NATIONAL HEALTH LEADERSHIP CONFERENCE
Presented by HealthCareCAN & the Canadian College of Health Leaders
CONFÉRENCE NATIONALE SUR LE LEADERSHIP EN SANTÉ
Présentée par SoinsSantéCAN et le Collège canadien des leaders en santé

Abstract Reviewer Evaluation Criteria Rubric

Criteria for all abstracts	Score (9 – 10)	Score (7 – 8)	Score (5 – 6)	Score (3 – 4)	Score (1 – 2)
Statement of purpose	The main purpose of the abstract is clear and concise. It states the purpose in a single engaging and thought-provoking sentence.	The main purpose of the abstract is clearly stated in a single sentence.	The main purpose of the abstract is identified but not clearly stated.	The main purpose of the abstract is not well defined and appears incomplete and/or unfocused.	The main purpose of the abstract is absent or appears disconnected from the title of the abstract.
Learning objectives and outcomes	Learning objectives are clearly articulated and highlight learning that will result by the end of the presentation. Objectives provide a distinct idea about expected learning outcomes and utilize action-oriented verbs that can be measured.	The learning objectives provide a good idea about what is to be discussed and why. Objectives utilize action-oriented verbs and provide a sense of how knowledge and meaningful learning will occur.	There is overlap in learning objectives. Objectives utilize a mix of action-oriented and more "passive" verbs. There is a somewhat vague or confusing picture of the expected learning outcomes.	Learning objectives are too broad. Objectives use few, if any, action verbs that could be mapped to learning outcomes. Objectives seem to be unrelated and in random order.	Learning objectives note the topics that are covered rather than the expected learning outcomes. No action verbs are noted.
Relevance to the conference theme and selected topics	Relevance to the conference theme is clearly articulated.	Relevance to conference theme is noted, but is not clearly articulated.	Relevance to conference theme s alluded to but not clear.	Relevance to conference theme is not clear.	Relevance to conference theme is not addressed.
Evidence that the practice achieved its objectives	The abstract clearly reflects that the program or project met or exceeded its objectives.	The abstract reflects that the program or project met or exceeded its objectives, but this could be clarified.	The abstract suggests that the program or project met its objectives, but the evaluator/reader must infer his/her own finding.	The abstract is unclear whether or not the program or project met its objectives.	The abstract does not address whether or not the program or project met its objectives.
Practical applications	Provides specific, concrete examples of how participants can apply learning or method in practical settings.	Provides good examples of how participants can apply learning or method in practical settings.	The abstract provides examples but it is not clear in these examples how participants can apply the learning/methods in practical settings.	Provides examples but it's clear in the examples that participants will not successfully be able to apply the learning or method in practical settings.	No examples of how participants can apply learning or method in practical settings identified.
Leadership lessons learned	Leadership lessons learned are clearly identified.	Leadership lessons learned are identified.	Leadership lessons learned are identified but are not clearly articulated.	Leadership lessons learned identified are weak.	There are no leadership lessons learned identified in the abstract.
System change(s)	The impact on system change(s) is clearly articulated and thoroughly explained.	The impact on system change is articulated.	The abstract alludes to the impact on system change, but the evaluator must infer his/her own finding.	The impact on system change is unclear in the abstract.	The abstract does not indicate if there is an impact on system change.
Originality and innovation	Highly original and innovative, thought provoking and novel.	Original and innovative.	Some originality and innovation.	Originality and innovation is not clear.	Not original and/or innovative.
Steps to engage the audience and facilitate interaction	Activities to engage the audience and facilitate interaction and learning are clearly articulated and are creative.	Activities to engage the audience and facilitate interaction and learning are clearly articulated but lack creativity.	Activities to engage the audience and facilitate interaction and learning are limited and lack clarity.	Activities to engage the audience and facilitate interaction and learning identified are not sufficient for a workshop.	There are no activities identified to engage the audience and facilitate interaction.
Measurable outcomes that would be applied in their workplace	Measurable outcomes are clearly identified.	Measurable outcomes are identified.	Measurable outcomes are identified but are not clearly articulated.	Measurable outcomes are identified are weak.	There are no Measurable outcomes identified in the abstract.

Additional criteria for workshops	Score (9 – 10)	Score (7 – 8)	Score (5 – 6)	Score (3 – 4)	Score (1 – 2)
Overall learning activities	Activities to engage the audience and facilitate interaction and learning are clearly articulated and are creative.	Activities to engage the audience and facilitate interaction and learning are clearly articulated but lack creativity.	Activities to engage the audience and facilitate interaction and learning are limited and lack clarity.	Activities to engage the audience and facilitate interaction and learning identified are not sufficient for a workshop.	There are no activities identified to engage the audience and facilitate interaction.
Additional criteria for panels	Score (9 – 10)	Score (7 – 8)	Score (5 – 6)	Score (3 – 4)	Score (1 – 2)
Evidence of planning, coherence, and integration of presentation	There is very strong evidence of planning, coherence ***and*** integration of presentation.	There is strong evidence of planning, coherence ***and*** integration of presentation.	There is some evidence of planning, coherence ***and/or*** integration of presentation.	There is very little evidence of planning, coherence ***and/or*** integration of presentation.	There is no evidence of planning, coherence ***and/or*** integration of presentation.