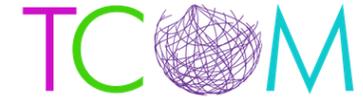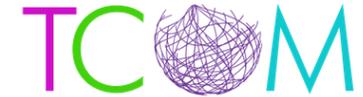# PRESENTATION REVIEW
RUBRIC

TC∞M

EVER FORWARD: GROWING COMMUNITY, CULTIVATING OUTCOMES

CRITERIA	ACCEPT/NO REVISIONS = 0	ACCEPT/SOME REVISIONS = 1	IMPROVEMENT NEEDED = 2	NOT ACCEPTED = 3
PROPOSAL DESCRIPTION Does the description clearly and with sufficient detail outline the proposed presentation?	Description is clear, concise and easy to understand.	Description is clear and generally easy to understand.	Description is verbose and/or difficult to understand.	It is unclear what is being proposed.
TARGET AUDIENCE/RELEVANCE Who is the target audience and why would this session be relevant to them? Refer to document listing potential audiences.	Target audience is clearly defined and significance of the topic to that audience is clearly articulated.	Target audience is specified and relevance of the topic to that audience is loosely described.	Target audience is generally described, but the relevance of the topic to that audience is not articulated.	Target audience and relevance are not described, or described only in vague terms.
LEARNING OBJECTIVES (TAKEAWAYS): Are learning objectives (takeaways) clear, specific, relevant, measurable, and actionable? See also document describing how to create an effective learning outcome (also shared on call for proposals platform).	Learning objectives (takeaways) are clear and specific. There are a minimum of three goals framed in accordance with what is listed in the call (e.g., specific, measurable).	Learning objectives (takeaways) are generally clear and specific. There are at least two learning goals specified meeting our criteria for an effective goal/outcome.	Learning objectives (takeaways) are vague and it will be difficult to assess achievement. There may be only one clear, effective goal.	The proposal does not suggest any strategy for active engagement.

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PRESENTATION/ ENGAGEMENT STYLE Is the proposed presentation likely to engage participants actively in discussion, thought or active learning?	The proposal makes engagement a key, central component to the objectives of the talk. This might include an exercise that is referred to throughout.	The proposal clearly describes at least one strategy for active engagement, but it might not be clear how the exercise connects with the goals of the talk.	The proposal suggests active engagement, but the description of the strategy is unclear.	The proposal does not suggest any strategy for active engagement.
IN-DEMAND Is the topic new and/or in-demand?	The topic is an emerging "hot" topic and/or a topic for which there is proven high demand.	This topic has been explored, and remains an in-demand topic. However, it is not clear how this presentation will expand on past presentations.	This topic has been presented often/recently. Interest may be declining.	This topic has been presented often. There is little demand.
INNOVATION Does the content offer fresh, memorable ideas, methods, or resources?	The proposal content is original and innovative.	The proposal content does not clearly articulate how it is a new take on a familiar topic.	The proposal content redundant to topics that have been presented in past conferences.	The proposal content is weak and lacks originality.
REFLECTS AND BUILDS ON CONFERENCE THEME Does the proposal reflect and build on the TCOM Conference theme?	The proposal clearly articulates a relationship of the content to the conference theme.	The proposal indicates a relationship of the content to the conference theme.	The proposal suggests a relationship of the content to the conference theme but it is not clearly articulated.	The proposal does not suggest any relationship of the content to the conference theme.

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MODELS COLLABORATION Is the material presented in a collaborative way (2+ presenters) OR does the presentation discuss results of collaborative work? *Examples include:* A talk with people representing multiple levels of TCOM tool use (e.g., supervisor and executive director) Results of Community-Based Participatory Research Providers and families sharing lived experience	The proposal includes multiple presenters including those receiving transformative services (e.g., family members) OR it clearly presents the results of collaborative efforts in the application of TCOM.	The proposal includes multiple presenters but none who would be considered "end users" OR a model of collaboration is presented that did not include people who were served.	The proposal includes only one presenter and only vaguely describes collaboration with others at any point in the process leading to information presented.	The proposal includes only one presenter and does not demonstrate collaboration in any of the materials.