

# QEP Student Rubric – Version 1.0

Initial Construction: Faculty Retreat, 8/13/2010

		Ranking			
Bloom's Category	Activity/Outcome	Criteria	1 Emerging	2 Developing	3 Accomplished
<b>Apply</b>	Prepare a differential diagnosis or hypothesis	<ul style="list-style-type: none"> <li>• Knowledge of background and current information</li> <li>• Request of appropriate tests</li> <li>• Interpretation of results</li> </ul>	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
<b>Analyze</b>	Critique the effectiveness of different treatments	<ul style="list-style-type: none"> <li>• Knowledge of treatment options</li> <li>• Differentiation of treatment options</li> <li>• Outcomes necessary to achieve an effective result</li> </ul>	Conducts treatment achieving none of the following results: <ul style="list-style-type: none"> <li>• reduction of adverse condition</li> <li>• improvement from previous visit/session</li> <li>• positive change in adverse symptoms</li> <li>• positive change in lifestyle alteration</li> <li>• compliance with treatment</li> </ul>	Conducts treatment achieving some of the following results: <ul style="list-style-type: none"> <li>• reduction of adverse condition</li> <li>• improvement from previous visit/session</li> <li>• positive change in adverse symptoms</li> <li>• positive change in lifestyle alteration</li> <li>• compliance with treatment</li> </ul>	Conducts treatment achieving all of the following results: <ul style="list-style-type: none"> <li>• reduction of adverse condition</li> <li>• improvement from previous visit/session</li> <li>• positive change in adverse symptoms</li> <li>• positive change in lifestyle alteration</li> <li>• compliance with treatment</li> </ul>

<p><b>Evaluate</b></p>	<p>Compare and contrast normal from abnormal in a case scenario.</p>	<ul style="list-style-type: none"> <li>• Identification of appropriate problem according to diagnostic criteria</li> <li>• Understanding of distinct elements that characterize 'normal'</li> <li>• Ability to quantify and qualify abnormality and degrees of abnormality</li> <li>• Articulation or demonstration of similarities and differences</li> </ul>	<p>Is able to identify the difference/s between a normal and abnormal condition, but unable to explain why.</p>	<p>Is able to define what is normal and identify the differences of an abnormal condition.</p>	<p>Is able to distinguish between a normal and abnormal condition by explaining or demonstrating similarities and differences.</p>
<p><b>Create</b></p>	<p>Create a plan.</p>	<p>Explanation of essential plan components:</p> <ul style="list-style-type: none"> <li>• Knowledgebase</li> <li>• Purpose/need</li> <li>• Goal</li> <li>• Objectives</li> <li>• Process</li> <li>• Outcome measures</li> </ul>	<p>Plan lacks two or more essential components.</p>	<p>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.</p>	<p>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.</p>