QEP Faculty Rubric: Demonstration

QEP Faculty

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<table>
<thead>
<tr>
<th>Category</th>
<th>Activity/Outcome</th>
<th>Criteria</th>
<th>1 Emerging</th>
<th>2 Developing</th>
<th>3 Accomplished</th>
</tr>
</thead>
</table>
| **Instructional Strategies** | Demonstration of instructional strategies that support students’ ability to improve higher order thinking skills. | • Apply  
• Analyze  
• Evaluate  
• Create | Instructor demonstrates an instructional strategy that does not align with the specified learning goal which supports students’ ability to improve their higher order thinking skills | Instructor demonstrates 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. | Instructor demonstrates 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: 

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</tr>
</thead>
</table>
| **Instructional Technologies** | Demonstration of instructional technologies that support students’ ability to improve higher order thinking skills. | • Apply  
• Analyze  
• Evaluate  
• Create | Instructor demonstrates an instructional technology that does not align with the specified learning goal which supports students’ ability to improve their higher order thinking skills | Instructor demonstrates an instructional technology that aligns with the specified learning goal which supports students’ ability to improve their higher order thinking skills | Instructor demonstrates 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 | Demonstration of assessment techniques that support students’ ability to improve higher order thinking skills. | • Apply • Analyze • Evaluate • Create | Instructor demonstrates an assessment technique that does not align with the specified learning goal which supports students’ ability to improve their higher order thinking skills | Instructor demonstrates 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. | Instructor demonstrates an assessment technique that aligns with the specified learning goal which supports students’ ability to improve their higher order thinking skills |

Evidenced by: