

Criteria	5 - Exceptional	4 - Excellent	3 - Good/Satisfactory	2 - Needs Improvement	1 – Unsatisfactory	0 - Ineligible
Student Research Potential – Experience/ Skills (10%)	The student demonstrates an exceptional potential for research through their academic training, past research experience, and work/extracurricular/ volunteer experience at a level appropriate for their year in their program. Students without prior research experience may demonstrate their potential in skills and competencies applicable to research (e.g., creativity, critical thinking, or communication). The student provides clear examples to illustrate their experiences and skills; these experiences and skills directly relate to the proposed research project.	The student provides excellent experiences or skills, but more examples are needed to illustrate the student's claims or to clearly connect the examples to specific skills/research experiences. The skills and experience listed are relevant to the proposed research project, but the explanation of how they relate could be strengthened. The information provided suggests that the student has excellent research potential.	The student provides some experiences or skills. They may either have claims without examples or examples that aren't connected to specific research skills/potential. The information provided suggests that the student has some research experience or skills that are relevant to their project. More work is needed to clearly link the skills/ experiences to the research project.	The answer is missing components, or it is unclear to the reader how the experiences or skills listed relate to the proposed research project. The answer is just a list of achievements.	Either there is not enough information to evaluate the student's research potential, or the student does not demonstrate experiences or skills that are relevant to the proposed research project.	The answer provides no information about research experience or skills, whether possessed or planned for development.
Student Research Potential – Opportunity for Skill Development (10%)	The student clearly outlines skills that they plan to practice and develop during their research project. The skills listed are relevant to and align with the research project. How the students will develop or practice skills during the project is clear in the answer.	The student provides a list of skills they want to develop and/or practice. The skills listed are relevant to and align with the research project. The student begins to explain how they will practice or develop the skills, but more details are needed.	The student provides a list of skills; it may be unclear which skills they want to develop or which they anticipate practicing. It is unclear how the skills relate to the research experience.	The student provides a list of skills, but they are very general and/or unclear about how they relate to the project. Or the student indicates that the project will not include any skill development or growth from previous experiences.	Skills listed do not relate to the project. The answer is very vague or does not answer the question. For example: “I will continue to improve my research skills.”	Skills are not listed or do not relate to research potential/experience.
Student Research Potential – Future Plans (10%)	The student clearly explains how this opportunity relates to their educational or career path, or how the experience will help them to determine these paths. The answer is specific, includes examples, and clearly connects the research project to future plans. A strong answer does not have to indicate a desire to pursue a career in research but should explain how the research experience or skills will support the student in the future.	The student clearly outlines their broader educational goals or career path, but the specific research project's relationship to those future plans is vague. More specific examples and a clearer connection between the research project and future plans would strengthen the answer.	The student indicates their future plans. The answer includes some specifics but reads like a list. An adjudicator can see how the answer relates to the research experience, but the student does not connect their answer to the proposed research experience.	The answer is overly general and not specific to the student or the research project. For example, it might focus on a love of science or wanting to be a researcher.	The answer does not relate to the project or proposed research experience.	The answer does not relate to research at all.
Outline and Quality of the Student Research Experience (10%)	A clear and distinct research project is described that provides a student with an exceptional opportunity to practice and build research skills. The student will have an appropriate level of autonomy in their own research project (this may be a component of a larger research project). For example, the student is involved in gathering data/sources and/or analyzing the data/sources. There are plans for the student to be involved in sharing the research findings. The project description clearly outlines how the student's project will contribute to the field of study or a larger project.	A clear research project is described that provides a student with a good opportunity to practice and build research skills. The student will have some autonomy (e.g., a component of a larger research project). The student project may be less distinct from components of a larger research project. The student may not be involved in all parts of the research process (e.g., just involved in data analysis). How the student's project contributes to the area of study, or a larger project, is described.	A research project is described that will give the student an opportunity to practice and build research skills. It is not clear if the student will have autonomy and/or be involved in all parts of the research process. The student's project is less distinct from a larger research project. How the student's project contributes to the area of study is unclear.	It is not clear what components of a larger research project the student will be working on. The project description may be copied and pasted from a larger grant. The student will have some opportunities to practice and build research skills, but will have little autonomy (very prescribed research), or it is unclear how much autonomy the student will have. The student is involved in limited components of the research process. For example, they are only gathering data, not analyzing or sharing it.	The research project description is vague. It is not clear whether the student will have opportunities to practice or build research skills/or what aspects of the research process they will be involved in.	The project listed is not a research project, and the student will have no opportunities to build research skills.
