

2022 SHARE Evaluation Rubric

Rank/Category	Excellent (8-10)	Good (5-7)	Needs Improvement (1-4)
Role of Student Mentee in Project	Role of the student apprentice is substantive and clearly defined. Clear statement of planned outcomes (e.g., simulation, coded transcripts, poster presentation) and the expected student contribution to those outcomes.	Role of the student apprentice clearly defined; student may function chiefly as a technician. Some description of educational goals of the research experience. Some indication of planned project outcomes and the expected student contribution to those outcomes.	No clear description of student role, and/or student role limited to rote tasks. No clear description of educational goals of the research experience. Expected project outcomes are not articulated.
Selection of Student as Research Mentee	Mentor addresses the student's ability to contribute to the research project. Mentor provides a clear picture of student's skills, interests, and/or preparations, and makes a compelling case for this choice of mentee.	Mentor addresses the student's ability to make a contribution, but does not provide much additional detail about the student or why they were selected.	Mentor does not address the student's ability to contribute to the project and/or does not seem to know the student well.
Faculty Mentoring	Mentor provides a clear plan for training and mentoring. Clear plan for how students' progress will be monitored by the faculty member and for providing feedback.	Mentor provides a plan for training and mentorship. Some details are provided on how students' progress will be monitored by the faculty member and how feedback will be provided.	Minimal information provided on training, mentoring, and monitoring progress. It is unclear whether training and supervision will be provided by the faculty mentor or other research group member.
Student Interest and Knowledge	Student provides a clear picture of why they are interested in contributing to the project and/or working with the faculty mentor. Student clearly articulates learning objectives.	Student's response is vague in describing their interest in the research and/or working with the faculty mentor. Student provides some learning objectives.	Unclear why student chose this project and/or wants to work with the faculty mentor. Student provides minimal information on learning objectives.
Potential for Student Intellectual Growth	Apprenticeship has the potential to significantly enhance student's intellectual growth. Project complements student's educational, professional, and/or personal goals.	Apprenticeship may enhance student's intellectual growth. Project relates to student's educational, professional, and/or personal goals.	Apprenticeship is not clearly related to student's intellectual growth or educational, professional, and/or personal goals.
Potential for Impact on the Student	Student is early in their academic career with little or no prior research experience. There is potential for significant growth and transformation through participation in the research apprenticeship. Experience may serve as a gateway to future research.	Student has prior research experience. There is potential for growth and transformation through participation in the research apprenticeship. Experience may help student refine research goals and interests.	Student has prior research experiences and/or project is a continuation of the same research project and/or tasks in which the student is already engaged. Project may advance their knowledge and research skills, but has less potential for transformation.

Total Possible: 60 points

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<p>Comments: Your comments on the strengths and weaknesses of the application will inform discussion within the review committee and help with committee decision making</p>	
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