*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 information  producer who thinks about how they share their work with a broader community | |

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