**Rankin Library Research Award Scoring Rubric**

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| **Abstract –  10 points** | **Emerging (0-3 points)** | **Proficient (4-6 points)** | **Accomplished (7-10 points)** |
|  | * Does not meet or exceeds 200-300 word limit requirement * Does not follow the IMRaD structured format * Provides a biased summary of the research or data * Lacks important information reflected in the research project | * Is within 200-300 word limit requirement * Follows most or some parts of the IMRaD structured format * Summary of research or data is unbiased * Provides adequate amount of information included in the research project | * Is within 200-300 word limit requirement * Follows all parts of the IMRaD structured format * Summary of research or data is unbiased * Provides detailed level of information provided in research project |
| **Project –  20 points** | **Emerging (0-6 points)** | **Proficient (7-13 points)** | **Accomplished (14-20 points)** |
|  | * Little or no originality in topic or question * Poorly written, obscuring quality of evidence and/or claims * Unsupported claims or assertions * Primary data (e.g. statistics) obtained from secondary sources * Struggles to select, evaluate, and synthesize appropriate library resources * Limited use of library resources in the creation of the research project | * Argument takes familiar path with some originality * Writing occasionally lacks clarity or emphasis, sometimes obscuring quality of evidence and claims * Some claims or assertions lack   references or supporting data (e.g. recent statistics)   * Demonstrated ability to select, evaluate, and synthesize appropriate library resources | * Project addresses significant questions within a discipline * Well-written, clearly identifying convergence of evidence and arguments * Sources used appropriately in support of argument * Numerical data traced to original or primary sources or gathered by applicant * Exceptional ability to select, evaluate, and synthesize appropriate library resources |
| **Bibliography –  10 points** | **Emerging (0-3 points)** | **Proficient (4-6 points)** | **Accomplished (7-10 points)** |
|  | * References basic or tertiary sources (e.g. books, websites, news articles, magazines, encyclopedias, etc.) * Sources used limited to general   knowledge bases (e.g. Google, Google Scholar, etc.) not in-depth disciplinary archives (e.g. PubMed, PsychINFO, etc.)   * May cite sources, but not in a standard or consistent way | * References a combination of scholarly sources, including primary and secondary sources (e.g. journal articles, conference papers, theses, dissertations, statistical data, article indexes/databases, etc.) but falls short of complete breadth and depth * Sources may address research topic but may lack rigor and/or relevance * Cites sources in a standard or consistent way | * References a rich variety of scholarly sources, including primary and secondary sources (e.g. journal articles, conference papers, theses, dissertations, statistical data, article indexes/databases, etc.) * Sources display awareness of the need to dig beneath the surface of information to find difficult but illuminating materials (e.g. accessing esoteric archives, locating obscure conference proceedings, etc.) * Cites sources in a standard or consistent way |
| **Essay –  20 points** | **Emerging (0-6 points)** | **Proficient (7-13 points)** | **Accomplished (14-20 points)** |
|  | * Applicant fails to articulate process of topic selection or research question * Search strategies omitted or very general * Does not identify appropriate information resources * 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/or library services * Does not employ transferable or reproducible research strategies * Indicates a basic understanding of library research * Limited or no evidence of scholastic and/or personal learning and the development of a steady research pattern or habits that can be utilized in life-long learning | * Topic or research question may require more refinement or topic was not sufficiently developed * Search strategies described generally (e.g. suggest a physical or descriptive route, but not a conceptual one) * Identifies basic or general information resources and library services (such as librarians and reference sources), but omits other appropriate aids and services in context (e.g. interlibrary loan, journal databases, etc.) * Criteria for evaluation of sources incomplete or unclear * Displays awareness of simple strategies but not advanced * Indicates a solid understanding of library research. * Evidence of scholastic and/or personal learning and the development of a steady research pattern or habits that can be utilized in life-long learning | * Topic or question is refined and well-developed * Search strategies explicitly described, including unmet challenges, information gaps, and responses to failure * Displays awareness of potential information resources appropriate to the inquiry * Displays clear criteria for evaluation of sources selected * Evidence of use of flexible and creative vocabularies, advanced search techniques, resource sharing, reference, and consultation services * Indicates a thorough understanding of library research * Evidence of significant scholastic and/or personal learning and the development of a steady research pattern or habits that can be utilized in life-long learning |