

## RUBRIC for Evaluating Online Courses

Instructor Name: \_\_\_\_\_ Course (DEPT, number, title): \_\_\_\_\_

When using this rubric to evaluate your course, use this guideline and the rubric below to award points.

0 Points: Component is missing

1 Point: Component is present but is hard to understand, is incomplete, or otherwise needs attention

2 Points: Component is present, complete, and easy to understand.

3 Points: Component contains detail and/or elaboration above and the guideline.

Use the Notes section to elaborate on points given. For example, if a component is missing, but is also believed not to be necessary or relevant to the particular course, this should be noted.

<b>Learner Readiness Information</b>				
<b>Guideline</b>	<b>Needs Attention (1 Point)</b> (If this is missing from the course, award 0 points.)	<b>Meets Requirements (2 Point)</b>	<b>Exceeds Requirements (3 Points)</b>	<b>Points (0-3) &amp; Notes</b>
Prerequisite course knowledge and experience are identified.	A partial list of skills or course numbers is provided.	A list of prerequisite course numbers and abilities/skills is provided.	Includes the “Meets Requirements” criteria, and suggestions for review of skills or mastery of remedial skills.	Points:  Notes:
Technology proficiencies are clearly identified.	Technology proficiencies and skills are incomplete or difficult to understand.	A list of technologies used is provided, with links to sources to access them. Link(s) to UND Tech Support are present and easy to locate.	Includes the “Meets Requirements” criteria, and tutorials or other materials. Examples may be Blackboard, SPSS, scanners, ability to view Flash or YouTube videos. Link(s) to UND Tech Support are present and easy to locate.	Points:  Notes:

<p>A student self-assessment of technology, time-management, and study habits is implemented.</p>	<p>Self assessments are incomplete or not representative of the technologies, skills, and habits students will be expected to rely on throughout the course.</p>	<p>Course includes, as relevant: a pretest, survey, blog/journal/discussion board introductory post, or practice assignment intended to assess students' comfort level with technologies and readiness to follow processes that will be used in the course.</p>	<p>Includes multiple instances of the "Meets Requirements" criteria.</p>	<p>Points: Notes:</p>
<p>Information about being an online learner.</p>	<p>Information related to online learning is difficult to locate and/or incomplete. Information does not give a clear picture of what will be expected of students.</p>	<p>General information related to online learning is provided (e.g., time management skills, deadline awareness).</p>	<p>Includes the "Meets Requirements" criteria, and student orientation materials, links to tips and tricks, a self-assessment of student readiness, or other resources which would give students an opportunity to practice the technology/online tools before being evaluated.</p>	<p>Points: Notes:</p>
<p><b>Average Points for Learner Readiness section</b> <i>(add up points and divide by 4.):</i></p>				

<b>Structure, Content, and Ease of Navigation</b>				
<b>Guideline</b>	<b>Needs Attention (1 Point)</b>	<b>Meets Requirements (2 Points)</b>	<b>Exceeds Requirements (3 Points)</b>	<b>Points (0-3) &amp; Notes</b>
A comprehensive syllabus.	A syllabus is provided, but is missing components as described in “Meets Requirements” to the right.	A syllabus is provided and includes the following: course description; instructor contact information; course prerequisites; course objectives; textbook and other instructional materials; credit hours; grading policy; grade scale/weights; late policies; any special technical requirements; notification of any face-to-face, synchronous or asynchronous requirements; scholastic honesty; UND Code of Student Life; and ADA/DSS statement. Specific department goals and expectations are included.	Includes the “Meets Requirements” criteria, and more comprehensive information including: preferred communication method (with timelines for responses); class etiquette; expectations regarding discussion activities; feedback information; tech support resources. Specific dates for assignments, exams, discussions are provided in the syllabus or on a separate schedule document.	Points:  Notes:

Schedules for students that detail what they are to do each week/unit/module.	The schedule or calendar for the course is incomplete, vague, or difficult to locate.	A detailed schedule or the Blackboard Calendar is used to display test and quiz dates and due dates for assignments.	Includes the “Meets Requirements” criteria, and pertinent information for weekly/unit/module requirements.	Points: Notes:
A welcome message with instructions on how to get started.	Directions for how to get started are hard to find or unclear. It is not obvious where students should click first.	Instructor provides clear directions on where to find the syllabus and how to get started in the class.	Includes the “Meets Requirements” criteria, and tips for successfully navigating the course. These may be textual or provided in a video or other format.	Points: Notes:
A consistent navigation structure.	Course content is difficult to read or is unorganized. Extra menu items or nondescriptive titles may be used.	Course uses the Blackboard course menu to organize materials in a consistent manner.	Includes the “Meets Requirements” criteria, and use of organizational tools (such as folders) to organize materials in a consistent manner with defined areas for content, activity types, discussion, etc.	Points: Notes:
Course and unit/module/weekly learning objectives that are measurable and clearly stated.	Course and unit/module learning objects are vague, difficult to measure, unreasonable, subjective, or otherwise intangible.	Course and unit/module learning objectives are clear, measurable and tangible.  Information about writing objectives can be found here: <a href="http://www.uwlax.edu/learning-outcomes/edreading/WritingOutcomesBrescianiArticle.pdf">http://www.uwlax.edu/learning-outcomes/edreading/WritingOutcomesBrescianiArticle.pdf</a>	Includes the “Meets Requirements” criteria, and the objectives are also action-oriented, reasonable and time-bound.	Points: Notes:

