

**Jocelyn A. Rankin Student Excellence in Library Research Award
2022 Scoring Rubric (Total – 50 points)**

ABSTRACT

Emerging (0-3 pts)	Proficient (4-6 pts)	Accomplished (7-10 pts)
Fails to meet 200-300 word limit	Meets 200-300 word limit	Meets 200-300 word limit
Fails to follow IMRaD structured format	Follows some parts of IMRaD structured format	Follows all parts of IMRaD structured format
Provides biased summary of research/data	Provides unbiased summary of research/data	Provides unbiased summary of research/data
Lacks important project information	Provides adequate amount of project information	Provides detailed level of project information

BIBLIOGRAPHY

Emerging (0-3 pts)	Proficient (4-6 pts)	Accomplished (7-10 pts)
References basic or tertiary sources (e.g. books, websites, news articles, magazines, encyclopedias)	References scholarly sources (e.g. journal articles, conference papers, dissertations, statistical data) but lacks diversity	References diverse scholarly sources (e.g. journal articles, conference papers, dissertations, statistical data), including primary & secondary sources
Uses sources limited to general knowledge bases (e.g. Google, Google Scholar)	Uses sources from in-depth disciplinary databases (e.g. PubMed, Web of Science, Embase) that address topic but lack rigor/relevance	Uses sources that show depth in searching to find difficult but illuminating materials (e.g. accessing esoteric archives & obscure conference proceedings)
Mostly uses outdated or off-topic sources	Somewhat uses outdated or off-topic sources	Uses timely & relevant sources
References limited/excessive number of sources	References adequate number of sources	References appropriate number of sources
Cites sources in nonstandard or inconsistent way	Cites sources in standard or consistent way	Cites sources in standard & consistent way

ESSAY

Emerging (0-9 pts)	Proficient (10-21 pts)	Accomplished (22-30 pts)
Fails to articulate use of library resources/services	Vaguely remarks on use of library resources/services	Details use of specific library resources/services
Fails to evidence use of appropriate search strategies	Describes search strategies generally	Describes search strategies explicitly, information gaps, unmet challenges & responses to failure
Fails to identify evaluation criteria	Identifies unclear or vague evaluation criteria	Identifies clear & detailed evaluation criteria
Fails to identify appropriate information resources	Identifies general information resources but omits detail about appropriate usage	Identifies information resources appropriate to context of research and details appropriate usage
Indicates basic understanding of library resources/services	Indicates intermediate understanding of library resources/services	Indicates advanced understanding of library resources/services (e.g. use of flexible/creative vocabularies, complex search techniques, resource sharing, reference/research services)
Evidences little to no scholastic/personal learning nor development of steady research habits applicable to life-long learning	Evidences scholastic/personal learning & development of steady research habits applicable to life-long learning	Evidences significant scholastic/personal learning & development of steady research habits applicable to life-long learning