

Textual or Investigative: Research that investigates texts, artifacts, and documents without changing any variables. Typically this research critically engages texts, artifacts, or documents to prove a thesis, association, pattern, relationship, or previously unobserved significance. Sample fields may include History, Philosophy, English, Biblical Studies, Humanities, Theology, Journalism, Law, and Government

Level	0-2 (Not addressed or poor)	3-4 (Beginner)	5-6 (Developing)	7-8 (Competent)	9-10 (Excellent)	Total
Research Design: Identifies and develops a research question	Not addressed or poorly developed	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	
Investigates texts, artifacts, and documents related to the thesis.	Not addressed or poorly developed	Failed to investigate original sources or scholarly information related to the research question	Investigated only scholarly sources related to the research question OR relied on amateur sources of information	Investigated original and scholarly sources related to the research question, but relied heavily on scholarly sources	Relied primarily on original sources with support from scholarly sources to support the research question	
Interpretation: Analyzes gathered information to reveal patterns and themes	Not addressed or poorly developed	No effort was made to analyze the sources to support the research question.	Analysis to support the research question was made, but in a disorganized fashion.	Organized the analysis to reveal patterns and themes to support the research question with some interpretive error	Organized the analysis to reveal patterns and themes with little to no interpretive error	
Knowledge of Discipline: Analysis conforms to research practices within the discipline.	Not addressed or poorly developed	Displayed no knowledge of the existing research practices in the discipline and displayed significant errors in formatting and citation	Did not articulate how the project contributes to the discipline and displayed errors in formatting and citation	Articulated how the project contributes to the discipline with some errors in formatting and citation	Articulated how the project will contribute to the discipline with no errors in formatting and citation	
Delivery and Engagement with the Audience	Presentation media did not address core research elements or engage the audience; OR movements, expression, or media design detracted from the presentation	Delivery, media design, and expression did not add to or take away from the presentation. Presenter failed to engage the audience.	Verbal delivery or media design added to the presentation. Presenter engaged the audience and made good eye contact.	Delivery, media design, and expression emphasized key points. Presenter developed rapport with the audience.	Media design and delivery enthusiastically engaged the audience and demonstrated professional delivery.	
Answers to Questions	Unable to address questions	Able to partially address some of the questions	Able to address most of the questions	Answers added to and extended the topics discussed.	Answers showed exceptional insight into the field.	

Comments: