Lepkowski Award Evaluation Rubrics

Research Process Description

Developing the Topic

1	3	5
Developing	**Satisfactory**	**Accomplished**
● The rationale and process that helped the researcher to formulate the topic is unclear. -- OR -- ● The topic merely follows the specific directions of a prompt.	● Adequate description of rationale and process of formulating the topic. ● Topic focus may warrant refinement.	● Sophisticated description of rationale and process of formulating the topic. ● Topic focus is responsive to the research.

Research Strategies

1	3	5
Developing	**Satisfactory**	**Accomplished**
● Search strategies may be very general, such as using only keyword searches, and may not be appropriate to the project and its discipline. ● The project reflects a basic understanding of the research process, but lacks a sophisticated understanding of the relationship between research and exploration/discovery.	● Search strategies are effective. ● Student may not acknowledge difficulties or dead ends in the research process, and may not explain the ways those obstacles can prompt new strategies or reconception of the topic. ● Some opportunities for growth as a researcher may remain unrealized.	● Search strategies are sophisticated. ● Student acknowledges difficulties or dead ends in the research process, and explains the ways those obstacles can prompt new strategies or reconception of the topic. ● Student describes a flexible and dynamic process and displays willingness to reconceive parts or all of project in light of the research.

Finding and Evaluating Information

1	3	5
Developing	**Satisfactory**	**Accomplished**
● Criteria by which information sources are evaluated are unclear or absent. ● Library resources were not used, or used only cursorily.	● Criteria by which sources are evaluated are present, but are unclear or underdeveloped. ● Many fundamental resources, such as librarians and reference sources, may be used, but other appropriate resources may not. ● Adept at using library resources, but may not yet have a full repertoire of those resources.	● Criteria by which sources are evaluated are clearly articulated. ● Fundamental resources are used. ● Student is adept at using library resources. ● Student consults real people as sources, i.e. librarians, professors, peers.

Research Project

Presentation of Topic

1	3	5
Developing	**Satisfactory**	**Accomplished**
● May not have clear thesis. ● Investigation of topic lacks nuance and/or depth. ● Will not have a voice of its own, relying instead on the arguments of others, and so will not marshal its research in support of an original, clear thesis.	● Has a clearly articulated thesis. ● The argument may be clear, but may not address a clear problem or question prompted by the research; what's at stake may not be entirely clear or compelling. ● Demonstrates a clear scholarly "voice," but may not embrace all the intellectual possibilities offered by nuance and complexity.	● Has a clearly articulated thesis. ● Addresses a significant question posed by the research and the existing body of thought on its topic; it then resolves or recasts that question in new, unexpected, and elegant ways. ● Ideas are mutable, but always relevant and always engaged with the central question of the project.

Integration of Research/Evidence

1	3	5
Developing	**Satisfactory**	**Accomplished**
● Merely gives a running summary of other sources' claims. ● Claims may frequently be unsupported. ● Distinctions between primary, secondary, and tertiary sources may not be acknowledged. ● Distinctions between evidence and claims may not be clear, and secondary sources may be used to articulate what should be the project's own claims.	● Summarizes and synthesizes the ideas from other sources. ● Properly supports all claims. ● May not take into account the full complexity of a given topic. For example, sources in support of the project's findings may be emphasized, while sources that would complicate those findings are ignored or downplayed. ● Intellectual content may not yet confront the reader with an unexpected and elegant insight.	● Summarizes and synthesizes the ideas from other sources. ● Properly supports all claims. ● The presence of alternate views and unresolved questions and problems becomes a strength of the project. ● The evidence both supports and shapes the thesis, and the author articulates the gaps and uncertainties in the evidence. ● Complexity is acknowledged and spurs the argument to new insights.

Use of Sources

1	3	5
Developing	**Satisfactory**	**Accomplished**
● Sources are underutilized. ● Sources may be misrepresented or decontextualized. ● Sources may be poorly paraphrased. ● In-text citations may be inconsistently or incorrectly formatted.	● Adequate range of sources. ● Sources are represented accurately and used in context. ● Sources' paraphrasing is appropriate. ● In-text citations are formatted consistently and correctly.	● Thorough range of sources. ● Sources are represented accurately and concisely and are used in context. ● Sources' paraphrasing is masterful. ● In-text citations are formatted consistently and correctly.

Bibliography

1	3	5
Developing	**Satisfactory**	**Accomplished**
● Citations are inconsistently or incorrectly formatted, and/or sources can't be readily located. ● Bibliography provides an incomplete or inadequate overview of the topic. ● Sources tend to be inappropriately limited in source type. ● Sources are inappropriately limited in their date range. ● Sources are not up to scholarly standards.	● Citations are consistently correct, and sources can be readily located. ● Bibliography reflects an appropriate range of sources and an adequate overview of the topic. ● Some sources may not meet scholarly standards, and the bibliography overall may lack some breadth or depth. ● Scholars on the subject will find the list solid and representative, but also familiar.	● Citations are consistently correct, and sources can be readily located. ● Sources are both broad and deep in their reach. ● Sources may reflect some extra "digging" in other disciplines, languages, and/or in libraries and archives. ● Scholars on the subject will find the list both solid and representative, and may also find themselves directed to new sources.