Essay – 20 points	DEVELOPING (1-6 points)	PROFICIENT (7-13 points)	ACCOMPLISHED (14-20 points)
	• Project addresses assigned topic or applicant fails to articulate process by which assigned topic was developed • Search strategies omitted or very general • Does not identify appropriate finding aids and tools for given context • Does not identify criteria for evaluating information sources • Does not display evidence of knowledge or learning related to the process of exploration and discovery • Does not display evidence of use of appropriate search strategies and services • Does not employ transferable or reproducible strategies • Indicates a basic understanding of library research	• Topic or question may require more refinement in light of time and resources available (or an assigned topic was not sufficiently developed) • Search strategies described generally (e.g. suggest a physical route, but not a conceptual one) • No description of responses to failure • Identifies basic or general finding aids and library services such as librarians and reference sources, but omits other appropriate aids and services in context (e.g. Special Collections, interlibrary loan, or journal databases) • Criteria for evaluation of sources incomplete or unclear • Displays awareness of simple strategies but not advanced • Indicates a solid understanding of library research. Attains adequate skills required for appropriate undergraduate level.	• Topic or question accurately reflects time and resources available • Search strategies explicitly described, including unmet challenges, information gaps, and responses to failure • Displays awareness of all potential finding aids appropriate to the inquiry • Displays clear criteria for evaluation of sources selected • Displays dynamic knowledge and/or learning of the information universe explored. • Evidence of use of flexible and creative vocabularies, advanced search techniques, resource sharing, reference, and consultation services • Indicates a thorough understanding of library research appropriate to undergraduate level.
Project – 20 points	DEVELOPING (1-6 points)	PROFICIENT (7-13 points)	ACCOMPLISHED (14-20 points)
	• Little or no originality in topic or question • No or low stakes • Poorly written, obscuring quality of evidence and claims • Unsupported claims or assertions • Primary data (e.g. statistics) obtained from secondary sources • Poor selection of quotes (e.g. from sources that contradict/undercut applicant's argument or fail to directly address point in question.)	• Argument takes familiar path with some originality • Argument is original but stakes are low • Writing occasionally lacks clarity or emphasis, sometimes obscuring quality of evidence and claims • Some claims or assertions lack references • Occasional use of inappropriate quotes or quotes poorly integrated into argument	• Project addresses significant questions within a discipline and clearly articulates stakes • Well-written, clearly identifying convergence of evidence and argument • Sources used appropriately in support of argument and/or thesis • Numerical data traced to original primary sources or gathered by applicant • Quotes and acquired ideas well selected and integrated conceptually and rhetorically with applicant's argument

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Bibliography – 10 points	DEVELOPING (1-3 points)	PROFICIENT (4-6 points)	ACCOMPLISHED (7-10 points)
	• Uses basic sources (books, websites, articles) • Sources used limited to general knowledge bases (e.g. Google or Academic Search Complete), not in-depth disciplinary archives (e.g. experts, Sociological Abstracts or PubMed, etc.) • May cite sources, but not in a standard or consistent way	• Sources represent free internet, general knowledge bases, and specialized databases, but fall short of complete breadth and depth • Sources meet assignment requirements in number and genre, but may lack breadth and some may lack rigor or relevance • Cites sources in a standard or consistent way	• Sources display rich variety in appropriateness and format • Sources display awareness of the need to dig beneath the surface of information to find difficult but illuminating materials (e.g. contacting experts in other countries, accessing esoteric archives, finding resources generated by unexpected disciplines, etc.) • Cites sources in a standard or consistent way

GLOSSARY:

Finding aid: Any information resource intended to help a reader find further resources on a topic, by an individual, "published in a particular time frame, etc. May include encyclopedias, research databases, bibliographies, handbooks, text-books, etc.

Library research: i.e. Information, or information-based, research. Distinguished from lab, field, survey, or other research methodologies employed for creating new information. May be used interchangeably with *literature review*.

Research strategy: Any deliberate, structured attempt, either individually or collaboratively, to develop a plan for a research project or to search a finding aid. This may include identifying and accessing background or reference sources, identifying appropriate databases for specific purposes, consulting librarians, instructors, or other experts to gather leads for further discovery, developing a list of terms and concepts related to the line of inquiry, etc.