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QEP Faculty Rubric: Identification

QEP Faculty

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QEP Faculty Rubric – Version 2: Identification

			Ranking		
Category	**Activity/Outcome**	**Criteria**	**1** **Emerging**	**2** **Developing**	**3** **Accomplished**
Instructional Strategies	Identification of instructional strategies that support students' ability to improve higher order thinking skills.	• Apply • Analyze • Evaluate • Create	Instructor identifies an instructional strategy that does not align with the specified learning goal which supports students' ability to improve their higher order thinking skills	Instructor identifies an instructional strategy that aligns with the specified learning goal which supports students' ability to improve their higher order thinking skills	Instructor identifies an instructional strategy that aligns with the specified learning goal which supports students' ability to improve their higher order thinking skills and discusses its implementation.
Evidenced by:					
Instructional Technologies	Identification of instructional technologies that support students' ability to improve higher order thinking skills.	• Apply • Analyze • Evaluate • Create	Instructor identifies an instructional technology that does not align with the specified learning goal which supports students' ability to improve their higher order thinking skills	Instructor identifies an instructional technology that aligns with the specified learning goal which supports students' ability to improve their higher order thinking skills	Instructor identifies an instructional technology that aligns with the specified learning goal which supports students' ability to improve their higher order thinking skills and discusses its implementation.
Evidenced by:					

Assessment Techniques	Identification of assessment techniques that support students' ability to improve higher order thinking skills.	• Apply • Analyze • Evaluate • Create	Instructor identifies an assessment technique that does not align with the specified learning goal which supports students' ability to improve their higher order thinking skills	Instructor identifies an assessment technique that aligns with the specified learning goal which supports students' ability to improve their higher order thinking skills	Instructor identifies an assessment technique that aligns with the specified learning goal which supports students' ability to improve their higher order thinking skills and discusses its implementation.
Evidenced by:					