



Abstract Scoring Rubric

Abstract reviewers will perform a peer review of all abstracts using the below rubric. To ensure that your abstract receive the highest score, please review the rubric while preparing and before submitting your abstract.

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<u>Relevance to Submission Topics and Alignment to Abstract Submission</u> 1) Academic Nursing: Excellence & Innovation 2) Leading & Advancing Improvements in Health, Health Care, & Higher Education 3) Diversity, Equity, & Inclusion 4) AACN <i>Essentials</i>	Very relevant to the conference theme and realm of scholarship	Relates to academic nursing with some relevance to realm of scholarship	Little relevance to conference theme or realm of scholarship	Not relevant to conference theme or realm of scholarship
<u>Well Written</u>	Clearly well written; no spelling or grammatical errors	Well written - few technical issues or spelling errors	Disjointed or poorly written	So poorly written it is difficult to ascertain meaning
<u>Background Information/Introduction</u> Timely, significant, and noteworthy	Will make a significant contribution to multiple areas of academic nursing; timely topic	Some elements are significant and/or noteworthy	Little significance; will only be applicable to a small, select audience	Does not present anything new, noteworthy, or significant
<u>Purpose & Significance</u> Clearly stated purpose and/or answerable question(s) for a specific concern or issue.	Demonstrates innovative practices that will improve academic nursing, generate new evidence, enhance educational programs or enhance patient care – exhibits a great deal of significance	Some aspects of significance and/or innovation	Significance is questionable; may already be present in literature or in practice, may not be considered innovative	No significance; has been done many times before
<u>Use for Research Projects only: Methods & recommendations made for practice, research, service, or teaching.</u> Design, sample, setting, data collection, and data analysis methods are identified and appropriate for the research purpose/question	Strong, cogent methods recommendations for practice, research, teaching or service	Methods & recommendation(s) are made but may be difficult to implement; may or may not be feasible	Few if any well-defined methods and/or recommendation(s)	No methods and/or recommendation(s) are made
<u>Use for Quality Improvement/Evidence-based Practice Projects only: Processes/Procedures & recommendations made for practice, research, service, or teaching.</u> Clearly stated what the intervention is/was and steps/actions taken to accomplish the project	Strong, cogent processes/procedures and recommendations in practice, research, teaching or service	Processes/procedures and recommendations are made but may be difficult to implement; may or may not be feasible	Few if any well-defined processes/procedures and/or recommendations	No well-defined processes/procedures and/or recommendations are made