<p>Illustrations, media, and examples to explain important concepts.</p>	<p>Visuals and examples are minimal or not well-related to the content or subject matter.</p>	<p>Course includes visuals such as charts, graphs, images, audio files, videos, case studies, etc. Players required are compatible with multiple systems, images are optimized for efficient loading, and hyperlinks open in appropriate windows.</p>	<p>Includes the “Meets Requirements” criteria, and audio and video files are clear, file length is adequate, download-ables are explained, and file types are identified. Examples and stories from instructor experience as a practitioner also may be used to add meaning to the content.</p>	<p>Points: Notes:</p>
<p>A list of university academic resources with links to appropriate websites.</p>	<p>Some resource links are provided, but may be difficult to locate or may not be descriptively labeled.</p>	<p>Course contains clearly titled, easy-to-locate links to university units such as UND tech support, the library, tutoring center, the writing center, multicultural center, disability services for students, career services, student success center, etc. Links to other relevant online resources such as Smarthinking, Atomic Learning may also be provided.</p>	<p>Includes the “Meets Requirements” criteria, and descriptive text about importance of these links. Content- or course- specific resources such as videos, websites, or other materials are provided in addition to the standard UND resources.</p>	<p>Points: Notes:</p>
<p><b>Average Points for Structure, Content and Nav. section</b> <i>(add up points and divide by 7.):</i></p>				

<b>Interactions and Assessments</b>				
<b>Guideline</b>	<b>Needs Attention (1 Point)</b>	<b>Meets Requirement (2 Points)</b>	<b>Exceeds Requirements (3 Points)</b>	<b>Points (0-3) &amp; Notes</b>
Student-to-student interaction.	Course uses only one method of student-to-student interaction, or interactions are poorly described or confusing.	Course uses multiple methods of communication to allow students to interact. Course contains at least 2 of the following: content-specific discussion boards, blogs, or wikis; groups; students provide peer feedback; promotes Blackboard IM or other means of communication.	Includes the “Meets Requirements” criteria, but with at least 3 methods being used.	Points:  Notes:
Student-to-instructor interaction.	Instructor’s statement about feedback points to intention to provide minimal feedback to students, or use only one method of communication. Instructor’s office hours are “by appointment” only, and/or instructor’s contact information is difficult to find.	Instructor’s statement about feedback points to intention to provide timely feedback on assignments/ assessments and respond to emails in a timely manner. Instructor posts consistent office hours to be held in person or online.	Includes the “Meets Requirements” criteria, and course setup allows instructor to model consistent and deep interactions with students in the discussion boards, blogs, or wikis. Course contains formative assessments.	Points:  Notes:

<p>Assessments and activities are aligned with the learning objectives, and identified in a separate document containing a matrix or table. .</p>	<p>Course activities and assessments are difficult to match up with some or all of the learning objectives.</p>	<p>Course activities and assessments are each aligned to one or more of the learning objectives.</p>	<p>Includes the “Meets Requirements” criteria, and a matrix or table is provided to students. This shows the alignment of course activities and assessments with the appropriate learning objectives, allowing students to understand how the activities and assessments contribute to their mastery of the material.</p>	<p>Points: Notes:</p>
<p>Discussion topics stimulate thought and reflection related to course content.</p>	<p>Reflection and discussion questions have one correct answer, or allow students to answer “yes” or “no.” Questions do not promote interaction or conversation about the topic.</p>	<p>Reflection and discussion questions that have one correct answer are avoided. Discussion and reflection questions are not “yes” or “no” questions. Discussions ask students to view and discuss podcasts or videos, or to complete activities and then share their reactions as it relates to the course content. Instructions include the quantity and quality of discussion board requirements, blog entries, wiki posts, etc</p>	<p>Includes the “Meets Requirements” criteria, and some of the following: students are assigned to take turns facilitating discussions. Blackboard discussion settings may be used to limit viewing other students’ responses until a student has submitted their own response.</p>	<p>Points: Notes:</p>

