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| --- | --- | --- | --- | --- | --- |
|  | **Missing**  (0) | **Developing**  (1-7) | **Competent**  (7-14) | **Exceptional**  (15-20) | |
| **Intellectual Merit (Background, Outcomes, Methods, Preparation)** |  | The section is unclear and/or incomplete making it hard to  Follow. The section lacks reference to existing research or background influences. The section is not easily understood by those outside the field. The outcomes of the project are not clear. | The section is somewhat clear but may benefit from further development. There is some explanation of the  purpose or outcomes of the proposed project. The section may not be easily understood by those outside the field. | The section is very clear and easy to follow to those outside of the field. It conveys the  project’s purpose and outcomes and orients the project  to the greater body of literature in the field. The section references existing  research and/or background influences on the proposed  project. The section explains how actions will lead to the desired outcome/result. | |
|  | **Missing** (0) | **Developing**  (1-3) | **Competent**  (4-7) | **Exceptional**  (8-10) | |
| **Broad Impact (Potential to benefit society and advance discovery)** |  | There is little to no explanation of the importance of the proposed project. The section does not give an explanation to why the project matters to those outside of the field or is not understandable by a general audience. | The section describes the impact of the proposed project. The section gives some explanation of why the project matters to those outside of the field but may not be clear to a general audience. The section includes how the project will resolve (i.e., presentation, paper, exhibition, performance, etc.). | The impact of the  proposed project on the field or community is well described and very clear. The section clearly explains why the project matters to those outside of the field and is understandable by a general audience. The section includes how the project will resolve (i.e., presentation, paper, exhibition, performance,  etc.). | |
| **Personal Impact (Significant to student’s academic studies, aspirations, and personal growth)** |  | The section does not clearly describe the significance of the project to the student’s academic studies, future aspirations, and/or personal goals. It is unclear what the student hopes to gain from this experience. The section does not describe the points of curiosity from which the student is starting. | The section includes some description of the significance of the project to the student’s academic studies, future aspirations, and/or personal goals. It may not be entirely clear what the student hopes to gain from this experience. The section includes some description of the points of curiosity from which the student is starting. | The section clearly describes the significance of the project to the student’s academic studies, future aspirations, and/or personal goals. It is clear what the student hopes to gain from the experience. The section includes a clear description of the points of curiosity from which the student is starting. | |
| **Overall Organization (Grammar, Spelling, References or Cited Influences)** |  | The proposal includes multiple misspellings or grammatical errors. The proposal is not organized by section or is organized in a way that diminishes its readability. References or cited influences are not present. | The proposal is organized by section. References or cited influences are present but incorrectly cited. | The proposal does not contain any misspellings or grammatical errors. The proposal is organized by section and easy to read. References or cited influences are present and correctly cited. | |
| **TOTAL** |  | **/50** | | |