## SUNY Cortland Undergraduate Research Council
### Learning Outcomes Assessment Rubric for UR course attribute

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Expert</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Novice</th>
</tr>
</thead>
</table>
| Articulate a research question, hypothesis, position, or purpose within the context of a discipline | • Question, hypothesis or position is articulated and defended in the context of the discipline; and/or  
• A central purpose, focus or essence of the work or performance is highly evident | • Question, hypothesis or position is stated clearly and context of the problem or purpose is apparent; and/or  
• A central purpose, focus or essence of the work or performance is evident | • Question, hypothesis or position is stated clearly; and/or  
• A purpose or focus of the work can be determined | • Question, hypothesis, position, purpose, or focus is not visible or stated clearly |
| Describe scholarly context of research question, hypothesis, position, or purpose within a discipline | • Comprehensively places problem/question in appropriate scholarly context (scholarly literature, theory, model, or genre) | • Sufficiently places problem/question in appropriate scholarly context (scholarly literature, theory, model, or genre) | • Partially places problem/question in appropriate scholarly context; some critical elements are missing, incorrectly developed, or unfocused | • Scholarly context for the problem/question may be apparent but is not sufficiently developed |
| Apply current techniques and methodologies in a research or creative project       | • Method/technique is appropriate for question or purpose  
• Data/sources/evidence are expertly presented  
• All elements of method/technique are fully developed and articulated | • Method/technique is appropriate for question or purpose  
• Data/sources/evidence are adequately presented  
• Critical elements of method/technique are adequately developed; subtle elements are unclear or missing | • Method/technique loosely supports question or purpose  
• Data/sources/evidence are partially presented  
• Critical elements of method/technique are partially developed | • Method/technique is not appropriate for question or purpose  
• Data/sources/evidence are minimally or not presented  
• Critical elements of method/technique are minimally developed |
| Communicate knowledge from an original scholarly or creative project in a manner appropriate for that discipline | • Presentation or performance is of superior quality  
• Delivery is free of technical errors | • Presentation or performance is of high quality  
• Delivery has few technical errors | • Presentation or performance is of acceptable quality  
• Delivery has some technical errors | • Presentation or performance is of low quality  
• Delivery has frequent technical errors |