

## Honors College Undergraduate Research Fellowship – Scoring Directions

You will be completing the scoring in the University's InfoReady Review system. The scoring range for all categories is 1 through 10. The meaning of each score is defined below. The InfoReady Review system requires you to insert a comment for each category. You are encouraged to include comments regarding your scoring; if you choose not to provide Comments, you will need to put an "x" or "N/A" in the textbox provided.

### Scoring System

- 9-10** Outstanding: Includes robust descriptions for the category, fully anticipates reader questions, and provides ample contextual information relevant to the category.
- 7-8** Excellent: Includes full descriptions for the category, anticipates most reader questions, and provides extensive contextual information relevant to the category.
- 5-6** Good: Includes some descriptions for the category, anticipates some reader questions, and provides some contextual information relevant to the category.
- 3-4** Adequate: Includes minimal descriptions for the category, anticipates few reader questions, and provides little contextual information relevant to the category.
- 1-2** Inadequate: The proposal fails to address requested criteria. The material presented is not satisfactory or is considerably incomplete.

The following rubric indicates the description of each Scoring Category and the weight assigned to each Category.

| Category                                 | Description  | Weight | Score (1-10) |
|--|--|--------|--------------|
| Introduction/Nature and Scope of Project | Defines project well, with the research problem, research question(s), or creative concept clearly stated. Non-specialists in the field can readily understand the plans and purpose of the project. Ideas and argument develop logically. | 30%    |              |
| Methodology                              | Provides full description of the project, including methods, techniques, and steps that will be undertaken. Choice of method and approach make sense in light of the research questions or creative goals.                                 | 30%    |              |

|                        |  |     |  |
|------------------------|--|-----|--|
|                        | Provides a detailed and realistic timeline for accomplishing the project.  |     |  |
| Learning Objectives    | <p>Clearly establishes learning objectives and constructs a compelling case for how the project meets these learning objectives. Describes how the project aligns with the student's personal, academic and/or professional goals.</p> <p>If applying for a Renewal of Current Fellowship, explains satisfactorily how an additional semester of support will lead to the completion of the original project or how the original project may have changed and developed since its inception.</p>   | 10% |  |
| Quality of Writing     | Provides a cohesive and well-organized line of argument in which ideas and action steps are clearly articulated. Follows standard writing conventions (e.g., spelling, punctuation, grammar, etc.)   | 10% |  |
| Student Qualifications | Presents a strong case that the student has the preparation and skills necessary to begin the project and recognizes what skills and knowledge they might need to acquire to complete the project successfully.  | 10% |  |
| Faculty Recommendation | <p>Endorses the significance of the project, its value for the student, and the student's ability to complete the project. Addresses the student's qualifications for the project and the ways in which any gaps in the student's preparation will be remedied. Describes the mentorship that the student will receive while working on the project. Verifies that the student is not completing the project for class credit.</p> <p>If the student is applying for a Senior Project Fellowship, verifies that the completion of the senior project is feasible by the end of the award period.</p> | 10% |  |