RSD Rubric (Creative Arts)

Creative Arts Research Skills Development Rubric				
Level	**Beginner (1)**	**Developing (2)**	**Competent (3)**	**Excellent (4)**
GUIDING CONTEXT	*A description of what a beginning student looks like.*	*A description of what a slightly less than competent student looks like.*	*A description of what a competent student looks like.*	*A description of what an advanced student looks like.*
Embark Skill: *Respond to or initiate research* Students will be able to identify the problem/interest or develop a research question.	**Research** Problem/Interest Question is not clearly identified	**Research** Problem/Interest Question is identified and needs amendments to be applicable to the discipline according to intended audience and purpose.	**Research** Problem/Interest Question is clearly identified and is appropriate to the discipline according to audience and purpose.	**Research** Problem/Interest Question is clearly identified and is appropriate to the discipline according to audience and purpose within a specific context.
Clarify Skill: *Clarify of determine what knowledge is required, heeding ethical/cultural and social/team considerations.* Students will be able to refine the problem/interest or research question.	**Research** Problem/Interest Question does not define the scope of the project or creative work. Proposed project is not feasible AND does not answer the Problem/Interest/ Question.	**Research** Problem/Interest Question inadequately defines the scope of the project or creative work. Proposed project is not feasible OR does not answer the Problem/ Interest/Question.	**Research** Problem/Interest Question adequately defines the scope of the project or creative work; proposed project is feasible and answers the Problem/Interest/ Question.	**Research** Problem/Interest Question clearly and thoroughly defines the scope of the project or creative work; proposed project is feasible and answers the Problem/Interest Question.
Find Skill: *Find needed information using appropriate methodology.* Students will be able to conduct a literature/artifact/ creative work review.	Student conducts a literature/artifact/ creative work review that is not relevant to the topic AND does not adequately cover sources appropriate to the discipline.	Student conducts a literature/artifact/ creative work that is not relevant to the topic OR does not adequately cover sources appropriate to the discipline.	Student conducts a literature/artifact/ creative work that is relevant to the topic and adequately covers sources appropriate to the discipline.	Student conducts a literature/artifact/ creative work review that is relevant to the topic and thoroughly covers sources appropriate to the discipline.
Evaluate/Critique Skill: *Determine and critique the degree of credibility of selected sources, information and of data generated.* Students will be able to evaluate/critique the literature/artifact/ creative work sources.	Student does not compare and contract various sources within the review of literature /artifact/creative works AND student does not critique the credibility of selected sources.	Student does not compare and contrast various sources within the review of literature /artifact/creative works OR student does not critique the credibility of selected sources.	Student compares and contrasts various sources within the review of literature /artifact/creative works. Student critiques the credibility of selected sources.	Student compares and contracts various sources within the review of literature/ artifact/creative work review in a discipline-specific format, with no formatting errors.
Organize/Execution/ Delivery Skill: *Organize information and data to revel patterns and themes.*	Student does not organize information in a way that reveals patterns and themes, AND does	Student does not organize information in a way that reveals patterns and themes, OR does	Student organizes information in a way that reveals patterns and themes, and	Student organizes information in a way that reveals patterns and themes, and

Creative Arts Research Skills Development Rubric				
Level	**Beginner (1)**	**Developing (2)**	**Competent (3)**	**Excellent (4)**
Students will be able to organize the information they have collected to reveal patterns and themes and present the literature/artifact/ Creative work review in a discipline-specific format.	not present the literature/artifact/ creative work review in a discipline-specific format.	not present the literature/artifact/ creative work review in a discipline-specific format.	presents the literature/artifact creative work review in a discipline-specific format, with few formatting errors.	presents the literature/artifact/ Creative work review in a discipline-specific format, with no formatting errors.
Analyze Skill: *Analyze information/data critically* Students will be able to analyze how the literature/artifact/ creative work review informs their proposal and how their project contributes to the discipline.	Student does not appropriately analyze how the literature/artifact/ creative work review informs their proposal AND does not articulate how their project will contribute to the discipline.	Student does not appropriately analyze how the literature/artifact/ creative work review informs their proposal OR does not articulate how their project will contribute to the discipline.	Student appropriately analyzes how the literature/artifact/ creative work review informs their proposal and articulates how their project contributes to the discipline.	Student appropriately analyzes how the literature/artifact/ Creative work review informs their proposal and articulates how their project significantly contributes to the discipline.
Synthesize Skill: *Synthesize information to develop a cohesive proposal.* Students will be able to complete the proposal, which will present a plan for delivering the artifact/creative work.	Student does not complete the proposal adequately, AND does not present a plan for delivering the artifact/creative work.	Students completes the proposal, but presents a disjointed plan for delivering the artifact/creative work.	Student completes the proposal, which presents a cohesive plan for delivering the artifact/creative work.	Student completes the proposal, which presents a cohesive plan for delivering the artifact/creative work. Proposed project has the potential to contribute to existing knowledge/ practice.

