

NOTE TO REVIEWERS: To assign an abstract category a specific score, the content within the category does not need to meet 100% of the issues described. Use your professional judgment when scoring. Additionally, if you feel an abstract has been submitted to the wrong abstract category, please contact SNEB staff.

STRUCTURED ABSTRACT FORMATS					
Research Abstract					
	1	2	3	4	5
<p>Background</p> <p>NOTE: Objective should be related to the objective of the research study. The objective should not be a learning outcome (e.g. not -- Participants should be able to explain the main findings of the study).</p>	No Background provided	Describes and connects the background to the purpose of the study but lacks organization; Lacks specific detail or is overly wordy	Describes and connects the background to the purpose of the study but is somewhat disorganized; somewhat lacking in specifics or somewhat wordy	Describes and connects the background to the purpose of the study but may not well-organized; contains some specifics but could provide more concise information	Describes and connects the background to the purpose of the study in a well-organized, specific and concise manner
<p>Objective</p>	No Objective provided	An objective is provided, but it is not clear/concise, is lacking critical details, and/or is irrelevant to SNEB's vision.	An objective is provided but it is not clear/concise, and/or is lacking important details. Objective is relevant to SNEB's vision.	A clear objective is provided, but it is not concise (or vice versa). Objective is relevant to SNEB's vision.	A clear and concise objective is provided. Objective is relevant to SNEB's vision.
<p>Study Design, Settings, Participants</p>	No discussion of Study Design/Intervention, Settings, or Participants provided	Fails to address many aspects of overall study design used, intervention (if applicable), setting, and/or participants in the study. Methods were implied rather than described or not appropriate for the study design.	Discusses the overall study design used, intervention (if applicable), setting, and/or participants in the study, but some details are missing. Methods overall are appropriate, but not clearly connected to stated objective, hard to understand, and/or not appropriate for the study design.	Discusses the overall study design used, intervention (if applicable), setting, and participants in the study, but some details could use more clarity. Methods are connected to the stated objective and appropriate for the study design.	Discusses the overall study design used, intervention (if applicable), setting, and participants in the study. Methods are connected to the stated objective and are appropriate for the study design.
<p>Measurable Outcome/Analysis</p>	No discussion of Measurable Outcome and Analyses provided	Unclear or inappropriate measures or analyses described	Measures or analyses described but lacking specific detail	Clear, but presentation of measures or analyses not concise	Described measures and analyses clear, concise, and relevant

Results	Missing, provides no results, does not explain why results were not possible or states only "No Results"	Unclear; not related to objective or misinterpretation of results; provides only superficial explanation of why no data or results were achieved	Attempts to present findings but might be unclear/somewhat disorganized or some information missing; somewhat wordy; states results only qualitatively (when using a quantitative research design); connection to objective unclear	States results, including quantitative data and/or qualitative themes depending on research design, but is somewhat disorganized, lacking in specifics, or wordy; Results are connected to objective	States results clearly, including quantitative data and/or qualitative themes depending on research design, in an organized, specific, and concise manner; results are connected to objective
Conclusions	No Conclusions provided	Provides a conclusion that lacks organization, lacks specificity or is overly wordy. Unclear contribution to the field and/or inappropriate suggestions for application of findings. Potential application is not appropriately aligned with study findings.	Provides an interpretation of results, but is disorganized, lacking in some details, somewhat wordy manner, and/or fails to state what results mean to the study. Attempts to connect work to the field, but might be unclear or disorganized. Potential application may not be appropriately aligned with study findings.	Provides interpretation of results, but could be better organized and more concise. States appropriate potential applications of findings.	Provides interpretation of results in a clear and concise manner. Clearly states how work is important and advances knowledge in the field. States appropriate potential applications of findings.
Professional Writing	Unacceptable: The writing detracted from the meaning of the abstract.	Needs Improvement: The writing was understandable, but there were a few errors in grammar/spelling/wording.	Acceptable: The writing was easy to read and understand and was void of errors.		

