Criteria	5 Exceptional	4 Excellent	3 Good/Satisfactory	2 Needs Improvement	1 Unsatisfactory
Academic Performance (30%)	The student's overall academic performance is exceptional for their program and year of study; or has maintained an exceptional average over for 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 has maintained an excellent average over for the past two years – demonstrating improvement. Or a student with a good average who has won multiple awards or shown academic potential 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 has maintained good average over for the past two years – showing improvement. The student shows a 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 almost has a 70 % average; or has started to show improvement in grades but has 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 almost has a 70 % average; The student does not show improvement and may or may not provide an explanation for the lower grades.
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	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	It is not clear what components of a larger research project the student will be working on. The project description may be copy and pasted from a larger grant. The	The research project description is vague. It is not clear if the student will have opportunities to practice or build research skills and/or what aspects of the research	The project listed is not a research project and the student will have no opportunities to build research skills.

Criteria	5 Exceptional	4 Excellent	3 Good/Satisfactory	2 Needs Improvement	1 Unsatisfactory
	appropriate level of autonomy in their own research project (this may be a component of a larger research project). The student is involved in gathering data, analyzing the data, and sharing the data. The project description clearly outlines how the student's project will contribute to the field of study or a larger project.	(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.	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 but are not analyzing or sharing the data.	process they will be involved with.	
Research Experience Feasibility (10%)	The project is achievable for a student working fulltime 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 is achievable in the timeline, given the experience of the student.	The project is ambitious for the timeline and the experience of the student or there is not enough information about the specific student project to evaluate the feasibility of their study. The reviewer has confidence that the student could complete some research work during the 14–16 week period.	More information is needed to evaluate the feasibility of the project.	The project is inappropriate for the timeline and / or the experience of the student. The reviewer is not confident that it could be completed.
Outline of the Student's Role (10%)	The student's role in the project and the skills that they will be	Some details of the student's role and the skills they will practice	The description of the student's role may be generic or not fully	The role of the student may be vague in the description or	The student's role is not clear.

Criteria	5 Exceptional	4 Excellent	3 Good/Satisfactory	2 Needs Improvement	1 Unsatisfactory
	building are clearly outlined and appropriate to their level of experience.	or build during their project are outlined and appropriate to the level of experience. More details or specifics would strengthen the answer.	aligned with the student's experience.	inappropriate given the experience of the student.	
Expected Quality of the Training and Mentorship (10%)	The project will provide extensive opportunities for exposure to supervisor and/or 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 supervisor and/or 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 may be more generic to mentoring undergraduates rather than a particular student.	The project will provide some opportunities for exposure to supervisor and/or research team. More specific details on the training / mentorship are needed; or the response may be more general to training rather than training undergraduate students.	The project is unlikely to provide opportunities for exposure to supervisor and/or research team. Little details are provided related to the quality of training or mentorship.	The project will not provide opportunities for exposure to supervisor and/or research team; or the expected quality of training and mentorship is not clear.
Student Research Potential – Experience / Skills (10%)	The student demonstrates an exceptional potential for research through their academic training, past research experience, and	The student provides excellent experiences or skills, but more examples are needed to illustrate the student's claims or to clearly connect the	The student provides some experiences or skills. They may either have claims without examples or examples that aren't connected to specific research skills /	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	Either there is not enough information to evaluate the student's research potential, or the student does not demonstrate

Criteria	5 Exceptional	4 Excellent	3 Good/Satisfactory	2 Needs Improvement	1 Unsatisfactory
	work/extracurricular/ volunteer experience at a level appropriate for their year in their program. Students without past research experience may show their potential in skills and competencies that can be applied to research (e.g., creativity, critical thinking, or communications). The student gives clear examples to illustrate their experiences and skills; these experiences and skills relate directly to the proposed research project.	examples provided to specific skills/research experiences. The skills and experiences listed are relevant to the proposed research project, but explaining how they are related could be strengthened. The information provided suggests that the student has excellent research potential	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.	just a list of achievements.	experiences or skills that are relevant to the proposed research project.
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 that 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 to develop the skills, but more details are needed.	The student provides a list of skills, it may be unclear what skills they want to develop or what skills 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 it is unclear 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/ does not answer the question. For example, I will continue to improve my research skills.

Criteria	5 Exceptional	4 Excellent	3 Good/Satisfactory	2 Needs Improvement	1 Unsatisfactory
Student Research Potential – Future Plans (10%)	The student clearly explains why they are interested in their research project and/or building research and 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 with examples and clearly connects the research project to future plans. A strong answer does not have to indicate wanting to pursue a career in research but should indicate how the research experience or skills will support the student in the future.	The student clearly explains why they are interested in their project/ building skills but does not connect the answer to their larger educational or career path (or vice versa). More specific examples and a clearer connection between the research project and future plans would strengthen the answer.	The student indicates why they are interested in their project or building skills or 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.