

BURST Application Rubric

Criteria 1, 2A, 2B, and 2C evaluate the faculty mentoring statement. Criteria 2C and 3 evaluate the scholar statement of interest.

Score	5: Outstanding	4: Very good	3: Satisfactory	2: Fair	1: Unsatisfactory
1. Project description, goals, and suitability	Clear project overview with specific, attainable goals for the BURST scholar. Strongly demonstrates project is well-suited for student with little or no research experience.	Good project overview with attainable goals. Mostly demonstrates project is well-suited for student with little or no research experience.	Good overview with goals, but some aspects lack realism for BURST scholar who has little or no research experience.	Project overview and goals lack specificity and realism for BURST scholar who has little or no research experience.	Overview very lacking in detail, no goals outlined, project is not suitable at all for BURST scholar who has little or no research experience.
2A. Mentoring plan details training & other logistics	Well-conceived plan in training the scholar with necessary skills to ensure project success. Clearly articulates realistic and effective activities (e.g., types of interactions, meeting frequency and rationale) that align with project goals.	Clear training plan for project success. Clearly articulates realistic and effective activities (e.g., types of interactions, meeting frequency and rationale) that mostly align with project goals.	Training plan lacks some detail. Activities (e.g., types of interactions, meeting frequency and rationale) only partially align with project goals.	Training plan lacks important details. Activities (e.g., types of interactions, meeting frequency and rationale) are unrealistic or ineffective, and there is little alignment with project goals.	Insufficient training plan. Incomplete or no activities (e.g., types of interactions, meeting frequency and rationale) mentioned.
2B. Mentoring plan includes professional development	Very clearly articulates specific discussions and planned opportunities for professional development tailored to the scholar's needs and potential future goals.	Clearly articulates discussions and planned opportunities for professional development tailored to the scholar's needs and potential future goals.	Describes professional development activities but lacks some specificity, only somewhat tailored to the scholar's needs and potential future goals.	Describes activities but is very generic and vague, not tailored to the scholar's needs and potential future goals.	Plan is completely lacking or insufficient, not tailored at all to the scholar.
2C. Mentoring plan is individualized and supportive	Mentoring plan clearly tailored to individual scholar, showing intentional conversations about their goals, strengths, and background. Very thoughtful and specific for creating supportive environment. Student statement demonstrates they have had discussions about their project with their mentor and have thought through the project.	Mentoring plan tailored to individual scholar, showing conversations about their goals and strengths. Thoughtful for creating supportive environment. Student statement demonstrates some project discussion with their mentor.	Mentoring plan partially tailored, showing some conversations to learn about the student. Plan for supportive environment lacks some specificity. Student statement demonstrates project discussion with mentor but lacks specificity.	Mentoring plan only somewhat tailored, indicating only passing conversations. Very generic and vague ideas to create supportive environment. Student statement demonstrates little project discussion with mentor.	Mentoring plan and/or student statement is/are missing or completely insufficient with no evidence of meaningful personal conversations.
3. Scholar motivation*	Scholar clearly and specifically articulates motivation for BURST in relation to potential future goals.	Scholar clearly articulates motivation with some relation to potential future goals.	Scholar articulates motivation but lacks specificity or relation to potential future goals.	Scholar articulates motivation but quite vague with no relation to potential future goals.	Description completely lacks detail with no mention of potential future goals.

**Note: Scholars should specifically describe their motivation for applying to BURST but do not need concrete career goals or sophisticated understanding of research given their limited research experience.*