

## Exemplary Research Award: Evaluation Rubric

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Updated 11/29/2016

<b><i>Paper and Annotated Bibliography</i></b>	Exemplary (50 to 70 points)	Proficient (20 to 50 points)	Developing (0 to 20 points)
70 points possible	<ul style="list-style-type: none"> <li>■ Project addresses a significant question within a discipline and resolves or recasts that question in a unique way</li> <li>■ Well-written, clearly identifying convergence of evidence and argument</li> <li>■ Writing and annotations are free of grammatical errors</li> <li>■ Claims clearly shaped by full consideration of evidence; sources used appropriately in support of argument and/or thesis</li> <li>■ Citations are consistently formatted correctly and each annotation includes an original summary of the source's content</li> </ul>	<ul style="list-style-type: none"> <li>■ Project addresses a significant question within a discipline but may not take into account the full complexity of the topic</li> <li>■ Well-written; may occasionally lack clarity in crafting an argument</li> <li>■ Paper and annotations are well-written but may include minor grammatical errors</li> <li>■ Claims shaped by adequate consideration of evidence; claims substantiated with references</li> <li>■ Citations are mostly formatted correctly and annotations include a brief original summary of the source content</li> </ul>	<ul style="list-style-type: none"> <li>■ Project addresses a familiar question and follows a familiar path with some originality</li> <li>■ Writing occasionally lacks clarity</li> <li>■ Writing and annotations include many grammatical errors</li> <li>■ Claims shaped by narrow consideration of evidence; occasional claims or assertions may lack references</li> <li>■ Reflects a narrow range of sources</li> <li>■ Major errors in citation format may be present and annotation do not summarize the content</li> </ul>
<b><i>Research Process Essay</i></b>	Exemplary (20 to 30 points)	Proficient (10 to 20 points)	Developing (0 to 10 points)
30 points possible	<ul style="list-style-type: none"> <li>■ Displays dynamic knowledge and/or learning of the topic explored; indicates a thorough understanding of library research appropriate to an undergraduate level</li> <li>■ Search strategies thoroughly described, including search terms and resources consulted and an acknowledgment of and response to dead-ends and information gaps</li> <li>■ Displays an awareness of and creative use of multiple appropriate finding aids</li> <li>■ Evidence of use of flexible and creative vocabularies and advanced search techniques</li> <li>■ Displays clear criteria for evaluation of sources</li> </ul>	<ul style="list-style-type: none"> <li>■ Displays some learning of the topic explored; indicates a good understanding of library research appropriate to an undergraduate level</li> <li>■ Search strategies generally described, but does not completely address challenges faced</li> <li>■ Displays an awareness of and creative use of some appropriate finding aids, but may miss a critical tool</li> <li>■ Evidence of some awareness of creative vocabulary and advanced search techniques</li> <li>■ Describes some clear criteria for evaluation of sources, but may be incomplete</li> </ul>	<ul style="list-style-type: none"> <li>■ May not have developed any new insight for the topic explored, but does indicate a solid understanding of library research.</li> <li>■ Search strategies generally described, but does not address challenges faced</li> <li>■ Identifies basic or general finding aids but omits appropriate discipline-specific tools</li> <li>■ Displays awareness of simple search techniques but not advanced</li> <li>■ Criteria for source evaluation is unclear or incomplete</li> </ul>