

## Feedback – Course, Modules, and/or Lessons

This rubric is intended to be used to assess a class at the course, module/unit, and lesson/topic levels. The class should follow quality organization and navigation principles and should adequately address accessibility, privacy, and copyright issues (click here for the [course organization](#) and [module/unit](#) checklists). In addition, there should be a close alignment among class objectives, teaching strategies, content & materials, tools & technologies, and assessments (click here for [systematic alignment guides](#)). The following rubric is therefore intended to aide in the assessment of the elements that a class should have to achieve these aims. The essential elements below are considered to be a minimum that a class should have while the important elements listed at the end of the document are intended to help the class to move towards best practice. As a result, the essential elements should be assessed at least at the proficient level before a class is approved for delivery. Overall, and following the practices of [Quality Matters](#) and other course design and development efforts, the primary purpose of this and other resources is to support continual quality improvement of one’s course. This rubric may therefore be used for both peer as well as self-assessments. Click here for further guidance on developing course [objectives](#), [teaching strategies](#), [tools and technologies](#), and [assessments](#). These resources should also be used to help further guide the assessment of each area below.

**Course being evaluated:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Reviewer(s):** \_\_\_\_\_

### Level(s) Being Assessed

This rubric maybe used to assess a class either as a whole or at specific levels (click here to read the [Systematic Alignment Overview](#) document which discusses these levels and their relationship in more detail). Please mark one or more of the following to note which level(s) are being assessed:

- Entire Class (*i.e., All Three Levels*)
- Course Level
- Module/Unit Level – *Module(s)/Unit(s) being assessed:* \_\_\_\_\_
- Lesson/Topic Level – *Lesson(s)/Topic(s) being assessed:* \_\_\_\_\_

### Essential Elements

Organization & Navigation			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
Course/ module/ lesson navigation and content should be “intuitive”	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are intentionally guided from one course element to the next</li> <li><input type="checkbox"/> Learners should know where they are in the course/ module/ lesson at all times</li> <li><input type="checkbox"/> Learners can easily access online materials from anywhere in the course without having to click too many times (no more than 3-4 clicks; less than 3 clicks is considered best practice)</li> <li><input type="checkbox"/> All labels are self-describing and easy to identify</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are able to know which required course elements to complete in the correct order</li> <li><input type="checkbox"/> Learners should know where they are in the course/ module/ lesson at all times</li> <li><input type="checkbox"/> Most (&gt;80%)* labels are self-describing and easy to identify</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Course content is uploaded into the Learning Management System (LMS)</li> <li><input type="checkbox"/> Learners are able to know where to go to find required materials</li> </ul>
Course/ module/ lesson should be “well-organized”	<ul style="list-style-type: none"> <li><input type="checkbox"/> A brief description of all modules/ lessons and how they relate to the overall course is provided</li> <li><input type="checkbox"/> Start and end dates for all modules/ lessons is provided</li> <li><input type="checkbox"/> Structure directly follows the course organization and/or schedule presented in the syllabus and/or Getting Started module</li> <li><input type="checkbox"/> Organization is “logical” in that it follows the natural progression of learning across the course/ module/ lesson</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A brief description of most (&gt;80%)* modules/ lessons and how they relate to the overall course is provided</li> <li><input type="checkbox"/> Start and end dates for all modules/ lessons is provided</li> <li><input type="checkbox"/> Course materials are organized according to some system (e.g., by weeks/modules, types of activities, etc.)</li> <li><input type="checkbox"/> Organization and formatting should be consistent across most (&gt;80%) modules/ lessons</li> <li><input type="checkbox"/> Most (&gt;80%)* course headings and sections clearly delineate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Course materials are organized according to some system (e.g., by weeks/modules, types of activities, etc.)</li> </ul>

Organization & Navigation			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organization and formatting should be consistent across all modules/ lessons</li> <li><input type="checkbox"/> All course headings and sections clearly delineate hierarchies and organization of content</li> </ul>	hierarchies and organization of content	
Learners' progress through the course/ module/ lesson is easy to track from the learners' perspective	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners clearly know which activities are required and have been completed or not throughout the course/ module/ lesson</li> <li><input type="checkbox"/> Students clearly know if they are missing required assignments</li> <li><input type="checkbox"/> Learners are provided with a tracking sheet (click here for an <a href="#">example</a>) where they can mark their progress throughout the course</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students should clearly know which assignments and activities are required in order to successfully complete the course/ module/ lesson</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are provided with a list of assignments and activities that they will engage in the course/ module/ lesson (required and optional)</li> </ul>
<p><i>Comments:</i> [Enter your assessment comments here. Be sure to include concrete details from the course to support your assessment(s) of this element. Comments should help the course to improve, so be sure to be positive/constructive with your statements. Also, address both areas of strength as well as areas that might still need improvement even if assessed at the advanced level. If this were your course, what would help you to improve its quality as it relates to this area?]</p>			

