

## Experimental-Applied

Level	1 (Beginner)	2 (Developing)	3 (Competent)	4 (Excellent)
Guiding context	<i>A description of what a beginning student looks like.</i>	<i>A description of what a slightly less than competent student looks like.</i>	<i>A description of what a competent student looks like.</i>	<i>A description of what an advanced student looks like.</i>
Research Design: Identify and develop a Research Question	Overly broad question and/or not applicable to the discipline.	Question is applicable to the discipline but requires refinement for intended audience and purpose.	Testable question appropriate to the discipline according to audience and purpose.	A well-developed research question exists that is feasible, measurable, testable, sufficiently narrow, well supported in its respective domain, and sufficiently leads to more narrow predictions or hypotheses.
Methodology: Utilize quantitative, qualitative, or mixed research designs.	No use of quantitative, qualitative, or mixed research designs, OR the methodology is riddled with errors.	Adequately use quantitative, qualitative, or mixed research designs despite several errors.	Adequately use quantitative, qualitative, or mixed research designs with few errors.	Effectively uses a quantitative, qualitative, or mixed methods research design.
Interpretation: Analyze collected results	No effort is made to analyze the results to support the research question.	Analysis to support the research question is made, but in a disorganized fashion.	Synthesizes and reports accurate results with some interpretive error or some errors in alignment with the proposed methodology	Synthesizes and reports accurate results with no interpretive error and in alignment with the proposed methodology.
Knowledge of Discipline: Analysis conforms to research practices within the discipline.	Displays no knowledge of the existing research practices in the discipline and fails to use proper formatting and citation.	Does not articulate how their project contributes to the discipline or displays significant errors in formatting and citation.	Articulates how their project contributes to the discipline but displays some errors in formatting and citation.	Appropriately articulates how the project will contribute to the discipline and employs discipline-specific formatting and citation without error.
Presentation: Communicate the project to the audience in a coherent and informative manner.	Failed to adequately engage the audience.	Failed to communicate in either a coherent or informative manner.	Adequately engaged the audience in a coherent and informative manner.	Professionally engaged the audience in a coherent and informative manner, describing the project and its outcomes with precision and validity.