

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 scope or focus of research question or problem requires more thorough development to contribute to existing research in the discipline.	The scope or focus of the research question or problem is either too broad or too narrow 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 basic principles and knowledge necessary for the project are inadequately identified or demonstrated.	The basic principles and knowledge necessary for the project are generally well identified or demonstrated.	The basic principles and knowledge necessary for the project are skillfully (or thoroughly) identified or demonstrated.
3. Students will be able to develop a research plan to address or resolve a specific question or problem.	The procedures necessary for investigating the problem are inadequately identified and selected.	The procedures necessary for investigating the problem are generally well identified and selected.	The procedures necessary for investigating the problem are skillfully (or thoroughly) identified and selected.

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 catalog, etc.), cannot distinguish between various types of sources (primary, secondary, and tertiary) or identify the types most appropriate for the research question, and have difficulty translating their research plan into an adequate research process. • Relevance of information to research question. The research plan/process does not yield sufficient relevant information (e.g., databases, books and journal articles, legitimate internet resources, and other materials) to answer the research problem adequately, and includes too much extraneous material. • Interpretation. The interpretation of the sources and information does not resolve the research question or problem in a logical order and effective manner appropriate to the discipline and/or project.	• Information Gathering. Students are generally able to locate, evaluate, and make effective use of appropriate and credible information resources (databases, Internet, library catalog, etc.), and can make some distinction between various types of sources (primary, secondary, and tertiary). • Relevance of information to research question. The research plan/process yields some relevant information (e.g., databases, books and journal articles, Internet resources, and other materials) appropriate to answering the research problem, but is not thorough, or includes some extraneous material. • Interpretation. The interpretation of the sources and information attempts to resolve the research question or problem in a logical order and effective manner appropriate to the discipline and/or project, but some parts are unclear or outside the scope of the original question or problem.	• Information Gathering. Students consistently locate, evaluate, select, and make effective use of the most appropriate and credible information resources (databases, Internet, library catalog, etc.), make effective use of the most appropriate types of sources (primary, secondary, and tertiary) for their research question, and translate their research plan into a thorough research process. • Relevance of information to research question. The research plan/process yields the most relevant information (e.g., databases, books and journal articles, legitimate Internet resources, and other materials) appropriate to successfully answering the research problem, without including any extraneous material. • Interpretation. The interpretation of the sources and information resolves the research question or problem in a logical order and effective manner appropriate to the discipline and/or project.
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5. Students will demonstrate awareness of the responsible conduct of research.	The assignment does not adequately observe the principles and/or protocols of data integrity (e.g., citing all sources and contributors according to ethical, legal, and professional standards; observing the correct and legal procedures for the treatment of human participants).	The assignment generally observes the principles and protocols of data integrity (e.g., citing all sources and contributors according to best ethical, legal, and professional standards; avoiding plagiarism; observing the correct and legal procedures for the treatment of human participants), but some refinement and/or clarification is needed.	The assignment fully observes the principles and protocols of data integrity (i.e., citing all sources and contributors according to best ethical, legal, and professional standards; observing the correct and legal procedures for the treatment of human participants) and can be made public in its current form.
6. Students will be able to articulate their research findings through written, performance, and/or oral presentations.	The project/presentation does not use discipline-appropriate language, media, and tools to communicate the research and its results. The project/presentation ineffectively articulates its results in relation to the initial research question because it is unfocused, disorganized, or lacks intellectual clarity.	The project/presentation attempts to use discipline-appropriate language, media, and tools to communicate its research and results. The project/presentation generally articulates its results in relation to the initial research question, and contains some degree of focus, organization, and intellectual clarity.	The project/presentation uses discipline-appropriate language, media, and tools to communicate all research and results. The project/presentation fully articulates its results in relation to the initial research question, and demonstrates focus, organization, and intellectual clarity.