ABSTRACT EVALUATION (350 WORDS)   Title:_____

Evaluator:_____   Presenting Author: _____

Type of Presentation (circle all that apply):   5-minute lighting talk   20-minute session   60-minute session

Scoring instructions: Circle one description in each row that best describes the abstract. Total the score for each column and combine for a final score.

Component	4 points	3 points	2 points	1 point
Background, Central Questions, Statement of Problem or Overall Purpose	The abstract is clear, the background is appropriate, and the modes of inquiry are well described	The abstract is mostly clear, the background is mostly appropriate, and the modes of inquiry are mostly well described	The abstract is slightly clear, the background is slightly appropriate, and the modes of inquiry are slightly described	The abstract is unclear, the background is not appropriate, and the modes of inquiry are not described
Significance and Innovation	The question or statement of the problem is innovative and relevant to the field	The question or statement of the problem is innovative and mostly relevant to the field	The question or statement of the problem is innovative and slightly relevant to the field	The question or statement of the problem is not very innovative and not relevant to the field
Description of the topic, project, program, study, intervention, model and approach	Description is clear and well-articulated. Procedures and methodologies are included where relevant.	Description is mostly clear and well-articulated. Procedures and methodologies are included where relevant.	Description is slightly clear and well-articulated. Procedures and methodologies are included where relevant.	Description is unclear or not well-articulated. Procedures and methodologies are included where relevant.
Results, findings and conclusions	Conclusions are relevant to the care of children with PFD. Data is measurable and evidence informed.	Conclusions are mostly relevant to the care of children with PFD. Data is mostly measurable and evidence informed.	Conclusions are slightly relevant to the care of children with PFD. Data is slightly measurable and evidence informed.	Conclusions are not relevant to the care of children with PFD. Data is neither measurable nor evidence informed.
Learning Objectives using Bloom's Taxonomy	The 3 learning objectives are measurable, observable, use Bloom's taxonomy of verbs and are consistent with the content of the abstract	The 3 learning objectives are mostly measurable, observable, use Bloom's taxonomy of verbs and are mostly consistent with the content of the abstract	The 3 learning objectives are slightly measurable, observable, use Bloom's taxonomy of verbs and are slightly consistent with the content of the abstract	The 3 learning objectives are immeasurable, not observable, or do not use Bloom's taxonomy of verbs and are inconsistent with the content of the abstract
Evidence Informed	5 citations are present and draw on existing, relevant research	5 citations are present and mostly draw on existing, relevant research	5 citations are present and slightly draw on existing, relevant research	5 citations are present but do not draw on existing or relevant research
Score per column				
				FINAL SCORE: **/24**