Accessibility			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
Specific American with Disabilities Act (ADA) considerations are accounted for	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hearing impairments – equivalent alternative text is provided for all audio content (required &amp; optional), including</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hearing impairments – equivalent alternative text is provided for all required audio content</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hearing impairments – equivalent alternative text is provided for some required audio content</li> </ul>

Accessibility			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
	close captioning or transcripts for videos <input type="checkbox"/> Vision impairments – all course content (required & optional) is able to be used with eReader technologies: pdf files have selectable text and are not just images, use heading formatting so that eReaders delineate organization more clearly, links are described with meaningful text, and all images are described with meaningful text for eReaders <input type="checkbox"/> Color-blindness – all course content (required & optional) does not rely on colors alone to emphasize content, organize themes, convey meaning, etc.	<input type="checkbox"/> Vision impairments – all required course content is able to be used with eReader technologies <input type="checkbox"/> Color-blindness – all required course content does not rely on colors alone	<input type="checkbox"/> Vision impairments – some required course content is able to be used with eReader technologies <input type="checkbox"/> Color-blindness – some required course content does not rely on colors alone
Course formatting is generally accessible (for more specific accessibility guidelines related to content, technologies, etc., see the other areas below)	<input type="checkbox"/> Properly formatted headings are used to structure content <input type="checkbox"/> Column and/or row headers are utilized with tables <input type="checkbox"/> Any action that uses a mouse, can also be completed by a keyboard alone <input type="checkbox"/> Blinking/ flashing content is eliminated or limited to 3 seconds <input type="checkbox"/> Form fields and buttons are clearly labeled	<input type="checkbox"/> Properly formatted headings are used to structure all required content <input type="checkbox"/> Column and/or row headers are utilized with all required tables <input type="checkbox"/> All required form fields and buttons are clearly labeled	<input type="checkbox"/> Properly formatted headings are used to structure some required content <input type="checkbox"/> Column and/or row headers are utilized with some required tables <input type="checkbox"/> Some required form fields and buttons are clearly labeled
<i>Comments:</i> <a href="#">[enter assessment comments here]</a>			

General Privacy & Copyright Issues			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
Guidelines are provided for accessing, sharing, and protecting private information	<ul style="list-style-type: none"> <li><input type="checkbox"/> Course uses sites (e.g., the LMS, private accounts, etc.) that require a username and secure password to access course materials and complete all assignments</li> <li><input type="checkbox"/> Course requires students not to access/ complete sensitive course content via unsecured wireless networks (e.g., coffee shops, hotels, airports, etc.)</li> <li><input type="checkbox"/> Students are not required to share confidential, personal, sensitive, etc. information on publicly accessible websites (e.g., Twitter, public blogs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Wherever possible, the course uses sites that require a username and secure password to access required course materials and complete required assignments that contain private/ sensitive information</li> <li><input type="checkbox"/> Course encourages students not to access sensitive course content via unsecured wireless networks (e.g., coffee shops, hotels, airports, etc.)</li> <li><input type="checkbox"/> Students are not required to share confidential, personal, sensitive, etc. information on publicly accessible websites</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Course uses a password protected Learning Management System (LMS) to store all required course materials and activities that contain/ require private/ sensitive information</li> </ul>
General course materials are compliant with copyright policies and laws	<ul style="list-style-type: none"> <li><input type="checkbox"/> All course materials (e.g., text, video, audio, photos, etc.) are compliant with copyright laws as well as the copyright policies of one’s institution</li> <li><input type="checkbox"/> Wherever appropriate, license(s) needed for course materials and/or student work are owned by the institution or are covered under the “<a href="#">Fair Use</a>” doctrine</li> <li><input type="checkbox"/> Wherever appropriate, course materials are used under a “<a href="#">Creative Commons</a>” license or are taken from open source and public domain sites</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All course materials (e.g., text, video, audio, photos, etc.) are compliant with copyright laws as well as the copyright policies of one’s institution</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some course materials (e.g., text, video, audio, photos, etc.) are compliant with copyright laws as well as the copyright policies of one’s institution</li> </ul>

