



RESEARCH GUIDANCE RUBRIC FOR ASSIGNMENT DESIGN

Guidance Level (0)	Guidance Level (1)	Guidance Level (2)	Guidance Level (3)
Explanation/definition of sources and expectations			
The assignment does not describe or explain sourcing expectations.	<p>Some general guidelines for evaluating a source's appropriateness to the assignment are given.</p> <p>Inexact quantities are given for the required number of sources (e.g. , "several" or "an adequate number.")</p> <p>Methods and tools for resource discovery are described in general terms (e.g. , "use the library.")</p>	<p>All relevant qualities of acceptable sources are listed (e.g., peer-reviewed/popular/trade, primary/secondary, qualitative/quantitative, currency)</p> <p>The required number of sources is stated as a number or range of numbers.</p> <p>Methods and tools for resource discovery are described by broad type (e.g., "use a library database that includes scholarly articles.")</p>	<p>All relevant qualities of acceptable sources are listed and clearly defined.</p> <p>The required number of sources is given as a range or the assignment gives a clear explanation of how a student will know when they have an adequate number of sources.</p> <p>Methods and tools for resource discovery are discussed and/or demonstrated in detail.</p>
Rationale and context for resource requirements			
Resource requirements are neither linked to the assignment's learning objectives nor given any context-dependence.	<p>Resource requirements are described as having learning value (e.g. , "It's important that you meet these requirements.")</p> <p>Contextual exceptions to the resource requirements are mentioned as possible.</p>	<p>All resource requirements are linked to the assignment's stated learning objectives.</p> <p>Contextually exceptional sourcing scenarios are discussed hypothetically.</p>	<p>Each resource requirement is linked to the assignment's stated learning objectives for reasons that are made clear.</p> <p>Students are invited to discuss any unique sourcing circumstances with the professor and/or librarian.</p>
Process-orientation			
The assignment doesn't address the process of research, only the final product.	<p>The assignment acknowledges and perhaps even describes the research process but includes no components that require students show their engagement with the process.</p> <p>The assignment is graded without particular consideration given to the quality of research.</p>	<p>Assignment includes at least one component that requires students to make the process of research explicit and is evaluated by the professor. Examples include:</p> <ul style="list-style-type: none"> • Annotated bibliographies • Paper proposals • Literature reviews • Research journals • Online group discussion forums • Wikis that show process 	<p>Process components require students to apply information literacy skills like those delineated in the core competencies and are:</p> <ul style="list-style-type: none"> • a portion of the assignment's final grade • evaluated in advance of the final product to allow student to act on feedback and guidance from the professor
Library Engagement			
No engagement with the library resources or librarian.	Students are given general instructions on library tools (e.g., databases, call number ranges, etc.) and resources, possibly including the name of the appropriate librarian.	<p>Discipline-specific resources are identified (e.g., library guides, disciplinary databases.)</p> <p>A librarian is consulted for suggestions and possible collaboration.</p>	<p>The most relevant library tools are identified and demonstrated to students in class.</p> <p>Librarian is: consulted/ teaching a session; is made familiar with the assignment and contributes accordingly.</p>