

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

<b>Reflective Essay (20 pts)</b>	<b>Accomplished (14-20 pts)</b>	<b>Competent (7-13 pts)</b>	<b>Developing (1-6 pts)</b>	<b>Score &amp; Comments</b>
	<p>Clearly describes and consistently utilizes an array of <b>criteria for the evaluation &amp; selection</b> of source materials such as:</p> <ul style="list-style-type: none"> <li>• Relevance</li> <li>• Authority /credibility</li> <li>• Scope/ coverage</li> <li>• Accuracy</li> <li>• Currency</li> <li>• Context of source’s creation</li> <li>• Particular viewpoints</li> <li>• Materials specific to the creative disciplines</li> </ul> <p style="color: red;">Maximum 6 points for this section</p>	<p>Articulation of <b>criteria for evaluation &amp; selection</b> of sources incomplete or unclear, or inconsistently used.</p> <ul style="list-style-type: none"> <li>• Expresses limited understanding of the source’s context.</li> <li>• Limited discussion of varying viewpoints or interpretations.</li> </ul> <p style="color: red;">Maximum 4.5 points for this section</p>	<p>Does not clearly identify <b>criteria for evaluating</b> information sources</p> <ul style="list-style-type: none"> <li>• May use evaluation criteria without articulating this approach or may use criteria regardless of its importance.</li> <li>• No discussion of context as an influence on the creation of information or its utility.</li> <li>• No discussion of differing viewpoints or interpretation.</li> </ul> <p style="color: red;">Maximum 2 points for this section</p>	
	<p><b>Search strategies</b> are described addressing such aspects as:</p> <ul style="list-style-type: none"> <li>• Identifying types of information needed</li> <li>• Various research tools used (books, articles, websites, etc.)</li> <li>• Persistence and initiative gaining access to appropriate sources</li> <li>• Use of flexible and creative search terms and strategies</li> <li>• Adjustments to search strategies in response to success/failure</li> <li>• Specific investigative techniques unique to a</li> </ul>	<p><b>Search strategies</b> described generally; examples follow:</p> <ul style="list-style-type: none"> <li>• Identifies standard finding aids &amp; services (e.g., librarians &amp; databases) but omits other appropriate resources</li> <li>• Relevant sources not locally available are identified, but not acquired.</li> <li>• Uses simple search strategies (e.g., check boxes for peer reviewed literature)</li> <li>• No discussion of responses to failure</li> <li>• Investigative methods</li> </ul>	<p><b>Search strategies</b> omitted or very general, for example:</p> <ul style="list-style-type: none"> <li>• Does not display evidence of appropriate search strategies and services</li> <li>• Does not identify appropriate finding aids &amp; tools for given context. Limits search to general tools (e.g., Academic Search Premier or Google searches).</li> <li>• No discussion of seeking sources beyond locally available materials.</li> <li>• Has no clear methodology for gathering discipline specific</li> </ul>	

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	discipline (e.g., musical analysis, historical research) <b>Maximum 6 points for this section</b>	appropriate to the discipline described but not utilized <b>Maximum 4.5 points for this section</b>	information <b>Maximum 2 points for this section</b>	
	Distinguishes own new <b>interpretation or original contribution</b> from the creative works of others. <b>Maximum 4 points for this section</b>	Identifies own ideas but does not distinguish from or relate to contributions of others. <b>Maximum 2 points for this section</b>	Does not articulate or evaluate own ideas. No analysis of ideas encountered in the discipline. <b>Maximum 1 points for this section</b>	
	Demonstrates an awareness and investigation of different approaches, techniques, or viewpoints, even if it <b>challenges student's understanding or training</b> . <b>Maximum 4 points for this section</b>	Discusses differing positions on an issue as presented in the discipline, but there is no effort to reconcile these. <b>Maximum 2 points for this section</b>	Utilizes only sources that are consistent with their understanding. No discussion of conflicting information. <b>Maximum 1 points for this section</b>	

<b>Bibliography (15 pts)</b>	<b>Accomplished (11-15 pts)</b>	<b>Competent (6-10 pts)</b>	<b>Developing (1-5 pts)</b>	<b>Score &amp; Comments</b>
	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, artistic works, exhibitions, performances, models, plans, computer models). <b>Maximum 10 points for this section</b>	Cites different types of resources appropriate to the project, but does not show great depth or breadth <b>Maximum 7 points for this section</b>	Scope of source types is limited to conventional formats not necessarily most appropriate for the discipline or project. Uses basic general knowledge resources (e.g., Web sites, newspaper articles), rather than subject specific sources. <b>Maximum 3 points for this section</b>	
	Consistently provides accurate, complete citations to sources in format/style appropriate to the	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	

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	discipline Maximum 5 points for this section	Maximum 3 points for this section	elements Maximum 2 points for this section
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Supporting Letter (5 pts)	Accomplished (4-5 pts)	Competent (3 pts)	Developing (1-2 pts)	Score & Comments
	Explains how project addresses significant themes within the discipline & 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.	
	Clearly identifies and evaluates disciplinary dimensions of student's work, such as: <ul style="list-style-type: none"> <li>• style</li> <li>• technique</li> <li>• sources selected</li> </ul>	Provides limited information about appropriateness of style, technique and/or sources selected.	Does not explain disciplinary dimensions of student's work or assess quality of sources utilized	

Project & Artist Statement (10 pts)	Accomplished (8-10 pts)	Competent (4-7 pts)	Developing (1-3 pts)	Score & Comments
Influence from sources are communicated and support the project purpose.	Clearly communicates, tests, and synthesizes influence from sources in support of project purposes	Selects appropriate influence from sources to support project purposes, but content is poorly integrated.	Influence from sources is poorly integrated, or insufficient to support project	
Student defines and articulates a need for information to create their work.	Defines an information need relating to the purpose, development, and presentation of their creative project.	Defines an information need relating to the purpose, development, or presentation of their creative project, but does not address all aspects thoroughly.	Does not identify an information need relating to the purpose, development, or presentation of their creative project.	

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<p>Project is organized and presented in a manner appropriate for the audience. This evaluates their project and ability to present it in writing.</p>	<p>Creative work <b>and</b> accompanying written artist statement are presented in a manner appropriate for the intended audience and demonstrate a high level of technical refinement.</p>	<p>Work <b>or</b> statement is presented in a manner appropriate for the audience and demonstrate a competent level of technical refinement.</p>	<p>Work <b>and</b> statement are poorly presented.</p>	
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