

Theoretical/Proposal

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 or topic	Overly broad topic/question and/or not applicable to the discipline.	Topic/questions is applicable to the discipline but requires refinement for intended audience and purpose.	Narrowed topic/question appropriate to the discipline according to audience and purpose.	Narrowed topic/question appropriate to the discipline according to audience and purpose within a specific context.
Methodology: Provide a synthesis of current guiding theories and the extant empirical literature, artifacts, or other evidence in order to develop new theoretical frameworks.	The review of literature or artifact/other evidence provided is not relevant to the research question AND lacks a foundation in the appropriate conceptual/theoretical framework.	Provides a review of literature or artifact/other evidence relevant to the research question, but all key elements relevant to the topic are not addressed AND lacks a foundation in appropriate conceptual/theoretical framework.	Provides a review of literature or artifact/other evidence relevant to the research question, but all key elements relevant to the topic are not addressed OR review lacks a foundation in conceptual/theoretical framework.	Provides a comprehensive review of literature or artifact/other evidence relevant to the research question that includes all key elements relevant to the topic and is grounded in appropriate conceptual/theoretical framework.
Significance/Results: Analyze how their project fits in with existing research in the discipline.	Has no knowledge of the existing research in the discipline AND does not articulate how their project will contribute to the discipline.	Has no knowledge of the existing research in the discipline OR does not articulate how their project will contribute to the discipline.	Has some knowledge of the existing research in the discipline and articulates how their project will contribute to the discipline.	Has knowledge of the existing research in the discipline and expertly articulates how their project will contribute to the discipline.
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.