# Emerging Research/Creative Activity Evaluation Criteria

**Each of the criteria should be assessed in terms of whether the student has exhibited beginning, competent or**

**excellent skills *in the context of their topic, assignment, and discipline*.**

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|  | **Beginning** | **Competent** | **Excellent** | **Feedback** | **N/A\*** |
| Identify/Formulate a Problem or Project |  |
| Aims/Thesis | Develops a relevant thesis for the project | Develops a manageable scope & focus; poses an interesting question or problem | Develops a manageable/interesting thesis with insight from relevant sources.  |  |  |
| Originality | Interesting topic but not very original | A highly imaginative topic or approach | A new twist on previous research; an original contribution to the field |  |  |
| Depth and Breadth of Published Literature on the Problem | Finds obvious references from familiar sources; limited views/approaches | Finds references from a variety of sources & disciplines representing various points of views/approaches | Finds references from multiple perspectives, pursuing comprehensive coverage  |  |  |
| Synthesis | Connects several ideas from a few sources to the thesis | Draws on multiple ideas from several sources to form conclusions | Synthesizes ideas from many sources to reach original conclusions or novel insights |  |  |
| Research/Creative Activity Design |  |
| Design Quality | Design is inappropriate to the project questions/topic | Design is reasonable to the project questions/topic | Design is appropriate to project questions/topic |  |  |
| Analysis Plan | Confused or ineffective plan for analysis | Plan for analysis reasonable, acknowledges some limitations | Plan for analysis goes beyond the obvious, acknowledges limitations and critically considers alternatives  |  |  |
| Data Analysis |  |
| Organize and Manage | Outlines how data will be collected. | Describes how data will be collected and analyzed to reveal patterns, themes, or gaps | Describes expertly how data will be collected and analyzed to reveal patterns, themes, or gaps |  |  |
| Analyze and Synthesize. | Analyzes information/data to reproduce existing knowledge.  | Analyzes information/data critically.  | Analyzes information/data critically and synthesizes new knowledge.  |  |  |
| Communication |  |
| Language | Uses mainly lay language to demonstrate an understanding  | Uses discipline specific knowledge to demonstrate a scholarly understanding | Uses appropriate language to extend the audience knowledge  |  |  |
| Organization/ Style | Lack of organization; minimal eye contact while relying on notes, speaks with uneven volume and no inflection | Some organization; sometimes makes eye contact, speaks with variation of volume and inflection | Well organized presentation; holds audience attention, speaks with volume and inflection |  |  |

\*Not applicable