General Privacy & Copyright Issues			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
Course seeks to ensure privacy and copyright awareness and compliance	<input type="checkbox"/> Students are notified as to which materials are protected under copyright laws and how to properly handle these materials <input type="checkbox"/> All work submitted by students is required to comply with privacy and copyright standards, policies, laws, etc. <input type="checkbox"/> Students are made aware of all users who may have access to course content	<input type="checkbox"/> Students are notified as to which materials are protected under copyright laws and how to properly handle these materials <input type="checkbox"/> All work submitted by students is encouraged to comply with privacy and copyright standards, policies, laws, etc. <input type="checkbox"/> Students are made aware of all users who may have access to course content	<input type="checkbox"/> Students are notified as to which materials are protected under copyright laws and how to properly handle these materials
<i>Comments:</i> <a href="#">[enter assessment comments here]</a>			

Objectives			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
Course, module, and/or lesson objectives directly and comprehensively address the course content/skills outlined in the course catalog description, which is a legally binding document	<input type="checkbox"/> All course content/skills described in the catalog description are directly addressed by course, module, and/or lesson objectives <input type="checkbox"/> Each course/ module/ lesson objective directly addresses one or more of the content/skills described in the catalog description unless it addresses a wider institutional goal/initiative that is not mentioned in the description (e.g., critical thinking, writing across the curriculum, etc.)	<input type="checkbox"/> All course content/skills described in the catalog description are directly addressed by course, module, and/or lesson objectives	<input type="checkbox"/> Most of the course content/skills described in the catalog description are directly addressed by course, module, and/or lesson objectives

Objectives			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
Objectives are directly aligned across course, module, and lesson and other levels	<ul style="list-style-type: none"> <li><input type="checkbox"/> All course level objectives are collectively and comprehensively addressed by module and lesson level objectives (i.e., taken together the module and lesson level objectives cover all of the stated course level objectives)</li> <li><input type="checkbox"/> All module/ lesson level objectives identify which course level objectives they are aligned with</li> <li><input type="checkbox"/> Objectives align with institutional values/mission as well as one’s discipline</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most course level objectives (&gt;80%)* are collectively and comprehensively addressed by lower level objectives</li> <li><input type="checkbox"/> Most (&gt;80%)* module/ lesson level objectives identify which course level objectives they are aligned with</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some objectives are collectively and comprehensively addressed by lower level objectives</li> <li><input type="checkbox"/> Some module/ lesson level objectives identify which course level objectives they are aligned with</li> </ul>
Objectives may be measured and evaluated via the selected assessments	<ul style="list-style-type: none"> <li><input type="checkbox"/> All course, module, and lesson objectives describe observable and measurable behaviors</li> <li><input type="checkbox"/> All objectives are directly assessed via one or more course, module, and/or lesson assessment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most objectives (&gt;80%)* describe observable and measurable behaviors</li> <li><input type="checkbox"/> Most objectives (&gt;80%)* are directly assessed via one or more course, module, and/or lesson assessment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some objectives describe observable and measurable behaviors</li> <li><input type="checkbox"/> Some objectives are assessed via one or more course, module, and/or lesson assessment</li> </ul>
Objectives are achievable via the selected course/ module/ lesson teaching strategies, activities, and instructional materials and follow copyright and privacy policies	<ul style="list-style-type: none"> <li><input type="checkbox"/> All course/ module/ lesson objectives are directly addressed via one or more course, module, and/or lesson activities</li> <li><input type="checkbox"/> All objectives are directly addressed via one or more course, module, and/or lesson instructional materials</li> <li><input type="checkbox"/> Each objective does not require students to violate copyright or privacy laws or policies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most objectives (&gt;80%)* are directly addressed via one or more course, module, and/or lesson activities</li> <li><input type="checkbox"/> Most objectives (&gt;80%)* are directly addressed via one or more course, module, and/or lesson instructional materials</li> <li><input type="checkbox"/> Each objective does not require students to violate copyright or privacy laws or policies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some objectives are directly addressed via one or more course, module, and/or lesson activities</li> <li><input type="checkbox"/> Some objectives are directly addressed via one or more course, module, and/or lesson instructional materials</li> <li><input type="checkbox"/> Some objectives do not require students to violate copyright or privacy laws or policies</li> </ul>

