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| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent (3 points)** | **Good (2 points)** | **Fair (1 point)** | **Weak (0 points)** |
| **Academic Merit & Significance** | Proposal strongly  shows how project addresses substantive questions/ problems in context of its field(s) of study and mentor’s research\* | Proposal clearly states how project addresses substantive questions/ problems in context of its  field(s) of study and mentor’s research\* | Proposal discusses project  in relation to substantive questions/ problems in its field(s) of study or mentor’s research\*, but does not make clear connections | Proposal does not show adequate awareness of substantive questions/problems in its field(s) of study or mentor’s  research\* |
| **Academic & Supplemental Relevant Preparation** | Student is strongly prepared by academic and other relevant experience to carry out project | Student has sufficient academic and other relevant preparation to carry out the project | Student has some academic or other preparation for project, or does not clearly present preparation | Student does not describe adequate academic or other preparation for project |
| **Clarity, Adequacy, & Feasibility of Research Plan** | Research plan is clear and well-detailed; proposed methods and timeline are appropriate for project | Research plan is clear;  proposed methods/timeline are sufficient for project | Research plan lacks clarity;  methods/timeline are vague or may not realistically account for activities proposed | Research plan is unclear; methods/timeline are inadequate or inappropriate for activities proposed |
| **Student Initiative & Responsibility** | Student creativity, initiative, and understanding is evident in project design, and student is responsible for principal activities, including analysis and interpretation | Student show good grasp of project design, and is responsible for principal activities, including analysis and interpretation | Student addresses project  design, and is responsible for substantial activities, but not significantly involved in analysis or interpretation | Student does not  address project design, carries out less substantial activities, and is not involved in analysis or interpretation |
| **Impact of Project on Student Development** | Student persuasively explains relevance of project to own academic and career aims | Student clearly describes relevance of project to own academic and career aims | Some connections between project and own academic and career aims | Student’s project does not appear to be well related to academic and career aims |
|  | \*when applicable |  |  |  |

OUR | SPIRE 2024 Student Proposal Rubric