

CAEP EDUCATION RESEARCH (QUANTITATIVE) ABSTRACT REVIEWER CRITERIA



	1 – Unacceptable	2 – Poor	3 – Good	4 – Very Good	5 - Excellent
CLARITY OF OBJECTIVES	No clear objectives or very inappropriate	Stated objectives are poor	Adequate study objectives but not optimally detailed	Objectives are clear, but require minor clarification	Appropriate, complete and well-described objectives
CHOICE OF APPROACH	Design did not assess stated hypothesis/objectives or design used is not clear	Chosen study design was sub-optimal to assess the stated objectives	Chosen study design was reasonable to assess the stated objectives	Chosen study design was a very good method for assessing the stated objectives	Chosen study design was best method for testing the stated objectives
OUTCOME MEASURES, VALIDITY, and ASSESSMENT OF BIAS	Outcome measure not stated or high likelihood of significant bias	Outcome measure stated, but not defined or sub-optimal protection against bias/ cannot assess risks for bias	Outcome measures stated, but not ideal or with some mild potential for bias. Outcome measures demonstrate appropriate validity evidence (e.g., content validity, response process, internal structure) for educational assessments.	Defined outcomes measures, but incompletely controlled, or protected from bias. Outcome measures demonstrate appropriate validity evidence (e.g., content validity, response process, internal structure) for educational assessments.	Clearly defined outcome measures, and well-protected from bias. Outcome measures demonstrate appropriate validity evidence (e.g., content validity, response process, internal structure) for educational assessments.
STATISTICS	Severely flawed or no statistical methods were reported	Statistical methods and conclusions are suboptimal or incomplete	Statistical methods and reporting are mostly adequate, but not comprehensive. Statistical approach matches research question (descriptive or inferential as appropriate).	Statistical methods and reporting are largely correct, but are missing few descriptors. Statistical approach matches research question (descriptive or inferential as appropriate).	Statistical methods and reporting are comprehensive and correct (i.e., p-values/CI/Kappa/ Categorizations for qualitative or systematic reviews). Statistical approach matches research question (descriptive or inferential as appropriate).
SAMPLE SIZE APPROPRIATENESS	Study size not reported, poor survey response rate or no description of databases searched for systematic reviews	Examples: (a) inadequate powered RCT or prospective cohort study or retrospective studies; (b) small or low - response-rate surveys; (c) inadequate number of databases covered 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. Single institution education study with adequate sample for effect detection or qualitative saturation.	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. Multi-site education study with appropriate sample size for generalizability.	Examples: (a) well-powered multicentre RCT or prospective cohort study or retrospective studies; (b) large, international, high-response-rate surveys; (c) all relevant databases covered for systematic reviews. Multi-site education study with appropriate sample size for generalizability.
IMPORTANCE OF TOPIC	Not relevant to EM	Either limited interest or applicable to only a few practitioners of EM	Either important topic or may influence educational practice/policy in EM.	Both an important topic and may Influence educational practice/policy or address significant educational gaps in EM.	Highly innovative, both in important topic and may influence education practice/policy or address significant gaps in EM.
WRITING QUALITY	Poorly written and hard to understand	Inadequately written or structured	Generally well-written, but requires minor clarifications or corrections	Well-written, but requires a slight correction	Perfect grammar, no errors, very clear expression of ideas
OVERALL IMPRESSION	Unacceptable	Poor	Good	Very Good	Excellent