Objectives			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
Objectives are appropriate for each learners' abilities, diversities, and background	<input type="checkbox"/> All course/ module/ lesson objectives are attainable by learners via diverse learning modes and styles <input type="checkbox"/> All objectives are attainable by persons from diverse cultural and experiential backgrounds, particularly non-native language speakers <input type="checkbox"/> All objectives are clearly stated and easily understandable by learners, particularly non-native language speakers <input type="checkbox"/> All objectives are achievable by persons identified with ADA differences	<input type="checkbox"/> All objectives are attainable by learners via two or more diverse learning modes and styles <input type="checkbox"/> All objectives are attainable by persons from diverse cultural and experiential backgrounds <input type="checkbox"/> Most objectives (>80%)* are clearly stated and easily understandable by learners, particularly non-native language speakers <input type="checkbox"/> All objectives are achievable by persons identified with ADA differences	<input type="checkbox"/> Some objectives are attainable by persons from diverse cultural and experiential backgrounds <input type="checkbox"/> Some objectives are clearly stated and easily understandable by learners, particularly non-native language speakers <input type="checkbox"/> Some objectives are achievable by persons identified with ADA differences
<i>Comments: [enter assessment comments here]</i>			

Content, Instructional Materials, & Technologies (CIMTs)			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
CIMTs directly support the pursuit of course/ module/ lesson objectives	<input type="checkbox"/> All course/ module/ lesson CIMTs are identified as to which course/ module/ lesson objective(s) that they are intended to directly support	<input type="checkbox"/> Most (>80%)* CIMTs are identified as to which objective(s) that they are intended to directly support	<input type="checkbox"/> Some CIMTs are identified as to which objective(s) that they are intended to directly support
CIMTs are aligned across course, module, and lesson and other levels	<input type="checkbox"/> All course level content and material is collectively and comprehensively addressed by module/ lesson level content and materials (e.g., if a textbook is	<input type="checkbox"/> Most (>80%)* course level content and material is collectively and comprehensively addressed by module/ lesson level content and materials	<input type="checkbox"/> Some course level content and material is collectively and comprehensively addressed by module/ lesson level content and materials

Content, Instructional Materials, & Technologies (CIMTs)			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
	used then its' relevant sections/ chapters are addressed across modules/ lessons) <input type="checkbox"/> Where appropriate, all course/ module/ lesson content is divided into smaller "chunks" across the course/ module/ lesson <input type="checkbox"/> CIMTs align with institutional values/mission as well as one's discipline	<input type="checkbox"/> Where appropriate, most (>80%)* course/ module/ lesson content is divided into smaller "chunks"	<input type="checkbox"/> Where appropriate, some course/ module/ lesson content is divided into smaller "chunks" across the course/ module/ lesson
CIMTs are appropriate for the instructor's as well as each learners' abilities, diversities, and background	<input type="checkbox"/> Multiple CIMT options provide alternatives to meet diverse learning styles and abilities <input type="checkbox"/> All CIMTs are able to be engaged by persons from diverse cultural and experiential backgrounds, particularly non-native language speakers <input type="checkbox"/> All technologies used are accessible by learners using slow internet connections <input type="checkbox"/> All technologies are compliant with appropriate ADA policies and formats <input type="checkbox"/> No more than 2-3 new technologies are introduced to learners to use unless specified otherwise by the objectives <input type="checkbox"/> Low or no cost technologies are used wherever possible	<input type="checkbox"/> Two or more CIMT options provide alternatives to meet diverse learning styles and abilities <input type="checkbox"/> Most (>80%)* CIMTs are able to be engaged by persons from diverse cultural and experiential backgrounds, particularly non-native language speakers <input type="checkbox"/> Most (>80%)* technologies used are accessible by learners using slow internet connections <input type="checkbox"/> All technologies are compliant with appropriate ADA policies and formats <input type="checkbox"/> No more than 2-3 new technologies are introduced to learners to use unless specified otherwise by the objectives <input type="checkbox"/> Low or no cost technologies are used wherever possible	<input type="checkbox"/> Some CIMTs are able to be engaged by persons from diverse cultural and experiential backgrounds, particularly non-native language speakers <input type="checkbox"/> Some technologies used are accessible by learners using slow internet connections <input type="checkbox"/> Some tools and technologies are compliant with appropriate ADA policies and formats

