

Rubric for Honors Culminating Artifact (Paper, Presentation, Project, etc.)

Honors Student Name: _____ Semester: _____ Date: _____ Faculty Mentor: _____

Criteria	Beginning = 1	Basic = 2	Proficient = 3	Distinguished = 4
Significance of Topic	The topic is of little importance or unrelated to the field of study. The topic demonstrates no innovative thinking and does not attempt to add to understanding in the field.	The topic is of some importance and is related to the field of study. The topic may add to understanding the field of study. The topic demonstrates some innovative thinking.	The topic is important and related to the field of study. The topic will moderately add to the body of literature in the field of study. The topic demonstrates a moderate level of innovative thinking.	The topic is vital and specifically related to the field of study. The topic demonstrates a high level of innovative thinking.
Project Purpose, Research Questions/Hypotheses	The project's purpose is unclear and confusing. No research question, hypothesis, or creative challenge is identified. The project's goals, objectives, and/or hypotheses are missing, unrelated to the purpose, or poorly written. Substantial revision is needed.	The project's purpose is somewhat understandable but needs clarity. The project identifies vague or inadequate research questions/hypotheses or the explanation of the creative challenge is inadequate. The project's goals, objectives, and/or hypotheses are stated but are vague or hard to understand. Significant revision is needed.	The project's purpose is mostly clear and well-worded. The project identifies adequate research questions/hypotheses or explains the creative challenge adequately. The project's goals, objectives, and/or hypotheses are stated but may lack clarity. Moderate revision may be needed.	The project's purpose is written clearly and appropriately worded. The project includes clear research questions/hypotheses or explicitly explains the creative challenge. The project's goals, objectives, and/or hypotheses are explicitly stated and clear. Little or no revision is needed.
Synthesis of Existing Knowledge and/or Literature Review	The paper/project's synthesis and the supporting material are incomplete or disorganized. The project lacks appropriate sources or fails to make connections to the field and topic. The project is not appropriate for an honors student and is not ready for publication or presentation even with revision.	The paper/project may be partially complete or disorganized or lacks an adequate number of sources from current research relevant to the field and the topic. The project's synthesis of sources and the rationale lacks detail and clarity. Significant revision is needed.	The paper/project includes adequate references and supporting material. The project summarizes the major ideas of sources, draws connections between sources, and explains the rationale for the project but some improvement/revision may be necessary.	The paper/project includes thorough, comprehensive references and supporting material. The project clearly summarizes the major ideas of sources, draws connections between sources, and explains the rationale for the project.
Method	The paper/project uses an approach or method that is inadequate or inappropriate to the questions, hypotheses, or creative challenge. The paper/project does not explain the approach, method, and/or rationale for the project. Major revisions are needed.	The paper/project shows an approach or method that is marginally applicable to the questions, hypotheses, or creative challenge. The paper/project's explanation of the approach, method, and/or rationale is not adequate and needs significant revision.	The paper/project shows an approach or method that is suitable to the questions, hypotheses, or creative challenge. The paper/project adequately explains the approach or method and its rationale but some improvement/revision may be necessary.	The paper/project shows a carefully chosen approach or method that is well-suited to the questions, hypotheses, or creative challenge. The paper/project clearly explains the approach or method and its rationale.

Results	Inaccurate data is reported. The results are not appropriate for publication or presentation.	The results/data are accurately reported but important information may be missing. The results are not appropriate for publication or presentation without major revision.	The results/data are accurately reported. May be appropriate for publication or presentation with some revision.	The results/data are accurately reported. The results are appropriate for publication or presentation with little or no revision.
Discussion and/or Analysis of Evidence	No discussion to compare findings to previous research. Fails to discuss key findings. Shows little or no critical analysis. Not appropriate for publication or presentation.	The discussion includes limited comparisons to previous research and discusses some key findings and their implications. The project's discussion is not appropriate for publication or presentation without significant revision.	The discussion relates key findings to previous research and presents implications. Shows critical analysis of research related to the topic compared to the current study/project. May be appropriate for publication or presentation with some revision.	A detailed and comprehensive discussion of the results is presented. Key findings are specifically related to previous research. Implications are well presented. The paper/project is appropriate for publication or presentation with little or no revision.
Quality of Writing and Writing Conventions	The paper/project is disorganized or difficult to read due to unclear and ineffective writing and/or poor use of transitions. There are significant and repeated patterns of errors in grammar, spelling, mechanics, and punctuation.	The paper/project is somewhat organized but in need of significant clarification due to vague or ineffective writing. Transitions are not appropriate or detract from the paper. Considerable errors in grammar, spelling, mechanics, and punctuation.	The paper/project is mostly organized, communicates ideas, and uses adequate transitions. There are minor errors in grammar, spelling, mechanics, and punctuation showing some attention to detail, editing, and revision.	The paper/project is organized well, effectively communicates ideas, and uses appropriate, effective transitions. Errors in grammar, spelling, mechanics, and punctuation are minimal showing extensive editing, proofreading, and revising.
Format, Citations, and References	The paper/project is not formatted correctly. Citations and references are not presented in the applicable style (e.g. APA, MLA, Harvard, etc.) or need significant revision. The paper/project needs significantly more references.	The majority of the paper/project is not formatted appropriately. Many citations and references are not presented with applicable style (e.g. APA, MLA, Harvard, etc.) guidelines or need moderate revision. More references are needed.	The paper/project is mostly formatted appropriately. The majority of citations and references are appropriate, do not need revision, and meet applicable style (e.g. APA, MLA, Harvard, etc.) guidelines. Few, if any, additional sources may be needed.	The entire paper/project is formatted appropriately. All citations and references are appropriate, do not need revision, and meet applicable style (e.g. APA, MLA, Harvard, etc.) guidelines. Additional sources are not needed.
Public Dissemination of Project	The student does not make their work public by presenting it to an audience.	The student's work is made public only to others in a single course. The student presents the work but cannot explain the reasoning behind the choices they made, her/his inquiry process, how she/he worked, what was learned, etc.	The student's work is made public only to a limited audience within the college or department. The student presents the work but needs some improvement in explaining the reasoning behind the choices they made, her/his inquiry process, how she/he worked, what was learned, etc.	The student's work is made public through submission for publication in a journal or publication appropriate for the discipline, or by presenting, displaying, or offering it to people beyond the mentor and classroom. The student can explain the reasoning behind the choices they made, her/his inquiry process, how she/he worked, what was learned, etc.

Total Points Earned _____

