Spring 3-27-2011

QEP Faculty Rubric: Identification

QEP Faculty

Follow this and additional works at: http://digitalcommons.hsc.unt.edu/rubric

Part of the Curriculum and Instruction Commons, and the Educational Assessment, Evaluation, and Research Commons

Recommended Citation
http://digitalcommons.hsc.unt.edu/rubric/5

This Article is brought to you for free and open access by the Assessment at UNTHSC Scholarly Repository. It has been accepted for inclusion in Rubrics by an authorized administrator of UNTHSC Scholarly Repository. For more information, please contact Tom.Lyons@unthsc.edu.
# 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 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 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. |
| **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 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: