201725 - Literature Evaluation Table Rubric

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| --- | --- | --- | --- | --- | --- |
|  | **1 Unsatisfactory 0-71% 0.00%** | **2 Less Than Satisfactory 72-75% 75.00%** | **3 Satisfactory 76-79% 79.00%** | **4 Good 80-89% 89.00%** | **5 Excellent 90-100% 100.00%** |
| **100.0 %Article Selection** |  | | | | | |
| **5.0 %** **Author, Journal (Peer-Reviewed), and Permalink or Working Link to Access Article** | Author, journal (peer-reviewed), and permalink or working link to access article section is not included. | Author, journal (peer-reviewed), and permalink or working link to access article section is present, but it lacks detail or is incomplete. | Author, journal (peer-reviewed), and permalink or working link to access article section is present. | Author, journal (peer-reviewed), and permalink or working link to access article section is clearly provided and well developed. | Author, journal (peer-reviewed), and permalink or working link to access article section is comprehensive and thoroughly developed with supporting details. |  |
| **5.0 %** **Article Title and Year Published** | Article title and year published section is not included. | Article title and year published section is present, but it lacks detail or is incomplete. | Article title and year published section is present. | Article title and year published section is clearly provided and well developed. | Article title and year published section is comprehensive and thoroughly developed with supporting details. |  |
| **10.0 %** **Research Questions (Qualitative) or Hypothesis (Quantitative), and Purposes or Aim of Study** | Research questions (qualitative) or hypothesis (quantitative), and purposes or aim of study section is not included. | Research questions (qualitative) or hypothesis (quantitative), and purposes or aim of study section is present, but it lacks detail or is incomplete. | Research questions (qualitative) or hypothesis (quantitative), and purposes or aim of study section is present. | Research questions (qualitative) or hypothesis (quantitative), and purposes or aim of study section is clearly provided and well developed. | Research questions (qualitative) or hypothesis (quantitative), and purposes or aim of study section is comprehensive and thoroughly developed with supporting details. |  |
| **5.0 %** **Design (Type of Quantitative, or Type of Qualitative)** | Design (type of quantitative, or type of qualitative) section is not included. | Design (type of quantitative, or type of qualitative) section is present, but it lacks detail or is incomplete. | Design (type of quantitative, or type of qualitative) section is present. | Design (type of quantitative, or type of qualitative) section is clearly provided and well developed. | Design (type of quantitative, or type of qualitative) section is comprehensive and thoroughly developed with supporting details. |  |
| **5.0 %** **Setting or Sample** | Setting or sample section is not included. | Setting or sample section is present, but it lacks detail or is incomplete. | Setting or sample section is present. | Setting or sample section is clearly provided and well developed. | Setting or sample section is comprehensive and thoroughly developed with supporting details. |  |
| **5.0 %** **Methods: Intervention or Instruments** | Methods: Intervention or instruments section is not included. | Methods: Intervention or instruments section is present, but it lacks detail or is incomplete. | Methods: Intervention or instruments section is present. | Methods: Intervention or instruments section is clearly provided and well developed. | Methods: Intervention or instruments section is comprehensive and thoroughly developed with supporting details. |  |
| **10.0 %** **Analysis** | Analysis section is not included. | Analysis section is present, but it lacks detail or is incomplete. | Analysis section is present. | Analysis section is clearly provided and well developed. | Analysis section is comprehensive and thoroughly developed with supporting details. |  |
| **10.0 %** **Key Findings** | Key findings section is not included. | Key findings section is present, but it lacks detail or is incomplete. | Key findings section is present. | Key findings section is clearly provided and well developed. | Key findings section is comprehensive and thoroughly developed with supporting details. |  |
| **10.0 %** **Recommendations** | Recommendations section is not included. | Recommendations section is present, but it lacks detail or is incomplete. | Recommendations section is present. | Recommendations section is clearly provided and well developed. | Recommendations section is comprehensive and thoroughly developed with supporting details. |  |
| **10.0 %** **Explanation of How the Article Supports EBP or Capstone** | Explanation of how the article supports EBP or capstone section is not included. | Explanation of how the article supports EBP or capstone section is present, but it lacks detail or is incomplete. | Explanation of how the article supports EBP or capstone section is present. | Explanation of how the article supports EBP or capstone section is clearly provided and well developed. | Explanation of how the article supports EBP or capstone section is comprehensive and thoroughly developed with supporting details. |  |
| **10.0 %** **Presentation** | The piece is not neat or organized, and it does not include all required elements. | The work is not neat and includes minor flaws or omissions of required elements. | The overall appearance is general, and major elements are missing. | The overall appearance is generally neat, with a few minor flaws or missing elements. | The work is well presented and includes all required elements. The overall appearance is neat and professional. |  |
| **10.0 %** **Mechanics of Writing (includes spelling, punctuation, grammar, and language use)** | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice or sentence construction is employed. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register) or word choice are present. Sentence structure is correct but not varied. | Some mechanical errors or typos are present, but they are not overly distracting to the reader. Correct and varied sentence structure and audience-appropriate language are employed. | Prose is largely free of mechanical errors, although a few may be present. The writer uses a variety of effective sentence structures and figures of speech. | The writer is clearly in command of standard, written, academic English. |  |
| **5.0 %** **Documentation of Sources (citations, footnotes, references, bibliography, etc., as appropriate to assignment and style)** | Sources are not documented. | Documentation of sources is inconsistent or incorrect, as appropriate to assignment and style, with numerous formatting errors. | Sources are documented, as appropriate to assignment and style, although some formatting errors may be present. | Sources are documented, as appropriate to assignment and style, and format is mostly correct. | Sources are completely and correctly documented, as appropriate to assignment and style, and format is free of error. |  |
| **100 %** **Total Weightage** |  | | | | |  |