

## Evaluation Rubric

Judges will utilize the following rubric to evaluate submissions.

### 1. Reflective Essay to Prize Committee (20 points)

<b>Reflective Essay (20pts)</b>		
<b>Accomplished (16-20)</b>	<b>Proficient / Competent (11-15)</b>	<b>Developing (0-10)</b>
<p>Search strategies are sufficiently well-described to assess the search plan, execution, and evaluation of results. The searcher:</p> <ul style="list-style-type: none"> <li>- Identifies types of information needed.</li> <li>- Uses various research tools and sources appropriate to the inquiry.</li> <li>- Persists and shows initiative in gaining access to sources.</li> <li>- Uses flexible &amp; creative search terms &amp; strategies.</li> <li>- Adjusts search strategies in response to success/failure.</li> <li>- Articulates and utilizes specific investigative techniques unique to the discipline.</li> </ul>	<p>Search strategies are described generally. The searcher:</p> <ul style="list-style-type: none"> <li>- Identifies standard finding aids &amp; services but omits other appropriate resources.</li> <li>- Describes minimal or misguided efforts to optimize search terms.</li> <li>- Fails to address challenges, information gaps, or responses to failed searches.</li> <li>- Does not utilize investigative methods appropriate to the discipline.</li> </ul>	<p>Search strategies omitted or contain insufficient detail to assess the search plan, execution, and evaluation of results. The searcher:</p> <ul style="list-style-type: none"> <li>- Does not include evidence of appropriate resources or search strategies.</li> <li>- Does not identify appropriate finding aids or tools for the given context.</li> <li>- Does not include a clear methodology for gathering discipline-specific information</li> </ul>

Displays clear criteria for evaluation of sources selected, including all of the following: <ul style="list-style-type: none"><li>- Relevance</li><li>- Authority/credibility</li><li>- Scope/coverage</li><li>- Accuracy</li><li>- Currency</li><li>- Particular viewpoints</li></ul>	Criteria for evaluation of selected sources incomplete or unclear.	Does not identify criteria for evaluation of selected sources.
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<p>Appropriately acknowledges the use of AI tool(s) if used for grammar and syntax in the writing of the essay by</p> <p>Including an acknowledgement at the end of the Reflective essay:</p> <p>Naming the tool and providing a link to the tool website</p> <p><b>Or:</b> If an AI tool was not used, include a statement attesting to this fact.</p>	<p>Acknowledges the use of an AI tool incompletely</p>	<p>Does not address the use of an AI tool at the end of the essay.</p>
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## 2. Research Paper or Creative Project (15 points)

<b>Research Paper or Creative Project (15 pts)</b>		
<b>Accomplished (11-15)</b>	<b>Proficient / Competent (7-10)</b>	<b>Developing (0-6)</b>
<p>Uses sources appropriately in support of argument/thesis.</p>	<p>Some claims or assertions lack references.</p>	<p>Unsupported claims or assertions.</p>
<p>Demonstrates a good awareness of diverse viewpoints/influences.</p>	<p>Demonstrates a limited awareness of other viewpoints/influences.</p>	<p>Does not demonstrate an awareness of other viewpoints/influences.</p>
<p>Makes a strong case for the importance or originality of the ideas presented in this work.</p>	<p>Distinguishes own original contribution from that of others.</p>	<p>Does not evaluate own ideas or those encountered in the scholarship.</p>
<p>Contextualizes and uses numerical data, visuals, or primary sources appropriately.</p>	<p>Uses data, visuals, primary sources occasionally inappropriately or, at times, poorly integrated into argument.</p>	<p>Data, visuals, primary sources not used appropriately, e.g., primary data obtained from secondary sources.</p>

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<p>Integrates well-selected quotes and acquired ideas into an argument.</p>	<p>Uses quotes or acquired ideas generally appropriately but could have been better selected or synthesized for conciseness/originality.</p>	<p>Poorly selected quotes (e.g., from sources that do not support the applicant's argument or address point) or displays heavy reliance on quotes instead of synthesizing material.</p>
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### 3. Bibliography (10 points)

<b>Bibliography (10 pts)</b>		
<b>Accomplished (8-10)</b>	<b>Proficient / Competent (5-7)</b>	<b>Developing (0-4)</b>
Appropriately uses sources that display a rich diversity of content, provenance and/or format.	Uses a range of sources appropriate to the topic.	Relies on too few sources.
Sources display the ability to dig beneath the surface of information in the search for relevant material.	Sources generally meet assignment requirements, but may lack breadth, rigor or relevance.	Unclear why some sources were selected.

### 4. Instructor Review (5 points)

<b>Instructor Review (5 pts)</b>		
<b>Accomplished (4-5)</b>	<b>Proficient / Competent (2-3)</b>	<b>Developing (0-1)</b>
The instructor assesses the work as accomplished, proficient, or developing. The instructor...		
Explains the content and quality of the paper or project as relevant to questions within the discipline, i.e., the work exhibits originality, comprehensiveness, and/or is unique.	Indicates the work has some relevance but generally takes a familiar path, OR that the work exhibits limited originality, comprehensiveness, and/or uniqueness.	Points to little or no relevance in the topic or expresses doubt about the quality of the paper or project.

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Indicates the work as appropriate and addresses the thorough use of research materials throughout the paper or project.	Indicates that the work makes limited use of research materials throughout the paper or project.	Do not discuss or express doubt about the appropriate use of research materials throughout the paper or project.
Addresses the initiative shown by the student(s) in identifying most of the key resources. Explains in what way the student used the library collections or services in a creative and/or flexible manner.	Indicates that the student(s) showed limited initiative in identifying the key resources or use of library collections or services.	Does not discuss or express doubt about the identification of key resources or use of library collections or services.
Sufficiently describes, if applicable, the student's use of AI tools in the project.	Insufficiently describes the student's use of AI tools in the project.	If the student used AI tools, does not describe their use.