

Education Research (Quantitative)

Abstract Review Rubric

	0 - Unacceptable	1 - Good	2 – Very good
CLARITY OF OBJECTIVES	No clear objectives or very inappropriate.	Adequate study objectives but not optimally detailed.	Objectives are clear but require minor clarification.
CHOICE OF APPROACH	Design did not assess stated hypothesis/objectives or design used is not clear.	Chosen study design was reasonable to assess the stated objectives.	Chosen study design was a very good method for assessing the stated objectives.
OUTCOME MEASURES and ASSESSMENT OF BIAS	Outcome measure not stated or high likelihood of significant bias.	Outcome measures stated, but not ideal or with some mild potential for bias.	Defined outcomes measures, but incompletely controlled, or protected from bias.
STATISTICS	Severely flawed or no statistical methods were reported.	Statistical methods and reporting are mostly adequate, but not comprehensive.	Statistical methods and reporting are largely correct but are missing few descriptors.
SAMPLE SIZE APPROPRIATENESS	Study size not reported, poor survey response rate or no description of databases searched for systematic reviews.	Examples: (a) feasibility or single-centre RCT or prospective cohort study or retrospective studies; (b) large, suitable-response-rate surveys; (c) adequate number of databases covered for systematic reviews.	Examples: (a) well-powered single-centre RCT or prospective cohort study or retrospective studies; (b) large, national, high-response-rate surveys; (c) most appropriate databases covered for systematic reviews.
IMPORTANCE OF TOPIC	Not relevant to health/medical education.	Either important topic or may be practicing-changing for health/medical education.	Both an important topic and may be practicing-changing/of interest for health/medical education.
WRITING QUALITY	Poorly written and hard to understand.	Generally well-written but requires minor clarifications or corrections.	Well-written but requires a slight correction.
OVERALL IMPRESSION	Unacceptable.	Good.	Very Good.

Adapted from CAEP 2022 Education Research (Quantitative) Abstract Review Criteria.