STRUCTURED ABSTRACT FORMATS

Program Abstracts

	1	2	3	4	5
<p>Objective</p> <p>NOTE: Objective should be related to the evaluation of the nutrition education program. The objective should not be a learning outcome (e.g. not -- Participants be able to describe the goals of the nutrition education program).</p>	No Objective provided	An objective is provided, but it is not clear/concise, is lacking critical details, and/or is irrelevant to SNEB's vision.	An objective is provided but it is not clear/concise, and/or is lacking important details. Objective is relevant to SNEB's vision.	A clear objective is provided, but it is not concise (or vice versa). Objective is relevant to SNEB's vision.	A clear and concise objective is provided. Objective is relevant to SNEB's vision.
Use of Theory or Research	No Theory or Background provided	Describes and connects a theory and/or background research to the purpose of the study but lacks organization; Lacks specific detail or is overly wordy	Describes and connects a theory and/or background research to the purpose of the study but is somewhat disorganized; somewhat lacking in specifics or somewhat wordy	Describes and connects a theory and/or background research to the purpose of the study but may not well-organized; contains some specifics but could provide more concise information	Describes and connects a theory and/or background research to the purpose of the study in a well-organized, specific and concise manner
<p>Target Audience</p> <p>NOTE: A "target audience" consists of participants who are receiving the program and participating in the evaluation of the program.</p>	No discussion of Target Audience provided	Target Audience not described clearly, lacking a more than 1 specific detail related to who, where, or when; not concise and/or relevant	Target Audience described, but lacking 1 specific detail related to who, where, or when; not concise and/or relevant	Clear and complete description of Target Audience clearly depicting the "who, where, and when" of the audience, but not concise and/or relevant	Description of Target Audience concise and relevant, clearly depicting the "who, where, and when" of the audience
Program Description	No discussion of the program is provided	Fails to adequately describe the program used in the study	Discusses the program used in the study, but many details are missing and/or content is not clear/concise	Describes the program used in the study, but some details missing and/or content is not clear/concise	Describes the program in the study clearly and concisely
Methods of Evaluation of Curriculum, Course, or Program	No discussion of evaluation tools or methods used to evaluate the program provided	Fails to adequately describe the evaluation tools and/or methods used to evaluate the program. Methods were implied rather than described or not appropriate for the study design.	Discusses the evaluation tools and methods used to evaluate the program, but some details are missing. Methods overall are appropriate, but not clearly connected to stated objective, hard to understand, and/or not	Discusses the evaluation tools and methods used to evaluate the program, but some details could use more clarity. Methods are connected to the stated. objective and appropriate for the study design.	Discusses the evaluation tools and methods used to evaluate the program. Methods are connected to the stated objective and are appropriate for the study design.

			appropriate for the study design.		
Results	No Results are provided	Results are unclear; not related to objective or misinterpretation of results; does not explain specific study findings.	Attempts to present results, but might be unclear/somewhat disorganized or some information missing; somewhat wordy; connection to objective unclear. Results may or may not be connected to objective. Results do not clearly explain specific study findings.	States results, including quantitative data and/or qualitative themes depending on research design, but is somewhat disorganized; lacking in specifics, or wordy. Results are connected to objective and clearly explain specific study findings.	States results clearly, including quantitative data and/or qualitative themes depending on research design, in an organized, specific, and concise manner. Results are connected to objective and clearly explain specific study findings.
Conclusions	No Conclusions provided	Provides a conclusion that lacks organization, lacks specificity or is overly wordy. Unclear contribution to the field and/or inappropriate suggestions for application of findings. Potential application is not appropriately aligned with study findings.	Provides an interpretation of results, but is disorganized, lacking in some details, somewhat wordy manner, and/or fails to state what results mean to the study. Attempts to connect work to the field, but might be unclear or disorganized. Potential application may not be appropriately aligned with study findings.	Provides interpretation of results, but could be better organized and more concise. States appropriate potential applications of findings.	Provides interpretation of results in a clear and concise manner. Clearly states how work is important and advances knowledge in the field. States appropriate potential applications of findings.
Professional Writing	Unacceptable: The writing detracted from the meaning of the abstract.	Needs Improvement: The writing was understandable, but there were a few errors in grammar/spelling/wording.	Acceptable: The writing was easy to read and understand and was void of errors.		

