

**In their chosen field of study, conduct disciplinary and/or interdisciplinary research and/or undertake independent work, including artistic creation and/or production.**

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Ownership: engagement, self-directing, self-correcting, self-motivating shown by project process	No ownership: Student is motivated only by deadlines (for proposals, paper, project). Student has difficulty articulating the purpose of the project and lacks the directedness and confidence to think creatively and curiously about the issues raised by the project.	Weak ownership: Student occasionally comes to meetings with new ideas/new work. At many points, advisor and other faculty lead student to the next step. Student appears uninterested in pursuing important questions raised by results to date. Student's confidence remains low.	Strong ownership: Student demonstrates ownership of project, by bringing new ideas and work to meetings, independently seeking out literature and investigating/tying up loose ends. Student's confidence increases (whether or not all parts of project are successful).	Nearly complete ownership: Student's scholarly interests flourish outside of the boundaries of the project. Student has clear and complete understanding both of further work that could be done and the limits of this project. Student gains palpable confidence during the process.
Connections: synthesis and integration of content within discipline or interdisciplinary program	Student is unable to demonstrate how project relates to theories and facts in the major discipline or interdisciplinary program.	Student <b>presents basic</b> examples, facts or theories from the major discipline or interdisciplinary program.	Student makes some <b>independent connections</b> of examples, facts or theories from the major discipline or interdisciplinary program. Student work shows deep understanding of the problem.	Student independently <b>creates wholes</b> out of multiple parts (synthesizes) and draws conclusions by combining examples, facts, or theories from the major discipline or interdisciplinary program (integrates) such that something new results. Student contextualizes project within the discipline or interdisciplinary field.
Connections: transfer and integration of skills, abilities, and methodologies	Student does not apply skills, abilities and methodologies to novel situations.	Student uses, in a <b>basic</b> way, previously learned skills, abilities, and methodologies in a new situation.	Student <b>adapts and applies</b> previously learned skills, abilities, and methodologies to <b>new situations</b> .	Student <b>elegantly adapts and applies</b> skills, abilities, and methodologies gained in one situation to <b>new and complex situations</b> .
Integrated communication	Student chooses inappropriate modes of communicating (for instance, extensive writing instead of visuals). Presentations do not convey or enhance meaning of project.	Student <b>sometimes chooses</b> formats, languages and visual representations that connect in a basic way what is being communicated (content) with how it is said (form).	Student <b>consistently chooses</b> formats, languages and visual representations appropriate for content, purpose and audience. Some elements of presentations may be missing, incomplete or poorly done.	Student <b>consistently chooses</b> formats, languages and visual representations that <b>enhance meaning</b> , making clear the interdependence of language and meaning, thought, and expression; <b>student explicitly connects content and form, demonstrating keen awareness of purpose and audience</b> . Presentations show excellent writing, oral and visual skills.
Self-awareness: Reflection and self-assessment (may apply to some programs)	Student has little or no self-awareness throughout the project and after its end.	Student can <b>describe</b> own performances with general description of success and failure, but cannot clearly articulate the contributing factors.	Student <b>articulates and evaluates</b> successes and failures (within specific performances/event, and more broadly) with an eye to future work from a <b>personal perspective</b> .	From a dispassionate perspective, student evaluates changes in own learning over time, for instance by recognizing <b>complex contextual factors</b> (e.g. tolerance for ambiguity and risk, dealing with frustration, considering ethical framework).