

Scoring Rubric

CSUSM Library Award for Undergraduate Research, Scholarship and Creative Activity

Reflective Essay - 20 points

Bibliography - 15 points

Submission - 10 points

Supporting Letter - 5 points

Total possible: 50 points

Reflective Essay (20 pts)			
Accomplished (14-20 pts)	Competent (7-13 pts)	Developing (1-6 pts)	Score & Comments
Clearly articulates and consistently uses an array of criteria for the evaluation & selection of source materials such as: <ul style="list-style-type: none">• Relevance• Authority/credibility• Scope/coverage• Accuracy• Currency, or as appropriate to the discipline• Context of source's creation• Particular viewpoints Maximum 6 points for this section	Articulation of criteria for evaluation & selection of sources is incomplete/unclear or inconsistently used. <ul style="list-style-type: none">• Expresses limited understanding of the source's context.• Limited discussion of varying viewpoints or interpretations. Maximum 4.5 points for this section	Does not clearly identify criteria for evaluating or selecting sources <ul style="list-style-type: none">• 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. Maximum 2 points for this section	
Search strategies are described addressing such	Search strategies described generally; examples follow:	Search strategies omitted or very general, for example:	

<p>aspects as:</p> <ul style="list-style-type: none"> Identifying types of information needed Various research tools and sources used (books, articles, websites, etc.) Persistence and initiative in gaining access to appropriate sources Use of flexible and creative search terms and strategies Adjustments to search strategies in response to success/failure Articulation and utilization of specific investigative techniques unique to a discipline (e.g., musical analysis, historical research) <p>Maximum 6 points for this section</p>	<ul style="list-style-type: none"> 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 <p>Maximum 4.5 points for this section</p>	<ul style="list-style-type: none"> Does not display evidence of appropriate search strategies and services. Does not identify appropriate finding aids & tools for given context. No discussion of seeking sources beyond locally available materials. Has no clear methodology for gathering discipline-specific information <p>Maximum 2 points for this section</p>	
<p>Distinguishes own original contribution from existing scholarship and creative works.</p> <p>Maximum 4 points for this section</p>	<p>Identifies own ideas & assumptions but does not distinguish from or relate to contributions of others.</p> <p>Maximum 2 points for this section</p>	<p>Does not articulate or evaluate own assumptions. No analysis of ideas encountered in the scholarship.</p> <p>Maximum 1 points for this section</p>	
<p>Demonstrates an awareness and investigation of different viewpoints and/or possible explanations, even if it counters their thesis</p>	<p>Discusses differing positions on an issue and/or differing explanations of phenomena in an area of research as presented in the literature, but</p>	<p>Utilizes only sources that are consistent with original thesis/hypothesis, assertions, or point of view. No discussion of conflicting information.</p>	

<p>argument/hypothesis. For some works, demonstrates an awareness of diverse viewpoints/influences. Maximum 4 points for this section</p>	<p>without an effort to reconcile these conflicting ideas. Maximum 2 points for this section</p>	<p>Maximum 1 points for this section</p>	
Total Score and additional comments:			

Bibliography (15 pts)			
Accomplished (11-15 pts)	Competent (6-10 pts)	Developing (1-5 pts)	Score & Comments
<p>Uses wide range of resource types appropriate to the discipline (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). Maximum 10 points for this</p>	<p>Cites different types of resources appropriate to the project, but does not show great depth or breadth. Maximum 7 points for this section</p>	<p>Scope of source types is limited to conventional formats which are not necessarily the most appropriate for the discipline or project. Uses basic general knowledge resources (e.g., websites, newspaper articles), rather than subject-specific sources. Maximum 3 points for this section</p>	

section			
Consistently provides accurate, complete citations to sources in format/style appropriate to the discipline. Maximum 5 points for this section	Sources cited in standard format but contain errors or some missing elements. Maximum 3 points for this section	Sources not cited in standard and consistent way. Numerous errors and/or omissions of citation elements. Maximum 2 points for this section	
Total Score and additional comments:			

Submission (based on type) (10 pts)			
Accomplished (8-10 pts)	Competent (4-7 pts)	Developing (1-3 pts)	
Clearly communicates, organizes and synthesizes information from sources in support of the argument, thesis, OR hypothesis/research question in a manner that supports project purposes	Selects appropriate content to support project purposes, thesis, OR hypothesis/research question 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, thesis, OR hypothesis/research question. (i.e., unsupported claims or assertions)	
Quotations/acquired ideas are	Occasional use of	Poor selection of quotes/ideas	

well selected and integrated conceptually OR rhetorically	inappropriate quotes/ideas; OR quotes/ideas are poorly integrated into argument	(e.g., fail to address point in question)	
Formulates questions relating to the purpose, development, OR presentation of a musical, theatrical or choreographed performance, OR design/build project.	Formulates questions relating to the purpose of the presentation of a musical, theatrical or choreographed performance, OR of a design/build 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 a musical, theatrical or choreographed performance, OR of a design/build project.	
Total Score and additional comments:			

Supporting Letter (5 pts)			
Accomplished (4-5 pts)	Competent (3 pts)	Developing (1-2 pts)	Score & Comments
Explains how project addresses significant questions within the discipline & clearly articulates the stakes. Maximum 3 points for this	Indicates that the applicant'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. Maximum 1 point for this	

section	Maximum 1.5 points for this section	section	
<p>Clearly identifies and evaluates disciplinary dimensions of applicant's work, such as:</p> <ul style="list-style-type: none"> · argumentation style/approach · investigative methods <ul style="list-style-type: none"> • sources selected & how utilized <p>Maximum 2 points for this section</p>	<p>Provides limited information about appropriateness of argumentation, methods and/or sources utilized.</p> <p>Maximum 1.5 points for this section</p>	<p>Does not explain disciplinary dimensions of applicant's work or assess quality of sources utilized.</p> <p>Maximum 1 point for this section</p>	
Total Score and additional comments:			