

Assessment Rubric for Abstracts

Workshop Title: _____

Total workshop score: _____ / 35

| Criteria for all abstracts | Excellent (score 5 points) | Very Good (score 4 points) | Good (score 3 points) | Fair (score 2 points) | Poor (score 1 point) |
|--|--|--|---|--|---|
| Relevance to conference theme or enhancing leadership development | Relevance to the conference theme or skills development is clearly articulated and thoroughly explained. | Relevance to the conference theme or skills development is articulated but could be more detailed. | Relevance to the conference theme or skills development is mentioned but not clear and underdeveloped. | Relevance to the conference theme or skills development is very weak. | Relevance to the conference theme or skills development is missing. |
| Clarity and completeness | The abstract is well-written, clear, concise and extremely organized. It is complete in that all required information is included (learning objectives, importance of workshop topic, presentation level, participant engagement). | The abstract is well-written and organized but requires minor revisions in structure or content. It includes most of the required information (learning objectives, importance of workshop topic, presentation level, participant engagement). | The abstract is generally clear but could benefit from better organization and more detail. It includes some of the required information (learning objectives, importance of workshop topic, presentation level, participant engagement). | The abstract appears incomplete, unfocused and poorly structured. Major revisions are required. The majority of the required information is missing (learning objectives, importance of workshop topic, presentation level, participant engagement). | The abstract is poorly written and difficult to understand. Extensive revisions are required. It does not include the required information (learning objectives, importance of workshop topic, presentation level, participant engagement). |
| Learning objectives and outcomes | Learning objectives clearly articulated and highlight learning that will result by the end of the workshop. Objectives provide distinct ideas 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 addressed. Objectives utilize action-oriented verbs and provide a sense of expected learning that can be measured. | There is overlap in learning objectives and they are somewhat vague or confusing in terms of the expected learning outcomes and how they can be measured. Objectives utilize a mix of action-oriented and more passive verbs. | Learning objectives are too broad, unrelated or random. Objectives use few, if any, action verbs that could be mapped to learning outcomes and be measured. | Learning objectives note the topics that are covered rather than the expected learning outcomes. Little to no action verbs are noted and there are no measurable outcomes. |
| Originality and innovative | Highly original and innovative, thought provoking and novel. | Original and innovative. | Some originality and innovation, but feels familiar. | Originality and innovation are not clear or lacking. | Not original and/or innovative, very repetitive of past ideas. |
| Equity, diversity, inclusion, accessibility or reconciliation | The proposal makes an impactful contribution to advancing EDIA or reconciliation. | The proposal addresses EDIA or reconciliation effectively with potential for positive impact. | The proposal makes a reasonable attempt to incorporate EDIA or reconciliation but lacks detail. | The proposal touches on EDIA or reconciliation, but the focus is weak or superficial. | The proposal lacks any meaningful focus on EDIA or reconciliation. |
| Practical applications | Provides specific, concrete examples and/or take-aways that participants can successfully apply in their organization, role or practice. | Provides good examples and/or take-aways that participants can successfully apply in their organization, role or in practice. | Provides examples and/or take-aways but it is not clear how participants can successfully apply these in their organization, role or in practice. | Provides examples and/or take-aways but it will be difficult to successfully apply these in their organization, role or in practice. | No examples and/or take-aways provided for participants to apply in their organization, role or in practice. |
| Engagement and interaction | Clearly articulates creative ways to engage participants and foster interaction. | Clearly articulates ways to engage participants, but lacks creativity. | Some activities to engage participants are mentioned, but need further development. | Minimal engagement activities are included. | There is no engagement activities included. |
| For consideration but not formally scored | | | | | |
| Facilitation or presentation skills | Possesses excellent facilitation or presentation skills. | Possesses very good facilitation or presentation skills. | Possesses good facilitation or presentation skills. | Facilitation or presentation skills are poor. | Facilitation or presentation skills are inadequate. |
| Involvement of a learner | In either a mentored capacity or as a presenter. | In either a mentored capacity or as a presenter. | In either a mentored capacity or as a presenter. | In either a mentored capacity or as a presenter. | In either a mentored capacity or as a presenter. |
| Previous conference evaluation results | Evaluation survey results received if presented at a previous conference. | Evaluation survey results received if presented at a previous conference. | Evaluation survey results received if presented at a previous conference. | Evaluation survey results received if presented at a previous conference. | Evaluation survey results received if presented at a previous conference. |