

**Research and Practice in Assessment (RPA)'s Best Scholarly Presentation Award Rubric**

*The goal of Research & Practice in Assessment is to serve the assessment community as an online journal focusing on higher education assessment. It is dedicated to the advancement of scholarly discussion amongst researchers and practitioners in this evolving field.*

Reviewers will use the rubric below to evaluate proposals and presentations for the RPA Best Scholarly Presentation Award, to be bestowed at the 2024 Assessment Institute. In addition to the criteria below, reviewers may consider the proposal/presentation's Context, Audience, Currency, Applicability, and Originality to differentiate between equally rated presentations.

	<b>Aligned with RPA's Goal (2)</b>	<b>Partial Alignment with RPA's Goal (1)</b>	<b>Misalignment with RPA's Goal (0)</b>
<b>Theoretical Foundation</b>	Thorough engagement with relevant, current scholarly literature; key sources are included	Adequate engagement with relevant scholarly literature; some key sources may be missing; some sources may be dated	No scholarly context provided
<b>Methodology, Analysis, and Argumentation</b>	Appropriate, sound, and clearly explained methodology, analysis, and/or argumentation	Applicability and impact are affected by limitations in methodology (such as limited sampling or lack of instrument validation), and/or vaguely described methodology, analysis, or argumentation	Methodology, analysis, or argumentation are absent
<b>Conclusions</b>	Conclusions clearly flow from research findings and/or argument; are compared with the conclusions of others; include implications for assessment practice	Conclusions are largely opinions proposing untested theories, models, or approaches	No clear conclusions
<b>Potential Impact</b>	Likely to transform others' approaches to assessment; likely to have an enduring, substantive impact on discussion and practice among a wide range of assessment researchers and practitioners	Interesting; potential to have some impact on others' approaches to assessment	Little likelihood of impacting others' discussion, practice, or approaches to assessment