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QEP Faculty Rubric: Identification

QEP Faculty

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## QEP Faculty Rubric – Version 2: Identification

<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**    | 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 and discusses its implementation. | 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. |
| Strategies           |                                                                                 |                                                                          |                                                                          |                                                                            |                                                                               |
| **Instructional**    | 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 and discusses its implementation. | 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. |
| Technologies         |                                                                                 |                                                                          |                                                                          |                                                                            |                                                                               |

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 and discusses its implementation. | Instructor identifies an assessment technique that aligns with the specified learning goal which supports students’ ability to improve their higher order thinking skills |

Evidenced by: