

Students as Scholars Master Rubric

Discovery of Scholarship Rubric

QEP Student Learning Outcomes	Level of Competence			
	4 Advanced	3 Competent	2 Emerging	1 Novice
Students will understand how knowledge is generated and disseminated through scholarship, and the importance of scholarship to society.				
1. Distinguish between personal beliefs and evidence.	Consistently make accurate distinctions among personal beliefs, opinions, claims and evidence-based understanding.	Usually make accurate distinctions among personal beliefs, opinions, claims and evidence-based understanding.	Occasionally make accurate distinctions among personal beliefs, opinions, claims and evidence-based understanding.	Unable to make distinctions among personal beliefs, opinions, claims and evidence-based understanding.
2. Articulate how scholarship influences society.	Explain multiple implications of new knowledge and societal impact.	Explain some of the implications of new knowledge and societal impact.	Explain a few of the implications of new knowledge and societal impact.	Explain none of the implications of new knowledge and societal impact.
3. Understand epistemological or historical perspectives of a specific body of knowledge.	Demonstrate understanding and professionally express the method, validity or scope of a specific body of knowledge.	Demonstrate some understanding and be able to express the method, validity or scope of a specific body of knowledge.	Demonstrate limited understanding of the method, validity or scope of a specific body of knowledge.	Demonstrate little or no understanding of the method, validity or scope of a specific body of knowledge.
4. Evaluate credibility of source information.	Use a wide range of criteria that are appropriate to the discipline to judge the quality and validity of the source information; distinguish among a wide range of different types of source information, including primary and secondary sources; and clearly demonstrate how each type of source information can be useful for scholarly inquiry.	Use some criteria that are appropriate to the discipline to judge the quality and validity of the source information; distinguish among some types of source information, including primary and secondary sources; and demonstrate the use of some types of source information in scholarly inquiry.	Use limited criteria that are appropriate to the discipline to judge the quality and validity of the source information; distinguish between primary and secondary sources.	Be unable to use criteria that are appropriate to the discipline to judge the quality and validity of the source information; be unable to distinguish between primary and secondary sources.
5. Understand research methods used in a discipline.	Consistently identify appropriate methodologies for exploring a range of research questions; explain the design of the methodologies used in previously conducted research in the field; and recognize advantages and limitations of different methodologies.	Generally identify appropriate methodologies used for research in the field; describe the methodologies used in previously conducted research in the field; and recognize some advantages and limitations of different methodologies.	Occasionally identify appropriate methodology used for research in the field; identify some key elements of the methodologies used in previously conducted research; and recognize some advantages and limitations of a particular methodology.	Demonstrate only a limited awareness of appropriate research methodologies used in the field; identify few elements of the methodologies used in previous conducted research.

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6. Understand how knowledge is transmitted within a discipline, across disciplines, and to the public.	Explain various pathways for dissemination of scholarship; be able to make explicit connections between early scholarship and later work; and analyze the transition and adaptation of scholarship within and across a variety of contexts.	Explain some pathways for dissemination of scholarship; be able to make some connections between early scholarship and later work; and describe the transition and adaptation of scholarship within and across a variety of contexts.	Explain a few pathways for dissemination of scholarship; demonstrate awareness of early scholarship informing later work; and recognize some transitions and adaptations of scholarship within and across contexts.	Be unable to identify pathways for dissemination of scholarship; have minimum awareness of how early scholarship influences later work; and recognize few transitions and adaptations of scholarship within and across contexts.

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Scholarly Inquiry Rubric

QEP Student Learning Outcomes	Level of Competence			
	4 Advanced	3 Competent	2 Emerging	1 Novice
Students will articulate a scholarly question; engage in the key elements of the scholarly process; and situate the concepts, practices, or results of scholarship within a broader context.				
1. Articulate and refine the question.	Articulate and refine a creative, focused, and manageable question that addresses potentially significant and previously less-explored aspects of the issue.	Articulate and refine a focused and manageable question that appropriately addresses key aspects of the issue.	Articulate a question that is too narrowly or too broadly focused to be addressed appropriately in a scholarly project.	Articulate a question that is far too narrow or too general to be addressed appropriately in scholarly project, or whose answer is already well-established.
2. Follow ethical principles.	Demonstrate detailed attention to ethical principles throughout the inquiry process.	Demonstrate attention to ethical principles at some points during the inquiry process.	Demonstrate only limited attention to ethical principles during the inquiry process.	Demonstrate no attention to ethical principles during the inquiry process.
3a. Choose an appropriate discovery process for scholarly inquiry.	Develop all elements of the methodology or theoretical framework; synthesize appropriate methodology or theoretical frameworks from across disciplines or from relevant sub-disciplines as necessary.	Develop critical elements of the methodology or theoretical framework in which some more subtle elements are ignored or unaccounted for.	Develop a methodology or theoretical framework in which some critical elements are missing, incorrectly developed, or unfocused.	Demonstrate a lack of understanding of the methodology or theoretical framework in the inquiry design.
3b. Gather evidence appropriate to the question.	Acquire information using effective, well-designed strategies and the most appropriate information sources; retrieve information about previous scholarship from credible sources that provide and enable comprehensive analysis and/or synthesis; effectively refine inquiry in response to evidence.	Acquire information using a variety of strategies and some credible information sources; retrieve information about previous scholarship from sources that provide and enable analysis and/or synthesis; demonstrate ability to refine inquiry in response to evidence.	Acquire information using simple strategies; retrieve information about previous scholarship from limited and narrow sources that may not provide or support analysis; demonstrate limited ability to refine inquiry in response to evidence.	Acquire information using rudimentary strategies; retrieve information that lacks relevance and quality; demonstrate no ability to refine inquiry.
3c. Apply appropriate scholarly conventions during scholarly inquiry.	Demonstrate detailed attention to successful execution of a wide range of conventions; make appropriate, highly effective and perhaps innovative choices throughout the inquiry process.	Demonstrate consistent use of appropriate scholarly conventions; make appropriate and effective choices throughout the inquiry process.	Attempt to follow appropriate scholarly conventions; make some appropriate and effective choices throughout the inquiry process.	Provide little evidence of following appropriate scholarly conventions.