STRUCTURED ABSTRACT FORMATS

Scholarship of Teaching & Learning Abstracts

	1	2	3	4	5
<p>Objective</p> <p>NOTE: Objective should be related to the evaluation of the course/curriculum. The objective should not be a learning outcome (e.g. not -- Participants be able to describe active learning).</p>	No Objective provided	An objective is provided, but it is not clear/concise, is lacking critical details, and/or is irrelevant to SNEB's vision.	An objective is provided but it is not clear/concise, and/or is lacking important details. Objective is relevant to SNEB's vision.	A clear objective is provided, but it is not concise (or vice versa). Objective is relevant to SNEB's vision.	A clear and concise objective is provided. Objective is relevant to SNEB's vision.
<p>Use of Theory or Research</p>	No Theory or Background provided	Describes and connects a learning/teaching theory and/or background research to the purpose of the study but lacks organization; Lacks specific detail or is overly wordy	Describes and connects a learning/teaching theory and/or background research to the purpose of the study but is somewhat disorganized; somewhat lacking in specifics or somewhat wordy	Describes and connects a learning/teaching theory and/or background research to the purpose of the study but may not be well-organized; contains some specifics but could provide more concise information	Describes and connects a learning/teaching theory and/or background research to the purpose of the study in a well-organized, specific and concise manner
<p>Target Audience</p> <p>NOTE: A "target audience" consists of the students in a course.</p>	No discussion of Target Audience provided	Target Audience not described clearly, lacking a more than 1 specific detail related to who, where, or when; not concise and/or relevant	Target Audience described, but lacking 1 specific detail related to who, where, or when; not concise and/or relevant	Clear and complete description of Target Audience clearly depicting the "who, where, and when" of the audience, but not concise and/or relevant	Description of Target Audience concise and relevant, clearly depicting the "who, where, and when" of the audience
<p>Course/Curriculum Description</p>	No discussion of course or curriculum provided	Fails to adequately describe the course or curriculum used in the study	Discusses the course or curriculum used in the study, but many details are missing and/or content is not clear/concise	Describes the course or curriculum used in the study, but some details missing and/or content is not clear/concise	Describes the course or curriculum in the study clearly and concisely

Methods of Evaluation of Curriculum or Course	No discussion of evaluation tools or methods used to evaluate the course or curriculum provided	Fails to adequately describe the evaluation tools and/or methods used to evaluate the course or curriculum. Methods were implied rather than described or not appropriate for the study design.	Discusses the evaluation tools and methods used to evaluate the course or curriculum, but some details are missing. Methods overall are appropriate, but not clearly connected to stated objective, hard to understand, and/or not appropriate for the study design.	Discusses the evaluation tools and methods used to evaluate the course or curriculum, but some details could use more clarity. Methods are connected to the stated objective and appropriate for the study design.	Discusses the evaluation tools and methods used to evaluate the course or curriculum. Methods are connected to the stated objective and are appropriate for the study design.
Results NOTE: Outcomes or Process Evaluation)	No Results are provided	Results are unclear; not related to objective or misinterpretation of results; does not explain specific study findings.	Attempts to present results but might be unclear/somewhat disorganized or some information missing; somewhat wordy; connection to objective unclear. Results may or may not be connected to objective. Results do not clearly explain specific study findings.	States results, including quantitative data and/or qualitative themes depending on research design, but is somewhat disorganized; lacking in specifics, or wordy. Results are connected to objective and clearly explain specific study findings.	States results clearly, including quantitative data and/or qualitative themes depending on research design, in an organized, specific, and concise manner. Results are connected to objective and clearly explain specific study findings.
Conclusions	No Conclusions provided	Provides a conclusion that lacks organization, lacks specificity or is overly wordy. Unclear contribution to the field and/or inappropriate suggestions for application of findings. Potential application is not appropriately aligned with study findings.	Provides an interpretation of results, but is disorganized, lacking in some details, somewhat wordy manner, and/or fails to state what results mean to the study. Attempts to connect work to the field but might be unclear or disorganized. Potential application may not be appropriately aligned with study findings.	Provides interpretation of results but could be better organized and more concise. States appropriate potential applications of findings.	Provides interpretation of results in a clear and concise manner. Clearly states how work is important and advances knowledge in the field. States appropriate potential applications of findings.
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