<p>Separate discussion forums, blogs or wikis for items related to course content, course questions, and community building.</p>	<p>Tools or forums for social interaction, ice-breaking, or similar purposes are not easy to locate or discern from content-related tools or forums, are not promoted in the course, or are not well explained.</p>	<p>Tools to encourage social and course-related interaction are available and clearly labeled. For example, discussions on course content, icebreakers, and FAQs should be labeled as such. The instructor promotes the use of FAQ and social spaces as an alternative to questions being emailed.</p>	<p>Includes the “Meets Requirements” criteria, and guidelines for, and examples of, the use of the tools are provided, including whether and when the instructor will contribute to the different forums or spaces.</p>	<p>Points:  Notes:</p>
<p>Clearly articulated group work expectations.</p>	<p>Group expectations and processes are poorly or vaguely described, or are hard to locate or understand.</p>	<p>Students are informed how groups are chosen. Instructions describe how the groups will work together, expectations of the final product, and how grades will be awarded</p>	<p>Includes the “Meets Requirements” criteria, and a rubric is provided to clearly define tasks and participation expectations, provide clear expectations for any final products or deliverables, and clearly articulate any peer evaluation that will occur and if individual as well as group grades will be given.</p>	<p>Points:  Notes:</p>
<p>Varied opportunities for students to interact with content.</p>	<p>Course content is presented in only one way, or multimedia is used in “flashy” ways that may confuse, rather than contribute to the learning.</p>	<p>Course content is presented in a variety of ways, using at least 2 of the following: written narratives, text-based presentations, videos, podcasts, websites, presentations with audio, readings, etc. All multimedia tools are used in a way that promotes learning.</p>	<p>Includes the “Meets Requirements” criteria, but with at least 3 methods being used.</p>	<p>Points:  Notes:</p>



<p>Ongoing, varied and multiple activities and assessments to assess student learning. These assessments are clearly described.</p>	<p>The course contains only one type of assessment and/or assessment expectations and directions are difficult to understand. Rubrics or grading guidelines are not explained well or are incomplete.</p>	<p>The course uses at least 2 ways to assess student learning: these may include self-assessments, assignments, papers, projects, quizzes, exams, authentic assessments, and others as guided by the course content. The requirements for all assessments in the course are clearly described. Rubrics may be used for grading.</p>	<p>Includes the “Meets Requirements” criteria, but with at least 3 methods being used. The description of requirements includes the quantity and quality of discussion board requirements, blog entries, wiki posts, etc. Rubrics are used for grading. Rubrics that will be used to grade course requirements are shared with the students.</p>	<p>Points: Notes:</p>
<p>Grade Center utilization.</p>	<p>The Grade Center is not used for all grading. Some assignments are graded by email or other methods (excluding publisher gradebooks).  Review the FERPA website if needed: <a href="http://www2.ed.gov/policy/ge/n/guid/fpco/index.html">http://www2.ed.gov/policy/ge/n/guid/fpco/index.html</a></p>	<p>The instructor uses the Grade Center in Blackboard to ensure that points, percentages, and/or letter grades are distributed within a secure setting.</p>	<p>Includes the “Meets Requirements” criteria, and the Grade Center is also used to distribute audio or written feedback, graded assignment materials, and other commentary or feedback related to student assessment.</p>	<p>Points: Notes:</p>

A variety of opportunities for students to give course and content related feedback.	Classroom assessment techniques and/or feedback opportunities are only done at the end of the semester	There are 2 opportunities for students to provide feedback about the ease of navigation in the class, instructor involvement and quality, as well as course content and delivery, with midterm feedback, for example.	Includes the “Meets Requirements” criteria, but with at least 3 methods being used. The instructor may use classroom assessment techniques, SGIDs, surveys, etc..	Points: Notes:
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**Average Points for Interactions and Assessment section** *(add up points and divide by 10.):*

**Technology, Support, and Accessibility**

<b>Guideline</b>	<b>Needs Attention (1 Point)</b>	<b>Meets Requirement (2 Points)</b>	<b>Exceeds Requirements (3 Points)</b>	<b>Points (0-3) &amp; Notes</b>
Appropriate technology tools to facilitate learning.	A technology tool is not used when it seems to be needed, tools are poorly explained and/or difficult to access or navigate. Instructor requires students to purchase a technology that is expensive while a similar/less expensive or freeware option is available. Technology appears to be too complicated for the level and subject matter being taught. “Plug-ins,” “add-ons,” or other installations need to be made to view resources, but this is not explained and/or they are difficult to locate or install.	Technology tools are used where needed. Software products have a free or trial version or are available via UND resources. Software is Mac and Windows compatible or reasonable options are otherwise provided. Instructions for accessing technology are clear. Technology should help students meet a measurable objective. Technology is enhancing, not hindering the learning. (Technology may hinder the learning if it is complicated, hard to locate, or hard to use.)	Includes the “Meets Requirements” criteria, and links to tutorials, examples, or resources are provided.	Points: Notes:

