

Evaluation Plan Design Scoring Guide

CRITERIA	NON-PERFORMANCE	BASIC	PROFICIENT	DISTINGUISHED
Define the outcomes that are the goal of an intervention plan.	Does not suggest the outcomes that are the goal of an intervention plan.	Suggests the outcomes of an intervention plan, but proposed outcomes do not illustrate the purpose of the intervention or do not establish a framework for an improvement in the quality, safety, or experience of care.	Defines the outcomes that are the goal of an intervention plan.	Defines the outcomes that are the goal of an intervention plan, impartially discussing pros and cons of alternative outcomes.
Create an evaluation plan to determine the impact of an intervention for a health promotion, quality improvement, prevention, education, or management need.	Does not create an evaluation plan to determine the impact of the intervention.	Attempts to create an evaluation plan, but omits details about the collection, analysis, or evaluation of data to fully evaluate the outcomes, or does not clearly relate the evaluation plan to the intervention plan.	Creates an evaluation plan to determine the impact of an intervention for a health promotion, quality improvement, prevention, education, or management need.	Creates an evaluation plan to determine the impact of an intervention for a health promotion, quality improvement, prevention, education, or management need, and identifies assumptions on which the evaluation plan is based.
Analyze the nurse's role in leading change and driving improvements in the quality and experience of care.	Does not discuss the nurse's role in leading change and driving improvements in the quality and experience of care.	Superficially discusses the nurse's role in leading change and driving improvements in the quality and experience of care.	Analyzes the nurse's role in leading change and driving improvements in the quality and experience of care.	Analyzes the nurse's role in leading change and driving improvements in the quality and experience of care, and identifies assumptions on which the analysis is based.
Explain how the intervention plan affects nursing and interprofessional collaboration, and how the health care field gains from the plan.	Does not explain how the intervention plan affects nursing and interprofessional collaboration, and how the health care field gains from the plan.	Provides a cursory or unconvincing explanation of how the intervention plan affects nursing and interprofessional collaboration, and how the health care field gains from the plan.	Explains how the intervention plan affects nursing and interprofessional collaboration, and how the health care field gains from the plan.	Explains how the intervention plan affects nursing and interprofessional collaboration, and how the health care field gains from the plan; identifies areas of uncertainty, knowledge gaps, or additional information that would be needed in order to gain a more complete understanding.
Explain how the current project could be improved upon to create a bigger impact in the target population as well as	Does not suggest how the current project could be improved upon to create a bigger impact in the target	Provides a cursory explanation of how the project could be improved upon, missing opportunities related to emerging	Explains how the current project could be improved upon to create a bigger impact in the target population as	Explains how the current project could be improved upon to create a bigger impact in the target population as well as take advantage of emerging

take advantage of emerging technology and care models to improve outcomes and safety.	population or take advantage of emerging technology and care models to improve outcomes and safety.	technology or care models and ignoring potential for improved and broader-reaching impacts.	well as take advantage of emerging technology and care models to improve outcomes and safety.	technology and care models to improve outcomes and safety; identifies assumptions underlying the proposed improvements.
Reflect on how the project has impacted one's ability to lead change in personal practice and future leadership positions.	Does not discuss how the project has impacted one's ability to lead change in personal practice and future leadership positions.	Discusses how the project has impacted one's ability to lead change in personal practice and future leadership positions, but discussion lacks thoughtfulness or self-reflection.	Reflects on how the project has impacted one's ability to lead change in personal practice and future leadership positions.	Reflects on how the project has impacted one's ability to lead change in personal practice and future leadership positions, and suggests goals for future personal growth.
Reflect on the ways in which the completed intervention, implementation, and evaluation plans can be transferred into one's personal practice to drive quality improvement in other contexts.	Does not discuss the ways in which the completed intervention, implementation, and evaluation plans can be transferred into one's personal practice to drive quality improvement in other contexts.	Discusses how the completed intervention, implementation, and evaluation plans can be transferred into one's personal practice to drive quality improvement in other contexts, but discussion lacks thoughtfulness or insight.	Reflects on the ways in which the completed intervention, implementation, and evaluation plans can be transferred into one's personal practice to drive quality improvement in other contexts.	Reflects on the ways in which the completed intervention, implementation, and evaluation plans can be transferred into one's personal practice to drive quality improvement in other contexts; impartially considers conflicting evidence or other perspectives.
Integrate resources from diverse sources that illustrate support for all aspects of an evaluation plan for an intervention, as well as for professional discussion about the plan.	Does not integrate resources from diverse sources that illustrate support for all aspects of an evaluation plan for a planned intervention, as well as professional discussion about the plan.	Integrates resources, but they do not support all aspects of the evaluation plan or they do not come from a diversity of sources.	Integrates resources from diverse sources that illustrate support for all aspects of an evaluation plan for an intervention, as well as for professional discussion about the plan.	Integrates resources from diverse sources that illustrate support for all aspects of an evaluation plan for a planned intervention, as well as professional discussion about the plan. In-text citations and reference list are error-free.
Communicate evaluation plan and discussion of the project in a professional way that helps the audience to understand how the outcomes will be evaluated, as well as what was learned through the project process.	Does not communicate evaluation plan and discussion of the project in a professional way that helps the audience to understand how the outcomes will be evaluated, as well as what was learned through the project process.	Inconsistently communicates evaluation plan and discussion of the project, in a way that partially helps the audience to understand how the outcomes will be evaluated, or incompletely communicates what was learned through the project process.	Communicates evaluation plan and discussion of the project in a professional way that helps the audience to understand how the outcomes will be evaluated, as well as what was learned through the project process.	Communicates evaluation plan and discussion of the project in a professional way that helps the audience to understand how the outcomes will be evaluated, as well as what was learned through the project process. Grammar, punctuation, and spelling are error-free.

Demonstrate completion of hours toward the practicum experience.	Does not demonstrate completion of hours toward the practicum experience.	Demonstrates completion of hours toward the practicum experience, but provides no details about activities completed during those hours.	Demonstrates completion of hours toward the practicum experience.	Demonstrates completion of hours toward the practicum experience and provides a clear and concise description of the focus of the clinical hours and alignment to the capstone project.
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