Content, Instructional Materials, & Technologies (CIMTs)			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
A variety of equivalent and alternative CIMTs are available and adhere to copyright and privacy policies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple options provide alternatives in the event that a specific technology is not working</li> <li><input type="checkbox"/> All technologies are current and functioning at the time of use</li> <li><input type="checkbox"/> Links are provided to privacy and confidentiality policies for all of the technologies that are used in the course, especially technologies outside of the learning management system</li> <li><input type="checkbox"/> All CIMTs do not violate copyright or privacy laws or policies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Two or more options provide alternatives in the event that a specific technology is not working</li> <li><input type="checkbox"/> All technologies are current and functioning at the time of use</li> <li><input type="checkbox"/> Links are provided to privacy and confidentiality policies for most (&gt;80%)* of the technologies that are used in the course, especially technologies outside of the learning management system</li> <li><input type="checkbox"/> All CIMTs do not violate copyright or privacy laws or policies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some technologies are current and functioning at the time of use</li> <li><input type="checkbox"/> Links are provided to privacy and confidentiality policies for some of the technologies that are used in the course, especially technologies outside of the learning management system</li> <li><input type="checkbox"/> Some CIMTs do not violate copyright or privacy laws or policies</li> </ul>
CIMTs align with the chosen course pedagogies, teaching strategies, and learning activities	<ul style="list-style-type: none"> <li><input type="checkbox"/> All course/ module/ lesson CIMTs directly support the facilitation of and deeper engagement with the chosen course/ module/ lesson strategies/ activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most (&gt;80%)* course/ module/ lesson CIMTs directly support the facilitation of and deeper engagement with the chosen course/ module/ lesson strategies/ activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some course/ module/ lesson CIMTs directly support the facilitation of and deeper engagement with the chosen course/ module/ lesson strategies/ activities</li> </ul>
CIMTs directly align with the course/ module/ lesson assessments that have been selected	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner engagement with all course/ module/ lesson CIMTs directly generates data that is used by the chosen course/ module/ lesson assessments (formally and/or informally, formative or summative)</li> <li><input type="checkbox"/> Depth of engagement with all course/ module/ lesson CIMTs is able to be measured via the course/ module/ lesson assessments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner engagement with most (&gt;80%)* course/ module/ lesson CIMTs directly generates data that is used by the chosen course/ module/ lesson assessments (formally and/or informally, formative or summative)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner engagement with some course/ module/ lesson CIMTs directly generates data that is used by the chosen course/ module/ lesson assessments (formally and/or informally, formative or summative)</li> </ul>

Content, Instructional Materials, & Technologies (CIMTs)			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
<i>Comments: [enter assessment comments here]</i>			

Pedagogies, Teaching Strategies, & Activities (PSAs)			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
Class PSAs clearly and directly help learners to progress towards the course/ module/ lesson objectives	<input type="checkbox"/> All PSAs explicitly identify which specific course/ module/ lesson objective(s) they are intended to support learner progress towards <input type="checkbox"/> Learners are informed as to why the specific PSAs were chosen and how they support course/ module/ lesson objective(s)	<input type="checkbox"/> Most (>80%)* PSAs explicitly identify which specific course/ module/ lesson objective(s) they are intended to support learner progress towards	<input type="checkbox"/> Some PSAs explicitly identify which specific course/ module/ lesson objective(s) they are intended to support learner progress towards
Active engagement is intentionally and directly facilitated in ways that are appropriate to the specific course	<input type="checkbox"/> <u>Learner-content</u> interactions are intentionally facilitated across the entire course <input type="checkbox"/> <u>Learner-instructor</u> interactions are intentionally facilitated across the entire course <input type="checkbox"/> <u>Learner-learner</u> interactions are intentionally facilitated across the entire course <input type="checkbox"/> Active learning pedagogies, strategies, and activities are employed in each module/ lesson <input type="checkbox"/> The development of higher order thinking and problem solving skills is facilitated by the PSAs	<input type="checkbox"/> Learner-content interactions are intentionally facilitated across most (>80%)* of the course <input type="checkbox"/> Learner-instructor interactions are intentionally facilitated across most (>80%)* of the course <input type="checkbox"/> Learner-learner interactions are intentionally facilitated across most (>80%)* of the course <input type="checkbox"/> Active learning strategies are employed in most (>80%)* modules/ lessons <input type="checkbox"/> The development of higher order thinking and problem solving skills is generally facilitated across the class	<input type="checkbox"/> Learner-content interactions are intentionally facilitated across some of the course <input type="checkbox"/> Learner-instructor interactions are intentionally facilitated across some of the course <input type="checkbox"/> Learner-learner interactions are intentionally facilitated across some of the course <input type="checkbox"/> Active learning pedagogies and teaching strategies are employed in some modules/ lessons