RSD Rubric (Sciences)

Sciences Research Skill Development Rubric				
Level	**Beginner (1)**	**Developing (2)**	**Competent (3)**	**Excellent (4)**
GUIDING CONTEXT	*A description of what a beginning student looks like.*	*A description of what a slightly less than competent student looks like.*	*A description of what a competent student looks like.*	*A description of what an advanced student looks like.*
Embark Skill: *Students will be able to develop a topic.*	**Research** Problem/Interest is not clearly articulated	**Research** Problem/Interest is identified and needs key amendments in order to contribute to the body of knowledge in the discipline.	**Research** Problem/Interest Is correctly identified and contributes to the body of knowledge in the discipline, however the scope may be too broad or too narrow.	**Research** Problem/Interest Is correctly and thoroughly identified and contributes to the body of knowledge in the discipline.
Clarify Skill: *Students will be able to refine the problem/interest or research question.*	Not able to generate content-specific research aims or gap in the literature.	Able to identify a gap in the literature, but not able to generate content-specific research aims, (e.g. testable hypotheses, research questions, problem/purpose statement).	Able to identify the gap in the literature and generate content-specific research aims and identify the gap in the literature (e.g. testable hypotheses, research questions, problem/purpose statement.	Able to identify the gap in the literature and generate content-specific research aims (e.g. testable hypotheses, research questions, problem/purpose statement which would expand the body of knowledge).
Find Skill: *Students will be able to find needed information using appropriate techniques.*	The review of the literature/other evidence provided is not relevant to the topic/content area AND lacks a foundation in the appropriate conceptual/ theoretical framework or prior research.	Able to provide a review of the literature/other evidence relevant to the topic/content area, but all key elements relevant to the topic are not addressed AND lacks a foundation in appropriate conceptual/ theoretical framework or prior research.	Able to provide a review of literature/other evidence relevant to the topic/content area, but is missing one of the following: - all key elements relevant to the topic are not addressed - lacks a foundation in the appropriate conceptual/ theoretical framework or prior research.	Able to provide a comprehensive review of literature/other evidence relevant to the topic/content area that includes all key elements relevant to the topic and is grounded in appropriate conceptual/ theoretical framework or prior research.
Evaluate Skill: *Students will be able to evaluate the degree of credibility of selected sources, previous data, and/or methodology.*	Sources, previous data, and/or methodology that align with the research aim are summarized but key details are missing.	Sources, previous data, and/or methodology that align with the research aim are summarized, but not fully compared and contrasted and implications to their own research are missing.	Sources, previous data, and/or methodology that align with the research aim are summarized and include comprehensive comparisons and contrasts but implications to their	Sources, previous data, and/or methodology that align with the research aim are summarized, able to compare and contrast existing studies, and able to explicate implications to their own research.

Sciences Research Skill Development Rubric				
Level	Beginner (1)	Developing (2)	Competent (3)	Excellent (4)
			own research are missing.	
Organize Skill: *Students will be able to organize information in an appropriate discipline-specific manner.*	Formatting does not align with discipline-specific requirements and lacks organization.	Utilizes discipline-specific formatting, but lacks organization with greater than 5 distinct errors.	Able to follow discipline-specific formatting and organization, with 3-5 distinct errors.	Able to follow discipline-specific formatting and organization, with fewer than 3 distinct errors.
Analyze Skill: *Students will be able to critically analyze the limitations of their proposed research.*	Does not provide limitations of their proposed research.	Able to articulate some limitations of their proposed research, but key elements are missing and did not address how the limitations may impact potential findings.	Able to articulate key limitations of their proposed research but did not address how the limitations may impact potential findings.	Able to articulate key limitations of their proposed research and how the limitations may impact potential findings.
Synthesize Skill: *Students will be able to synthesize information into an appropriate research design grounded in current literature.*	Not able to formulate a research design that aligns with topic/content area.	Able to formulate a discipline specific research design but poorly aligns with topic/content area and is not grounded in current literature.	Able to formulate a discipline specific research design that aligns with topic/content area but is not grounded in current literature.	Able to formulate a research design and data collection strategies that align with topic/content area and are grounded in current literature.

