

Rubric for Assessment of a Significant *Academic Research Project*

	5 = Highly Competent	4	3	2	1 = Not Competent	Weight	Score
Approach the study of a subject or problem, from a particular disciplinary or interdisciplinary point of view (e.g., “thinking like an economist”).	<i>Approach to the study of the subject or problem reflects significant knowledge of the literature and research methodologies within the discipline or disciplines.</i>				<i>Approach to the study of the subject or problem reflects little or no knowledge of the literature and research methodologies within the discipline or disciplines.</i>	11.8%	
Uncover and use a variety of sources, including primary sources whenever possible.	<i>Sources are varied, high quality, pertinent, sufficient, and include primary sources where possible.</i>				<i>Too few sources are used, some or all are not pertinent, and available primary sources are not included.</i>	11.8%	
Form a research question based upon the relevant literature and/or observations.	<i>Research question is specific, clear, original, and thoughtful, with the potential to contribute to knowledge in the field. Literature or observations are relevant, important, and balanced, including primary sources where possible.</i>				<i>Research question is posed with so little clarity as to be confusing, or it is absent. Cited literature or observations lack relevance, quality, depth and/or balance.</i>	17.6%	
Collect pertinent data/information.	<i>Collected data are closely related to the research question. The collection methodology is clearly described, rigorous, adequate to the task, and could be replicated by another researcher.</i>				<i>Data are not collected or examined, or are insufficient and/or irrelevant to the research question. Data collection method is either not described, unclear, or biased.</i>	11.8%	
Analyze data/information.	<i>Data analysis is clear, thorough, and appropriate to the research. Findings are presented clearly, ignoring unimportant results and highlighting the most significant ones.</i>				<i>Data analysis is missing, unclear, simplistic, or biased. Analysis is unrepresentatively selective or unrelated to the research question.</i>	11.8%	

Draw logical and defensible conclusions.	<i>Conclusions are present, logical, related to the research question, supported by argument and evidence</i>				<i>Conclusions are missing, unclear, illogical, irrelevant to the research question, or unsupported by argument or evidence.</i>	11.8%	
Communicate clearly and effectively findings and conclusions.	<i>Writing is free of grammatical, syntax and typographical errors, is well organized, and enhances the reader's ability to understand the findings and conclusions. Word choice and tone enhance the discussion of the research.</i>				<i>Writing contains significant grammatical, syntax, and typographical errors and is poorly organized. Errors significantly impair the reader's understanding of the findings and conclusions. Word choice and tone are poor.</i>	11.8%	
Defend the research to a critical audience.	<i>Presenter makes a thorough and clear presentation of the research, speaks well, and engages the audience. Presenter responds confidently and thoroughly to critical questions or feedback, enhancing the audience's understanding of the research.</i>				<i>Presentation is disorganized. Presenter speaks poorly or simply reads from a text, fails to communicate key points, does not engage the audience, and/or does not respond to critical questions or feedback.</i>	11.8%	