Evaluation Rubric

Essay – 50%

Beginning	Developing	Advanced
Lacks information about how the topic for the project was chosen and refined.	Discusses the process of focusing a topic, but does not explain how exploration affected the decisions made.	Discusses the process of focusing a topic and explains how preliminary exploration of the topic influenced the focusing process.
Provides little to no detail about overall research strategies.	Research strategies are described, but the description is overly broad or general.	Research strategies are described clearly and reasons are provided for selecting them.
Discussion of decisions about which library research tools to use is absent or is superficial.	Discusses reasons for choice of library research tools, but some highly appropriate tools are not selected.	Discusses reasons for choice of library research tools and those choices include all highly appropriate tools.
Searching techniques are either not mentioned or are inappropriate for the information need.	Describes searching techniques but shows no evidence of using or considering advanced techniques.	Describes searching techniques and shows that advanced techniques were considered and/or used.
Does not address processes used for obtaining information sources.	Addresses processes used for obtaining information sources.	Addresses processes used for obtaining information sources.
Provides no criteria for evaluating sources or presents only superficial criteria.	Provides criteria for evaluating sources, but the criteria are incomplete or not fully appropriate.	Provides criteria for evaluating sources, and the criteria are complete and fully appropriate.
Shows no evidence of having learned to conduct library research more effectively.	Shows evidence of having learned one new skill or piece of knowledge about how to conduct library research.	Shows evidence of having learned multiple new skills or having gained extensive knowledge about how to conduct library research.
Presents a rudimentary understanding of library research strategies and techniques	Presents an understanding of basic library research strategies and techniques.	Presents an understanding of library research that goes beyond basic strategies and techniques.

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Project - 30%

Beginning	Developing	Advanced
The scope of the topic is inappropriately broad or narrow given the project's requirements.	The scope of the topic is appropriate given the project's requirements.	The scope of the topic is appropriate given the project's requirements.
The project shows little evidence of creative thought.	The project shows some evidence of creative thought.	The project shows a wealth of evidence of creative thought.
Claims and esoteric facts are frequently presented without attribution to sources.	Some claims and esoteric facts are presented without attribution to sources.	All claims and esoteric facts are properly cited.
The content is rife with errors and/or inconsistencies.	The content contains occasional errors or inconsistencies.	The content is free or nearly free of errors or inconsistencies.
If data is presented, it is obtained from secondary rather than primary sources.	If data is presented, not all of it is obtained from primary sources.	If data is presented, it is obtained from primary sources and/or by the applicant him or herself.
Source and quote citations do not support the project's main points.	Some source and quote citations are superficial or inappropriate.	All source and quote citations are appropriate.
The project lacks organization.	The project is well organized.	The project uses a clear, consistent organizational scheme.

Bibliography - 20%

Beginning	Developing	Advanced
Does not use a consistent style to cite sources.	Uses a consistent style to cite sources.	Uses a consistent style to cite sources.
Citations contain frequent formatting errors.	There are very few if any formatting errors.	There are very few if any formatting errors.
Most sources provide general overviews of a topic.	Most sources address specific aspects of a topic, but there are aspects of the topic not well covered by the bibliography.	Most sources address specific aspects of a topic. Nearly all aspects of the topic are well covered by the bibliography.
Many sources are not relevant to the topic.	A few sources are not relevant to the topic.	All sources are relevant to the topic.
Source types are limited to books and websites.	Source types go beyond only books and websites, but rely too heavily on easily obtained materials.	Sources display awareness of the need to dig beneath the surface of information to find difficult but illuminating materials. Bibliography includes some sources that demonstrate creativity or a commitment to in-depth research. For example, the student researcher may have obtained unpublished sources, may have interviewed experts, may have obtained materials from distant archives, or may have made use of sources from disciplines not traditionally connected to the topic.

This rubric was adapted from the rubric used for the University of Washington Libraries' Library Research Award for Undergraduates.