RSD Rubric (Humanities)

Humanities Research Skills Development Rubric				
Level	**Beginner (1)**	**Developing (2)**	**Competent (3)**	**Excellent (4)**
GUIDING CONTEXT	*A description of what a beginning student looks like.*	*A description of what a slightly less than competent student looks like.*	*A description of what a competent student looks like.*	*A description of what an advanced student looks like.*
Embark Skill: *Students will be able to develop a topic.*	Overly broad topic and/or not applicable to the discipline.	Topic is applicable to the discipline but requires refinement for intended audience and purpose.	Narrowed topic appropriate to the discipline according to audience and purpose.	Narrowed topic appropriate to the discipline according to audience and purpose within a specific context.
Clarify Skill: *Students will be able to refine topic into a research problem/question Goal.*	**Research** Problem/Question/ Goal does not address the scope of the project or proposal; Scope of the problem/question/ goal is not feasible or cannot be answered/ achieved.	**Research** Problem/Question/ Goal inadequately addresses the scope of the project or proposal; Scope of the problem/question/ goal may not be feasible or cannot be answered/ achieved.	**Research** Problem/Question/ Goal adequately addresses the scope of the project or proposal; Scope of the problem/question/ goal is feasible or can be answered/ achieved.	**Research** Problem/Question/ Goal clearly and thoroughly addresses the scope of the project or proposal; Scope of the problem/question/ goal is feasible or can be answered/ achieved.
Find Skill: *Students will be able to articulate or demonstrate an understanding of where to collect sources/evidence that support the project or proposal.*	Fails to demonstrate an understanding of the location and availability of sources/evidence.	Demonstrates a limited understanding of the location and availability of sources/evidence.	Demonstrates an understanding of the location and availability of sources/evidence.	Demonstrates a mastery in the understanding of the location and availability of sources/evidence.
Evaluate Skill: *Students will be able to identify relevant primary and/or secondary sources/evidence.*	Few sources/ evidence are relevant to the chosen Research Problem/Question/ Goal; Project or proposal incorporates a few primary and/or secondary sources.	Some sources/ evidence are relevant to the chosen Research Problem/Question/ Goal; Project or proposal incorporates some primary and/or secondary sources.	Nearly all sources/ evidence are relevant to the chosen Research Question/Goal; Project or proposal incorporates nearly all primary and/or secondary sources.	All sources/ evidence are relevant to the chosen Research Problem/Question/ Goal; Project or proposal incorporates all primary and/or secondary sources.
Organize Skill: *Students will be able to organize and/or format the proposal or project in an appropriate discipline-specific manner.*	Formatting does not align with discipline-specific requirements and lacks organization.	Lacks discipline-specific formatting or organization.	Able to follow discipline-specific formatting and organization, with limited errors.	Able to follow discipline-specific formatting and organization with minimal errors.

Humanities Research Skills Development Rubric				
Level	**Beginner (1)**	**Developing (2)**	**Competent (3)**	**Excellent (4)**
Analyze Skill: *Students will be able to analyze the significance of their proposal or project.*	Does not identify the significance of their proposal or project.	Not fully able to articulate the significance of their proposal or project.	Able to articulate significance of their proposal or project.	Able to articulate significance of their proposal or project while also demonstrating an understanding of its limitations.
Synthesize Skill: *Students will be able to synthesize information into an appropriate research project or proposal grounded in current literature or sources/ evidence.*	Not able to formulate a research approach that aligns with topic/content area.	Able to formulate a discipline specific research approach but poorly aligns with topic/content area OR is not grounded in current literature or sources/evidence.	Able to formulate a discipline specific research approach that aligns with topic/content area and is grounded in current literature or sources/evidence.	Able to formulate a discipline specific research approach that aligns with topic/content area and is grounded in current literature or sources/evidence AND has the potential to contribute to existing knowledge/ Practice.