

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

Learning Outcome	Expert	Proficient	Emerging	Novice
Articulate a research question, hypothesis, position, or purpose within the context of a discipline	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Question, hypothesis or position is stated clearly; and/or • A purpose or focus of the work can be determined 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Comprehensively places problem/question in appropriate scholarly context (scholarly literature, theory, model, or genre) 	<ul style="list-style-type: none"> • Sufficiently places problem/question in appropriate scholarly context (scholarly literature, theory, model, or genre) 	<ul style="list-style-type: none"> • Partially places problem/question in appropriate scholarly context; some critical elements are missing, incorrectly developed, or unfocused 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Method/technique is appropriate for question or purpose • Data/sources/evidence are expertly presented • All elements of method/technique are fully developed and articulated 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Method/technique loosely supports question or purpose • Data/sources/evidence are partially presented • Critical elements of method/technique are partially developed 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Presentation or performance is of superior quality • Delivery is free of technical errors 	<ul style="list-style-type: none"> • Presentation or performance is of high quality • Delivery has few technical errors 	<ul style="list-style-type: none"> • Presentation or performance is of acceptable quality • Delivery has some technical errors 	<ul style="list-style-type: none"> • Presentation or performance is of low quality • Delivery has frequent technical errors