

Jim and Mary Lois Hulsman Undergraduate Library Research Award – Scoring Rubric

RESEARCH STATEMENT [20 points]	Accomplished (14-20 points)	Competent (7-13 points)	Developing (1-6 points)
Research Topic Development	<p>Topic or question aligns well with the scope of the assigned paper or project (if applicable).</p> <p>Evidence of topic modification during process of research in response to findings or setbacks, including information challenging the initial argument.</p>	<p>Topic or question may require more refinement as it relates to the scope of the assigned paper or project (if applicable).</p> <p>Some evidence of topic modification in response to research findings, setbacks or sources with differing positions.</p>	<p>Topic or question does not seem well-aligned with the scope of the assigned paper or project (if applicable).</p> <p>No evidence of adjusting topic in response to research findings, setbacks, or sources.</p>
Research Strategies	<p>Fully describes strategies and resources used to identify relevant information, for example: Research Guides, subject librarians and other experts, databases, archival resources, special collections.</p> <p>Demonstrates flexible and creative approach to search language (e.g., controlled vocabulary terms or subject headings, keywords, etc.).</p> <p>Adjusts search strategies in response to challenges encountered.</p> <p>Demonstrates initiative in obtaining needed but not locally available information (e.g., through ILL/LibXp).</p> <p>Describes specific research techniques unique to the discipline.</p>	<p>Provides some information about strategies and resources used to identify relevant information.</p> <p>Uses keyword searches and other search strategies (e.g., limiting search to peer reviewed literature)</p> <p>Some discussion of responses to challenges encountered.</p> <p>Relevant sources not locally available are identified, but not acquired. Alternative sources used without justification.</p> <p>Research methods appropriate to the discipline are described but not used or vice versa.</p>	<p>Does not or only generally describes strategies and resources used to identify relevant information.</p> <p>No discussion of responses to challenges encountered.</p> <p>No discussion of seeking sources beyond locally available materials.</p> <p>Does not articulate anything about methods as they relate to the discipline.</p>
Research Resources	<p>Clearly describes and consistently uses an array of criteria to select & evaluate information resources such as:</p> <ul style="list-style-type: none"> - Topical relevance 	<p>Articulation of criteria for selection and evaluation of information resources incomplete or unclear, or they are inconsistently used.</p>	<p>Does not clearly identify criteria for evaluating information resources.</p> <p>No discussion of context as an influence on the</p>

	<ul style="list-style-type: none"> - Authority /credibility - Scope/ coverage - Accuracy - Currency <p>Discusses context of source’s creation & potential impact on resulting information (e.g., historical era, position of the author, publication venue)</p>	Limited discussion of context as an influence on the creation of information or its utility.	creation of information or its utility.
BIBLIOGRAPHY [15 points]	Accomplished (14-20 points)	Competent (7-13 points)	Developing (1-6 points)
	<p>Uses the wide range of resource types appropriate to the discipline and to the information need (e.g., primary & secondary sources, scholarly literature, data, books, newspaper articles, critical editions, original compositions, arrangements, transcriptions, sound or video recordings, models, plans, computer models).</p> <p>Consistently provides accurate, complete citations to sources in format/style appropriate to the discipline</p>	<p>Cites different types of resources appropriate to the project, but does not evidence great depth or breadth</p> <p>Sources cited in standard format but contain errors or some missing elements</p>	<p>Scope of source types is limited and not necessarily most appropriate for the discipline or project. Uses basic general knowledge resources (e.g., websites, newspaper articles), rather than subject specific sources.</p> <p>Sources not cited in standard and consistent way. Numerous errors and/or omissions of citation elements</p>
PROJECT or PAPER [20 points]	Accomplished (14-20 points)	Competent (7-13 points)	Developing (1-6 points)
	<p>Clearly communicates, organizes and synthesizes information from sources in support of the argument or thesis and/or in a manner that supports project purposes (e.g., recital programs and program notes, or design/build projects such as models and samples).</p> <p>Quotations and acquired ideas are well selected and integrated conceptually and rhetorically with applicant’s argument.</p> <p>Formulates questions relating to the purpose, development, and presentation of a musical, theatrical or choreographed performance, or of a design/build project.</p>	<p>Selects appropriate content to support project purposes or thesis, but content is poorly organized and some claims or assertions lack references.</p> <p>Occasional use of inappropriate quotes or quotes poorly integrated into argument</p> <p>Formulates questions relating to the purpose of the presentation of a musical, theatrical or choreographed performance, or of a design/build project, but does not follow through with questions addressing the development and presentation.</p>	<p>Information from sources is poorly organized and integrated, or insufficient to support project or thesis. May include unsupported claims or assertions or otherwise uses information inappropriately.</p> <p>Poor selection of quotes (e.g., fail to address point in question)</p> <p>Does not identify questions relating to the purpose, development, or presentation of a musical, theatrical or choreographed performance, or of a design/build project.</p>