

## Canada West Health Leaders Conference Abstract Submission Evaluation Rubric

Criteria for all abstracts	Score (9 – 10)	Score (7 – 8)	Score (5 – 6)	Score (3 – 4)	Score (1 – 2)
<b>Statement of purpose</b>	Statement of purpose is clearly identified.	Statement of purpose is identified	Statement of purpose is identified but are not clearly articulated.	Statement of purpose is weak.	There is no statement of purpose identified in the abstract.
<b>Learning objectives and outcomes</b>	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.
<b>Relevance to the selected topic</b>	The abstract is extremely relevant to the selected topic, which is clearly articulated.	The abstract is relevant to the selected topic but is not clearly articulated.	Relevance to conference theme is alluded to but not clear.	Relevance to conference theme is not clear.	Relevance to conference theme is not addressed.
<b>Practical applications</b>	The practical applications are clearly stated and extremely relevant, and it is shown how participants can apply learning or methods in practical settings.	The practical applications are clearly stated and mostly relevant, and it is alluded to how participants can apply learning or methods in practical settings.	The practical applications are not clearly stated but alluded to yet still relevant, and it is alluded to how participants can apply learning or methods in practical settings.	The practical applications are clearly stated but not relevant, and it is not shown how participants can apply learning or methods in practical settings.	The practical applications are not stated, it is not shown how participants can apply learning or methods in practical settings.
<b>Patient and family involvement</b>	Patient and family involvement is clearly identified, and a representative is included in the presentation.	Patient and family involvement is identified.	Patient and family involvement is identified but not clearly articulated.	Patient and family involvement is weak.	There is no patient and family involvement identified in the abstract.
<b>Participant engagement activities, originality, and innovation</b>	The abstract provides specific, concrete examples of many original and innovative activities that will be held by completing the activity table.	The abstract provides good examples of some original and innovative activities that will be held by completing the activity table.	The abstract provides few examples of some original and innovative activities that will be held by completing the activity table.	The abstract alludes to original and innovative activities that will be held but did not complete the activity table.	The abstract does not provide examples of activities that will be held and did not complete the activity table.
<b>Leadership lessons learned</b>	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.
<b>Relevance to and integration of CCHL’s foundational topics</b>	The abstract is extremely relevant to CCHL’s foundational topics and integrates multiple foundational topics into the abstract.	The abstract is relevant to CCHL’s foundational topics and integrates one foundational topic into the abstract.	The abstract is relevant to CCHL’s foundational topics but does not integrate any into the abstract.	The abstract is only vaguely relevant to CCHL’s foundational topics and does not integrate any into the abstract.	The abstract is not relevant to CCHL’s foundational topics and does not integrate any into the abstract.