

Library research awards evaluation rubric

| Category | Not evident (0) | Limited evidence (1) | Good evidence (2) | Superior evidence (3) | Score |
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| Resource Usage: Substantial use of library resources and collections in any format, including but not limited to printed resources, databases, primary resources, and materials in all media. | No evidence of library resource usage in paper or reflective essay – sources mainly drawn from online non-library resources, little to no evidence of use of library resources, sources are generally weak or missing | Limited evidence of library resource usage in paper or essay – evidence of use in paper and essay may not match, limited use of library resources, sources aren't strong and the majority have faults (age, authority, diversity, relevancy, etc.) | Good evidence of library resource usage in paper and essay – use of library resources is generally appropriate and relevant to topic, sources are generally good but may have some faults (age, authority, diversity, relevancy, etc.) | Superior evidence of library resource usage in paper and essay – superior use of library resources relevant to topic, sources are all or superior (nearly all appropriately authoritative, timely, diverse, relevant, etc.) | |
| Original Thought: Ability to locate, select, evaluate, and synthesize library resources and to use them in the creation of a project that shows originality and/or has the potential to lead to original research in the future. | No evidence of original thought – research paper is entirely others' thoughts with no synthesis or analysis to demonstrate author's original thought or perspective | Limited evidence of original thought – author's original thoughts rely heavily on others' thoughts and/or has limited potential to lead to future original research. | Good evidence of original thought – author's original thoughts show originality and do not rely heavily on others' thoughts and/or has good potential to lead to future original research. | Superior evidence of original thought – author's original thoughts show superior originality and are wholly separate from others' thoughts and/or demonstrates superior potential for future original research. | |
| Learning: Evidence of significant | No evidence of personal learning | Limited evidence of personal | Good evidence of personal learning | Superior evidence of personal | |

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| personal learning through the research process. | demonstrated in paper or essay – research skills and subject knowledge do not seem to advance through the process or final output | learning demonstrated in paper or essay – research skills and/or subject knowledge advance somewhat through the process or final output, possibly only shown in one. | demonstrated in paper and essay – demonstrated advancement in research skills and/or subject knowledge through the process and final output. | learning demonstrated in paper and essay – demonstrated significant advancement in research skills and/or subject knowledge through the process and final output. | |
| Research Habits: Development of a habit of research and inquiry that shows the likelihood of persisting in the future. | No evidence of research habit development – neither paper nor essay demonstrate application of research process or inquiry of research to future research habits. | Limited evidence of research habit development – paper and/or essay demonstrate limited application of research process or inquiry of research to future research habits. | Good evidence of research habit development – paper and/or essay demonstrate good application of research process or inquiry of research to future research habits. | Superior evidence of research habit development – paper and essay demonstrate significant application of research process or inquiry of research to future research habits. | |
| Quality: Mastery of content appropriate to class level, clear writing, and an overall high quality of presentation. | Low quality paper, with little to no mastery of content appropriate to class level, poor writing, and/or low quality of presentation. | Medium quality paper, with some mastery of content appropriate to class level, medium-level writing, and/or medium-level quality of presentation. | Good quality paper, with good mastery of content appropriate to class level, high-level writing, and/or high-level quality of presentation. | Superior quality paper, with superior mastery of content appropriate to class level, superior-level writing, and/or superior-level quality of presentation. | |
| W. Donald Bowles Award Undergraduate ONLY: Undergraduate level papers demonstrate | Paper does not fit the definition of the award – does not demonstrate an approach to | Paper demonstrates a limited approach to the identification, description, | Paper demonstrates a good approach to the identification, description, | Paper demonstrates a superior approach to the identification, description, | |

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| thoughtful approaches to the identification, description, and discussion of wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. | the identification, description, and discussion of wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. | and discussion of wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. Approach may be unclear, unfocused, tangentially related, and/or not the primary focus of the paper. | and discussion of wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. Approach may be mostly clear, mostly focused, and/or is generally the primary focus of the paper. | and discussion of wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. Approach may be clear, focused, highly related, and/or is the sole focus of the paper. | |
| W. Donald Bowles Award Graduate ONLY: Graduate-level papers demonstrate deep, original thought and research into wealth inequality, poverty, and/or other topics related to the consequences of economic disparities, in addition to above criteria. | Paper does not fit the definition of the award – does not demonstrate deep, original thought and research into wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. | Paper demonstrates limited thought and research into wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. May rely heavily on others' thoughts or contain unoriginal or surface-level thought. | Paper demonstrates good thought and research into wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. May rely somewhat on others' thought in addition to original thought or contain somewhat original or somewhat deep thought. | Paper demonstrates superior thought and research into wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. Does not rely on others' thought in addition to own thought and contains original and deep thought. | |
| Total | | | | | |

- *Resource Usage*: Substantial use of library resources and collections in any format, including but not limited to printed resources, databases, primary resources, and materials in all media.
- *Original Thought*: Ability to locate, select, evaluate, and synthesize library resources and to use them in the creation of a project that shows originality and/or has the potential to lead to original research in the future.
- *Learning*: Evidence of significant personal learning through the research process.
- *Research Habits*: Development of a habit of research and inquiry that shows the likelihood of persisting in the future.
- *Quality*: Mastery of content appropriate to class level, clear writing, and an overall high quality of presentation.
- *W. Donald Bowles Award*: Undergraduate level papers demonstrate thoughtful approaches to the identification, description, and discussion of wealth inequality, poverty, and/or other topics related to the consequences of economic disparities, in addition to above criteria. Graduate-level papers demonstrate deep, original thought and research into wealth inequality, poverty, and/or other topics related to the consequences of economic disparities, in addition to above criteria.