

## Summer Studentship Rubric 2024 – TOTAL 80 Points

Category	Excellent	Satisfactory	Below Satisfaction
<b>Project Description (25 POINTS)</b>  <b>Students are asked to:</b> Provide a short abstract or overview of the proposed research project, including the background information and context, purpose, objectives, and methodological approach of the project. Please use language for a broad audience.	<input type="checkbox"/> <b>Score Card 1 - (4-5 points)</b> Excellent <b>background information and context</b> are provided in a way that is appropriate to allow the reader to fully understand the project.	<input type="checkbox"/> <b>(2-3 points)</b> Relevant <b>background information and context</b> are provided to <i>mostly</i> allow the reader to understand the project. However, there may be too much or too little background and context provided.	<input type="checkbox"/> <b>(0-1 points)</b> <b>Background information and context</b> are insufficient for the reader to understand the project. <i>Or</i> this aspect is <i>missing (0 points)</i> .
	<input type="checkbox"/> <b>Score Card 2 - (4-5 points)</b> The <b>purpose</b> of the research is clearly articulated, providing the motivation and justification for undertaking the research. If appropriate, the student clearly identifies a <i>gap</i> or a <i>challenge</i> the research aims to tackle.	<input type="checkbox"/> <b>(2-3 points)</b> The <b>purpose</b> of the research is <i>somewhat</i> clearly articulated, but it is a bit difficult to understand the motivation and justification for undertaking the research.	<input type="checkbox"/> <b>(0-1 points)</b> The <b>purpose</b> of the research is not clearly articulated, so it is <i>very difficult</i> to understand the motivation and justification for undertaking the research. <i>Or</i> this aspect is <i>missing (0 points)</i> .
	<input type="checkbox"/> <b>Score Card 3 - (4-5 points)</b> The <b>objectives or goals</b> of the research project are provided. The objectives/goals are manageable and appropriate for the research term length, so it is <i>reasonable that the project could be completed</i> .	<input type="checkbox"/> <b>(2-3 points)</b> The <b>objectives or goals</b> of the research project are provided and are somewhat manageable and appropriate for the research term length. It seems fairly reasonable that the project could be completed, but it might be slightly too large or small in scope.	<input type="checkbox"/> <b>(0-1 points)</b> The <b>objectives or goals</b> of the research project are provided. However, they seem unmanageable and inappropriate for the research term length, so it is unlikely that the project could be completed as proposed. <i>Or</i> this aspect is <i>missing (0 points)</i> .
	<input type="checkbox"/> <b>Score Card 4 - (4-5 points)</b> Given the disciplinary context, the <b>methodological approach</b> is well-aligned and appropriate for the project's purpose and objectives.	<input type="checkbox"/> <b>(2-3 points)</b> It is somewhat difficult to determine if the <b>methodological approach</b> is aligned and appropriate for the project's purpose and objectives.	<input type="checkbox"/> <b>(0-1 points)</b> The <b>methodological approach</b> appears poorly aligned and appropriate for the project's purpose and objectives. <i>Or</i> this aspect is <i>missing (0 points)</i> .
	<input type="checkbox"/> <b>Score Card 5 - (4-5 points)</b> <b>Language choice and writing:</b> The project description is exceptionally clear, concise, and easy to understand for someone outside the discipline. Field-specific jargon, if used, is clearly explained.	<input type="checkbox"/> <b>(2-3 points)</b> <b>Language choice and writing:</b> The project description is mostly clear and easy to understand. However, some field-specific jargon or lack of information makes it somewhat difficult to understand.	<input type="checkbox"/> <b>(0-1 points)</b> <b>Language choice and writing:</b> The project description is unclear and difficult to understand due to field-specific jargon or poor language choice <i>(0 points)</i> .

