

NOTE: Expectations outlined in this rubric are geared to undergraduate research and not doctoral level research.

Outcome	Developing-1	Competent-2	Exemplary-3
1. Students will be able to formulate a research question or problem.	The research question or problem requires more thorough development to contribute to existing research in the discipline.	Either the research question or problem is too broad or narrow in scope appropriate to contribute to existing research in the discipline.	The research question or problem is correctly and thoroughly developed to contribute to existing research in the discipline.
2. Students will be able to identify basic principles and knowledge related to their research question or problem.	The student's research or project plan requires significant development of critical knowledge and skills and conventions respective to the discipline.	The student's research or project plan reflects competency in critical knowledge and skills and conventions respective to the field.	The student's research or project plan reflects exemplary understanding and thorough development with critical knowledge and skills.
3. Students will be able to develop a research plan to address or resolve a specific question or problem.	The process described does not suggest student is able to execute the product or instantiate the idea. There is no evidence of awareness of critical vocabulary and its application.	Student demonstrates some process of genesis and revision. Student understands the critical vocabulary appropriate to the product/project.	Student's process shows sustained thought and revision. Student can use the critical vocabulary.

4. Students will be able to collect and interpret data and information in an attempt to resolve the question or problem.	• Information gathering. Students lack the ability to consistently locate, evaluate, select, or make effective use of appropriate and credible information resources (databases, Internet, library catalogue, etc.) to understand the structure of their fields (reviews, biographies, criticism, etc.), discover source material for projects, or assess outlets/venues for their work ▪ Incorporation of Feedback. The student's abilities require more development in decision-making, listening, and interpreting skills to enrich the artistic project and/or to increase the sum of knowledge in the creative arts.	▪ Information gathering. Students are generally able to locate, evaluate, select, or make effective use of appropriate and credible information resources (databases, Internet, library catalogue, etc.) to understand the structure of their fields (reviews, biographies, criticism, etc.), discover source material for projects, or assess outlets/venues for their work ▪ Incorporation of Feedback. The student exhibits competency in decision-making, listening, and interpreting skills to enrich the artistic project and/or to increase the sum of knowledge in the creative arts.	▪ Information gathering. Students fully and successfully locate, evaluate, select, and make effective use of appropriate and credible information resources (databases, Internet, library catalogue, etc.) to understand the structure of their fields (reviews, biographies, criticism, etc.), discover source material for projects, or assess outlets/venues for their work ▪ Incorporation of Feedback. The student exhibits exemplary decision-making, listening, and interpreting skills to enrich the artistic project and/or to increase the sum of knowledge in the creative arts.
5. Students will demonstrate awareness of the responsible conduct of research.	Responsible work habits and techniques require more development, including the practice of academic honesty to contribute positively and fully in both individual and group efforts in the arts.	Responsible work habits and techniques are understood and can contribute positively and fully in both individual and group efforts in the arts.	Responsible work habits and techniques are demonstrated in an exemplary manner, including the ability to contribute positively and fully in both individual and group efforts in the arts.

6. Students will be able to articulate their research findings through written, performance, and/or oral presentations.	The written, performance, and/or oral presentation requires more development to integrate artistic training beyond the genre with a reflection upon self-knowledge in a disciplinary context.	The written, performance, and/or oral presentation attempts to integrate artistic training beyond the genre with a reflection upon self-knowledge in a disciplinary context.	The written, performance, and/or oral presentation integrates artistic training beyond the genre with a reflection upon self-knowledge in a disciplinary context.
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