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QEP Student Rubric

QEP Faculty

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<table>
<thead>
<tr>
<th>Bloom’s Category</th>
<th>Activity/Outcome</th>
<th>Criteria</th>
<th>1 Emerging</th>
<th>2 Developing</th>
<th>3 Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply</strong></td>
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</table>
|                  | Prepare a differential diagnosis or hypothesis | • Knowledge of background and current information  
• Request of appropriate tests  
• Interpretation of results | Conducts inappropriate tests, misinterprets results, and incorrectly identifies diagnosis or hypothesis | Either conducts inappropriate tests or misinterprets results, but correctly identifies diagnosis or hypothesis | Orders appropriate tests, correctly interprets results, and identifies correct diagnosis or hypothesis |
| **Analyze**      |                  |                                                                          |                                                                                                                                                       |                                                                                                                                                        |                                                                                                                                                        |
|                  | Critique the effectiveness of different treatments | • Knowledge of treatment options  
• Differentiation of treatment options  
• Outcomes necessary to achieve an effective result | Conducts treatment achieving none of the following results:  
• reduction of adverse condition  
• improvement from previous visit/session  
• positive change in adverse symptoms  
• positive change in lifestyle alteration  
• compliance with treatment | Conducts treatment achieving some of the following results:  
• reduction of adverse condition  
• improvement from previous visit/session  
• positive change in adverse symptoms  
• positive change in lifestyle alteration  
• compliance with treatment | Conducts treatment achieving all of the following results:  
• reduction of adverse condition  
• improvement from previous visit/session  
• positive change in adverse symptoms  
• positive change in lifestyle alteration  
• compliance with treatment |
| **Evaluate** | Compare and contrast normal from abnormal in a case scenario. | • Identification of appropriate problem according to diagnostic criteria  
• Understanding of distinct elements that characterize ‘normal’  
• Ability to quantify and qualify abnormality and degrees of abnormality  
• Articulation or demonstration of similarities and differences | Is able to identify the difference/s between a normal and abnormal condition, but unable to explain why. | Is able to define what is normal and identify the differences of an abnormal condition. | Is able to distinguish between a normal and abnormal condition by explaining or demonstrating similarities and differences. |
| **Create** | Create a plan. | Explanation of essential plan components:  
• Knowledgebase  
• Purpose/need  
• Goal  
• Objectives  
• Process  
• Outcome measures | Plan lacks two or more essential components. | Plan lacks a single essential component, but is documented or explained in a manner that is appropriately aligned with the goal. Objectives are somewhat attainable and process is sequenced in a logical fashion. | Plan includes all essential components, and is documented or explained in a manner that is appropriately aligned with the goal. Objectives are attainable and process is sequenced in a logical fashion. |