<p>Attention to appropriate copyright and fair use laws.</p>	<p>Copyright and fair use are inconsistently addressed in the course. Some materials are not cited, and/or some materials are likely in violation of fair use or copyright guidelines.</p>	<p>Permissions for use of materials have been acquired and attributions are made where needed.</p> <p>Review the following pages:  <a href="http://www.copyright.gov">http://www.copyright.gov</a>, and  <a href="http://www.copyright.gov/fls/fl102.html">http://www.copyright.gov/fls/fl102.html</a></p>	<p>Includes the “Meets Requirements” criteria, and the following: Copyright and fair use are consistently addressed and respected in relation to the materials presented in the course, modeling this conduct to students.</p>	<p>Points:</p> <p>Notes:</p>
<p>Attention to student accessibility issues.</p>	<p>Captioning, transcripts, descriptions, and OCR are not consistently used in the course. Hyperlinks are described as “click here” with no explanation of where “here” is. Accessibility in the course is inconsistent.</p> <p>(If the course appears to have no attention to accessibility, award 0 points.)</p>	<p>The course includes transcripts for audio files and captioning for video files (an exception is video feedback on assignments). Color is not used to convey meaning. Alternative text or descriptions for images are used, hyperlinks are described in writing. Documents provided in PDF have been run through OCR to allow screen reader accessibility.</p> <p>More information can be found in these tutorials:  <a href="http://www.accessiblelearning.net/">http://www.accessiblelearning.net/</a>          Become familiar with the services provided by DSS and collaborate with them to assist students as needed.</p>	<p>Includes the “Meets Requirements” criteria, and the following: Accessibility is consistently addressed and respected in relation to the materials presented in the course, modeling this conduct to students.</p>	<p>Points:</p> <p>Notes:</p>
<p><b>Average Points for Tech., Support, and Accessibility section</b> <i>(add up points and divide by 3.):</i></p>				

Section Averages	
Learner Readiness Information Average Score:	
Structure, Content, and Ease of Navigation Average Score:	
Interactions and Assessments Average Score:	
Technology, Support, and Accessibility Average Score:	
<b>TOTAL AVERAGE SCORE (Total the 4 averages above and divide by 4):</b>	
<p>A Total Average Score <b>below 2</b> indicates that there are some components in the course that need work.  A Total Average Score at or <b>around 2</b> indicates that most or all components in the course are satisfactory.  A Total Average Score <b>above 2</b> indicates that some components of the course are exemplary.</p> <p><b>Overall recommendations and/or notes:</b></p>	

The Center for Instructional & Learning Technologies has instructional designers available to discuss your courses and how these guidelines fit with the teaching style and subject matter. To schedule a meeting, call CILT at 777-2129.

This information has been compiled from several sources. Credits:

- Angelo & Cross: Classroom Assessment Techniques: A Handbook for College Teachers (Book)
- Blackboard Exemplary Course Program Rubric (<http://blackboard.com/catalyst/>)
- Chuck D. Dziuban Award for Excellence in Online Teaching Rubric (2014, Educause; University of Central Florida)
- Rubric for Online Instruction from California State University Chico (<http://www.csuchico.edu/celt/roi/>)
- Penn State Quality Assurance eLearning Design Standards (<http://www.sc.edu/cte/larryragan/doc/designstandards.pdf>)
- Texas State University Instructional Technologies Support Online Course Development ([http://www.its.txstate.edu/departments/instructional\\_design/online-course-development.html](http://www.its.txstate.edu/departments/instructional_design/online-course-development.html))
  - TX State Online Course Checklist ([http://gato-docs.its.txstate.edu/instructional-technologies-support/instructional-design/Online-Course-Development/OnlineCourseChecklist\\_v1.doc](http://gato-docs.its.txstate.edu/instructional-technologies-support/instructional-design/Online-Course-Development/OnlineCourseChecklist_v1.doc))
  - TX State Online Course Best Practices ([http://gato-docs.its.txstate.edu/instructional-technologies-support/instructional-design/Online-Course-Development/BestPractices\\_v1.pdf](http://gato-docs.its.txstate.edu/instructional-technologies-support/instructional-design/Online-Course-Development/BestPractices_v1.pdf))
- University of Wisconsin La Crosse Online Course Evaluation Guidelines (<http://www.uwlax.edu/online/guidelines.pdf>)