



## SCIENTIFIC ABSTRACT PEER REVIEW RUBRIC

### Importance of the Research Question

1	2	3	4	5	6	7
Topic is not important to general internists.	Topic is important to only a <i>few</i> general internists.	Topic is important to <i>some</i> general internists.	Topic is important to about <i>half</i> of general internists.	Topic is important to <i>many</i> general internists; or <i>somewhat</i> expands current concepts.	Topic is important to <i>most</i> general internists; or <i>greatly</i> expands current concepts.	Topic is important to <i>nearly all</i> general internists; or introduces a <i>new</i> concept.

### Strength and Appropriateness of Methods

1	2	3	4	5	6	7
Study design and sampling procedures <i>not</i> described. Confounders and statistical analyses are <i>not</i> discussed.	Study design and sampling procedures <i>poorly</i> described. Confounders <i>not</i> discussed. Statistical analyses are <i>not</i> appropriate.	Study design and sampling procedures <i>adequately</i> described. Confounders <i>not</i> discussed. Statistical analyses are <i>adequate</i> .	Study design and sampling procedures <i>fully</i> described. Confounders <i>partially</i> discussed, but may not be controlled. Statistical analyses are <i>appropriate</i> .	Study design and sampling procedures <i>fully</i> described. No selection bias. Confounders <i>fully</i> discussed and controlled for. Statistical analyses are <i>appropriate</i> .	Study design and sampling procedures <i>well</i> described. No selection bias. Measures <i>are</i> reliable and valid. Confounders <i>fully</i> discussed and controlled for. Statistical analyses are <i>strong</i> .	Study design and sampling procedures <i>very clearly</i> described. No selection bias. Measures <i>are</i> reliable and valid. Confounders <i>fully</i> discussed and controlled for. Statistical analyses are excellent.

### Validity of Conclusions and Implications

1	2	3	4	5	6	7
Conclusions and implications <i>not</i> included. Does <i>not</i> influence action.	Conclusions <i>present</i> but not justified. Does <i>not</i> influence action.	Conclusions <i>present</i> or <i>weakly</i> supported. <i>Unlikely</i> to change action.	Conclusions <i>clearly</i> stated and <i>supported</i> . <i>Absent</i> or <i>weak</i> implications. Knowledge <i>unlikely</i> to change action.	Conclusions <i>clearly</i> stated and supported. Implications <i>weak</i> . Knowledge <i>may</i> change action.	Conclusions <i>clearly</i> stated and supported. Implications <i>moderately</i> appropriate. Knowledge <i>may</i> change action.	Conclusions <i>clearly</i> stated and supported. Implications <i>fully</i> appropriate. Provides knowledge that <i>likely will</i> change action.

### Quality of Writing

1	2	3	4	5	6	7
Writing is <i>poor</i> and <i>disorganized</i> .	Writing is <i>adequate</i> but <i>somewhat</i> disorganized.	Writing is <i>adequate</i> and <i>minimally</i> disorganized.	Writing is <i>clear</i> and <i>organized</i> .	Writing is <i>above average</i> and <i>organized</i> .	Writing is <i>high quality</i> and <i>well</i> organized.	Writing is <i>masterful</i> and <i>well</i> organized.