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| **30.0 %Research or Evidence-Based Article Identified. Article Focuses on a Specific Diabetic Intervention or New Diagnostic Tool.** | Research or evidence-based article not identified. | Research or evidence-based article identified but does not address a specific diabetic intervention or diagnostic tool. | Research or evidence-based article identified that focuses on a specific diabetic intervention or diagnostic tool in general. | Research or evidence-based article identified that focuses on a specific diabetic intervention and a diagnostic tool. | Research or evidence-based article identified that focuses on a specific diabetic intervention or diagnostic tool in a comprehensive manner, allowing all criteria of assignment to be fully addressed. |
| **50.0 %Summary of Article Includes the Following Content: Discussion of Research Performed Clinical Findings, and Significance to Nursing Practice.** | Content is incomplete or omits most of the requirements stated in the assignment criteria. Does not demonstrate an understanding of the basic principles. Does not demonstrate critical thinking and analysis of the overall program subject. | Content is incomplete or omits some requirements stated in the assignment criteria. Demonstrates shallow understanding of the basic principles only a surface level of evaluation is offered, methods are described but flawed or unrealistic and strategies are discussed, but incomplete. | Content is complete, but somewhat inaccurate and/or irrelevant. Demonstrates adequate understanding of the basic principles. Reasonable but limited inferences and conclusions are drawn but lack development. Supporting research is inadequate in relevance, quality, and/or currentness. | Content is comprehensive and accurate, and definitions are clearly stated. Sections form a cohesive logical and justified whole. Shows careful planning and attention to details and illuminates relationships. Research is adequate, current, and relevant, and addresses all of the issues stated in the assignment criteria. | Content is comprehensive. Presents ideas and information beyond that presented through the course, and substantiates their validity through solid, academic research where appropriate. Research is thorough, current, and relevant, and addresses all of the issues stated in assignment criteria. Final paper exhibits the process of creative thinking and development of proposal. Applies framework of knowledge, practice and sound research. Shows careful planning and attention to how disparate elements fit together. |
| **15.0 %Organization and Effectiveness** |  | | | | | |
| **5.0 %Thesis Development and Purpose** | Paper lacks any discernible overall purpose or organizing claim. | Thesis and/or main claim are insufficiently developed and/or vague; purpose is not clear. | Thesis and/or main claim are apparent and appropriate to purpose. | Thesis and/or main claim are clear and forecast the development of the paper. It is descriptive and reflective of the arguments and appropriate to the purpose. | Thesis and/or main claim are comprehensive; contained within the thesis is the essence of the paper. Thesis statement makes the purpose of the paper clear. |  |
| **5.0 %Paragraph Development and Transitions** | Paragraphs and transitions consistently lack unity and coherence. No apparent connections between paragraphs are established. Transitions are inappropriate to purpose and scope. Organization is disjointed. | Some paragraphs and transitions may lack logical progression of ideas, unity, coherence, and/or cohesiveness. Some degree of organization is evident. | Paragraphs are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to each other. | A logical progression of ideas between paragraphs is apparent. Paragraphs exhibit a unity, coherence, and cohesiveness. Topic sentences and concluding remarks are appropriate to purpose. | There is a sophisticated construction of paragraphs and transitions. Ideas progress and relate to each other. Paragraph and transition construction guide the reader. Paragraph structure is seamless. |  |
| **5.0 %Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register), sentence structure, and/or word choice are present. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used. | Prose is largely free of mechanical errors, although a few may be present. A variety of sentence structures and effective figures of speech are used. | Writer is clearly in command of standard, written, academic English. |  |
| **5.0 %Format** |  | | | | | |
| **3.0 %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. |  |
| **2.0 %Research Citations (In-text citations for paraphrasing and direct quotes, and reference page listing and formatting, as appropriate to assignment)** | No reference page is included. No citations are used. | Reference page is present. Citations are inconsistently used. | Reference page is present. Citations are inconsistently used. | Reference page is present and fully inclusive of all cited sources. Documentation is appropriate and GCU style is usually correct. | In-text citations and a reference page are complete. The documentation of cited sources is free of error. |  |
| **100 %Total Weightage** |  |  |  |  |  |  |

Rubic for the Power point

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

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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%** |
| **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** |  | | | | |  |