

Capital University

THE JAMES L. AND E. MARLENE BRUNING UNDERGRADUATE RESEARCH AWARD

*Selection Criteria: Empirical Research*¹

Student Name²:

Student Project Title:

Reviewer Name:

Date:

After completing the rubric on the other side, the evaluator should provide narrative comments below that will assist in resolving tie scores.

¹ Adapted and significantly changed from rubric available at <http://www.web.virginia.edu/iaas/assessment/assessrubrics.htm>

² Student must satisfy eligibility requirements and be nominated by a faculty mentor as identified in THE JAMES L. AND E. MARLENE BRUNING UNDERGRADUATE RESEARCH AWARD, Eligibility Requirements and Nomination Procedure.

Please, check the appropriate statement for each row.

	Novice 0 points	Apprentice 1 point	Expected 2 points	Expert (working at or beyond graduate level) 3 points	Score
Background	<input type="checkbox"/> Purpose not stated	<input type="checkbox"/> Purpose unclear	<input type="checkbox"/> Purpose stated clearly	<input type="checkbox"/> Sophisticated purpose	_____
	<input type="checkbox"/> Context absent, no literature cited	<input type="checkbox"/> Literature cited, not connected to study	<input type="checkbox"/> Literature cited, connected to study	<input type="checkbox"/> Sophisticated literature review	_____
	<input type="checkbox"/> No hypothesis stated	<input type="checkbox"/> Hypothesis unclear	<input type="checkbox"/> Hypothesis stated clearly	<input type="checkbox"/> Includes rationale for hypothesis	_____
	Comments:				
Method/Results	<input type="checkbox"/> Materials not stated	<input type="checkbox"/> Materials mentioned, little detail	<input type="checkbox"/> Materials mentioned, adequate detail	<input type="checkbox"/> Provides rationale for materials	_____
	<input type="checkbox"/> Procedure not stated	<input type="checkbox"/> Procedure lacking or unclear	<input type="checkbox"/> Procedure replicable	<input type="checkbox"/> provides rational for procedure	_____
	<input type="checkbox"/> No mention of internal validity issues	<input type="checkbox"/> Internal validity issues superficial	<input type="checkbox"/> Internal validity issues correct	<input type="checkbox"/> Mature internal validity analysis	_____
	<input type="checkbox"/> Analysis not right for data collected	<input type="checkbox"/> Analysis superficial	<input type="checkbox"/> Analysis demonstrates some sophistication	<input type="checkbox"/> Sophisticated data analysis	_____
	<input type="checkbox"/> Analysis not linked to purpose	<input type="checkbox"/> Analysis somewhat linked to purpose	<input type="checkbox"/> Analysis mostly linked to purpose	<input type="checkbox"/> Analysis linked to purpose	_____
Comments:					
Discussion	<input type="checkbox"/> Conclusions not provided	<input type="checkbox"/> Conclusions superficial or lack support	<input type="checkbox"/> Conclusions connected to results	<input type="checkbox"/> Connects conclusions to literature	_____
	<input type="checkbox"/> Limitations not recognized	<input type="checkbox"/> Limitations superficial	<input type="checkbox"/> Limitations show some depth	<input type="checkbox"/> Mature analysis of limitations	_____
	Comments:				
Acumen	<input type="checkbox"/> Unable to answer questions	<input type="checkbox"/> Answers questions, not always correct	<input type="checkbox"/> Answers questions correctly	<input type="checkbox"/> Sophisticated answers to questions	_____
	<input type="checkbox"/> No creativity of thought evident	<input type="checkbox"/> Limited creativity in designing study	<input type="checkbox"/> Shows creativity in designing study	<input type="checkbox"/> Much creativity in study design	_____
	Comments:				
Message	<input type="checkbox"/> No clear structure	<input type="checkbox"/> Clear structure	<input type="checkbox"/> Clear structure, effective transitions	<input type="checkbox"/> Clear structure, interesting story	_____
	<input type="checkbox"/> No regard for audience evident	<input type="checkbox"/> Overuses jargon; limited explanations	<input type="checkbox"/> Clear explanations of advanced concepts	<input type="checkbox"/> Adapts explanations to audience	_____
	Comments:				
Communication	<input type="checkbox"/> Poor eye contact, distracting gestures	<input type="checkbox"/> Good eye contact, few distracting gestures	<input type="checkbox"/> Good eye contact, no distracting gestures	<input type="checkbox"/> Professional mannerisms	_____
	<input type="checkbox"/> Monotonous or overuse of verbal fillers	<input type="checkbox"/> Attempts to vary voice, few verbal fillers	<input type="checkbox"/> Demonstrates enthusiasm	<input type="checkbox"/> Fosters enthusiasm in audience	_____
	<input type="checkbox"/> Over relied on AV aids	<input type="checkbox"/> Use of visual aids not always effective	<input type="checkbox"/> Uses visual aids effectively	<input type="checkbox"/> Professional use of visual aids	_____
	Comments:				