**Introduction, Background and Significance Rubric**

1. Introduction – one paragraph

a. Describe the specific problem. For example if you were researching pain, you would not write about pain in general, you would write about a specific aspect of pain.

b. Your first sentence should include “startling statistics and dire straits”.

c. End the paragraph with the purpose of your study.

2. Second paragraph(s) (can be one to three paragraphs – usually no more).

a. Summarize the significance of your issue within the larger context.

b. Explain what the significance of your issue is.

c. End with how you plan to address the specific problem you are researching.

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| **CRITERIA** | **EXEMPLARY** | **COMPETENT** | **DEVELOPING** | **UNSATISFACTORY** |
| Description of the problem | Clearly identifies the specific aspect of the problem | Generally identifies the specific aspect of the problem | Does not narrow down the specific aspect of the problem | No clear understanding of what this problem is that will be studied |
| Purpose of the literature review. | Clearly identifies the purpose of the study | Identifies the purpose of the study but could be more succinct | Generally identifies the purpose of the study | Unable to determine the purpose of the study |
| Significance of the study is addressed | Clearly identifies the significance of the study | Identifies the significance of the study but needs to be succinct | Generally identifies the significance of the study | Unable to determine the significance of the study. |
| Plan to address the specific issues is addressed | Presents an outcome that is objective and meaningful | Non-specific outcome or disease specific outcome is present | A reference to an outcome is present but it is unlikely to contribute to search | No outcome is present |
| Paragraph Structure | Each paragraph begins with a clearly identifiable topic sentence | Most paragraphs begin with a clearly identifiable topic sentence | Only one paragraph begins with a clearly identifiable topic sentence | No Paragraphs begin with a clearly identifiable topic sentence |

**Literature Review Table Rubric**

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| **CRITERIA** | **EXEMPLARY** | | **COMPETENT** | | **DEVELOPING** | | **UNSATISFACTORY** |
| Table Title | The title clearly identifies what the table is about | | The title generally identifies what the table is about | | The title does not clearly identify what the table is about | | No table title or title has no relevance to its contents |
| Table Headings | Includes all necessary headings | | Generally includes necessary headings | | Table headings that could be included are missing | | No table headings identified |
| Articles Identified | | Includes 10-15 current (within 5 years unless noted) articles | | Includes less than 10 current (within 5 years unless noted) articles | | Includes articles not relevant to the topic | |
| Table Content | Table content is succinct and readable | | Table content could be pared down to make it more readable | | Table content is missing relevant information | | Table poorly constructed with content missing |
| Acronyms Identified | All Acronyms are identified | | Most Acronyms are identified | | Few Acronyms are identified | | No Acronyms are identified |

**Methods and Results Section Rubric**

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| **CRITERIA** | **EXEMPLARY** | **COMPETENT** | **DEVELOPING** | **UNSATISFACTORY** |
| Methods – Article Selection | Concise details are provided about article selection, including search engines, search terms, and inclusion/exclusion criteria. | Details are provided about article selection, including search engines, search terms, and inclusion/exclusion criteria but could be more concise | Details about article selection are occasionally unclear or wordy. | Details about article selection are lacking or too wordy |
| Methods – Number of articles used | Number and type of articles are clearly stated | Number and type of articles are generally stated | Number and type of articles included could be more clearly stated | Number and type of articles are not included |
| Results – compare and contrast | Presents a thorough comparison and contrast of findings | Presents a general comparison and contrast of findings | Discussion of findings could relate better to the main discussion points | Discussion of findings do not relate to the main discussion points. |
| Results – gaps identified | Gaps and controversies that exist in the literature are clearly discussed | Gaps and controversies that exist in the literature but clarity could be enhanced | Gaps and controversies that exist in the literature are minimally discussed | Gaps (what is unknown and needs to be researched) and controversies that exist in the literature are not addressed |
| Paragraphs | The content of each paragraph is closely associated with the topic sentence | The content of each paragraph is usually associated with the topic sentence | Some paragraphs include more than one topic | Paragraphs contain multiple topics and are difficult to follow |

**Discussion and Implications Rubric**

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| **CRITERIA** | **EXEMPLARY** | **COMPETENT** | **DEVELOPING** | **UNSATISFACTORY** |
| Discussion | Clear and logical discussion of relevant results. Includes summary statement leading to decision re: implementation of practice change. | Presents a general discussion but clarity and thoroughness could be enhanced. Includes summary statement leading to decision re: implementation of practice change. | Discussion missing relevant results and/or lacking in clarity and logic. Summary statement could be improved. | Poorly written discussion lacking relevant results, clarity and logic. Summary statement poorly developed or absent. |
| Implications for Nursing | Thoroughly describes implications for nursing education, research, and practice, as appropriate to topic. | Describes implications for nursing but not clearly or fully. | Identifies some of the implications, but lacking in clarity or missing key implications. | Missing key implications and lacking in clarity. |
| Paragraphs | The content of each paragraph is closely associated with the topic sentence | The content of each paragraph is usually associated with the topic sentence | Some paragraphs include more than one topic | Paragraphs contain multiple topics and are difficult to follow |
| APA Format, Grammar, Punctuation, Spelling | Adheres to APA format, uses correct grammar, punctuation, and free from spelling errors. | Few APA, grammar, punctuation, and/or spelling errors. | Some APA, grammar, punctuation, and/or spelling errors. | Numerous APA, grammar, punctuation, and/or spelling errors. |