Basic Research Abstract Review Rubric

Project Title and number:

Date of Review: **Evaluator's Name:**

	5	4	3	2	1	0
Context rationale for the study, a reason for the study question and/or uniqueness of study. objective(s) or question(s) addressed in the abstract, including hypotheses if applicable	Thorough rationale provided. Establishes the gap in the field to be addressed. Addresses study uniqueness. Clear, concise, engaging. Ends with clear, concise, and relevant study objectives or questions	Thorough background provided. Establishes the gap in the field to be addressed. Addresses study uniqueness. Clear, concise. Ends with clear, concise, and relevant study objectives or questions	Adequate background provided. Establishes the gap in the field to be addressed. Addresses study uniqueness. Clear. Ends with clear and relevant study objectives or questions	Minimal background provided. Suggests there may be a gap in the field to be addressed. Attempts to address study uniqueness. Ends with clear study objectives or questions	Little background provided. No gap in the field addressed. Unclear, wordy, unengaging. Missing study uniqueness. Ends with unclear study objectives or questions	No background provided. No gap in the field addressed. No clinical question. Unclear, wordy, unengaging. Missing study uniqueness and study objectives or questions

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Methods **The following should be included (where applicable): Study design (Clinical trial, cohort, cross-section, controlled laboratory study, etc), setting, patient population (include appropriate data for age, height, mass, time from surgery, etc); Intervention, outcome measures (including specific units of measure where appropriate), data processing, statistical analyses**	Explicitly and succinctly describes the study methods. Includes study design type, setting, patient population, intervention, outcome measures, data processing, statistical analysis and other appropriate information needed to evaluate the scientific quality of the abstract.	Explicitly describes the study methods. Includes study design type, setting, patient population, intervention, outcome measures, data processing, statistical analysis and other appropriate information needed to evaluate the scientific quality of the abstract.	Describes the study methods. Includes study design type, setting, patient population, intervention, outcome measures, data processing, statistical analysis and other appropriate information needed to evaluate the scientific quality of the abstract.	Describes the study methods but is missing one of the following: study design type, setting, patient population, intervention, outcome measures, data processing, statistical analysis and other appropriate information needed to evaluate the scientific quality of the abstract.	Describes the study methods but is missing two or more of the following: study design type, setting, patient population, intervention, outcome measures, data processing, statistical analysis and other appropriate information needed to evaluate the scientific quality of the abstract.	An attempt is made to describe the study methods but is unclear and is missing several important pieces.
Results **The main results of the study should be given. Comparative reports must include descriptive data (e.g., proportions, means, rates, odds ratios or correlations), accompanying measures of dispersion (e.g., ranges, standard deviations or confidence intervals) and inferential statistical data. Where appropriate, results should be accompanied by the exact level of statistical significance.**	The main results of the study are clearly and concisely given. Appropriate data are included and the exact level of statistical significance is included if appropriate.	The main results of the study are clearly given. Appropriate data are included and the exact level of statistical significance is included if appropriate.	The main results of the study are given. Appropriate data are included and the exact level of statistical significance is included if appropriate.	An attempt has been made to give the main results of the study. Most appropriate data are included and the exact level of statistical significance is included if appropriate.	An attempt has been made to give the main results of the study. Appropriate data are missing and the exact level of statistical significance is NOT included if appropriate.	The main results of the study are missing and appropriate data are missing and the exact level of statistical significance is NOT included if appropriate.

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Conclusions Summarize or emphasize the new and important findings of the study. The conclusion must be consistent with the study objectives and results as reported and should be no more than three to four sentences. If possible, relate implications of the findings for clinical practice.	Clearly and concisely describes the method used to appraise the evidence including the number of evaluators and how consensus may have been achieved (if applicable).	Clearly describes the method used to appraise the evidence including the number of evaluators and how consensus may have been achieved (if applicable).	Description of the method used to appraise the evidence including the number of evaluators and how consensus may have been achieved (if applicable) is present but may be confusing.	Missing one of the following items: the method used to appraise the evidence, the number of evaluators and how consensus may have been achieved (if applicable).	Missing two or more of the following items: the method used to appraise the evidence, the number of evaluators and how consensus may have been achieved (if applicable).	No evidence quality assessment included.
Clinical Applications discusses the applications of the study for clinical practice, education, and research.	Study findings challenge or build on current knowledge. The impact on AT clinical practice, education and/or research is clearly identified.	Study findings challenge or build on current knowledge. The impact on AT clinical practice, education and/or research is identified.	Study findings relate to current knowledge. The impact on AT clinical practice, education and/or research is identified.	Unclear if study findings may relate to current knowledge. An attempt to identify the impact on AT clinical practice, education and/or research is made.	An attempt to identify the impact on AT clinical practice, education and/or research is made.	No implications identified.
Writing **Appropriate verb tense (present/past when talking about study, future tense for contribution to the discipline).**	Writing clear, concise, engaging and appropriate for the profession; Defines all acronyms at first use; Appropriate verb tense used.	Writing clear, engaging and appropriate for the profession; Defines all acronyms at first use; Appropriate verb tense used.	Writing clear, appropriate for the profession; Defines all acronyms at first use; Appropriate verb tense used.	Writing clear, appropriate for the profession; Defines all acronyms at first use; Appropriate verb tense used most of the time	Writing unclear or inappropriate for the profession; acronyms not defined; inappropriate verb tense used.	Writing unclear and inappropriate for the profession; acronyms not defined; inappropriate verb tense used.

Comments: