

Fall 2015 UConn IDEA Grant Proposal Review Rubric – Individual Applicants

Office of Undergraduate Research – University of Connecticut

UConn IDEA Grant
imagine / develop / engage / apply



Student Applicant: _____

Reviewer: _____

Please provide a score for each of the six categories, along with an overall assessment of the project potential using the scoring criteria outlined below.

Project Proposal Score: _____			
Project Proposal Scoring Rubric			
A – Exceptional	B – Very Good	C – Needs Improvement	D – Needs Significant Revision
Proposal is well written with all parts clearly explained. Idea originates from the student and the project is the student's own design. Proposal shows creativity and originality. The proposal demonstrates a clear plan for completing the proposed project. Clear evidence of significance and contribution to the field is provided.	Proposal is relatively clear, but uses some jargon and/or some definition is lacking. Project shows creativity and originality, and is of the student's own design. Proposal outlines a plan for completing the proposed project. Some evidence of significance and contribution to the field and/or community is provided.	Proposal gives a general picture of project goals and objectives, but does not provide an in-depth description. Project contains original, innovative or creative aspects, but the extent to which the project is of the student's own design is unclear. Proposal outlines a vague plan for completing the project. Proposal claims significance to the field and/or community but does not explain.	Proposal has a number of weaknesses. Description is vague and goals and objectives are poorly outlined. The proposal lacks evidence that the project is of the student's own design. A plan for completion is vague or not provided. Proposal does not explain the significance of the project to the broader field and/or the community.
Budget Score: _____			
Budget Scoring Rubric			
A – Exceptional	B – Very Good	C – Needs Improvement	D – Needs Significant Revision
Budget is clearly explained and is appropriate for the activities proposed. Cost estimates are realistic and justified.	Budget provides a realistic estimate of project expenses, but lacks some detail.	Budget broadly categorizes project expenses but does not provide sufficient detail to clarify or justify expenses.	Proposed budget does not clearly state what requested funds would be used for, lacks sufficient detail or explanation, and/or is not appropriate for the activities proposed.
Timeline & Feasibility Score: _____			
Timeline & Feasibility Scoring Rubric			
A – Exceptional	B – Very Good	C – Needs Improvement	D – Needs Significant Revision
The timeline is feasible, manageable and appropriate for the proposed project, demonstrating clear understanding of the time frame for proposed activities. Achievable project goals and milestones are outlined. If necessary, IRB approval has been secured or is in the process of being secured.	Timeline is feasible and manageable, and appropriate for the proposed project. Achievable project goals and milestones are outlined. If necessary, IRB approval has been secured or is in the process of being secured.	Basic outline of project milestones is provided. Lacks detail but with further development and/or modifications during the project development course could be a feasible timeline. The feasibility of obtaining research approvals (if necessary) may be uncertain.	Proposed timeline lacks sufficient detail or is overly ambitious. It is unclear what steps the student intends to take to complete the proposed project. Goals and milestones are unclear. Feasibility of obtaining research approvals (if necessary) is uncertain, even with project alterations.

Student Qualification & Preparation Score: _____**Student Qualification & Preparation Scoring Rubric**

A – Exceptional	B – Very Good	C – Needs Improvement	D – Needs Significant Revision
The qualifications, preparation and experience of the student are sufficient for carrying out the proposed project. The student’s academic record and/or background knowledge and passion for the subject indicate appropriate preparation for engaging in self-directed project work.	The student has sufficient knowledge and preparation to carry out the proposed project. The proposal indicates strong interest in the subject and that the student has completed appropriate background investigation in preparation for engaging in self-directed project work.	The student’s qualifications, preparation and knowledge on the subject are not clear or may be insufficient for carrying out the proposed work. Additional research and investigation will need to be completed and/or knowledge gained to prepare the student to engage in self-directed project work.	The project proposal does not demonstrate sufficient background knowledge or qualifications to successfully engage in project work and/or the student’s academic record does not indicate sufficient preparation to engage in the self-directed project proposed.

Project Significance for the Student Score: _____**Project Significance for the Student Scoring Rubric**

A – Exceptional	B – Very Good	C – Needs Improvement	D – Needs Significant Revision
Proposal demonstrates significance of the project to the student’s academic studies and/or future professional aspirations.	Proposal explains how the work will benefit the student’s academic studies and/or future professional aspirations.	Proposal does not make a clear connection between the project and the student’s academic studies and/or future professional aspirations.	It is unclear from the proposal how this project or subject fits with the student’s background or aspirations. Proposal does not explain how the project will contribute to the student’s academic or career goals.

Strength of Recommendations Score: _____**Strength of Recommendations Scoring Rubric**

A – Exceptional	B – Very Good	C – Needs Improvement	D – Needs Significant Revision
Letters of recommendation indicate strong support. Recommenders provide a positive assessment of the significance of the project and its potential educational value for the student. Letters include a positive assessment of the student’s ability to undertake the project.	Recommendations provide a positive assessment of the student, the project proposed, and the educational value for the student.	Recommendations include a positive assessment of the student but do not address the project or the student’s ability to successfully undertake the proposed project.	Recommendations focus on student’s academic performance and do not indicate knowledge of or support of the proposed project.

Project Potential: _____

The UConn IDEA Grant Program builds in a period of project development supervised by OUR staff that allows grantees time to refine the scope of their project in light of feedback from the review committee, to finalize their timeline and budget, and to solidify mentorship arrangements. Please evaluate the overall project potential, taking into consideration the extent of necessary modifications and the opportunity for further development and refinement with guidance from the project supervisor and OUR staff during the project development period.

A –Very Good	B - Good	C – Needs Improvement	D – Needs Significant Revision
Project could benefit from or be strengthened by minor modifications and refinements. Project is viable and has the potential for significant student learning.	Project needs some modifications and/or refinement, though with further development and guidance through project development activities, the project can be made viable and has the potential for significant student learning.	Project requires further development and/or refinement of scope. Through project development activities and with guidance the project can be made viable. Project has potential for significant student learning.	Project requires significant revisions and modifications; student should be encouraged to reapply once major revisions have been made.

Summary of project strengths and weaknesses: Your judgments about the strengths and weaknesses of proposals will inform discussion within the review committee and help with committee decision-making.

Suggestions to the applicant on how to improve the project: Applicants who receive awards will be encouraged to refine their proposals during the project development course. Your remarks and suggestions will be very helpful to them as they go through this process. This information is also important for OUR communications with students who do not receive awards.

Please return your rankings to OUR by fax (860-486-0222), attached to email (melissa.berkey@uconn.edu or our@uconn.edu), or by hand to ROWE/CUE 409. Many thanks!