Rubric for the First-Year Statement of Research Interests

Graduate Program in Spanish, UVA.

The rubric that follows is meant to guide graduate students in the preparation of the First-Year Statement of Research Interests required of all students at the end of their second semester in the program. It will be used by department faculty to better understand the student's intellectual trajectory, and to provide constructive feedback and advice at the end of the student's first year.

The SRI is due to the advisor and the DGS by May 1 of the student's first year. It will be evaluated and the results will be communicated to the student by **May 15.**

Narrative Component (The statement must do all these things somewhere in its body.)		
Provisional Identification of Comps Fields	Identifies provisional General Area List, Primary Research Field, and Secondary Research Field.	Does not identify the general area and/or the two research fields.
Coursework History	Discusses how the first year's coursework has helped shape the student's interests and methods.	Does not include a coursework history.
Coursework Plans	Discusses plans for second-year coursework in relation to courses already taken and plans for the comprehensive exams.	Does not include a discussion of coursework plans.
Language Requirement	Provides a workable plan for fulfilling the language requirement	Does not provide a plan for fulfilling the language requirement.

Reflective Component (The statement should discuss these things somewhere in its body)				
	Exceptional (5)	Strong (3)	Good (2)	Fair (0)
Research Interest	Clearly articulates a defined original, innovative, or emerging research interest.	Articulates a research interest that is actively guiding the student's progress through the program.	Suggests that the student is still hammering out their research interest.	Demonstrates that the student does not have a research interest that is guiding their progress through the program.
Theory and Methods	Demonstrates engagement with the theoretical approaches and ancillary skills involved in pursuing the research interest.	Identifies the theoretical approaches and ancillary skills involved in pursuing the research interest	Suggests that the student is still trying to identify the appropriate theoretical approaches and ancillary skills that they will need.	Demonstrates that the student is seriously uninformed about the theoretical approaches and ancillary skills they will need.
Disciplinary setting	Situates the research interest within broader intellectual conversations with particular skill.	Situates the research interest within broader intellectual conversations.	Working to identify the broader intellectual conversations in which to situate their interests, but not there yet.	Does not situate the research interest in a broader intellectual conversation.
So what?	Makes a compelling case for the importance of the research interest.	Articulates the importance of the research interest.	Attempts to articulate the importance of the interest, but is not there yet.	Does not attempt to articulate the importance of the research interest.
Quality of Writing	The writing is exceptional in its clarity or mode of expression.	The writing is clear, concise and well-organized.	The writing is passable, but not where it needs to be. There are organizational problems or moments of obscurity.	The writing is poor. Lacks clarity. Poorly organized.

Component	Score	Max Score
Narrative		Yes
Reflective		25

How to Interpret Your Score	
21-25	Impressive performance: This student is ahead of where they need to be for success in second year and beyond
15-20	Strong progress: This student is on track for success in second year and beyond.
10-14	Acceptable progress: This student has done well but needs to hone their interests during second year.
0-9	Little progress: This student is behind where they should be at the end of first year.