**Evidence-Based Practice Project—Intervention Presentation on Diabetes**

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|  | **1Unsatisfactory 0-71%0.00%** | **2Less than Satisfactory 72-75%75.00%** | **3Satisfactory 76-79%79.00%** | **4Good 80-89%89.00%** | **5Excellent 90-100%100.00%** |
| **70.0 %Content** |  |
| **10.0 %Summary of Article (Includes Discussion of Research Performed and Clinical Findings)** | Content does not fulfill any of the requirements stated in the assignment criteria. | Some of the requirements stated in the assignment criteria are present. Findings and/ or methods are described but flawed, unrealistic, irrelevant, and/or inaccurate. | Content is complete, but somewhat inaccurate and/or irrelevant. Research lacks relevance, quality, and/or innovation. | Content is comprehensive and accurate, and definitions are clearly stated. Research is adequate, current, and relevant, and addresses all of the issues stated in the assignment criteria. | Content is comprehensive and presents ideas and information beyond those presented through the course. Research is thorough, current, and relevant, and addresses all of the issues stated in assignment criteria. |  |
| **60.0 %Proposed Integration of the New Tool or Intervention Into Practice, and Explanation of the Impact of the New Tool or Intervention on nursing practice.** | Neither the integration nor the impact of the new tool or intervention is stated. | The integration into and the impact of the new tool or intervention is stated but not thoroughly explained. Presentation does not demonstrate critical thinking and analysis. | The integration and impact of the new tool or intervention on the nursing practice are stated and explained. Presentation satisfactorily demonstrates understanding and analysis of the basic principles. | Statement is descriptive and reflective. Shows some planning and attention to how various components fit together, but essential elements are not present. | Statement is thorough, descriptive, reflective, and supported with practical and sound research. Shows careful planning and attention to how disparate elements fit together to impact the nursing profession. |  |
| **30.0 %Organization and Effectiveness** |  |
| **10.0 %Layout** | The layout is cluttered, confusing, and does not use spacing, headings, and subheadings to enhance the readability. The text is extremely difficult to read with long blocks of text, small point size for fonts, and inappropriate contrasting colors. Poor use of headings, subheadings, indentations, or bold formatting is evident. | The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or a distracting background. Overall readability is difficult due to lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold, or lack of appropriate indentations of text. | The layout uses horizontal and vertical white space appropriately. Sometimes the fonts are easy to read, but in a few places the use of fonts, italics, bold, long paragraphs, color, or busy background detracts and does not enhance readability. | The layout background and text complement each other and enable the content to be easily read. The fonts are easy to read and point size varies appropriately for headings and text. | The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings, and white space. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of the text. |  |
| **10.0 %Language Use and Audience Awareness (includes sentence construction, word choice, etc.)** | Inappropriate word choice and lack of variety in language use are evident. Writer appears to be unaware of audience. Use of ?primer prose? indicates writer either does not apply figures of speech or uses them inappropriately. | Some distracting inconsistencies in language choice (register) and/or word choice are present. The writer exhibits some lack of control in using figures of speech appropriately. | Language is appropriate to the targeted audience for the most part. | The writer is clearly aware of audience, uses a variety of appropriate vocabulary for the targeted audience, and uses figures of speech to communicate clearly. | The writer uses a variety of sentence constructions, figures of speech, and word choice in distinctive and creative ways that are appropriate to purpose, discipline, and scope. |  |
| **5.0 %Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | Slide errors are pervasive enough that they impede communication of meaning. | Frequent and repetitive mechanical errors distract the reader. | Some mechanical errors or typos are present, but are not overly distracting to the reader. | Slides are largely free of mechanical errors, although a few may be present. | Writer is clearly in control of standard, written academic English. |  |
| **5.0 %Evaluating and Documenting Sources (in-text citations for paraphrasing and direct quotes, references page listing and formatting, as appropriate to assignment and style)** | Contains no title slide, no references section, and no correctly cited references within the body of the presentation. | Title slide is incomplete or inaccurate. References section includes sources, but many citation errors. Citations are included within the body of the presentation but with many errors. | Title slide has minor errors. References section includes sources, but they are not consistently cited correctly. Citations are included within the body of the presentation but with some errors. | Title slide is complete. References section includes correctly cited sources with minimal errors. Correct citations are included within the body of the presentation. | Title slide is complete. References section includes correctly cited sources. Correct citations are included within the body of the presentation. |  |
| **100 %Total Weightage** |  |  |  |  |  |  |