UNLV University Libraries Lance & Elena Calvert Undergraduate Research Award Scoring Rubric

Reflective Essay (12 Points Total)	Accomplished (3 points)	Competent (2 points)	Developing (1 point)	Score & Comments
	Clearly describes and consistently utilizes an array of **criteria for the evaluation & selection** of source materials such as: • Relevance • Authority /credibility • Scope/ coverage • Accuracy • Currency • Context of source's creation • Particular viewpoints	Articulation of **criteria for evaluation & selection** of sources incomplete or unclear, or inconsistently used. • Expresses limited understanding of the source's context. • Limited discussion of varying viewpoints or interpretations.	Does not clearly identify **criteria for evaluating** information sources • May use evaluation criteria without articulating this approach or may use criteria regardless of its importance. • No discussion of context as an influence on the creation of information or its utility. • No discussion of differing viewpoints or interpretation.	
	Search strategies are described addressing such aspects as: • Identifying types of information needed • Various research tools used (books, articles, websites, etc.) • Persistence and initiative gaining access to appropriate sources • Use of flexible and creative search terms and strategies • Adjustments to search strategies in response to success/failure • Specific investigative techniques unique to a discipline	**Search strategies** described generally; examples follow: • Identifies standard finding aids & services (e.g., librarians & databases) but omits other appropriate resources • Relevant sources not locally available are identified, but not acquired • Uses simple search strategies (e.g., check boxes for peer reviewed literature) • No discussion of responses to failure • Investigative methods appropriate to the discipline described but not utilized	**Search strategies** omitted or very general, for example: • Does not display evidence of appropriate search strategies and services • Does not identify appropriate finding aids & tools for given context. Limits search to general tools (e.g., Academic Search Premier or Google searches). • No discussion of seeking sources beyond locally available materials. • Has no clear methodology for gathering discipline specific information	

Reflective Essay (Continued)	Accomplished (3 points)	Competent (2 points)	Developing (1 point)	Score & Comments
	Distinguishes own new **interpretation or original contribution** from the writings & ideas of others	Identifies own ideas & assumptions but does not distinguish from or relate to contributions of others.	Does not articulate or evaluate own assumptions. No analysis of ideas encountered in the literature.	
	Demonstrates an awareness and investigation of different viewpoints, even if it **challenges student's value system** or counters their thesis argument.	Discusses differing positions on an issue as presented in the literature, but there is no effort to reconcile these.	Utilizes only sources that are consistent with original thesis, assertions, or point of view. No discussion of conflicting information.	
Total points (up to 12):				

Project (9 points)	Accomplished (3 points)	Competent (2 points)	Developing (1 point)	Score & Comments
	Clearly communicates, organizes and synthesizes information from sources in support of the argument or thesis in a manner that supports project purposes	Selects appropriate content to support project purposes or thesis, but content is poorly organized and some claims or assertions lack references	Information from sources is poorly organized and integrated, or insufficient to support project or thesis (i.e., unsupported claims or assertions)	
	Quotations and acquired ideas are well selected and integrated conceptually & rhetorically	Occasional use of inappropriate quotes or quotes poorly integrated into argument	Poor selection of quotes (e.g., fail to address point in question)	
	Formulates questions relating to the purpose, development, and presentation of the research project	Formulates questions relating to the purpose of the research project, but does not follow through with questions addressing the development and presentation	Does not identify questions relating to the purpose, development, or presentation of the research project	
Total points (up to 9):				

Bibliography (6 points)	Accomplished (3 points)	Competent (2 points)	Developing (1 point)	Score & Comments
	Uses wide range of resource types appropriate to the discipline and information need (e.g., primary & secondary sources, scholarly & popular literature, data, books, articles, critical/performance editions, original compositions, arrangements, transcriptions, sound or video recordings, models, plans, computer models)	Cites different types of resources appropriate to the project, but does not show great depth or breadth	Scope of source types is limited to conventional formats. Uses basic general knowledge resources (e.g., Web sites, newspaper articles), rather than subject specific sources.	
	Consistently provides accurate, complete citations to sources in format/style appropriate to the discipline	Sources cited in standard format but contain errors or some missing elements	Sources not cited in standard and consistent way. Numerous errors and/or omissions of citation elements	
Total points (up to 6):				

Supporting Letter (3 points)	Accomplished (3 points)	Competent (2 points)	Developing (1 point)	Score & Comments
	Explains how project addresses significant questions within the discipline & clearly articulates the stakes.	Indicates that the student's argument takes familiar path with some originality. Or that the argument is original but stakes are low.	Points to little or no originality in topic/ approach or indicates that the question is no or low stakes.	
Total points (up to 3):				