

Hulsman Undergraduate Research Award Research Award – Scoring Rubric

LIBRARY RESEARCH STATEMENT [20 pts.]	Accomplished (14-20 points)	Competent (7-13 points)	Developing (1-6 points)	Score/Comments <i>other aspects noted, rationale, etc.</i>
Research Topic Development	<p><i>All</i></p> <ul style="list-style-type: none"> • Topic or question aligns well with the scope of the paper or project (e.g., topic is suited for assignment, if available). Topic is relevant to course and/or discipline. • Evidence of topic modification during process of research in response to findings or setbacks. (e.g., including information that challenges the initial argument). 	<p><i>All</i></p> <ul style="list-style-type: none"> • Topic or question may require more refinement as it relates to the scope of the paper or project, the course, or the discipline (e.g., topic could be narrower or better tailored). • Some evidence of topic modification in response to research findings, setbacks or sources with differing positions. 	<p><i>All</i></p> <ul style="list-style-type: none"> • Topic or question does not seem well-aligned with the scope of the paper or project (e.g., the topic is too broad). Topic is not clearly relevant to course and/or discipline. • No evidence of adjusting topic in response to research findings, setbacks, or sources. 	
Research Strategies	<p><i>All</i></p> <ul style="list-style-type: none"> • Fully describes strategies used to identify relevant information. (e.g.: LibGuides, subject librarian, topic experts, databases, archival resources, special collections.) • Demonstrates flexible and creative approaches to searching (e.g., controlled vocabulary terms or subject headings, keywords, limiting search results etc.). • Adjusts search strategies in response to challenges encountered. <p><i>Advanced</i></p> <ul style="list-style-type: none"> • Describes and uses research methods appropriate to the discipline. • Discusses source material context (e.g., historical era, position of author, publication venue) and its impact on the information provided and utility. 	<p><i>All</i></p> <ul style="list-style-type: none"> • Provides some information about strategies used to identify relevant information. • Uses keyword searches and other search strategies (e.g., refining a search, limiting search to peer reviewed literature) • Some discussion of responses to challenges encountered. <p><i>Advanced</i></p> <ul style="list-style-type: none"> • Research methods appropriate to the discipline may be described, but not used. • Limited discussion of source material context as an influence on the presentation of information or its utility. 	<p><i>All</i></p> <ul style="list-style-type: none"> • Does not or only generally describes strategies used to identify relevant information. • No mention of search/search refinement techniques • No discussion of responses to challenges encountered. <p><i>Advanced</i></p> <ul style="list-style-type: none"> • Does not articulate anything about research methods as they relate to the discipline. • No discussion of source material context as an influence on the information provided or its utility. 	

<p>Research Resources</p>	<p><i>All</i></p> <ul style="list-style-type: none"> Clearly describes and uses an array of criteria to select & evaluate information resources, i.e., (For example, Topical relevance Authority /credibility Scope/ coverage Accuracy Currency Identifies resources used and discusses their appropriateness for inclusion in the project (e.g, how the context of the source’s creation could impact the information, etc.). <p><i>Advanced</i></p> <ul style="list-style-type: none"> Demonstrates initiative in obtaining needed but not locally available information (e.g., through ILL/Library Express). Or, alternative sources are used with justification. 	<p><i>All</i></p> <ul style="list-style-type: none"> Articulation of criteria for selection and evaluation of information resources incomplete or unclear, or they are inconsistently used. Limited discussion of resources used and their appropriateness for inclusion. <p><i>Advanced</i></p> <ul style="list-style-type: none"> Relevant sources not locally available are identified, but not acquired. Alternative sources used without justification. 	<p><i>All</i></p> <ul style="list-style-type: none"> Does not clearly identify criteria for evaluating information resources. No discussion of resources used and their appropriateness for inclusion. <p><i>Advanced</i></p> <ul style="list-style-type: none"> No discussion of seeking sources beyond locally available materials. 	
<p>BIBLIOGRAPHY [15 pts.]</p>	<p>Accomplished (11-15 points)</p>	<p>Competent (6-10 points)</p>	<p>Developing (1-5 points)</p>	<p>Score & Comments</p>
	<p><i>All</i></p> <ul style="list-style-type: none"> Uses varied sources appropriate to the project (e.g., primary & secondary sources, scholarly & popular sources, data, books, articles, critical or performance editions, original compositions, arrangements, transcriptions, recordings, models, plans, computer models, etc.). Provides accurate, complete citations in format/style appropriate to the discipline. <p><i>Advanced</i></p> <ul style="list-style-type: none"> Range and source types are appropriate to the discipline. 	<p><i>All</i></p> <ul style="list-style-type: none"> Cites different types of sources appropriate to the project, but does not evidence great depth or breadth. Sources cited in standard format but contain errors or some missing elements. <p><i>Advanced</i></p> <ul style="list-style-type: none"> Source types are appropriate to the discipline. 	<p><i>All</i></p> <ul style="list-style-type: none"> Scope of source types is limited to conventional formats not necessarily most appropriate for the project. Uses basic general knowledge resources (e.g., Web sites, newspaper articles), rather than subject specific sources. Sources not cited in standard and consistent way. Numerous errors and/or omissions of citation elements. <p><i>Advanced</i></p> <ul style="list-style-type: none"> Sources may not be reflective of discipline. 	

PROJECT/ PAPER [20 pts.]	Accomplished (14-20 points)	Competent (7-13 points)	Developing (1-6 points)	Score & Comments
	<ul style="list-style-type: none"> ● Clearly communicates, organizes, and synthesizes information from sources If not a paper, this might be recital programs and program notes, or design/build projects such as models and samples, etc. (e.g., paraphrases when appropriate, explains ideas from sources, etc.) ● Quotations and ideas are well selected and well integrated (e.g., no dropped quotes, all sources are cited, etc.) ● If a project rather than a paper, formulates questions relating to the purpose, development, and presentation of a musical, theatrical or choreographed performance, or of a design/build project. 	<ul style="list-style-type: none"> ● Selects appropriate content to support project purposes or thesis, but content may be poorly organized and/or some claims or assertions lack references. ● Occasional use of inappropriate quotes/ideas, or quotes are poorly integrated into argument (i.e. dropped quotations, missing citations) ● If a project rather than a paper, 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. 	<ul style="list-style-type: none"> ● 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. ● Poor selection of quotes (e.g., fail to address point in question) ● If a project rather than a paper, does not identify questions relating to the purpose, development, or presentation of a musical, theatrical or choreographed performance, or of a design/build project. 	
Total Points Possible (55)				