



Rating Category	Excellent (9-10)	Good (6-8)	Fair (3-5)	Poor (1-2)
1. Project Description (10 points)	The proposal identifies a motivating idea, problem, and/or question. It presents a clear project design with specificity about procedures and methods, including the analytic approach.	The proposal identifies a motivating idea, problem, and/or question and provides a general outline of project activities that includes procedures and methods.	The proposal does not identify a motivating idea/problem/question, and/or does not outline the proposed project activities.	The proposal does not identify a motivating idea/problem/question, nor outline the proposed project activities. It is not clear that the student understands the work to be completed.
2. Significance (10 points)	The proposal includes a synthesis of existing, related research or creative work. It is clear how the project fits into the broader scholarly or creative field.	The proposal summarizes relevant research or creative work. It is clear how the project fits into the broader scholarly or creative field at the local (UConn) level.	The proposal references some related work. A link is suggested between the project and a broader scholarly or creative field, but it is not clearly stated.	The proposal demonstrates inadequate awareness of related work. The relationship between the project and a broader scholarly or creative field is not articulated.
3. Goals and Outcomes (10 points)	The goals of the project are clearly stated. Specific products (presentations, publications, or other appropriate outcomes) are described and seem attainable.	The goals of the project are clearly stated. Products (presentations, publications, or other appropriate outcomes) are identified, but little detail is provided.	Project goals are referenced, but could be stated more clearly. Products are described only vaguely and/or seem unattainable.	The goals of the project are not clearly stated. Products are not described.
4. Feasibility (10 points)	Budget is clear and appropriate for the project. Timeline is feasible, detailed, and consistent with activities described.	Budget is clear and appropriate for the project. Timeline lacks some detail but project is manageable in the time frame described.	Budget may lack detail. Timeline does not correspond to proposed activities or does not allocate sufficient time for some activities.	Budget lacks detail or is inappropriate for the project. Timeline is unsuitable and/or unrealistic for activities described.
5. Application Quality (10 points)	Application materials are well written and well organized. The project is understandable to a professional outside of the discipline.	Application materials are generally well written and well organized, but the application includes some jargon or is sometimes hard to understand for a professional outside of the discipline.	Application materials are not written well and/or not organized well. The project is not easily understandable to a professional outside of the discipline.	Application materials are hard to understand and may use much field-specific jargon. It may not be clear that the student wrote the materials him/herself.
6. Faculty Recommendation (10 points)	Recommender provides a positive assessment of the significance of the project and its educational value for the student. Letter includes a positive assessment of the student's ability to undertake the project. A plan for supervision and mentorship is described.	Recommendation provides a positive assessment of the student, the project proposed, and the educational value for the student. There is evidence that mentoring will be provided.	Recommendation includes a positive assessment of the student but does not address the project or the student's ability to successfully undertake the proposed project. Role of mentor is vague.	Recommendation focuses on student's academic performance and do not indicate knowledge of or support of the proposed project. Mentorship is not addressed.



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7. Student Role in Project (10 points)	Student had creative input in the project’s development. Student will play a central role in project activities, including analysis and dissemination of findings.	Student will play a central role in project activities, including analysis and dissemination of findings.	Student plays an important role in project activities but will not be involved in analysis or dissemination of findings.	Student is mainly an observer or data collector. Student will not be involved in analysis or dissemination of findings.
8. Student Qualifications (10 points)	The student is well qualified and prepared to carry out the project.	The student has sufficient knowledge and preparation to carry out the project.	The student’s qualifications, preparation and knowledge on the subject are not clear or may be insufficient to carry out the project.	The application does not demonstrate sufficient background knowledge or qualifications to successfully engage in the project.
9. Project Significance for the Student (10 points)	Application demonstrates significance of the project to the student’s academic studies, future professional aspirations, and/or personal goals. The student’s life experience, background, and/or goals indicate high potential for the summer experience to be transformative.	Application explains how the work will benefit the student’s academic studies, future professional aspirations, and/or personal goals. The student’s life experience, background, and/or goals suggest the potential for the summer experience to be transformative.	Application does not make a clear connection between the project and the student’s academic studies, future professional aspirations, and/or personal goals. The student’s life experience, background, and/or goals suggest the summer experience might be transformative.	It is unclear from the application materials how this project or subject relates to the student’s academic studies, future professional aspirations, and/or personal goals. The student’s life experience, background, and/or goals suggest the summer experience is unlikely to be transformative.
10. Overall Impression (10 points)	The application presents a coherent and compelling project, involving a well-qualified student in a high-potential, well-planned endeavor.	The application presents a sound plan, involving a qualified student in a project with strong potential and a solid plan for execution.	The application presents a project direction with potential, but the plan lacks detail or is unfeasible.	The application does not present the potential of the project, nor a viable plan for its execution.