

CLL Grading Rubric for FNCE Learning Lounge

NOTE: content in italics are additional explanations for CLL members

	Quantitative Criteria	1	2	3	4	5
1	Relevance of topic to nutrition and dietetics professionals (e.g. new or essential)	No relevance	Poor relevance	Some relevance	Moderate relevance	Significant relevance
2	Applicable to practice or the profession	No practice applications		Some practice applications		Clear practice applications
3	<p>One clear and measurable learning objective (learning objective must describe the outcome or impact)</p> <p><i>Note for CLL reviewers:</i></p> <ul style="list-style-type: none"> - <i>Learning objective should complete the sentence: "After this micro-learning session, the attendee should be able to..." using an observable and measurable verb such as: apply, demonstrate, conduct, implement, perform, etc.</i> 	<p>Non-actionable learning objective or objected does not align with facilitator outlines.</p> <p>More than one learning objective is listed.</p>	1 learning objective stated with action verb and objective aligns poorly with facilitator outline.	1 learning objective stated with action verb and objective loosely aligns with facilitator outlines.	1 learning objective stated with action verb and objective aligns closely with facilitator outlines.	1 learning objective stated with action verb and objective very closely aligns with facilitator outlines.
4	<p>Supporting high-quality evidence for session: Learning Lounge proposals should include one to three references. References must be within the last three years.</p> <ul style="list-style-type: none"> • Established topics: should include an advanced level of content science and/or evidenced-based information with recent and relevant reference(s). • Emerging science topics: required recent and relevant substantiation. • Experiential topics: should present information that advances professional skills and describing outcomes with a clear source of evidence (example: unpublished primary research, such as a quality improvement project in the workplace). 	No supporting evidence; presenter is only reference (i.e book author, topic is anecdotal).		Fair supporting evidence relevant to topic and/or most reference(s) older than 3 years.		Supporting evidence meets topic type criteria and research/evidence is highly relevant and timely (within 3 years).

5	Facilitator outline: <ul style="list-style-type: none"> • Related to session learning objective • Highlights new/significant/emerging topic • Logical organization/ proper grammar, syntax • Outline describes a presentation that can be facilitated and completed in the time limit (15 minutes) 	0 outline criteria met.	1 outline criteria met.	2 outline criteria met.	3 outline criteria met.	All 4 outline criteria met.
6	Facilitator is an established and recognized professional expert in the field with experience consistent with topic.	Not qualified	Fair qualifications	Qualified	Well qualified	Very-well qualified

Please list any additional notes or concerns.

Additional Items to Note:

- Original ideas that challenge and empower nutrition and dietetics professionals to embrace change
- Solution-oriented presentations that address current food and nutrition challenges faced by professionals
- Alignment with the Academy's Strategic Plan
- Demonstrates systems thinking by connecting broader issues and disciplines, including collaboration, cross-disciplinary approaches, and diversity and inclusion.
- Different, diverse and inclusive evidence-based perspectives
- Quality of evidence (evidence definition)