



Western Libraries Undergraduate Research Awards

Research Reflections Rubric (45 points)

| Research Reflection Question #1: What is your research project about and why is it important? | | | | |
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| Criteria | Developing (0-1 points) | Competent (2-3 points) | Exemplary (4-5 points) | Points |
| <i>Did the applicant(s) sufficiently and concisely describe and summarize their research project?</i> | <ul style="list-style-type: none"> Fails to offer a coherent summary of their research project. | <ul style="list-style-type: none"> Provides a readable summary of their research project. | <ul style="list-style-type: none"> Offers a clear and concise summary of their research project. | |
| <i>Did the applicant(s) explain the principal argument(s), methods, and contribution(s) of their research project?</i> | <ul style="list-style-type: none"> Does not refer to their arguments/conclusions and methods. Neglects to mention the importance of their research project. | <ul style="list-style-type: none"> Hints at their arguments/conclusions and methods. Offers some insight into the importance of their research project. | <ul style="list-style-type: none"> Highlights and explains their arguments/conclusions and methods. Describes the importance of their research project. | |

| Research Reflection Question #2: How did you design your research question? | | | | |
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| Criteria | Developing (0-1 points) | Competent (2-3 points) | Exemplary (4-5 points) | Points |
| <i>Did the applicant(s) sufficiently describe the origins of their research project and the problem they are addressing (lived experiences, fascination, curiosity, interest, passion)?</i> | <ul style="list-style-type: none"> Avoids altogether or vaguely discusses the origins of their research. Does not reference the problem they are addressing. | <ul style="list-style-type: none"> References the origins of their research but provides limited details. Does not fully elaborate upon the problem they are addressing. | <ul style="list-style-type: none"> Explains the origins of their research with specific examples. Outlines the problem they are addressing with clarity. | |
| <i>Did the applicant(s) describe the initial research they performed to develop their research question (abstracts, book reviews, websites, reference materials, etc.)?</i> | <ul style="list-style-type: none"> Ignores or vaguely covers the early stages of their research. | <ul style="list-style-type: none"> Provides an intelligible summary of their background research. | <ul style="list-style-type: none"> Explains their methods of background research and offers specific examples. | |



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| Research Reflection Question #3: How did you find library/archives services and resources for your research? | | | | |
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| Criteria | Developing (0-1 points) | Competent (2-3 points) | Exemplary (4-5 points) | Points |
| <i>Did the applicant(s) describe how their search strategy fits within their discipline?</i> | <ul style="list-style-type: none"> Does not make any links between their search process and discipline. | <ul style="list-style-type: none"> Displays basic awareness of the relationship between their search process and discipline. | <ul style="list-style-type: none"> Makes clear connections between their search process and discipline. | |
| <i>Did the applicant(s) make use of the Western Libraries website (LibGuides, library catalogue, finding aids, databases, etc.)?</i> | <ul style="list-style-type: none"> Neglects to highlight the resources they used on our website. | <ul style="list-style-type: none"> Identifies the resources they used on our website but does not fully explain how they were useful. | <ul style="list-style-type: none"> Notes the specific resources they used on our website and how they were useful. | |
| <i>Did the applicant(s) describe their search terms and show an awareness of controlled vocabulary?</i> | <ul style="list-style-type: none"> Omits to explain their search process. Ignores basic search features in catalogue and databases. Shows no awareness of LCSHs and/or controlled vocabulary of databases. | <ul style="list-style-type: none"> Refers to but only partially reconstructs their search process. Shows awareness of basic search features in catalogue and databases. Demonstrates basic understanding of the LCSHs and/or controlled vocabulary of databases. | <ul style="list-style-type: none"> Reconstructs their search process in detail. Shows awareness of advanced search features in catalogue and databases. Describes the LCSHs and/or controlled vocabulary of databases and how they influenced their search. | |

| Research Reflection Question #4: What library/archives services and resources did you use to perform your research? | | | | |
|---|---|---|--|--------|
| Criteria | Developing (0-1 points) | Competent (2-3 points) | Exemplary (4-5 points) | Points |
| <i>Did the applicant(s) make use of human resources (research consultation, reference help, etc.)?</i> | <ul style="list-style-type: none"> Does not refer to any communication with library staff. | <ul style="list-style-type: none"> Alludes to but does not fully describe their interactions with library staff. | <ul style="list-style-type: none"> References specific conversations with library staff and how this influenced their research. | |
| <i>Did the applicant(s) make use of our collections?</i> | <ul style="list-style-type: none"> Makes limited or no use of our collections. | <ul style="list-style-type: none"> Uses a significant number of materials from our collections. | <ul style="list-style-type: none"> Draws extensively upon our collections. | |



