



	Excellent	Good	Fair	Poor	Very Poor
Abstract Title	Completed title; includes clear keywords found in the purpose statement and mentioned in the abstract text.	Completed title, includes keywords found in the purpose statement.	Satisfactory stated title; includes some key words found in the purpose or session title.	Poorly stated given the abstract content.	Title appears unrelated to abstract content.
Purpose Statement	The central purpose of the abstract is clear and concise. It states the abstract's purpose in a single sentence, which is engaging and thought provoking.	The central purpose of the abstract is clearly stated in a single sentence.	The central purpose of the abstract is identified but not clearly stated.	The central purpose of the abstract is not well-defined and appears incomplete and/or unfocused. Central ideas are not focused to support the purpose statement and confuses the main idea.	Absent or appears disconnected from the title, abstract text, or goal statement.
References	Includes more than five major references (e.g., science journal articles, books) but no more than two internet sites. References are appropriate for the abstract and within the last five years. Single format used with no errors.	Includes more than three major references (e.g., science journal articles, books) but no more than two internet sites. References are appropriate for the abstract and within the last five years. Single format used with few errors.	Includes more than three major references (e.g., science journal articles, books) but no more than two internet sites. Single format used with some errors.	Includes at least three major references (e.g., science journal articles, books) but no more than two internet sites. Multiple formatting errors.	Absent or the majority are internet sites. Not consistent with the abstract text or purpose. Multiple formatting errors.
Learning Objectives	Objectives are distinct from one another and highlights learning that will result by the end of the presentation/poster. Objectives provide a distinct idea about what type of learning is expected. Objectives utilize action verbs that can be measured. Objectives can easily be mapped to various levels of skill on an educational taxonomy.	The objective provides a good idea about what is to be discussed and why. Objectives utilize action verbs. Objectives provide a sense of how knowledge and meaningful learning will accrue.	There is overlap in objectives. Objectives utilize a mix of action and nonfunctional verbs. Objectives present a somewhat vague or confusing picture of purpose and outcomes.	Objectives are too broad. Objectives use few, if any, action verbs that could be mapped to levels on an educational taxonomy. Objectives seem to be unrelated and in random order.	Objectives note the topics that are covered rather than what learning outcomes should be. No action verbs are noted.
Expanded Content Outline	Exceptionally clear, focused, engaging content with relevant and strong supporting detail. Applicable to related objective.	Clear, focused ideas with appropriate detail that relate to the associated objective.	Topics listed for each associated objective are present but unclear due to lack of supporting details/generalizations/off-topic detail.	Purpose and main idea are unclear and cluttered by irrelevant detail. Topics to be covered are listed but not related to the associated objective.	Not present. Lacks a central idea from the associated objective.



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Abstract Text: Scope of the Abstract	Scope is clearly expressed. Positive connections to previous or current research or EBP is skillfully noted.	Scope is relevant but not clearly stated. Connections to current research or EBP noted.	Scope is somewhat relevant to the study. Some connection to other research is noted or alluded to.	Poorly relevant to the study/abstract. Connections are not made to other research or EBP activities.	Not relevant to the study/abstract. No connection to other research or EBP activities.
Abstract Text: Significance of the Abstract	Significance to the nursing profession is clearly expressed and well-articulated.	Significance to nursing can be inferred but not expressly stated or noted.	Significance to nursing could be more clearly articulated.	Significance to nursing is noted or alluded to but not clear.	Significance to nursing is unclear or not well articulated.
Abstract Text: Actual Abstract Text	Sentences are clear, effective, and coherent. Abstract flows from one issue to the next. Writing demonstrates an understanding of the relationship among material obtained from all sources. The abstract provides a logical discussion, with substantial details, supporting the overall purpose. No spelling errors noted.	Word choice, sentence structure, and tone are successful at communicating the writer's intentions. Content ties information together from all sources. Writing demonstrates an understanding of the relationship among material obtained from all sources. The abstract provides a logical discussion, with adequate details, supporting the overall purpose. No spelling errors noted.	Abstract does not demonstrate an understanding of the relationship among material obtained from all sources. Overall arrangement is logical but is occasionally difficult to follow. The abstract provides a logical discussion, with limited details, of the overall purpose. One to two spelling errors noted.	Abstract is understandable but is marred by confusing, inappropriate sentences; word choice is inappropriate for the audience and purpose. Abstract does not flow. Some spelling errors noted.	Noticeable portions of the abstract fail to convey the writer's point. Does not tie together information. Abstract does not flow. The abstract does not provide a logical discussion of the overall purpose. Multiple spelling errors noted throughout.
Abstract Text: Evaluation Process	The evaluation process reflects valid and reliable methods and outcome measures and is clearly expressed. Findings have clear implications for nursing science, patient outcomes, nursing practice, education, administration, leadership, and/or policy making.	The evaluation process reflects reliable methods and outcome measures. Findings may have implications for nursing science, patient outcomes, nursing practice, education, administration, leadership, and/or policy making.	The evaluation process reflects some reliable methods and outcome measures; however, this is not clearly expressed. Findings have no defined implications for nursing science, patient outcomes, nursing practice, education, administration, leadership, and/or policy making.	The evaluation process does not reflect methods or outcome measures or is not clearly expressed. Findings have no defined implications for nursing science, patient outcomes, nursing practice, education, administration, leadership, and/or policy making.	The evaluation process is unclear, missing, or inappropriate.
Abstract Guidelines Followed	Abstract text contains no reference to the title or information regarding the author.	N/A	N/A	N/A	Abstract text contains identifying data. Abstract text references the title or information regarding the author.
Relevance to Conference Themes and Objectives	Relevance to conference themes and objectives is articulated well.	Relevance to conference themes and objectives can be inferred, but not clearly expressed or stated.	Relevance to conference themes or objectives is noted or alluded to but not clear.	Relevance to conference themes or objectives is not clear.	Not relevant to conference themes or objectives.