Pedagogies, Teaching Strategies, & Activities (PSAs)			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
Course/ module/ lesson PSAs make comprehensive and adequate use of the chosen course/ module/ lesson content, instructional materials, and technologies	<input type="checkbox"/> All course/ module/ lesson PSAs facilitate learner engagement with course/ module/ lesson content and instructional materials across the course/ module/ lesson <input type="checkbox"/> All course/ module/ lesson PSAs are able to be adequately engaged using the chosen technologies for the course/ module/ lesson <input type="checkbox"/> There is congruence between course/ module/ lesson PSAs and the course content/skills (e.g., if the content of the class focuses on writing skills, then writing activities might be utilized)	<input type="checkbox"/> Most (>80%)* course/ module/ lesson PSAs facilitate learner engagement with course/ module/ lesson content and instructional materials across the course/ module/ lesson <input type="checkbox"/> All course/ module/ lesson PSAs are able to be adequately engaged using the chosen technologies for the course/ module/ lesson	<input type="checkbox"/> Some course/ module/ lesson PSAs facilitate learner engagement with course/ module/ lesson content and instructional materials across the course/ module/ lesson <input type="checkbox"/> Some course/ module/ lesson PSAs are able to be adequately engaged using the chosen technologies for the course/ module/ lesson
Course/ module/ lesson PSAs support and facilitate the assessments that have been developed for the course/ module/ lesson	<input type="checkbox"/> Learner engagement with all course/ module/ lesson PSAs directly generates data that is used by the chosen course/ module/ lesson assessments (formally and/or informally, formative or summative) <input type="checkbox"/> Depth of engagement with all PSAs is able to be measured via the course/ module/ lesson assessments	<input type="checkbox"/> Learner engagement with most (>80%)* required course/ module/ lesson PSAs directly generates data that is used by the chosen course/ module/ lesson assessments (formally and/or informally, formative or summative)	<input type="checkbox"/> Learner engagement with some required course/ module/ lesson PSAs directly generates data that is used by the chosen course/ module/ lesson assessments (formally and/or informally, formative or summative)
PSAs are appropriate for the instructor's as well as each learners' abilities, diversities, and background	<input type="checkbox"/> PSA options provide multiple alternatives to meet diverse learning styles and abilities	<input type="checkbox"/> PSA options provide two or more alternatives to meet diverse learning styles and abilities	<input type="checkbox"/> Some PSAs are able to be engaged by persons from diverse cultural and experiential

Pedagogies, Teaching Strategies, & Activities (PSAs)			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advanced as well as remedial activities are provided (i.e., for differentiated learning)</li> <li><input type="checkbox"/> All PSAs are able to be understood and engaged by persons from diverse cultural and experiential backgrounds, particularly non-native language speakers</li> <li><input type="checkbox"/> Instructions/directions are provided for all PSAs that are easy to understand by all students, particularly non-native language speakers</li> <li><input type="checkbox"/> All PSAs are accessible to all students and are compliant with accessibility and privacy policies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most (&gt;80%)* PSAs are able to be engaged by persons from diverse cultural and experiential backgrounds, particularly non-native language speakers</li> <li><input type="checkbox"/> Instructions/directions are provided for most (&gt;80%)* PSAs that are easy to understand by all students, particularly non-native language speakers</li> <li><input type="checkbox"/> All PSAs are accessible to all students and are compliant with accessibility and privacy policies</li> </ul>	<ul style="list-style-type: none"> <li>backgrounds, particularly non-native language speakers</li> <li><input type="checkbox"/> Instructions/directions are provided for some PSAs</li> <li><input type="checkbox"/> Some PSAs are accessible to all students and are compliant with accessibility and privacy policies</li> </ul>
PSAs are aligned across course, module, and lesson and other levels	<ul style="list-style-type: none"> <li><input type="checkbox"/> All higher level (course/module) PSAs are collectively and comprehensively addressed by lower level (module/ lesson) activities (e.g., if inquiry-based course pedagogies are chosen, then the module/ lesson activities engage students in identifying and pursuing specific questions and hypotheses)</li> <li><input type="checkbox"/> PSAs align with institutional values/mission as well as one's discipline</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most (&gt;80%)* higher level (course/ module) PSAs are collectively and comprehensively addressed by lower level (module/ lesson) activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some higher level (course/module) PSAs are collectively and comprehensively addressed by lower level (module/ lesson) activities</li> </ul>
<i>Comments: [enter assessment comments here]</i>			