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Research Project Rubric (25 points)

| Criteria | Developing (0-1 points) | Competent (2-3 points) | Exemplary (4-5 points) | Points |
|--|---|---|---|--------|
| <i>Did the applicant(s) produce a research project with a clear argument/conclusion?</i> | <ul style="list-style-type: none"> Fails to offer an identifiable argument/conclusion. | <ul style="list-style-type: none"> Offers an argument/ conclusion that is not entirely developed. | <ul style="list-style-type: none"> Presents a clear argument/ conclusion that is well developed. | |
| <i>Did the applicant(s) organize their project so that it is easy to follow and intelligible for a general audience (well-written, well-spoken, well-produced, well-filmed)?</i> | <ul style="list-style-type: none"> Offers a disorganized project that lacks clarity, making it difficult to follow. | <ul style="list-style-type: none"> Provides a well-organized project that is only occasionally inaccessible to a broader audience. | <ul style="list-style-type: none"> Organizes their project in such a way that it flows smoothly and is accessible to a general audience. | |
| <i>Did the applicant(s) properly quote, paraphrase, and provide credit to their sources in their research project?</i> | <ul style="list-style-type: none"> Cites with multiple errors and often misrepresents their sources. | <ul style="list-style-type: none"> Makes occasional citation errors and largely avoids misusing their sources. | <ul style="list-style-type: none"> Provides proper citations and engages faithfully with their sources. | |
| <i>Did the applicant(s) critically engage with the sources they cite/use in their research project?</i> | <ul style="list-style-type: none"> Accepts their sources at face value without questioning them. Avoids turning to sources offering different perspectives. | <ul style="list-style-type: none"> Uses several sources but does not always critically engage with them. Uses sources that offer some diverging perspectives. | <ul style="list-style-type: none"> Questions their sources and properly integrates them into their project. References sources of varying perspectives. | |
| <i>Did the applicant(s) choose sources that were appropriate for their research project (primary vs. secondary, scholarly vs. popular, traditional knowledge, etc.)?</i> | <ul style="list-style-type: none"> Turns to sources that are related to their topic but that do not allow them to answer their research question. | <ul style="list-style-type: none"> Uses several sources to answer their research question but not all of them are entirely relevant. | <ul style="list-style-type: none"> Engages with a range of relevant sources to answer their research question. | |



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Bibliography Rubric (15 points)

| Criteria | Developing (0-1 points) | Competent (2-3 points) | Exemplary (4-5 points) | Points |
|---|--|--|---|--------|
| <i>Did the applicant(s) compile an extensive bibliography, reference list, or list of works cited?</i> | <ul style="list-style-type: none"> Fails to meet the required number of sources for their assignment. | <ul style="list-style-type: none"> Incorporates the required number of sources for their assignment. | <ul style="list-style-type: none"> Draws upon more than the required number of sources for their assignment. | |
| <i>Did the applicant(s) use current and relevant scholarship and/or traditional knowledge related to their area of research?</i> | <ul style="list-style-type: none"> Does not use a variety of sources (and formats) in their research project. Draws upon sources that are outdated and not appropriate for their research project. | <ul style="list-style-type: none"> Uses some variety of sources (and formats) in their research project. Uses sources that are largely current and relevant to their research project. | <ul style="list-style-type: none"> Uses a wide range of sources (and formats) in their research project. Cites sources that are current and relevant to their research project. | |
| <i>Did the applicant(s) craft their citations accurately according to the citation style selected (citations and references)?</i> | <ul style="list-style-type: none"> Uses wrong citation style for discipline/assignment. Cites sources with numerous errors and omissions. | <ul style="list-style-type: none"> Uses proper citation style for discipline/assignment. Cites sources with some formatting errors. | <ul style="list-style-type: none"> Uses proper citation style for discipline/assignment. Cites sources accurately. | |