  | Project leadership is      | Project leadership is  | Project is entirely led  |
| (15%)                     | from another country      | some local help, but is | equally split between      | mostly local, but has  | from a local level (5)   |
|                           | (1)                       | mostly led from         | local and international    | some international     |                          |
|                           |                           | outside of the country  | levels (3)                 | level involvement (4)  |                          |
|                           |                           | (2)                     |                            |                        |                          |
| Adaptability <b>(10%)</b> | Lessons from activity     | Lessons from this       | Lessons from this          | Lessons from this      | Lessons from this        |
|                           | are only applicable to a  | activity may be         | activity are applicable to | activity are clearly   | activity are clearly     |
|                           | very specific context     | applicable to broader   | some other contexts        | applicable to many     | applicable to many       |
|                           | and no effort is made to  | context, but no effort  | and some efforts have      | contexts, efforts have | other contexts, the      |
|                           | discuss these             | has been made to        | been made to explore       | been made to explore   | impact of context s      |
|                           | limitations. (1)          | explore the contexts    | the impact of context      | the impact of context  | thoroughly explored,     |
|                           |                           | and learning/analysis   | and learning/analysis of   | and document           | and efforts have been    |
|                           |                           | of this experience to   | this experience to         | learnings from this    | made to document         |
|                           |                           | inform other activities | inform other activities    | experience to inform   | learnings from this      |
|                           |                           | (2)                     | (3)                        | others, but there has  | experience to inform     |
|                           |                           |                         |                            | been little or no      | others, and there are    |
|                           |                           |                         |                            | uptake by others so    | already clear examples   |
|                           |                           |                         |                            | · · ·                  |                          |





|   |  |   |  |   | of it being taken up by others <b>(5)</b>   |
|---|--|---|--|---|---|
| Expression of themes<br>and ideas (10%) | Case study does not<br>exhibit any clear<br>lessons, themes, or<br>insights <b>(1)</b> | Case study mentions a<br>few key lessons,<br>themes, or insights,<br>but does not explore<br>them in any depth or<br>they may be illogical<br>(2) | Case study adequately<br>explores a few key<br>lessons, themes or<br>insights, but may not<br>express them very<br>clearly or may be<br>missing some key<br>analyses. <b>(3)</b> | Case study thoroughly<br>explores several key<br>lessons, themes or<br>insights that are<br>logical, but may be<br>missing some points.<br>The case study may<br>use some data<br>visualizations, tables,<br>or graphics to aid<br>comprehension <b>(4)</b> | Lessons, themes or<br>insights are thoroughly<br>addressed and<br>explained. The reader<br>can follow the case<br>study's logic, even if it<br>is not expressed in<br>strong prose (allow<br>some room for non-<br>native English/French<br>speakers or<br>practitioners who are<br>not strong writers);<br>Presentation is strong<br>and effective, using<br>data visualizations,<br>tables, or graphics to<br>aid comprehension. <b>(5)</b> |
| Comments:                               |  |   |  |   | Total:  |