



2026 Mini-workshop Review Criteria Rubric

Note: Each section (1, 2, 3) carries equal weight. Sub-scores per section will be averaged for a final score.

Section 1. Quality, organization, and scholarship

	Does not adequately address criteria (1)	Adequately addresses criteria (2)	Exceeds expectations in addressing criteria (3)
Quality and Organization	The proposal is not well-written and/or lacks detail, organization, or focus in ways that suggest the presentation would be poor.	The proposal is adequately written, with sufficient detail, organization, and focus to suggest a presentation of moderate quality that would be accessible to many attendees.	The proposal is very well-written, with unflinchingly clear, detailed, and relevant descriptions, suggesting a high-quality, professional presentation.
Scholarship	The proposal does not take a scholarly approach to practice. The material to be presented is not based within previous research, theory, evidence, and/or assessment and likely anecdotal.	The proposal takes a scholarly approach to practice, and it may be implied that the material to be presented is within previous research, theory, evidence, and/or assessment.	The proposal clearly takes a scholarly approach to practice. The material to be presented is clearly based within previous research, theory, evidence, and/or assessment and is not anecdotal.
Timely topic &/or relevance to conference theme	The topic is not relevant, is not current, and/or lacks importance or appropriateness to the field. It does not appear to be of value or a worthwhile session for ASMCUE attendees.	The topic may not be current, but it is relevant to the field and potential audience. It might be a worthwhile session for some ASMCUE attendees.	The topic is current, relevant to the theme, groundbreaking, or significant to the field and potential audience. Likely to be a very worthwhile session for multiple groups.
Assessment Methods	The proposal does not describe methods used for collecting evidence and/or data OR data and/or evidence were not collected.	The proposal describes the methods used for collecting and analyzing evidence and/or data. The methods are adequately designed for addressing the research question or pedagogical goals.	The proposal describes rigorously designed methods for collecting and analyzing evidence and/or data.

Section 2. Impact on Undergraduate Learning

Evidence of Strategy Effectiveness	The proposal does not include evidence and/or data to support the effectiveness of the strategy and/or unsubstantiated conclusions are drawn.	The proposal includes some data supporting and/or evidence of the effectiveness of the strategy and support for specific conclusions.	The proposal includes ample and clear data supporting and/or evidence of the effectiveness of the strategy and as support for well-substantiated conclusions.
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Section 3. Attendee Experience

Format & Timing of Session	The length, and/or format are inappropriate for the session type or scope of the session.	The length and format are generally appropriate for the session type.	The length and format are very well-suited for the session type.
Attendee Learning Outcomes	The intended attendee learning outcomes are not stated, cannot be inferred, and/or do not seem likely to be achievable.	The intended attendee learning outcomes may not be stated, but can easily be inferred and seem possible to achieve, given the format of the session.	The intended attendee learning outcomes are explicitly stated and seem very likely to be achieved in the session.
Attendee Engagement (note: engagement is expected, as these are not lectures.)	The proposed method for engaging audience participants is not stated, cannot be inferred, and/or is not appropriate for the session type.	The proposed method for engaging audience participants is mostly appropriate for the session type. The use of evidence-driven learning strategies is implied, but not thoroughly described.	The proposed method for engaging audience participants is thoughtful, intentional, and appropriate for the session type. Likely a model of exemplary teaching and learning.