

Quality Matters Rubric Standards 2011 - 2013 edition with Assigned Point Values



Standards Points

| Course Overview and Introduction 11 Structions make clear how to get started and where to find various course components. 12 Stodents are introduced to the purpose and structure of the course. 13 Stodents are introduced to the purpose and structure of the course. 14 Course and/or institutional policies with which the student is expected for comply are clearly stated, ar a link to current policies is provided. 15 Prequestic knowledge in the dispiller and/or any required competency are clearly stated. 16 Minimum technical skills expected of the student is expected only are clearly stated. 17 The self-introduction by the instructor is appropriate and available online. 18 Students are asked to introduce themselves to the class. 19 Competencies 20 The course learning objectives describe untromes that are measurable. 21 Described to the course learning objectives describe untromes that are measurable. 22 The course learning objectives are stated clearly and written from the student's perspective. 23 All learning objectives are appropriately designed for the level of the course. 24 Instructions to students on how to meet the learning objectives are adequated and stated clearly. 25 The learning objectives are appropriately designed for the level of the course. 26 The course grading policy is stated clearly. 27 The course grading policy is stated clearly. 38 Specific and descriptive certificate are provided for the evaluation of students' work and participation and are lied to the course grading policy. 39 Students have multiple opportunities to measure their work learning progress. 30 Students have multiple opportunities to measure their work learning progress. 30 Students have multiple opportunities to massure their work learning progress. 30 Students have multiple opportunities to measure their work learning progress. 30 Students have multiple opportunities to measure their work learning progress. 31 The instructional materials sourced to the students' progress and module/unit learning objectives. 32 The instructiona | otaridardo | | · Oiiic |
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| Competencies 2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. 3 3 2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly. 3 3 2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly. 3 3 3 3 3 3 3 3 3 | Overview and | Students are introduced to the purpose and structure of the course. Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly. Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. Minimum technical skills expected of the student are clearly stated. The self-introduction by the instructor is appropriate and available online. | 3 2 2 1 1 1 |
| Measurement 3.2 The course grading policy is stated clearly. 3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy. 3.3 Aft he assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed. 3.2 Students have multiple opportunities to measure their own learning progress. 3.5 Students have multiple opportunities to measure their own learning progress. 3.6 Instructional Materials 4.1 The instructional materials are only the stated course and module/unit learning objectives. 4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. 4.3 All resources and materials are current. 4.4 The instructional materials are current. 4.5 The instructional materials are current. 4.6 The distinction between required and optional materials is clearly explained. 4.7 The instructional materials are current. 4.8 The learning activities promote the achievement of the stated learning objectives. 4.9 The learning activities promote the achievement of the stated learning objectives. 4.0 The instructor's plan for classroom response time and feedback on assignments is clearly stated. 5.1 The learning activities promote the achievement of the stated learning objectives. 5.2 Learning activities promote the achievement of the stated learning objectives. 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated. 5.4 The requirements for student interaction are clearly articulated. 5.5 The requirements for student interaction are clearly articulated. 5.6 The tocourse tools and media support the course learning objectives. 5.7 Energy and the course objects of the course is logical, consistent, and efficient. 5.8 Students can readily access the technologies required in the course and services. 5. The course technologies are current. 5. The course certainly access the technologies required in the course | Objectives | 2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. 2.3 All learning objectives are stated clearly and written from the students' perspective. 2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly. | 3 3 3 |
| Materials 4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. 4.3 All resources and materials used in the course are appropriately cited. 4.4 The instructional materials are current. 4.5 The instructional materials present a variety of perspectives on the course content. 4.6 The distinction between required and optional materials is clearly explained. Learner Interaction 5.1 The learning activities promote the achievement of the stated learning objectives. Interaction 5.2 Learning activities promote the achievement of the stated learning objectives. Interaction and 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated. 5.4 The requirements for student interaction are clearly articulated. Course Technology 6.1 The tools and media support the course learning objectives. Trechnology 6.2 Course tools and media support student engagement and guide the student to become an active learner. 3 Avaigation throughout the online components of the course is logical, consistent, and efficient. 3 Students can readily access the technologies required in the course. 5 The course instructions articulate or link to a clear description of the technical support offered and how to access it. 5 The course instructions articulate or link to a clear description of the technical support services and resources can help students succeed in the course and how students can access the services. 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services can help students succeed and how students can access the services. Accessibility 8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation. 8.2 The course design facilitates readability and minimizes distractions. 9.2 The course design facilitates readability and minimizes distractions. 9.3 The course design facilitates readability and minimizes distractions. | and | 3.2 The course grading policy is stated clearly. 3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy. 3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed. | 3 3 2 |
| Interaction and 5.2 Learning activities provide opportunities for interaction that support active learning. 3 Engagement 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated. 2 Course Technology 6.1 The tools and media support the course learning objectives. 3 6.2 Course tools and media support student engagement and guide the student to become an active learner. 3 6.3 Navigation throughout the online components of the course is logical, consistent, and efficient. 3 6.4 Students can readily access the technologies required in the course. 2 6.5 The course technologies are current. 1 Learner Support 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. 3 7.2 Course instructions articulate or link to the institution's accessibility policies and services. 3 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services. 7.4 Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services. 2 Accessibility 8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation. 3 8.2 The course contains equivalent alternatives to auditory and visual content. 2 8.3 The course design facilitates readability and minimizes distractions. 2 2 | | 4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. 4.3 All resources and materials used in the course are appropriately cited. 4.4 The instructional materials are current. 4.5 The instructional materials present a variety of perspectives on the course content. | 3 2 2 1 |
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