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Assessment Strategies and Complete Course Plan Scoring Guide

| CRITERIA | NON-PERFORMANCE | BASIC | PROFICIENT | DISTINGUISHED |
| --- | --- | --- | --- | --- |
| Apply appropriate theory to optimize the teaching experience and learner outcomes. | Does not apply theory to optimize the teaching experience and learner outcomes. | Applies inappropriate theory to a teaching experience and learner outcomes. | Applies appropriate theory to optimize the teaching experience and learner outcomes. | Applies appropriate theory to optimize the teaching experience and learner outcomes; provides academic rationale for why and how theory is applied. |
| Apply knowledge of methods of thinking, learning, and communicating to specific learning situations. | Does not apply knowledge of methods of thinking, learning, and communicating to specific learning situations. | Inaccurately applies knowledge of methods of thinking, learning, and communicating to specific learning situations. | Applies knowledge of methods of thinking, learning, and communicating to specific learning situations. | Applies knowledge of methods of thinking, learning, and communicating to specific learning situations; references evidence-based research as the rationale for application. |
| Integrate appropriate teaching strategies, techniques, and outcomes for nursing and healthcare education for use in specific situations and populations. | Does not integrate learning strategies, techniques, and outcomes for nursing and healthcare education for use in specific situations and populations. | Integrates inappropriate learning strategies, techniques, and outcomes for nursing and healthcare education for use in specific situations and populations. | Integrates appropriate teaching strategies, techniques, and outcomes for nursing and healthcare education for use in specific situations and populations. | Integrates appropriate learning strategies, techniques, and outcomes for nursing and healthcare education for use in specific situations and populations; identifies assumptions upon which the choices are based. |
| Incorporate evidence-based best practices to enhance learner motivation in a selected learning environment and format. | Does not integrate evidence based best practices for classroom and learner management. | Integrates inappropriate practices for classroom and learner management. | Integrates evidence-based best practices for classroom and learner management. | Integrates evidence-based best practices for classroom and learner management; considers conflicting data and other perspectives. |
| Consider barriers to learning when designing and developing educational programs. | Does not consider barriers to learning when designing and developing educational programs. | Considers inapplicable barriers to learning and/or misses applicable barriers for consideration when designing and developing educational programs. | Considers barriers to learning when designing and developing educational programs. | Considers barriers to learning when designing and developing educational programs; identifies areas of uncertainty, knowledge gaps, and/or additional information that would be needed in order to gain a more complete understanding. |
| Integrate cultural competence in nursing and healthcare educational offerings. | Does not integrate cultural competence in nursing and healthcare educational offerings. | Inappropriately attempts to integrate cultural competence in nursing and healthcare educational offerings. | Integrates cultural competence in nursing and healthcare educational offerings. | Integrates cultural competence in nursing and healthcare educational offerings; evaluates the relevance, currency, sufficiency, and trustworthiness of the evidence for these choices. |
| Develop a teaching plan for a selected topic that demonstrates flow, cohesion, and application of best practices. | Does not develop a teaching plan for a selected topic. | Develops a teaching plan for a selected topic that fails to demonstrate flow, cohesion, or application of best practices. | Develops a teaching plan for a selected topic that demonstrates flow, cohesion, and application of best practices. | Develops a teaching plan for a selected topic that demonstrates flow, cohesion, and application of best practices across the entirety of the document. |
| Design appropriate and meaningful assessments for a course. | Does not design appropriate and meaningful assessments for a course. | Designs assessments for a course; assessments are not most appropriate fit for learning outcomes, content, population, or environment. | Designs appropriate and meaningful assessments for a course. | Designs appropriate and meaningful assessments for a course; assessments reflect application of best practice for the content, population, and environment of the course. |
| Support identified position with effective written communication using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. | Does not support identified position with effective written communication using appropriate spelling, grammar, punctuation, mechanics, and APA style and formatting. | Supports the identified position with ineffective written communication using inappropriate spelling, grammar, punctuation, mechanics, and APA style and formatting. | Supports identified position with effective written communication using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. | Supports the identified position with error-free written communication using pristine spelling, grammar, punctuation, mechanics, and APA style and formatting. |