

**University of Toronto Libraries Patricia and Peter Shannon Wilson Undergraduate Research Prize Evaluation Rubric**

Application #: \_\_\_\_\_

Citation Style: \_\_\_\_\_

<b>Research process</b>	<b>Developing (1 point per item)</b>	<b>Proficient (2 points per item)</b>	<b>Accomplished (3 points per item)</b>	<b>Score</b>
Overall search strategies	<ul style="list-style-type: none"> <li>Search strategies are general and not fully described nor shape the research topic</li> </ul>	<ul style="list-style-type: none"> <li>Search strategies are more sophisticated, but the way those strategies shape the topic and further research is not articulated in the reflection essay</li> </ul>	<ul style="list-style-type: none"> <li>Search strategies are highly sophisticated, well developed, thoroughly described, and clearly contribute to the shaping of the topic and further research</li> </ul>	
Research tools	<ul style="list-style-type: none"> <li>Uses only search tools such as the library catalogue and/or search engines</li> </ul>	<ul style="list-style-type: none"> <li>Identifies basic or general finding aids (e.g., research guides), but omits other appropriate aids and services in context (e.g., Special Collections, interlibrary loan, or databases)</li> </ul>	<ul style="list-style-type: none"> <li>Displays awareness of all potential finding aids appropriate to the inquiry, including library resources (e.g., Special Collections, interlibrary loan, or subject-specific databases)</li> </ul>	
Search techniques	<ul style="list-style-type: none"> <li>Limited search techniques described, does not mention modifying searches</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of basic search techniques; modifies searches iteratively; identifies new keywords including synonyms, related terms, variant spellings; uses subject headings; follows footnotes &amp; references; however, approaches may be limited in flexibility or creativity</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of advanced search techniques and in-depth digging, including modified searches and search limits; identifies key authors and works; follows footnotes &amp; references iteratively; uses of flexible and creative vocabularies</li> </ul>	
Research services and supports	<ul style="list-style-type: none"> <li>Library services and other information supports not used</li> </ul>	<ul style="list-style-type: none"> <li>Library and information services/resources, such as asking a librarian or consulting reference sources, may be used, but others that might be appropriate may not have been consulted</li> </ul>	<ul style="list-style-type: none"> <li>Extensive use of library and information services, including consulting with reference librarians, subject specialists, professors, TAs, and peers</li> </ul>	

Challenges and roadblocks	<ul style="list-style-type: none"> <li>No description of responses to research roadblocks and/or challenges</li> </ul>	<ul style="list-style-type: none"> <li>Roadblocks/challenges are acknowledged but not dealt with or resolved</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly acknowledges and responds to roadblocks and challenges in research results</li> </ul>	
<b>Choice and use of sources</b>	<b>Developing (1 point per item)</b>	<b>Proficient (2 points per item)</b>	<b>Accomplished (3 points per item)</b>	<b>Score</b>
Types and formats	<ul style="list-style-type: none"> <li>Sources cited tend to be predominantly of one type and/or format (e.g., secondary sources only, primary data obtained from secondary sources, or exclusive use of articles)</li> </ul>	<ul style="list-style-type: none"> <li>Reflects a wider range of types and formats of sources (e.g., primary and secondary sources, formats beyond articles), but formats that might be appropriate to the discipline may not have been fully explored</li> </ul>	<ul style="list-style-type: none"> <li>Sources display rich variety of types and format appropriate to the discipline</li> </ul>	
Depth and breadth	<ul style="list-style-type: none"> <li>Uses references from familiar sources but lacks in its range of perspectives and coverage (e.g., sources are older than they should be, or all drawn from a narrow range of dates)</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wider range of references from a variety of disciplines, and perspectives, but may have gaps in coverage</li> </ul>	<ul style="list-style-type: none"> <li>Uses references from multiple perspectives (when appropriate), pursuing comprehensive coverage (e.g., date range, culturally, geographically, etc.)</li> </ul>	
Evaluation	<ul style="list-style-type: none"> <li>Does not identify criteria for evaluating sources</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for evaluation of sources incomplete or unclear</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a well-constructed criteria for evaluating the authority and quality of sources</li> </ul>	

<b>Bibliography</b>	<b>Developing (1 point per item)</b>	<b>Proficient (2 points per item)</b>	<b>Accomplished (3 points per item)</b>	<b>Score</b>
	<ul style="list-style-type: none"> <li>Sources are not cited in a standard and consistent way. Numerous errors and/or omissions of citation elements</li> </ul>	<ul style="list-style-type: none"> <li>Sources cited in standard format but contain errors or some missing elements</li> </ul>	<ul style="list-style-type: none"> <li>Cites all materials correctly in a standard format as stated on the application</li> </ul>	
<b>Quality of writing in reflective essay</b>	<b>Developing (1 point per item)</b>	<b>Proficient (2 points per item)</b>	<b>Accomplished (3 points per item)</b>	<b>Score</b>
	<ul style="list-style-type: none"> <li>Poorly written; does not illustrate any reflection on the research process</li> </ul>	<ul style="list-style-type: none"> <li>Writing occasionally lacks clarity or emphasis on the research process and in-depth reflection</li> </ul>	<ul style="list-style-type: none"> <li>Well-written, and clearly articulates the research process, providing detailed reflection</li> </ul>	

**TOTAL SCORE: / 30**

**NOTES:**