**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
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| **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
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| **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
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| **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
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