

## Textual/Investigative

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 research question and/or not applicable to the discipline.	Research question is applicable to the discipline but requires refinement for intended audience and purpose.	Narrowed research question appropriate to the discipline according to audience and purpose.	Narrowed research question appropriate to the discipline according to audience and purpose within a specific context.
Methodology: Investigate texts, artifacts, and documents related to their thesis.	Fails to investigate original sources or scholarly information related to their research question.	Investigates only scholarly sources related to the research question OR relies on amateur sources of information.	Investigates original and scholarly sources related to the research question, but relies heavily on scholarly sources.	Relies primarily on original sources with support from scholarly sources to support the research question.
Interpretation: Analyze gathered information to reveal patterns and themes	No effort is made to analyze the sources to support the research question.	Analysis to support the research question is made, but in a disorganized fashion.	Organizes the analysis to reveal patterns and themes to support the research question with some interpretive error.	Organizes the analysis to reveal patterns and themes with little to no interpretive error.
Knowledge of Discipline: Analysis conforms to research practices within the discipline.	Displays no knowledge of the existing research practices in the discipline and displays significant errors in formatting and citation.	Does not articulate how their project contributes to the discipline and displays errors in formatting and citation.	Articulates how their project contributes to the discipline with some errors in formatting and citation.	Articulates how their project will contribute to the discipline with no errors in formatting and citation.
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 his audience in a coherent and informative manner.