

Library research awards evaluation rubric

Category	Not evident (0)	Limited evidence (1)	Good evidence (2)	Superior evidence (3)	Score
<p>Resource Usage: Substantial use of library resources and collections in any format, including but not limited to printed resources, databases, primary resources, and materials in all media.</p>	<p>No evidence of library resource usage in paper or reflective essay – sources mainly drawn from online non-library resources, little to no evidence of use of library resources, sources are generally weak or missing</p>	<p>Limited evidence of library resource usage in paper or essay – evidence of use in paper and essay may not match, limited use of library resources, sources aren't strong and the majority have faults (age, authority, diversity, relevancy, etc.)</p>	<p>Good evidence of library resource usage in paper and essay – use of library resources is generally appropriate and relevant to topic, sources are generally good but may have some faults (age, authority, diversity, relevancy, etc.)</p>	<p>Superior evidence of library resource usage in paper and essay – superior use of library resources relevant to topic, sources are all or superior (nearly all appropriately authoritative, timely, diverse, relevant, etc.)</p>	
<p>Original Thought: Ability to locate, select, evaluate, and synthesize library resources and to use them in the creation of a project that shows originality and/or has the potential to lead to original research in the future.</p>	<p>No evidence of original thought – research paper is entirely others' thoughts with no synthesis or analysis to demonstrate author's original thought or perspective</p>	<p>Limited evidence of original thought – author's original thoughts rely heavily on others' thoughts and/or has limited potential to lead to future original research.</p>	<p>Good evidence of original thought – author's original thoughts show originality and do not rely heavily on others' thoughts and/or has good potential to lead to future original research.</p>	<p>Superior evidence of original thought – author's original thoughts show superior originality and are wholly separate from others' thoughts and/or demonstrates superior potential for future original research.</p>	
<p>Learning: Evidence of significant</p>	<p>No evidence of personal learning</p>	<p>Limited evidence of personal</p>	<p>Good evidence of personal learning</p>	<p>Superior evidence of personal</p>	

personal learning through the research process.	demonstrated in paper or essay – research skills and subject knowledge do not seem to advance through the process or final output	learning demonstrated in paper or essay – research skills and/or subject knowledge advance somewhat through the process or final output, possibly only shown in one.	demonstrated in paper and essay – demonstrated advancement in research skills and/or subject knowledge through the process and final output.	learning demonstrated in paper and essay – demonstrated significant advancement in research skills and/or subject knowledge through the process and final output.	
Research Habits: Development of a habit of research and inquiry that shows the likelihood of persisting in the future.	No evidence of research habit development – neither paper nor essay demonstrate application of research process or inquiry of research to future research habits.	Limited evidence of research habit development – paper and/or essay demonstrate limited application of research process or inquiry of research to future research habits.	Good evidence of research habit development – paper and/or essay demonstrate good application of research process or inquiry of research to future research habits.	Superior evidence of research habit development – paper and essay demonstrate significant application of research process or inquiry of research to future research habits.	
Quality: Mastery of content appropriate to class level, clear writing, and an overall high quality of presentation.	Low quality paper, with little to no mastery of content appropriate to class level, poor writing, and/or low quality of presentation.	Medium quality paper, with some mastery of content appropriate to class level, medium-level writing, and/or medium-level quality of presentation.	Good quality paper, with good mastery of content appropriate to class level, high-level writing, and/or high-level quality of presentation.	Superior quality paper, with superior mastery of content appropriate to class level, superior-level writing, and/or superior-level quality of presentation.	
Bowles categories	Not evident (0)	Limited evidence (2)	Good evidence (4)	Superior evidence (6)	Bowles Score
W. Donald Bowles Award Undergraduate ONLY: Undergraduate	Paper does not fit the definition of the award – does not	Paper demonstrates a limited approach to the	Paper demonstrates a good approach to the	Paper demonstrates a superior approach to the	

<p>level papers demonstrate thoughtful approaches to the identification, description, and discussion of wealth inequality, poverty, and/or other topics related to the consequences of economic disparities.</p>	<p>demonstrate an approach to the identification, description, and discussion of wealth inequality, poverty, and/or other topics related to the consequences of economic disparities.</p>	<p>identification, description, and discussion of wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. Approach may be unclear, unfocused, tangentially related, and/or not the primary focus of the paper.</p>	<p>identification, description, and discussion of wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. Approach may be mostly clear, mostly focused, mostly related, and/or is generally the primary focus of the paper.</p>	<p>identification, description, and discussion of wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. Approach may be clear, focused, highly related, and/or is the sole focus of the paper.</p>	
<p>W. Donald Bowles Award Graduate ONLY: Graduate-level papers demonstrate deep, original thought and research into wealth inequality, poverty, and/or other topics related to the consequences of economic disparities, in addition to above criteria.</p>	<p>Paper does not fit the definition of the award – does not demonstrate deep, original thought and research into wealth inequality, poverty, and/or other topics related to the consequences of economic disparities.</p>	<p>Paper demonstrates limited thought and research into wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. May rely heavily on others' thoughts or contain unoriginal or surface-level thought.</p>	<p>Paper demonstrates good thought and research into wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. May rely somewhat on others' thought in addition to original thought or contain somewhat original or somewhat deep thought.</p>	<p>Paper demonstrates superior thought and research into wealth inequality, poverty, and/or other topics related to the consequences of economic disparities. Does not rely on others' thought in addition to own thought and contains original and deep thought.</p>	
<p>Total</p>					

- *Resource Usage*: Substantial use of library resources and collections in any format, including but not limited to printed resources, databases, primary resources, and materials in all media.
- *Original Thought*: Ability to locate, select, evaluate, and synthesize library resources and to use them in the creation of a project that shows originality and/or has the potential to lead to original research in the future.
- *Learning*: Evidence of significant personal learning through the research process.
- *Research Habits*: Development of a habit of research and inquiry that shows the likelihood of persisting in the future.
- *Quality*: Mastery of content appropriate to class level, clear writing, and an overall high quality of presentation.
- *W. Donald Bowles Award*: Undergraduate level papers demonstrate thoughtful approaches to the identification, description, and discussion of wealth inequality, poverty, and/or other topics related to the consequences of economic disparities, in addition to above criteria. Graduate-level papers demonstrate deep, original thought and research into wealth inequality, poverty, and/or other topics related to the consequences of economic disparities, in addition to above criteria.