

QEP Faculty Rubric – Version 2: Demonstration

			Ranking		
Category	Activity/Outcome	Criteria	1 Emerging	2 Developing	3 Accomplished
Instructional Strategies	Demonstration of instructional strategies that support students' ability to improve higher order thinking skills.	<ul style="list-style-type: none"> • Apply • Analyze • Evaluate • Create 	Instructor demonstrates an instructional strategy that <u>does not align</u> with the specified learning goal which supports students' ability to improve their higher order thinking skills	Instructor demonstrates an instructional strategy that <u>aligns</u> with the specified learning goal which supports students' ability to improve their higher order thinking skills	Instructor demonstrates an instructional strategy that <u>aligns</u> with the specified learning goal which supports students' ability to improve their higher order thinking skills <u>and discusses its implementation.</u>
<u>Evidenced by:</u>					
Instructional Technologies	Demonstration of instructional technologies that support students' ability to improve higher order thinking skills.	<ul style="list-style-type: none"> • Apply • Analyze • Evaluate • Create 	Instructor demonstrates an instructional technology that <u>does not align</u> with the specified learning goal which supports students' ability to improve their higher order thinking skills	Instructor demonstrates an instructional technology that <u>aligns</u> with the specified learning goal which supports students' ability to improve their higher order thinking skills	Instructor demonstrates an instructional technology that <u>aligns</u> with the specified learning goal which supports students' ability to improve their higher order thinking skills <u>and discusses its implementation.</u>
<u>Evidenced by:</u>					

<p>Assessment Techniques</p>	<p>Demonstration of assessment techniques that support students' ability to improve higher order thinking skills.</p>	<ul style="list-style-type: none"> • Apply • Analyze • Evaluate • Create 	<p>Instructor demonstrates an assessment technique that <u>does not align</u> with the specified learning goal_which supports students' ability to improve their higher order thinking skills</p>	<p>Instructor demonstrates an assessment technique that <u>aligns</u> with the specified learning goal_which supports students' ability to improve their higher order thinking skills</p>	<p>Instructor demonstrates an assessment technique that <u>aligns</u> with the specified learning goal_which supports students' ability to improve their higher order thinking skills <u>and discusses its implementation.</u></p>
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Evidenced by: