Abstract Reviewer Evaluation Criteria Rubric
Canada West Health Leaders Conference

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	Relevance to the conference theme is clearly articulated in the abstract.	Relevance to conference theme is noted but is not clearly articulated in the abstract.	Relevance to conference theme is alluded to but not clear in the abstract.	Relevance to conference theme is not clear in the abstract.	Relevance to conference theme is not addressed in the abstract.
Practical applications	The abstract provides specific, concrete examples of how participants can apply learning or method in practical settings.	The abstract 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.	The abstract 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 in the abstract.
Patient and family involvement	The abstract provides specific, concrete examples of how patients and/or families are involved.	The abstract provides good examples of how patients and/or families are involved.	The abstract provides examples but it is not clear in these examples how patients and/or families are involved.	The abstract mentions patients and/or families but no involvement from patients and/or families.	The abstract provides no examples of how patients and/or families are involved or considered.
Participant engagement activities or methods	The abstract provides specific, concrete examples of multiple engagement activities and methods for participants.	The abstract provides good examples of many engagement activities and/or methods for participants.	The abstract provides few examples of engagement activities and/or methods for participants.	The abstract provides example(s) but it is not clear how the engagement activities and/or methods are relevant.	No engagement activities or methods of any sort are mentioned in the abstract.
Leadership lessons learned	The abstract has leadership lessons learned that are clearly identified.	The abstract has identified leadership lessons learned articulated.	The abstract has leadership lessons learned identified but are not clearly articulated.	The abstract has identified weak leadership lessons learned.	There are no leadership lessons learned identified in the abstract.
Originality and innovation	The abstract is highly original and innovative, thought provoking and novel.	The abstract is original and innovative.	The abstract is somewhat originality and innovation.	Originality and innovation are not clearly visible in the abstract.	The abstract is not original and/or innovative.