

DOCUMENTS	DEVELOPING (1-5 points)	PROFICIENT (6-10 points)	ACCOMPLISHED (11-15 points)
Essay	<ul style="list-style-type: none"> • Project addresses assigned topic or applicant fails to articulate process by which assigned topic was developed • Search strategies omitted or very general • Does not identify appropriate finding aids and tools for given context • Does not identify criteria for evaluating information sources • Does not display evidence of knowledge or learning related to the process of exploration and discovery • Does not display evidence of use of appropriate search strategies and services • Does not employ transferable or reproducible strategies • Indicates a basic understanding of library research 	<ul style="list-style-type: none"> • Topic or question may require more refinement in light of time and resources available (or an assigned topic was not sufficiently developed) • Search strategies described generally (suggest a physical route, but not a conceptual one) • No description of responses to failure • Identifies basic or general finding aids and library services such as librarians and reference books, but omits other appropriate aids and services in context (e.g. Special Collections, interlibrary loan, or journal databases) • Criteria for evaluation of sources incomplete • Displays awareness of simple strategies but not advanced • Indicates a deeper understanding of library research. Attains adequate skills required for appropriate undergraduate level. 	<ul style="list-style-type: none"> • Topic or question accurately reflects time and resources available • Search strategies explicitly described, including unmet challenges, information gaps, and responses to failure • Displays awareness of all potential finding aids appropriate to the inquiry • Displays clear criteria for evaluation of sources selected • Displays dynamic knowledge and/or learning of the information universe explored. • Evidence of use of controlled vocabularies, advanced search techniques, resource sharing, reference, and consultation services • Indicates a thorough understanding of library research appropriate to undergraduate level.
Bibliography	<ul style="list-style-type: none"> • Uses basic sources (books, websites, articles) • Sources used limited to general knowledge bases (e.g. Google or 	<ul style="list-style-type: none"> • Sources represent free internet, general knowledge bases, and specialized databases, but fall short of complete breadth and 	<ul style="list-style-type: none"> • Sources display rich variety in appropriateness and format • Sources display awareness of the need to dig beneath the

	<p>Expanded Academic Index), not in-depth disciplinary archives (e.g. experts, Sociological Abstracts or PubMed, etc.)</p> <ul style="list-style-type: none"> • May cite sources, but not in a standard or consistent way 	<p>depth</p> <ul style="list-style-type: none"> • Sources meet assignment requirements in number and genre, but may lack breadth and some may lack rigor or relevance • Cites sources in a standard or consistent way 	<p>surface of information to find difficult but illuminating materials (ex. contacting experts in other countries, accessing esoteric archives, finding resources generated by unexpected disciplines, etc.)</p> <ul style="list-style-type: none"> • Cites sources in a standard or consistent way
Supporting letter	<ul style="list-style-type: none"> • Does not identify extent to which project responds to prompt • Does not identify role of project in meeting course learning goals • Does not explain appropriate disciplinary dimensions of student's work • Sources do not appropriately support argument • Argumentation methods inappropriate for discipline or question 	<ul style="list-style-type: none"> • Connection between project and assignment prompt may be ambiguous or unclear • Connection between project and course learning objectives ambiguous or unclear • Lacks sufficient information about the appropriateness of either methodology or sources selected 	<ul style="list-style-type: none"> • Explains relevance of project to its prompt • Explains relevance of project to course learning goals • Explains appropriate disciplinary dimensions of student's work • Sources used appropriately in the context of argumentation • Argumentation methods consistent with discipline • Argument and support compares in quality to professional work
Project	<ul style="list-style-type: none"> • Little or no originality in topic or question • No or low stakes • Poorly written, obscuring quality of research and claims 	<ul style="list-style-type: none"> • Argument takes familiar path with some originality • Argument is original but stakes are low • Writing lacks some clarity or emphasis, partially obscuring quality of research and claims 	<ul style="list-style-type: none"> • Project addresses significant questions within a discipline and clearly articulates stakes • Well-written, clearly identifying convergence of research and argument

GLOSSARY:

Controlled vocabularies: Technical or specialized vocabularies used by a discipline or a disciplinary database to describe topics, concepts, theories and the like related to the work done by professionals in a field. (e.g. instead of using the keyword ACTH in Psychology using the subject term Corticotropin.)

Finding aid: Any information resource intended to help a reader find further resources on a topic, by an individual, “published in a particular time frame, etc. May include encyclopedias, research databases, bibliographies, handbooks, text-books, etc.

Library research: i.e. Information, or information-based, research. Distinguished from lab, field, survey, or other research methodology employed for creating new information. May be used interchangeably with *literature review*.

Research strategy: Any deliberate, structured attempt, either individually or collaboratively, to develop a plan for a research project or to search a finding aid. This may include identifying and accessing background or reference sources, identifying appropriate databases for specific purposes, consulting librarians, instructors, or other experts to gather leads for further discovery, developing a list of terms and concepts related to the line of inquiry, etc.