Outline of the Student's Role (10%)	The student's role in the project and the skills they will build are clearly outlined and appropriate to their level of experience.	Some details of the student's role and the skills they will practice or build during their project are outlined and are appropriate to the level of experience. More details or specifics would strengthen the answer.	The description of the student's role may be generic or not fully aligned with the student's experience.	The role description <i>may be</i> vague or inappropriate given the student's experience.	The student's role <i>is</i> vague and inappropriate, given the student's experience.	The student's role is not clear.
Research Experience Feasibility (10%)	The project is achievable for a student working full-time for 14-16 weeks. The project is appropriate for the specific student (their level of experience).	The reviewer is confident that most of the project can be completed within the timeline, given the student's experience.	The project is ambitious given the timeline and the student's experience, or there is not enough information about the specific student project to evaluate the feasibility of the study. The reviewer has confidence that the student could complete some research work during the 14–16-week period.	The project may be partially feasible given the timeline and the student's experience level, but it is unclear from the information provided. More information is needed.	The project is inappropriate for the timeline <i>or</i> the student's experience. The reviewer is not confident that it could be completed.	The project is inappropriate for the timeline <i>and</i> the student's experience. The reviewer is not confident that it could be completed
Expected Quality of the Training and Mentorship (10%)	The project will provide extensive opportunities for exposure to the supervisor and/or the research team. The proposal clearly defines how the student will work with the supervisor and any other members of the research team. Further, the proposal outlines how the student will be involved in any research outputs. The discussion is tailored for the specific student.	The project will provide routine opportunities for exposure to the supervisor and/or the research team. Although the proposal lists what the student will do, the explanation of how the mentorship will take place would be strengthened with more details, or maybe more generic to mentoring undergraduates rather than a particular student.	The project will provide some opportunities for exposure to the supervisor and/or the research team. More specific details on the training/mentorship are needed; otherwise, the response <i>may be</i> more general to training rather than training undergraduate students.	It is unclear whether the project will provide opportunities for exposure to the supervisor and/or research team. Some training/mentorship is mentioned, but more details are required. The response <i>is</i> general.	The project is unlikely to provide opportunities for exposure to a supervisor and/or the research team. Little detail is provided regarding the quality of training or mentorship.	The project will not provide opportunities for exposure to a supervisor and/or research team, or the expected quality of training and mentorship is not clear.
Academic Performance (30%)	The student's overall academic performance is exceptional for their program and year of study, or they have maintained an exceptional average over the past two years, showing improvement. Or a student with an excellent average for their program and year of study who has won multiple awards or shown exceptional academic performance through other ways – such as the difficulty of their course load, responsibilities outside of school, or other challenges.	The student's overall academic performance is excellent for their program and year of study, or they have maintained an excellent average over the past two years, demonstrating improvement. Or a student with a good average who has won multiple awards or shown excellent academic performance through other ways –such as the difficulty of their course load, responsibilities outside of school, or other challenges.	The student has a good overall average for their program and year of study, or they have maintained a good average over the past two years, showing improvement. The student shows good academic performance in other ways, such as awards, the difficulty of their course load, responsibilities outside of school, and overcoming challenges. The student provides an explanation for lower grades.	The student has an almost 70% average, or they have started to show improvement in grades but have not sustained improvement for 2 years. The student shows a promising academic performance in awards, the difficulty of their course load, and overcoming challenges. The student provides an explanation for the lower grades.	The student has an almost 70% average. The student does not show improvement and may <i>or</i> may not provide an explanation for the lower grades.	The student does not have a near-70 % average <i>and</i> does not show improvement or provide an explanation for the lower grades.