



MUW Office of Undergraduate Research
Summer Scholar application evaluation rubric

Category	Excellent - 4	Good - 3	Fair - 2	Needs Improvement - 1
Research purpose: The student has made a clear case for the <i>importance</i> of the research.	The proposed work is highly original, has very high scholarly merit, is pertinent to the discipline, or expected results will benefit the student, the campus, or the discipline at large	The proposed work is original, has high scholarly merit, is interesting to the discipline, or expected results will benefit the student and the campus	The proposed work is somewhat original, has some scholarly merit, or has the potential to benefit students in the discipline	The proposed project has goals that are difficult to determine, has little scholarly merit, and doesn't demonstrate the importance and impact for the student, the campus, or the discipline
Methods: The student has outlined a plan that is appropriate for the scope of the project	Methods and possible outcomes are thoroughly explained, are reasonable within the proposed timeline, and limitations are identified and explained.	Methods and possible outcomes are outlined, are mostly reasonable within the proposed timeline, and identify possible limitations	Methods and possible outcomes are communicated and somewhat reasonable, but there may be concerns over feasibility within the given timeline	Methods and possible outcomes are communicated poorly, or they aren't feasible within the given timeline
Writing presentation: The student's application is thorough, persuasive, and carefully written	The proposal is thorough, compelling, specific, and easily understandable to a broad audience	The proposal is well-written, persuasive, and caters to a wide audience.	The proposal is fairly written, has some compelling elements, and somewhat understandable to a broad audience	The proposal is brief, not well-written, is not very compelling, and not persuasive to a broad audience
Student readiness: The student shows motivation, and has indicated conversation with a mentor in their application	The student has clearly demonstrated their eagerness and availability, demonstrates the impact of the program on their future goals, and have already begun a collaboration with a faculty mentor	The student is eager and available, is aware of the impact of the program on their future goals, and has started conversations with a faculty mentor on the project	The student seems eager, but may lack availability or preparedness that they can make up for during the summer, has some awareness of the impact in regard to goals, and has had at least 1 conversation with a faculty mentor	The student doesn't communicate strong interest or availability, how the program will impact their future goals, and has minimal or no support from a faculty mentor