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<p><b>Originality, Creativity, and Significance</b> (20 POINTS)</p> <p><u>Students</u> are asked to: <b>Highlight the originality, creative aspects, and significance of your research project. Be sure to describe how the research contributes to the broader scholarly field and aims to advance understanding. Please use language for a broad audience.</b></p>	<p><input type="checkbox"/> <u>Score Card 6 - (4-5 points)</u> The <b>project's originality</b> is clearly and convincingly described. The research is a novel, creative approach to examining a problem or question.</p>	<p><input type="checkbox"/> <b>(2-3 points)</b> The <b>project's originality</b> is somewhat clearly and convincingly described. The research may not be entirely novel, but it is a creative approach to examining a problem or question.</p>	<p><input type="checkbox"/> <b>(0-1 points)</b> The <b>project's originality</b> is not clearly nor convincingly described. The research is not a novel nor a creative approach to examining a problem or question.</p>
	<p><input type="checkbox"/> <u>Score Card 7 - (8-10 points)</u> It is clear how the research fits into and <b>contributes to the broader scholarly or creative field</b>. There is a clear description of how the research <i>aims</i> to <b>advance knowledge or understanding</b> within or outside the field.</p>	<p><input type="checkbox"/> <b>(4-7 points)</b> It is mostly clear how the research fits into and contributes to the broader scholarly or creative field. There is a mostly clear description of how the research aims to advance knowledge or understanding within or outside of the field.</p>	<p><input type="checkbox"/> <b>(0-3 points)</b> It is unclear how the research fits into and contributes to the broader scholarly or creative field. It is unclear how the research aims to advance knowledge or understanding within or outside the field. <i>OR</i> this aspect is <i>missing</i> (0 points)</p>
<p><b>Student Preparedness &amp; Relevant Experience</b> (15 POINTS)</p> <p><u>Benefits to the student:</u> Students are asked to: <b>Briefly explain the potential benefit this project will provide to you.</b></p> <p><u>Relevant Experience:</u> Students are asked to: <b>Tell us about any relevant professional, volunteer or academic experience that prepared you for succeeding with the proposed project.</b></p>	<p><input type="checkbox"/> <u>Score Card 9 - (4-5 points)</u> - The <b>benefits to the student</b> are clearly and convincingly described in terms of academic, professional, and personal development.</p>	<p><input type="checkbox"/> <b>(2-3 points)</b> The benefits to the students are <i>somewhat</i> clearly described in terms of academic, professional, and personal development. However, benefits may be vague or somewhat incompletely articulated.</p>	<p><input type="checkbox"/> <b>(0-1 points)</b> The benefits to the students are not clear in terms of academic, professional career and personal development. <i>OR</i> this aspect is <i>missing</i> (0 points).</p>
	<p><input type="checkbox"/> <u>Score Card 10 – (8-10 points)</u> - The student demonstrates <i>excellent</i> <b>background preparation</b> and <b>research potential</b> by clearly and convincingly describing <b>2 or more</b> relevant experiences, with a robust description of <i>how</i> the experiences prepared them for research. NOTE: Students can show evidence of their background preparation in many diverse ways:</p>	<p><input type="checkbox"/> <b>(4-7 points)</b> The student demonstrates solid <b>background preparation</b> and <b>research potential</b> by clearly and convincingly describing <b>1</b> relevant experience, with a robust description of <i>how</i> the experience prepared them for research. <i>OR</i> the student describes 2 or more experiences, but the connection to how the experiences prepared them</p>	<p><input type="checkbox"/> <b>(0-3 points)</b> The student demonstrates minimal <b>background preparation</b> or <b>research potential</b>, as the connection between the student's experiences and research preparation is not relevant or is incomplete or unclear. The student does not provide any examples of relevant experiences.</p>

