

Exemplary Research Paper Award: Evaluation Rubric

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| Research Paper | Exemplary (35 to 50) | Proficient (20 to 35 points) | Developing (0 to 20 points) |
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| 50 points possible | <ul style="list-style-type: none"> ■ Develops a significant question or issue within a discipline and frames that issue in a new way ■ Clearly identifies convergence of new evidence and interpretation using sources to synthesize new knowledge into the literature of the field ■ Demonstrates evaluation of evidence in supporting claims; sources are integrated fluidly into the writing and synthesized in a manner that promotes the supports the arguments and/or thesis ■ Citations observe the discipline specific style correctly and consistently (APA, MLA, Chicago, IEEE, etc.) ■ Paper is well-written and free of grammatical and syntactical errors | <ul style="list-style-type: none"> ■ Develops a significant question or issue within a discipline but may not take into account the full complexity of the topic ■ Identifies convergence of evidence and interpretation using sources to synthesize knowledge into the field; Argument may occasionally lack clarity ■ Demonstrates adequate evaluation of evidence in supporting claims; sources are integrated into the writing ■ Citations observe the discipline specific style with some errors (APA, MLA, Chicago, IEEE, etc.) ■ Paper has minor grammatical and syntactical errors | <ul style="list-style-type: none"> ■ Develops a familiar question or issue and follows a familiar path with some originality ■ Argument occasionally lacks clarity ■ Demonstrates inadequate evaluation of evidence in supporting claims; sources are poorly integrated or missing from the writing ■ Citations observe the discipline specific style with major errors (APA, MLA, Chicago, IEEE, etc.) ■ Paper has many grammatical and syntactical errors |
| Annotated Bibliography | Exemplary (15 to 20 points) | Proficient (10 to 14 points) | Developing (0 to 9 points) |
| 20 points possible | <ul style="list-style-type: none"> ■ Annotations include an original summary that demonstrates an understanding of the author's intent, argument, and purpose of the source ■ Citations observe the discipline specific style correctly and consistently (APA, MLA, Chicago, IEEE, etc.) ■ Annotations are well-written and free of grammatical and syntactical errors | <ul style="list-style-type: none"> ■ Annotations include an original summary that demonstrates a minor understanding of the author's intent, argument, and purpose of the source ■ Citations observe the discipline specific style with some errors (APA, MLA, Chicago, IEEE, etc.) ■ Annotations include minor grammatical and syntactical errors | <ul style="list-style-type: none"> ■ Annotations do not include a summary that demonstrates an understanding of the author's intent, argument, and purpose of the source ■ Citations observe with discipline specific style with major errors (APA, MLA, Chicago, IEEE, etc.) ■ Annotations include many grammatical and syntactical errors |

| Research Process Essay | Exemplary (35 to 50 points) | Proficient (20 to 35 points) | Developing (0 to 20 points) |
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| 30 points possible | <ul style="list-style-type: none"> ■ Displays dynamic knowledge and/or learning of the topic examined; indicates a thorough understanding of library research appropriate to an undergraduate level ■ Search strategies thoroughly and clearly described, including search terms, keywords, and resources consulted and an acknowledgment of and response to dead-ends and information gaps ■ Displays awareness and creative use of multiple, appropriate library resources ■ Evidence of use of flexible and creative vocabularies and advanced search techniques ■ Displays clear criteria for evaluation of sources | <ul style="list-style-type: none"> ■ Displays some learning of the topic examined; indicates a good understanding of library research appropriate to an undergraduate level ■ Search strategies generally described, but does not completely address challenges faced ■ Displays an awareness of and creative use of some appropriate library resources, but may miss a critical tool ■ Evidence of some awareness of creative vocabulary and advanced search techniques ■ Describes some clear criteria for evaluation of sources, but may be incomplete | <ul style="list-style-type: none"> ■ Display minimal understanding of the topic examined; indicates a limited understanding of library research ■ Search strategies generally described, but does not address challenges faced ■ Identifies basic or general library resources but omits appropriate discipline-specific tools ■ Displays awareness of simple search techniques but not advanced ■ Criteria for source evaluation is unclear or incomplete |