<b>Assessments</b>			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
Course/ module/ lesson assessments directly assess the course/ module/ lesson objectives	<ul style="list-style-type: none"> <li><input type="checkbox"/> All course/ module/ lesson assessments directly assess one or more course/ module/ lesson objectives</li> <li><input type="checkbox"/> All assessments clearly state which objective(s) they are assessing</li> <li><input type="checkbox"/> Multiple and varied types of assessments are provided to measure competency in relation to objectives</li> <li><input type="checkbox"/> Assessment data is collected via both formal and informal methods (e.g., via formal tests, projects, and/or assignments as well as informally such as via observations made by the instructor)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All course/ module/ lesson assessments directly assess one or more course/ module/ lesson objectives</li> <li><input type="checkbox"/> Most (&gt;80%)* assessments clearly state which objective(s) they are assessing</li> <li><input type="checkbox"/> Two or more types of assessments are provided to measure competency in relation to course level objectives</li> <li><input type="checkbox"/> Assessment data is generally collected via both formal and informal methods</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some course/ module/ lesson assessments directly assess one or more course/ module/ lesson objectives</li> <li><input type="checkbox"/> Some assessments clearly state which objective(s) they are assessing</li> </ul>
Course/ module/ lesson assessments directly align with course/ module/ lesson content, instructional materials, and technologies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Course/ module/ lesson assessments evaluate and measure learner engagement with course/ module/ lesson content and instructional materials</li> <li><input type="checkbox"/> Where appropriate, course/ module/ lesson assessments utilize the chosen course/ module/ lesson technologies to facilitate the assessment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some course/ module/ lesson assessments evaluate and measure learner engagement with course/ module/ lesson content and instructional materials</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some course/ module/ lesson assessments provide anecdotal data in relation to learner engagement with course/ module/ lesson content and instructional materials</li> </ul>
Course/ module/ lesson assessments directly align with course pedagogies, teaching strategies, and learning activities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formative or summative assessment data is collected formally and/or informally from all course/ module/ lesson activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formative or summative assessment data is collected formally and/or informally from</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formative or summative assessment data is collected formally and/or informally from</li> </ul>

Assessments			
<i>Specific Element(s)</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Beginning</i>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> All assessments help to support the kinds of interactions that are being facilitated by course/ module/ lesson teaching strategies and activities</li> </ul>	<p>most (&gt;80%)* course/ module/ lesson activities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Most (&gt;80%)* assessments help to support the kinds of interactions that are being facilitated by course/ module/ lesson teaching strategies and activities</li> </ul>	<p>some course/ module/ lesson activities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Some assessments help to support the kinds of interactions that are being facilitated by course/ module/ lesson teaching strategies and activities</li> </ul>
Assessments are aligned across course, module, and lesson and other levels	<ul style="list-style-type: none"> <li><input type="checkbox"/> All module/ lesson level assessments collectively and increasingly provide additional data, insights, and guidance for course/ module level assessments</li> <li><input type="checkbox"/> Assessments are sequenced across the course/ module/ lesson to provide formative as well as summative data</li> <li><input type="checkbox"/> Assessments align with institutional values/mission as well as one's discipline</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most (&gt;80%)* module/ lesson level assessments collectively and increasingly provide additional data, insights, and guidance for course/ module level assessments</li> <li><input type="checkbox"/> Assessments are sequenced across the course/ module/ lesson to provide formative as well as summative data</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some module/ lesson level assessments collectively and increasingly provide additional data, insights, and guidance for course/ module level assessments</li> </ul>
Assessments are appropriate for the instructor's as well as each learners' abilities, diversities, and backgrounds	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessments options provide multiple alternatives to meet diverse communication styles and abilities (i.e., learners are able to demonstrate their competencies in diverse/ multiple ways)</li> <li><input type="checkbox"/> All assessments, and their associated grading criteria, are able to be understood and engaged by persons from diverse cultural and experiential</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessments options provide two or more alternatives to meet diverse communication styles and abilities (i.e., learners are able to demonstrate their competencies in diverse/ multiple ways)</li> <li><input type="checkbox"/> All assessments, and their associated grading criteria, are able to be understood and engaged by persons from diverse cultural and experiential</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some assessments, and their associated grading criteria, are able to be understood and engaged by persons from diverse cultural and experiential backgrounds, particularly non-native language speakers</li> <li><input type="checkbox"/> Some assessments are accessible to all students and are compliant with accessibility and privacy policies</li> </ul>