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3d. Apply appropriate scholarly conventions when reporting or performing.	Consistently and successfully employ all key conventions appropriate to the audience and/or context; make appropriate, highly effective, and perhaps innovative choices in presenting or performing.	Successfully employ most conventions appropriate to the audience and/or context; make appropriate and effective choices in presenting or performing.	Employ some conventions appropriate to the audience and/or context; make some effective choices in presenting or performing.	Employ few or no appropriate scholarly conventions in presenting or performing.
4a. Assess the validity of key assumptions and evidence.	Identify significant premises from previous scholarship and critically question assumptions and evidence; question viewpoints of scholars thoroughly.	Identify several important premises from previous scholarship and does not rely on unfounded assumptions, irrelevant or inadequate evidence; sometimes question scholars' viewpoints.	Identify general themes from previous scholarship and may rely on unfounded assumptions and/or irrelevant evidence; provide few questions about scholars' viewpoints.	Identify few or no important themes from previous scholarship; provide no questions of scholars' viewpoints, taking them as fact.
4b. Situate the scholarly inquiry within a broader context.	Demonstrate consistent ability to place concepts, evidence, practices, perspectives, and/or conclusions within a broader context; acknowledge limitations and synthesize others' points of view.	Demonstrate some ability to place concepts, evidence, practices, perspectives, and/or conclusions within a broader context; acknowledge and summarize others' points of view.	Demonstrate limited ability to place concepts, evidence, practices, perspectives, and/or conclusions within a broader context; acknowledge few limitations or other views.	Largely fail to place concepts, evidence, practices, perspectives, and/or conclusions within a broader context or to acknowledge limitations or other views.

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Creation of Scholarship Rubric (for Research & Scholarship Courses)

QEP Student Learning Outcomes	Level of Competence			
	4 Advanced	3 Competent	2 Emerging	1 Novice
Students will create an original scholarly or creative project.				
1. Justify that the project intends to be engaging and novel to a particular audience.	Explain and provide in-depth analysis of the evidence that demonstrates the project's appeal to the intended audience or its potential importance in adding to existing knowledge.	Explain and provide an analysis of some evidence that demonstrates the project's appeal to the intended audience or its potential importance in adding to existing knowledge.	Present only a limited analysis of the evidence that demonstrates the project's appeal to the intended audience or its potential importance in adding to existing knowledge.	Provide no analysis of the evidence of the project's appeal to the intended audience or its potential importance in adding to existing knowledge.
2. Take responsibility for executing the project.	Design a project plan, successfully implement the plan, and evaluate and adapt research or design strategies as the project progresses, in consultation with faculty/mentors.	Design a plan, implement the plan, and evaluate and adapt some research or design strategies as the project progresses, in consultation with faculty/mentors.	Develop a plan, implement most of the plan, and evaluate and adapt the plan mostly as directed by the faculty/mentors.	Follow plan of the faculty/mentors, require frequent interventions from faculty mentors to evaluate, adapt, and execute the plan.
Students will communicate knowledge from an original scholarly or creative project.				
3. Present their understandings from a scholarly perspective for a specified audience.	Use appropriate evidence, presentation modes and/or argument strategies to skillfully communicate meaning to a specified audience; communicate with clarity and fluency and in a virtually error-free presentation.	Use mostly appropriate evidence, presentation modes, and/or argument strategies to communicate meaning to a specified audience; design a presentation that is clear and has few errors.	Use some appropriate evidence, presentation modes, and/or argument strategies to communicate meaning to a specified audience; design a presentation with limited clarity and/or some errors.	Use approaches or include errors that limit or obscure relevance and impede understanding.
4. Demonstrate awareness of broader implications.	Astutely identify and explain, in the project or in written/oral supplements, several likely consequences of and/or questions raised by the project; demonstrate a thorough and nuanced understanding of such implications for a range of audiences.	Identify and explain, in the project or in written/oral supplements, several likely consequences of and/or questions raised by the project; demonstrate an understanding of such implications for a range of audiences.	Identify and explain, in the project or in written/oral supplements, a few consequences of and/or questions raised by the project; demonstrate basic understanding of such implications for the primary audiences.	Identify some possible consequences of and/or questions raised by the project.