**SEATA Student Symposium**

**Research Review Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Basic/Beginning (1) | Emerging  (2) | Developing  (3) | Accomplished  (4) | Exemplary  (5) | Notes/ Score |
| Title/ context and objectives | Failed to include | Included minimum components | Included adequate components | Developing professional presentation | Professional presentation |  |
| Design, Setting, Participants/Patients | Student demonstrates incorrect understanding of design/sampling in presenting information | Student demonstrates minimal understanding of design/sampling in presenting information | Student demonstrates partial understanding of design/sampling in presenting information | Student demonstrates adequate understanding of design/sampling in presenting information | Student demonstrates thorough understanding of design/sampling in presenting information |  |
| Interventions | Student response demonstrates minimum understanding of the components of research design in choice and management of intervention(s)and presentation methods | Student response demonstrates emerging understanding of the components of research design in choice and management of intervention(s)and presentation methods | Student response demonstrates understanding *some* of the components of research design in choice and management of intervention(s)and presentation methods | Student response demonstrates a understanding of *most* the components of research design in choice and management of intervention(s)and presentation methods | Student response demonstrates a *thorough and professional* understanding of the components of research design in choice and management of intervention(s)and presentation methods |  |
| Main outcomes | Student presents outcomes in a manner that is incomplete, missing most of components or irrelevant to case | Student presents outcomes in a manner that is incomplete, missing some of components or irrelevant to case | Student presents outcomes in a manner showing elementary /basic discussion, with few missing components | Student presents outcomes in a manner that is complete and effective, missing few components | Student presents outcomes in a manner that is complete and effective plan of care for case, missing no components |  |
| Results and Interpretations/conclusions | Student demonstrates incorrect understanding of results, and interrupts items incorrectly | Student demonstrates minimal understanding of results, and interrupts items incorrectly/ incompletely | Student demonstrates partial understanding of results, and interrupts some items correctly and with possible consideration of support by other evidence based practice research where applicable | Student demonstrates adequate understanding of results and interrupts items correctly and with possible consideration of support by other evidence based practice research where applicable | Student demonstrates thorough understanding of results and interrupts items correctly and demonstrates their results with consideration of support by other evidence based practice research where applicable |  |
| Organization (grammar, syntax, professional terminology, etc) | Student demonstrates incorrect understanding of grammar and syntax and fails to use professional terminology appropriately; no citations | Student demonstrates basic understanding of grammar and syntax but fails to use professional terminology appropriately; citations did not follow the correct style guide | Student demonstrates adequate understanding of grammar and syntax and developing use professional terminology appropriately; the citations follow the correct style guide but were limited to only one resource | Student demonstrates thorough understanding of grammar, syntax, and professional terminology appropriately; the citations follow the correct style guide and came from more than one resource | Student professionally demonstrates use of appropriate grammar, syntax, and professional terminology appropriately; the citations follow the correct style guide and citations came from multiple resources |  |
|  | | | | | Total Score |  |

Final Comments/Feedback