



	Basic/Beginning (1)	Emerging (2)	Developing (3)	Accomplished (4)	Exemplary (5)	Notes/ Score
Title / context and objectives; acknowledgements, conflicts of interest and references	Failed to include	Included minimum components	Included adequate components	Developing professional presentation	Professional presentation	
Clinical Scenario / Question	Student demonstrates basic level review of scenario and basic presentation of question, fails to present brief description of clinical scenario	Student demonstrates minimal level review of scenario and basic presentation of question, incomplete presentation of brief description of clinical scenario	Student demonstrates developing level review of clinical scenario and basic presentation of question, basic but complete presentation of clinical description and scenario	Student demonstrates adequate level review of scenario and basic presentation of question, with an adequate <i>presentation of clinical description and scenario</i>	Student demonstrates thorough level review of scenario and basic presentation of question, with a <i>thorough and profession presentation of clinical description and scenario</i>	
Summary of Search, Appraisal & Key Finding(s)	Student response fails to follow bulleted format and fails to define key finding in research selected; selection of research is inappropriate/ not adequate supported	Student response demonstrates emerging understanding of required form, selections appropriate research but fails to adequately review findings as applies to question focus	Student response demonstrates developing understanding of required form, selections appropriate research but adequately review findings as applies to question focus	Student response demonstrates accomplished understanding of required form, selection appropriate research & thoroughly reviews findings as applies to question focus	Student response demonstrates a <i>thorough and professional</i> understanding of required form, selection appropriate research & thoroughly reviews findings as applies to question focus	
Strength of Recommendation (“strength of your take home message”)	Student presents in a manner that is incomplete, missing most of components or level information; cannot lend to strength of recommendation	Student presents in a manner that is incomplete, missing some of components or level information; weak link to strength of recommendation	Student presents in a manner showing elementary /basic intent of review/question; exiting link to strength of recommendation	Student presents in a manner that is complete and effective, missing few components of review / question and has accomplished link to strength of recommendation	Student presents in a manner that is complete and effective missing no components and with a through and profession link to strength of recommendations	
Search Strategy including Inclusion and Exclusion Criteria	Student demonstrates incorrect understanding of strategy description; violates timeline for search conducted, fails to use PICO, fails to list & apply inclusion and exclusion certain	Student demonstrates minimal understanding of strategy description; violates timeline for search conducted, fails to use PICO or fails to list & apply inclusion and exclusion certain	Student demonstrates partial understanding of strategy description; follow adequate timeline for search conducted, use PICO and lists & applies inclusion and exclusion certain	Student demonstrates adequate understanding of strategy description; follow timeline for search conducted, uses PICO and lists & applies inclusion and exclusion certain in accomplished manner	Student demonstrates thorough and professional understanding of strategy description; follows timeline for search conducted, uses PICO and lists & applies inclusion and exclusion certain in thorough and impressive manner	
Summary of Best Evidence & Implications for Practice, Education and Future research	Student demonstrates incorrect understanding of evaluation of evidence fails to present implications for practice, education, and future research	Student demonstrates basic understanding of evaluation of evidence, presents incomplete implications for practice, education, and future research	Student demonstrates adequate understanding of evaluation of evidence, presents basic but complete implications for practice, education, and future research	Student demonstrates thorough understanding of evaluation of evidence, presents accomplished implications for practice, education, and future research	Student professionally demonstrates thorough understanding of evaluation of evidence, presents advanced implications for practice, education, and future research	
Total Score						

CAT typically includes a critical appraisal of at least 3 high-quality studies but not more than 5 from referred medical / allied health journals