

**MS3 Application Scoring Rubric and Criteria, updated 2021**

Areas 1 through 4 are scored based on the rating scale provided for each area. A total score will range from 0 – 12, with a score of 7 representing the border between a fundable proposal and an unfundable proposal (*i.e.* scores below 4 are automatically deemed unfundable). A score of 0 in any single category automatically results in the designation “unfundable.”

**Area 1: Project Goals/Feasibility**

<i>3: High</i>	<i>2: Medium</i>	<i>1: Low</i>	<i>0: Unacceptable</i>
Project description is easily understood by a non specialist reader. Goals of the project are clearly explained and feasible within the given timeline; the tasks of the student and faculty are clearly described; the faculty member has demonstrated content/methodological expertise; a detailed proposed timeline is provided; there is evidence of careful, detailed consideration of the budgetary and other resources necessary for completion of the project.	Project description is reasonably clear to a non-specialist reader. Goals of the project are adequately stated; the tasks of the student and faculty are adequately described; the faculty member has sufficient content/methodological expertise; a proposed timeline is provided; there is evidence of reasonable consideration of the budgetary and other resources necessary for completion of the project	Project description is not easily understood by a non-specialist reader. Goals of the project are unclear and/or vague; the tasks of the student and faculty are not sufficiently described; the faculty member has not demonstrated content/methodological expertise; the proposed timeline is unclear and/or vague; there is minimal evidence of consideration of the budgetary and other resources necessary for completion of the project.	Project description is unclear to a non-specialist reader. Goals of the project are not present; the tasks of the student and faculty are not described; the faculty member did not address content/methodological expertise; the proposed timeline is not feasible, or not present; there is no evidence of consideration of the budgetary and other resources necessary for completion of the project.

**Area 2: Mentorship/Apprenticeship Plan**

<i>4: Exceptional</i>	<i>3: High</i>	<i>2: Medium</i>	<i>1: Low</i>	<i>0: Unacceptable</i>
Goals and mentoring approach are clearly described, explained, and tailored to the student applicant; the student and faculty member have intentionally begun preparation for this project, and this has been clearly described; the plan for the scholarly development of this student is clearly described and thoughtfully crafted.	Goals and mentoring approach are clearly described and explained; the student and faculty member have intentionally begun preparation for this project; the plan for the scholarly development of this student is clearly described.	Goals and mentoring approach are adequately described; the student and faculty member have begun preparation for this project; a plan for the scholarly development of a student is described.	Goals and/or mentoring approach are not adequately described; insufficient details on how the student and faculty member have begun preparation for this project; a plan for the scholarly development of a student is not sufficiently described.	Goals and/or mentoring approach are missing; unclear if student and faculty member have begun preparation for this project; a plan for the scholarly development of a student is not provided.

**Area 3: Student Preparation and Motivation (URC Note: If résumé or CV is missing or poorly written, deduct 1 pt from this section)**

<i>3: High</i>	<i>2: Medium</i>	<i>1: Low</i>	<i>0: Unacceptable</i>
The student statement reflects strong understanding of project goals and nature of his/her contribution; the student demonstrates that he/she is highly qualified to pursue the project; the student statement is compelling and clearly articulates his/her learning goals, as well as how this experience will aid in achieving professional and academic goals.	The student statement reflects an adequate understanding of project goals and/or nature of his/her contribution; the student demonstrates that he/she is qualified to pursue the project; the student statement articulates his/her learning goals or how this experience will aid in achieving professional and academic goals.	The student statement reflects a limited understanding of project goals and/or nature of his/her contribution; there are concerns about the student qualifications for the project; the student statement inadequately describes his/her learning goals or how this experience will aid in achieving professional and academic goals.	The student statement reflects an insufficient understanding of project goals and/or nature of his/her contribution; the student does not demonstrate that he/she is qualified to pursue the project; the student statement does not articulate learning goals or how this experience will aid in achieving professional and academic goals

**Area 4: Commitment to Project**

	<p style="text-align: center;"><i>2: High</i></p> <p>Both student and faculty member clearly detail and describe their summer obligations, as well as an approach to balancing these in a way that supports the MS3 project.</p>	<p style="text-align: center;"><i>1: Medium</i></p> <p>Both student and faculty member describe their summer obligations.</p>	<p style="text-align: center;"><i>0: Unacceptable</i></p> <p>Either the student or faculty member does not detail or describe their summer obligations.</p>
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