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<p>Students <i>may</i> also answer the <i>optional</i> question, which can be used for part of the rubric: Is there anything else we should know about your application? For example, any situations that might have impacted your academic record. This information can be used to assess this criterion.</p>	<ul style="list-style-type: none"> <li>○ Previous work, volunteer, community engagement</li> <li>○ Academic research and/or creative activity training</li> <li>○ Previous research experience and/or research awards held</li> <li>○ Relevant community involvement and outreach</li> <li>○ Coursework, connections to a degree program, course load, year in program pursued</li> <li>○ Providing examples of how they have demonstrated initiative and independence in non-research contexts</li> <li>○ Providing examples of how they have demonstrated judgement and ability to think critically</li> <li>○ Demonstrated ability to apply skills and knowledge in different contexts</li> </ul>	<p>for research is somewhat incomplete or unclear.</p>	
<p><b>Mentorship and Research Environment (20 POINTS)</b></p> <p><b><u>SUPERVISORS</u> are asked to:</b> Describe the research environment in which the student will be working and include mentoring opportunities, the role of the student, and benefits to you as a mentor. Please do not refer to the student by name and use gender-neutral language. (maximum 300 word count)</p>	<p><input type="checkbox"/> <b>Score Card 11 - (4-5 points) Research environment</b> – the supervisor describes excellent opportunities for students to function in a learning space, develop research partnerships and collaborations, and/or have exposure to other researchers.</p>	<p><input type="checkbox"/> <b>(2-3 points) Research environment</b> – the supervisor describes good opportunities for students to function in a learning space, develop research partnerships and collaborations, and/or exposure to other researchers.</p>	<p><input type="checkbox"/> <b>(0-1 points) Research environment</b> – the supervisor describes unsatisfactory opportunities for students to function in a learning space, develop research partnerships and collaborations, and/or exposure to other researchers. <i>OR</i> this aspect is <i>missing</i>.</p>
	<p><input type="checkbox"/> <b>Score Card 12 - (4-5 points) Mentorship opportunities</b> – the supervisor describes <i>strong</i> support for research mentorship, career &amp; professional development, and provides a <i>welcoming and inclusive</i> environment that acknowledges the intersection of professional and personal identities. It is evident that the student will receive <i>excellent</i></p>	<p><input type="checkbox"/> <b>(2-3 points) Mentorship opportunities</b> – the supervisor describes good support for research mentorship, career &amp; professional development, and provides a welcoming and inclusive environment that acknowledges the intersection of professional and personal identities. It is evident that the student will receive training in research techniques, skills, and approaches.</p>	<p><input type="checkbox"/> <b>(0-1 points) Mentorship opportunities</b> – the supervisor describes <i>minimal</i> support for research mentorship and career &amp; professional development. It is <i>unclear</i> how the mentor will provide a welcoming and inclusive environment that acknowledges the intersection of professional and personal identities. It is <i>unclear</i> whether the student will receive training in research</p>

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	training in research techniques, skills, and approaches.		techniques, skills, and approaches. <i>OR</i> this aspect is <i>missing</i> .
	<input type="checkbox"/> <b>Score Card 13 - (4-5 points) Role clarity</b> – the student and faculty mentor’s role, involvement, and activities are carefully described and explained. Roles are appropriate, given the context. The expected student contributions to research output are clearly defined.	<input type="checkbox"/> <b>(2-3 points) Role clarity</b> – the student and faculty mentor’s role, involvement, and activities are somewhat described and explained. Roles are somewhat appropriate, given the context. The expected student contributions to research output are somewhat defined.	<input type="checkbox"/> <b>(0-1 points) Role clarity</b> – the student and faculty mentor’s role, involvement, and activities are <i>not</i> described and explained. <i>OR</i> roles are <i>inappropriate</i> , given the context. The expected student contributions to research output are <i>not</i> defined.
	<input type="checkbox"/> <b>Score Card 14 - (4-5 points) Benefits to the mentor</b> – the supervisor <i>clearly</i> describes why they want to mentor the student, the benefits, and how they see this opportunity contributing to their professional career.	<input type="checkbox"/> <b>(2-3 points) Benefits to the mentor</b> – the supervisor <i>somewhat</i> clearly describes why they want to mentor the student, the benefits, and how they see this opportunity contributing to their professional career.	<input type="checkbox"/> <b>(0-1 points) Benefits to the mentor</b> – The supervisor does not describe why they want to mentor the student, the benefits, and how they see this opportunity contributing to their professional career.