

## UNLV University Libraries Lance & Elena Calvert Undergraduate Research Award Creative Works Scoring Rubric

Reflective Essay (36 points total)	Accomplished (7-9 points)	Competent (4-6 points)	Developing (1-3 points)	Score (1-9)	Comments
	<p><b>Search strategies</b> are described, addressing such aspects as:</p> <ul style="list-style-type: none"> <li>· Defines and articulates the information needed to create, develop and present the creative project.</li> <li>· Demonstrates persistence and initiative in gaining access to appropriate sources.</li> <li>· Specific investigative techniques unique to a discipline (e.g., musical or film analysis)</li> </ul>	<p><b>Search strategies</b> described somewhat generally; examples follow:</p> <ul style="list-style-type: none"> <li>· Does not fully articulate or define the information or materials needed for the creative project.</li> <li>· Relevant sources not locally available are identified, but not acquired</li> <li>· Uses some specific discipline sources, but relies on more</li> </ul>	<p><b>Search strategies</b> omitted or very general, for example:</p> <ul style="list-style-type: none"> <li>Does not identify an information need related to the purpose or presentation of the creative project.</li> <li>· No discussion of seeking sources beyond locally, easily available materials</li> <li>· Uses only generic web sources</li> </ul>		
	Distinguishes own new <b>interpretation or original contribution</b> from the creative works of others.	Identifies own ideas but does not distinguish from or relate to contributions of others.	Does not articulate or evaluate own ideas. No analysis of ideas encountered in the discipline.		
	Demonstrates an awareness and investigation of different approaches, techniques, or viewpoints, even if it challenges student's understanding or training.	Discusses differing positions on an issue as presented in the discipline, but there is no effort to reconcile these.	Utilizes only sources that are consistent with their understanding. No discussion of conflicting information.		
	Clearly explains how the research influenced the creative work	Identifies research that influenced the creative work, but does not demonstrate the relationship of scholarship to the project	Does not address how research was related to the project		
<b>Reflective Essay total points (out of 36):</b>				<b>0</b>	

<b>Artist Statement</b> (27 points total)	<b>Accomplished</b> (7-9 points)	<b>Competent</b> (4-6 points)	<b>Developing</b> (1-3 points)	<b>Score</b> (1-9)	<b>Comments</b>
	Clearly communicates the overall meaning of the work, including the themes present and the context of the piece within the creative framework	Although discusses themes and meanings of work, more detail is needed	Poorly communicates the meaning and theme of creative work		
	Clearly explains the techniques and materials used and discusses reason for those choices	Explains techniques and materials used, but not why they were chosen	Does not explain techniques and materials used		
	Articulates how specific influences or inspirations shaped the project	Acknowledges influences or inspirations, but does not explain their effect on the project	Does not acknowledge any influences or inspirations		
<b>Artist Statement total points (out of 27):</b>				<b>0</b>	

<b>Project</b> (27 points total)	<b>Accomplished</b> (7-9 points)	<b>Competent</b> (4-6 points)	<b>Developing</b> (1-3 points)	<b>Score</b> (1-9)	<b>Comments</b>
	Creative work is presented in a manner appropriate and thought-provoking for the intended audience	Creative work is presented in a manner appropriate for the intended audience	Creative work is poorly presented		
	Creative projects are imaginative, innovative, and creative.	Creative projects are competent, yet not especially ingenious or original.	Creative project is not original or innovative.		
	The project demonstrates a high level of technical refinement.	The project demonstrates a competent level of technical refinement.	The project has little technical refinement.		
<b>Project total points (out of 27):</b>				<b>0</b>	

<b>Bibliography</b> (18 points total)	<b>Accomplished</b> (7-9 points)	<b>Competent</b> (4-6 points)	<b>Developing</b> (1-3 points)	<b>Score</b> (1-9)	<b>Comments</b>
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	Uses wide range of resource types appropriate to the discipline and information need (e.g., primary & secondary sources, scholarly & popular literature, data, books, articles, critical/performance editions, original compositions, arrangements, transcriptions, sound or video recordings, models, plans, computer models).	Cites different types of resources appropriate to the project, but does not show great depth or breadth	Scope of source types is limited to conventional formats. Uses basic general knowledge resources (e.g., Web sites, newspaper articles), rather than subject specific sources.		
	Consistently provides accurate, complete citations to sources in format/style appropriate to the discipline	Sources cited in standard format but contain errors or some missing elements	Sources not cited in standard and consistent way. Numerous errors and/or omissions of citation elements		
<b>Bibliography total points (out of 18):</b>				<b>0</b>	
<b>Supporting Letter</b> (5 points total)	<b>Accomplished</b> (4-5 points)	<b>Competent</b> (3 points)	<b>Developing</b> (1-2 points)	<b>Score</b> (1-5)	<b>Comments</b>
	Explains how the project addresses significant themes within the discipline and & clearly articulates the significance of the project.	Indicates that the student's work takes familiar path with some originality, or that the work is original, but significance is low.	Points to little or no originality in student's work or indicates that the work is not significant.		
<b>Supporting Letter total points (out of 5):</b>				<b>0</b>	
<b>Final Score (out of 113 possible points)</b>				<b>0</b>	