*The* **University Libraries Undergraduate Research Award: Excellence in Information Literacy** *recognizes scholarly work based on a foundation of careful background research & literature review. The award is given to entries that demonstrate excellence in information literacy through the following areas.*

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| **Research Process, Strategies, & Selection of Sources** *Able to identify & use appropriate keywords & databases in order to develop an efficient & effective search strategy to discover relevant information that supports their research question. Able to articulate how prior knowledge might influence selection & use of sources.* | **SCORE****\_\_\_\_\_** |
| ***Discussion prompts, if needed*** | ***Beginning – 1*** | ***Developing – 2*** | ***Accomplished – 3*** | ***Exemplary – 4*** |
| * How did you come up with your research question?
* What kind of information did you need to answer it?
* How did you find the information you used?
* How did you decide which sources to use?
* What helped you decide that your sources were credible & a good fit?
 | * No evidence of having used keywords or selected databases / information appropriate to their project & research question
* Limited ability to balance opinions with ideas of selected sources.
 | * A search strategy is evident but limited & lacks iteration
* Database or resource selection may be general (i.e., Google), leading to a set of homogeneous sources
* Limited ability to balance opinions with ideas of selected sources
 | * An iterative & developed search strategy is evident
* Keyword development influenced sources
* Discipline-specific sources are used
* Balances opinions with ideas of sources
 | Meets "Accomplished" criteria & advanced search strategies are used, such as:* Bibliography of relevant works contributes to finding other sources
* Browses through key journals in their field
* Controlled vocabulary or other advanced database features used
* Opinions/biases acknowledged
 |
| **Source Integration** *Able to integrate their selected sources into their own work in order to contextualize their project within the larger scholarly conversation.*  | **SCORE****\_\_\_\_\_** |
| ***Discussion prompts, if needed*** | ***Beginning – 1*** | ***Developing – 2*** | ***Accomplished – 3*** | ***Exemplary – 4*** |
| * What did you learn from your sources during your research?
* Did any of your sources show you new ways of looking at your topic?
* How do you think your work adds to research on this topic?
 | * No evidence is used to support or contextualize arguments
* Lack of understanding of the scholarly conversation happening around topic
 | * Evidence from other sources does not support or contextualize the arguments which interferes with ability to interpret claims.
 | * Sources are integrated to support or contextualize arguments
* Some connection is made between the scholarly conversation & the student’s work
 | * Sources are well integrated to support or contextualize arguments
* Clear connection of how student’s work adds to the scholarly conversation
 |
| **Attributions & Citations***Able to cite their sources consistently in order to give appropriate credit for the ideas of others.* | **SCORE****\_\_\_\_\_** |
| ***Discussion prompts, if needed*** | ***Beginning – 1*** | ***Developing – 2*** | ***Accomplished – 3*** | ***Exemplary – 4*** |
| * What citation style did you use for this project & why?
* Were any images created by someone else?
* How did you make sure you didn’t violate copyright?
 | * No citations or attributions in the presentation & visual elements are lacking proper credit / citations making it impossible to locate original sources
 | * Sources & visual elements are given attribution but are not consistent or partially missing
 | * All sources & visual elements are given attribution, but there are some inconsistencies
 | * All sources & visual elements are consistently & completely cited throughout
 |
| **Understanding of information privilege** *Able to articulate an understanding of their own information privilege in order to grapple with ideas of social justice in the information economy.* | **SCORE****\_\_\_\_\_** |
| ***Discussion prompts, if needed*** | ***Beginning – 1*** | ***Developing – 2*** | ***Accomplished – 3*** | ***Exemplary – 4*** |
| * How did you access the information you used?
* What privilege do you have in being able to access the information you used?
* Did you use any PSU tools (e.g., library website, Get it at Penn State button on Google Scholar)?
* How would your project have changed if you couldn’t use PSU tools, had to only use free sources, or had to personally pay for sources?
 | * Does not acknowledge that information has a cost or that access is limited based on institutional affiliation (or lack thereof)
 | * Acknowledges some information is found freely on the web & some is found through library databases
* Can only vaguely describe what that means about cost & access
 | * Acknowledges that some information is found freely on the web & that some is found through library databases
* Can describe the impact cost & access might have on their own research & that of others
 | Meets all “Accomplished” criteria & acknowledgestheir role as an informationproducer who thinks about how they share their work with a broader community |

 **Judging notes & comments: TOTAL SCORE \_\_\_\_\_\_\_\_\_**