

Library Research Award for Undergraduates Evaluation Rubric

Reflective Essay- 30 points	Developing (1-10 points)	Competent (11-20 points)	Accomplished (21-30 points)
	<p>Process</p> <ul style="list-style-type: none"> ● Fails to explain or reconstruct the search process ● Does not offer insights on how the project contributed to student's overall growth as a scholar <p>Search Strategy</p> <ul style="list-style-type: none"> ● Search strategies not described ● Does not demonstrate ability to adjust search strategy when an obstacle is encountered ● Does not demonstrate ability to address unmet challenges and information gaps, and/or to respond to failure ● No evidence of use of basic search techniques ● Lacks use of flexible and creative approaches to search language ● Selected sources display little awareness of the need for in-depth digging for research materials throughout the research process. 	<p>Process</p> <ul style="list-style-type: none"> ● Explains or reconstructs the search process in vague terms ● Offers limited insights on how the project contributed to student's overall growth as a scholar <p>Search Strategy</p> <ul style="list-style-type: none"> ● Search strategies described in vague or general terms ● Demonstrates limited ability to adjust search strategy when an obstacle is encountered ● Demonstrates limited ability to address unmet challenges and information gaps, and/or to respond to failure ● Evidence of use of basic search techniques ● Demonstrates limited use of flexible and creative approaches to search language (e.g. controlled vocabulary terms, subject headings, keywords, etc.) ● Selected sources display some awareness of the need for in-depth digging for research materials 	<p>Process</p> <ul style="list-style-type: none"> ● Explains or reconstructs the search process with clear detail ● Offers in-depth insights on how the project contributed to student's overall growth as a scholar <p>Search Strategy</p> <ul style="list-style-type: none"> ● Search strategy explicitly described ● Demonstrates ability to adjust search strategy when an obstacle is encountered ● Ability to address unmet challenges and information gaps, and/or to respond to failure ● Evidence of use of advanced search techniques ● Demonstrates flexible and creative approach to search language (e.g. controlled vocabulary terms, subject headings, keywords, etc.) ● Selected sources display awareness of the need for in-depth digging for research materials throughout the research process.

	<p>Resource Use</p> <ul style="list-style-type: none"> Does not display awareness of resources appropriate to the project (e.g. research guides, databases, monographs, media, archives, reference and consultation services, interlibrary loan, etc.) Lacks criteria for evaluation of sources 	<p>throughout the research process.</p> <p>Resource Use</p> <ul style="list-style-type: none"> Displays awareness of some resources and services appropriate to the project (e.g. research guides, databases, monographs, media, archives, reference and consultation services, interlibrary loan, etc.) Criteria for evaluation of sources is incomplete or unclear (e.g. currency, relevance, accuracy, scope) 	<p>Resource Use</p> <ul style="list-style-type: none"> Displays awareness of resources and services appropriate to the project (e.g. research guides, databases, monographs, media, archives, reference and consultation services, interlibrary loan, etc.) Displays clear criteria for evaluation of sources selected (e.g. currency, relevance, accuracy, scope)
Research Project- 20 points	Developing (1-6 points)	Competent (7-13 points)	Accomplished (14-20 points)
	<ul style="list-style-type: none"> Writing lacks clarity; research evidence and related writing does not support or justify project argument and/or thesis. Most claims or assertions are lacking sufficient in-text references/citations. Poor selection and integration of quotes and acquired ideas. Selected sources address a minimal (or no) range of viewpoints and perspectives appropriate to the project. Inconsistent or ineffective organization of ideas; argument is lost or obscured throughout the project. 	<ul style="list-style-type: none"> Writing occasionally lacks clarity; research evidence and related writing adequately supports and justifies project argument and/or thesis. Some claims or assertions lack in-text references/citations. Quotes and acquired ideas are adequately selected; some misuse of quotes or lack of integration within argument. Selected sources address a satisfactory range of range of viewpoints and perspectives appropriate to the project. Ideas are presented and organized clearly and consistently; attempts made to maintain an argument throughout the project. 	<ul style="list-style-type: none"> Well-written; research evidence and related writing clearly supports and justifies project argument and/or thesis. All claims and assertions have in-text references/citations. Quotes and acquired ideas well selected and integrated conceptually within argument. Selected sources address a wide range of viewpoints and perspectives appropriate to the project. Excellent organization of ideas; argument is maintained and supported throughout the entirety of the project.

Bibliography - 10 points	Developing (1-3 points)	Competent (4-6 points)	Accomplished (7-10 points)
	<ul style="list-style-type: none"> ● Sources lack variety in appropriateness and format. ● Cites sources, but with significant omissions and in an inconsistent way. ● Most or all in-text citations do not have corresponding bibliography references. 	<ul style="list-style-type: none"> ● Sources display a variety of appropriateness and format, but fall short of complete breadth and depth. ● Cites sources, but not in a standard or consistent way ● Most in-text citations have corresponding bibliography references. 	<ul style="list-style-type: none"> ● Sources display a rich variety in appropriateness and format; complete breadth and depth. ● Cites sources in a standard or consistent way. ● Every in-text citation has a corresponding bibliography reference.