

Hulsman Undergraduate Library Research Award Rubric							Application Packet #:
Research Statement (60 points)					Rating (1= little or no evidence, 3= adequate evidence, 5= ample evidence)		
Question	**Optional columns for notetaking				**Required column		Justification of Rating
	Areas for Improvement	Above and Beyond	1	2	3	4	
Research Topic Development							
1. How did you decide on your research topic? (For example, what questions were you trying to answer with your topic? What inspired your research in this area?)							
2. How did your original topic evolve as you researched? If your topic didn't change, how did your understanding of your topic evolve? (For example, did anything you discovered influence your thoughts on the topic? Did conversations with librarians, instructors, or others help you develop the topic?)							
Research Process							
3. Tell us the story of how you conducted research for this project. Provide a brief narrative of the research process. Note: This question is worth 10 total points instead of 5							

4. Describe the search terms or strategies you used, giving examples. What search terms/strategies did you start with and how did they evolve? Which terms/strategies ended up being the most effective?								
5. What specific library services, spaces, people, or equipment contributed to your research process? (For example, librarians, Ask-a-Librarian, library workshops held in class, library spaces, etc.)								
6. What challenges did you encounter during your research process? How did you overcome them?								
Research Resources								
7. What sources or tools did you find through the library and why did you choose them? (For example, what databases did you use?)								
8. What sources or tools did you find using other techniques and why did you choose them? (For example, Google, instructor recommendations, etc.) [optional]								

9. How did you decide to trust the sources you selected?								
10. What did you learn about doing research?								
Judges' Discretionary Points for Research Statement: Provide comments on aspects that stood out but weren't captured by previous questions.	Justification of Points, up to 10 points							
Total Points for Research Statement (60 possible):								

Project (20 points)			Rating (1=little or no evidence, 3= adequate evidence, 5= ample evidence)					
Question	Areas for Improvement	Above and Beyond	1	2	3	4	5	Justification of Rating
Are quotations and ideas well selected and well-integrated? For example, does the student explain, interpret, or apply the information rather than make the reader do the work to understand how the information relates to the topic? (see Clarifying Notes sheet for more examples)								
Does the project appropriately integrate sources using a range of approaches (e.g., paraphrasing, quoting, general referencing)?								
Readability - Is it easy to follow the paper/project and thought process? Is it easy to differentiate the student's thoughts versus information from the sources cited?								
Judges' Discretionary Points for Project: Provide comments on aspects that stood out but weren't captured by previous questions.	Justification of Points, up to 5 points							
			Total Points for Project (20 possible):					

Bibliography (20 points)				Rating (1=little or no evidence, 3= adequate evidence, 5= ample evidence)					
Question	Areas for Improvement	Above and Beyond	1	2	3	4	5	Justification of Rating	
Are the sources appropriate to the project/topic? (see Clarifying Notes sheet for examples)									
Are the citations accurate, complete, and consistent in a format/style appropriate to the discipline?									
Does the paper/project give credit appropriately?									
Judges' Discretionary Points for Bibliography: Provide comments on aspects that stood out but weren't captured by previous questions.	Justification of Points, up to 5 points								

Total Points for <u>Bibliography</u> (20 possible):	
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Total Points for <u>Application Packet</u> (100 possible):	
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Clarifying Notes		
Section	Question	Notes
Project	Are quotations and ideas well selected and well-integrated? For example, does the student explain, interpret, or apply the information rather than make the reader do the work to understand how the information relates to the topic?	Examples of quotes and ideas being well integrated: no dropped quotes (those that aren't put into context by the student), all sources discussed in the project are cited, sources/evidence are relevant to what the student is intending to communicate, etc.
Bibliography	Are the sources appropriate to the project/topic?	Appropriateness depends on the discipline and topic. Examples include: primary & secondary sources, scholarly & popular sources, data, books, articles, critical or performance editions, original compositions, archival materials, arrangements, transcriptions, recordings, models, plans, source code, etc.