	Exemplary	Proficient	Minimally Competent	Needs Major Improvement	NA
Framework/ Content	□ Thesis/purpose is focused, clear, and explicit	□ Thesis/purpose is focused and clear	□ Thesis/purpose is addressed but is underdeveloped	□ Thesis/purpose is unclear	□
	□ Research is original and/or cutting edge	□ Research is arguable, meaningful, and relevant in the discipline	□ Research is basically arguable, but is obvious or minimally relevant	□ Research is either inarguable, obvious, or irrelevant	□
	□ Results and/or interpretations are creative and fully explicated	□ Results and/or interpretations are appropriately explicated	□ Results are explicated but are simple or underdeveloped	□ Results are not explicated and/or interpretations are problematic	□
	□ Notably contributes to the field by extending or challenging current theories or practices	□ Contributes to the field by extending or challenging current theories or practices	□ Moderately contributes to the field	□ Does not significantly contribute to the field of study	□
Theories and Methods	□ Methods and/or theories are innovative and appropriate	□ Methods and/or theories are properly selected and applied	□ Selection and application of methods is minimally competent	□ Methods and/or theories are not well chosen	□
	□ Concepts, methods, and theories demonstrate expertise	□ Concepts, methods, and theories are approaching expertise	□ Concepts, methods and theories are novice	□ Concepts, methods and theories are inappropriate	□
	□ Conclusions are creative and follow logically from the methodology and/or theory	□ Conclusions and/or recommendations follow logically	□ Conclusions and/or recommendations are too simple or underdeveloped	□ Conclusions and/or recommendations do not follow from the methodology	□
Resources	□ Critically evaluates or interprets sources (bias, quality of evidence, assumptions, etc.)	□ Adequately evaluates or interprets sources	□ Evaluation or interpretation of sources is limited or is simply reporting	□ Misinterprets or misunderstands sources	□
	□ Included research is diverse and expertly selected	□ Research is appropriate and well selected	□ Research is relevant but may be missing important elements	□ Uses irrelevant or inappropriate resources	□
	□ Sources are used accurately and precisely for multiple purposes (synthesis, summary, analysis, etc.)	□ Sources are used for multiple purposes (synthesis, summary, analysis, etc.)	□ Sources are minimally used or are used for singular purposes	□ Does not use sources effectively or for multiple purposes	□
	□ Student research is integrated with field/outside research	□ Student research is mostly integrated with outside research	□ Student research is minimally integrated with outside research	□ Student research is not integrated well with outside research	□
Conventions/ Readability	□ Fluidity at the sentence and idea levels is exceptional (organization, transitions, etc.)	□ Writing flows at the sentence and idea levels	□ Writing is adequately fluid at the sentence and idea levels	□ Writing does not flow at either the sentence and/or idea levels	□
	□ Prose is written in advance academic language	□ Uses well articulated prose	□ Uses standard prose--general rather than academic lang.	□ Prose is too simply expressed or is not academic	□
	□ Tone and word usage are exemplary	□ Tone and word usage are accurate and appropriate	□ Tone and word usage may be too informal or colloquial	□ Does not have audience awareness of tone and word usage	□
	□ Adheres to formatting (APA, MLA, AMA) and Standard English	□ Mostly adheres to formatting and Standard English	□ Minimally adheres to formatted and Standard English	□ Has multiple/extensive formatting and language issues	□

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