

## Summer Studentship Rubric 2024 – TOTAL 80 Points

Category	Excellent	Satisfactory	Below Satisfaction
<p><b>Project Description (25 POINTS)</b></p> <p><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.</p>	<p><u>Score Card 1</u> - (4-5 points) Excellent <b>background information and context</b> are provided in a way that is appropriate to allow the reader to fully understand the project.</p>	<p>(2-3 points) 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.</p>	<p>(0-1 points) <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>.</p>
	<p><u>Score Card 2</u> - (4-5 points) 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.</p>	<p>(2-3 points) 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.</p>	<p>(0-1 points) 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>.</p>
	<p><u>Score Card 3</u> - (4-5 points) 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>.</p>	<p>(2-3 points) 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.</p>	<p>(0-1 points) 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>.</p>
	<p><u>Score Card 4</u> - (4-5 points) Given the disciplinary context, the <b>methodological approach</b> is well-aligned and appropriate for the project's purpose and objectives.</p>	<p>(2-3 points) It is somewhat difficult to determine if the <b>methodological approach</b> is aligned and appropriate for the project's purpose and objectives.</p>	<p>(0-1 points) 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>.</p>
	<p><u>Score Card 5</u> - (4-5 points) <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.</p>	<p>(2-3 points) <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</p>	

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<p><b>Originality, Creativity, and Significance (20 POINTS)</b></p>	<p><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><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><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><b>Students are asked to: 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</b></p>	<p><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</p>	<p><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><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 (0 points)</i></p>



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<p>Students may also answer the optional 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></b> are asked to: 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><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><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><b>(0-1 points) Research environment</b> –</p>

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	<p>training in research techniques, skills, and approaches.</p>		<p>techniques, skills, and approaches. <i>OR</i> this aspect is <i>missing</i>.</p>
	<p><u>Score Card 13</u> - (4-5 points) <b>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.</p>	<p>(2-3 points) <b>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.</p>	<p>(0-1 points) <b>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.</p>
	<p><u>Score Card 14</u> - (4-5 points) <b>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.</p>	<p>(2-3 points) <b>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.</p>	<p>(0-1 points) <b>Benefits to the mentor</b> – The supervisor <i>not</i> clearly describes why they want to mentor the student, the benefits, and how they see this opportunity contributing to their professional career.</p>