Assessments			
Specific Element(s)	Exemplary	Proficient	Beginning
	backgrounds, particularly non-native language speakers <input type="checkbox"/> All assessments are accessible to all students and are compliant with accessibility and privacy policies <input type="checkbox"/> All assessments and how they are implemented are constructive in nature rather than punitive or deconstructive (i.e., their primary purpose and use should be to support and facilitate deeper learning and development rather than to merely point out mistakes and errors)	backgrounds, particularly non-native language speakers <input type="checkbox"/> All assessments are accessible to all students and are compliant with accessibility and privacy policies <input type="checkbox"/> Most (>80%)* assessments and how they are implemented are constructive in nature rather than punitive or deconstructive	<input type="checkbox"/> Some assessments and how they are implemented are constructive in nature rather than punitive or deconstructive
Comments: <a href="#">[enter assessment comments here]</a>			

\* - Adapted in accordance with [Quality Matters](#) "85% (B+) Rule," where most of the course/ module/ lesson complies with the stated standard.

### Additional Important Elements

Description	Included	Absent
<u>Organization</u> : Course formats utilize institutional logos, symbols, images, etc.	<input type="checkbox"/>	<input type="checkbox"/>
<u>Privacy</u> : All personal, confidential, etc. info. is handled properly at the end of the course (e.g., shredded, deleted, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
<u>Course Objectives</u> : Objectives are aligned with institutional and discipline-specific levels	<input type="checkbox"/>	<input type="checkbox"/>
<u>Content, Tools, &amp; Technologies</u> : Content, tools, and technologies are aligned across discipline and institutional levels	<input type="checkbox"/>	<input type="checkbox"/>
<u>Content, Tools, &amp; Technologies</u> : Course technologies and tools reflect the values of the school	<input type="checkbox"/>	<input type="checkbox"/>
<u>Class Pedagogies &amp; Teaching Strategies</u> : Are aligned across discipline and institutional levels	<input type="checkbox"/>	<input type="checkbox"/>
<u>Class Pedagogies &amp; Teaching Strategies</u> : Activities mimic or engage in real-world applications of course content/skills	<input type="checkbox"/>	<input type="checkbox"/>
<u>Assessments</u> : When appropriate, pre-developed and tested assessments are utilized	<input type="checkbox"/>	<input type="checkbox"/>
<u>Assessments</u> : Pre- and post-assessments, along with anonymous feedback from learners, are used to assess the course's effectiveness (overall as well as for specific course components)	<input type="checkbox"/>	<input type="checkbox"/>

<b>Description</b>	<b>Included</b>	<b>Absent</b>
<u>Assessments</u> : Self-check, self-assessments, and peer-assessments are used to help learners to better gauge their own progress	<input type="checkbox"/>	<input type="checkbox"/>
<u>Assessments</u> : Assessments are aligned across discipline and institutional levels	<input type="checkbox"/>	<input type="checkbox"/>
<u>Assessments</u> : Assessments mimic real-world applications of course content/skills	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments</i>: [Enter your assessment comments here. Be sure to include concrete details from the course to support your assessment(s) of this element. Comments should help the course to improve, so be sure to be positive/constructive with your statements. Also, address both areas of strength as well as areas that might still need improvement even if assessed at the exemplary level. If this were your course, what would help you to improve its quality as it relates to this area?]</p>		

For more information and to see the references used to develop this rubric, click here to view the [Course Design & Development Guidelines](#).