

DiMenna-Nyselius Library

3 judging categories for the Reflective Essay, each with a max of 10 pts, for a total max of 30 points	Developing (1-3 pts)	Competent (4-6 pts)	Accomplished (7-10 pts)
Reflective Essay Personal Growth & Knowledge Creation 10 points	<u>Personal Growth & Knowledge Creation</u> <ul style="list-style-type: none"> Does not offer insights on how the project contributed to student's overall personal learning. Makes no contributions to scholarly or creative discourse of the discipline. 	<u>Personal Growth & Knowledge Creation</u> <ul style="list-style-type: none"> Offers limited insights on how the project contributed to student's overall personal learning. Makes some contributions to scholarly or creative discourse of the discipline. 	<u>Personal Growth & Knowledge Creation</u> <ul style="list-style-type: none"> Offers in-depth insights on how the project contributed to student's overall personal learning. Makes significant contributions to scholarly or creative discourse of the discipline.
Reflective Essay Search Strategy 10 points	<u>Search Strategy</u> <ul style="list-style-type: none"> Search strategies not described. Does not demonstrate ability to adjust search strategy when an obstacle is encountered. Does not demonstrate ability to address unmet challenges and information gaps, and/or to respond to failure. No evidence of use of basic search techniques. 	<u>Search Strategy</u> <ul style="list-style-type: none"> Search strategies described in vague or general terms. Demonstrates limited ability to adjust search strategy when an obstacle is encountered. Demonstrates limited ability to address unmet challenges and information gaps, and/or to respond to failure. Evidence of use of basic search techniques. 	<u>Search Strategy</u> <ul style="list-style-type: none"> Search strategy explicitly described. Demonstrates ability to adjust search strategy when an obstacle is encountered. Ability to address unmet challenges and information gaps, and/or to respond to failure. Evidence of use of advanced search techniques.

Library Research Prize Judging Rubric

<p><u>Reflective</u> <u>Essay</u> Resource Use 10 points</p>	<p><u>Resource Use</u></p> <ul style="list-style-type: none"> · Does not display awareness of resources appropriate to the project (e.g., research guides, databases, monographs, media, archives, reference and consultation services, interlibrary loan, etc.) · Does not articulate the Library resources and services used (e.g., research and citation guides, tutorials, research assistance from a librarian, instruction classes, interlibrary loan, etc.). · Lacks criteria for evaluation of sources. 	<p><u>Resource Use</u></p> <ul style="list-style-type: none"> · Displays awareness of some resources and services appropriate to the project (e.g., research guides, databases, monographs, media, archives, reference and consultation services, interlibrary loan, etc.) · Some articulation of the Library resources and services used (e.g., research and citation guides, tutorials, research assistance from a librarian, instruction classes, interlibrary loan, etc.). · Criteria for evaluation of sources is incomplete or unclear (e.g. currency, relevance, accuracy, scope). 	<p><u>Resource Use</u></p> <ul style="list-style-type: none"> · Displays awareness of resources appropriate to the project (e.g., databases, books, media, archives, interviews, data sets, websites, etc.) · Clearly articulates the Library resources and services used (e.g., research and citation guides, tutorials, research assistance from a librarian, instruction classes, interlibrary loan, etc.). · Displays clear criteria for evaluation of sources selected (e.g. currency, relevance, accuracy, scope).
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Library Research Prize Judging Rubric

	Developing (1-6 POINTS)	Competent (7-13 POINTS)	Accomplished (14-20 POINTS)
<u>Research Project</u> 20 points	<ul style="list-style-type: none"> · Writing and overall project lacks clarity; research evidence and related writing does not support or justify project argument, thesis, and/or conceptual framework. · Most claims or assertions are lacking sufficient attributions. · Poor selection and integration of quotes and acquired ideas. · Inconsistent or ineffective organization of ideas; argument, thesis or conceptual framework is lost or obscured throughout the project. 	<ul style="list-style-type: none"> · Writing or overall project occasionally lacks clarity; research evidence and related writing adequately supports and justifies project argument, thesis, and/or conceptual framework. · Some claims or assertions lack appropriate attribution. · Quotes and/or acquired ideas are adequately selected, some misuse or lack of integration. · Ideas are presented and organized clearly and consistently; attempts made to maintain argument, thesis, and/or conceptual framework throughout the project. 	<ul style="list-style-type: none"> · Well-written or executed project; research evidence and related writing clearly supports and justifies project argument, thesis, and/or conceptual framework. · All claims and assertions have appropriate attribution. · Quotes and/or acquired ideas are well selected and integrated conceptually. · Excellent organization of ideas; argument, thesis, and/or conceptual framework is maintained and supported throughout the entirety of the project.
	Developing (1 POINT)	Competent (2-3 POINTS)	Accomplished (4-5 POINTS)
<u>Bibliography</u> 5 points	<ul style="list-style-type: none"> · Sources lack variety in appropriateness and format. · Cites sources, but with significant omissions and in an inconsistent way. 	<ul style="list-style-type: none"> · Sources display a variety of appropriateness and format but fall short of complete breadth and/or depth. · Cites sources, but not in a standard or consistent way. 	<ul style="list-style-type: none"> · Sources display in appropriateness in authority, format, breadth, and/or depth. · Cites sources in a standard or consistent way.