QUALITY MATTERS
QM

K-12 SECONDARY

RUBRIC WORKBOOK
Standards for Course Design

Fourth Edition for Online & Blended Courses

Why Quality Matters?

Quality Matters™ is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning.

QM subscribers include K-12 schools. districts and systems, community and technical colleges, colleges and universities, publishers, and other academic institutions.

There are three primary components to Quality Matters:

The QM Rubric

Based on research-supported and published best practices, the QM Rubric is a set of standards by which to evaluate the design of online and blended courses. The Rubric is complete with Annotations that explain the application of the Standards and the relationship among them. A scoring system and set of online tools facilitate the evaluation by a team of reviewers.

The Course Review Process

Quality Matters promotes a peer review process and provides a database of trained QM Course Reviewers eligible for assignment to a course review team. Any subscribing member organization may conduct internal or informal reviews. Official K-12 course reviews may only be conducted by QM, or its designees.

Quality Matters Professional Development

Quality Matters Professional Development supports the other QM program components and is an important part of a quality assurance effort. QM provides on-site and online opportunities to a broad audience that includes, but is not limited to, teachers, administrators, and instructional designers.

**Helping you deliver on your online promise**

Courses that successfully meet the QM Rubric Standards in an official course review are eligible to carry the QM Certification Mark.

Quality Matters™ Reviews are conducted as a collegial process in which reviewers provide feedback on course design in two ways: (1) through substantive, constructive, measurable, and specific recommendations with regard to both course strengths and areas for improvement, and (2) by evaluating the extent to which course design meets Specific Review Standards. In examining clarity, organization, and other components of a course, reviewers are asked to take the student's perspective.

The Quality Matters Rubric and review process are dynamic and reflect current research findings and national standards of best practice in online and blended learning.

The Quality Matters Toolset and Process Are

✓ Based on national standards of best practice, research findings, and instructional design principles

✓ Designed to promote student learning

✓ Integral to continuous quality improvement

✓ Part of an inter-institutional, faculty-driven, peer review process

K-12

QM
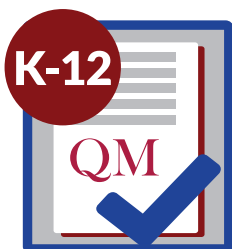
The QM Rubric: K-12 Secondary General Standards

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction

6. Course Technology
7. Learner Support
8. Accessibility and Usability
9. Compliance Standards

Table of Contents

The Quality Matters™ K-12 Secondary Rubric, Fourth Edition

What Is New?

Where is the third edition? The fourth edition of the workbook contains the Standards and Annotations of the Quality Matters K-12 Secondary Rubric revised from the second edition, published in 2013. Due to the relationship between the K-12 Secondary and K-12 Publisher Rubrics, and the frequency in which we reference them together, the decision was made to keep both editions in parallel as fourth editions. Therefore, this edition is entitled the Quality Matters K-12 Secondary Rubric, Fourth Edition. Clarifications and adjustments were made to the Standards, and the Annotations were updated to ensure they are consistent in format; reflect current practice in online instruction; and provide complete information about each Standard, thorough instructions to reviewers and developers, and relevant and well-explained examples.

General Standard 5 was renamed "Course Activities and Learner Interaction" to align more closely with the focus of the Specific Standards within the General Standard.

General Standard 8 was retitled, "Accessibility and Usability," to reflect the fact that usability is an important aspect of online course design that was previously not addressed in the QM Rubric.

In this edition, the number of General Standards remains the same, and the number of Specific Standards are reduced from 42 to 41. As shown in the scoring table on page 40, the number of Essential, 3-point Standards is lowered, the number of Very Important Standards is increased, and the number of Important Standards is lowered. The total number of points in the Rubric is decreased to 102. A score of 87 points out of 102, together with meeting all 3-point Standards, will be needed for a course to be considered as having met QM Standards.

A new 1-point Standard, is introduced into General Standard 4, "Instructional Materials," as Standard 4.7, "The course content does not expose students to unnecessary advertisements or adult content." This language, originally part of the Annotations of Standard 4.1 in the second edition, was deemed important enough to be introduced as its own Standard.

It is also important to note a change to the Annotation of Specific Standard 2.1, which makes the presence of measurable course-level objectives mandatory in the course.

This edition of the Rubric places a greater emphasis on student choice. Additions throughout the Rubric address competency-based programs, a personalized approach to learning, in which learners accumulate a series of competencies that are documented, proceeding at their own pace rather than through successful completion of scheduled courses and accumulation of credit hours. The competencies may be linked to individual courses, or they may be decoupled from courses or other structured learning experiences. Competency-based programs that include structured learning opportunities can meet online course design principles and best practices, even if learners have the option to bypass the structured learning component. The Rubric Annotations now include how to apply the Rubric Standards to competency-based courses. Additionally, "competencies" follows "objectives" throughout the Rubric. These learning additions are the result of a project that involved a study group that included representatives from QM member institutions that offer competency-based programs at the post-secondary level, and revised as appropriate for K-12 courses.

How to Use This Workbook

Review a course to see if it meets the Quality Matters Rubric Standards.

1. Read the Specific Review Standard.
2. Read the annotation.
3. Look for evidence that the Standard is met in the course.
4. Ask yourself: Does this course meet the Standard at an 85% or better level?
5. Decide "Met" or "Not Met" and check the appropriate column.
6. Use the Scoring Sheet on page 42.
7. If applicable, complete the Planned Course Improvements sheet.

QM members can also use the online Self-Review Tool to write recommendations about any Standards for which improvements are planned. Access the Self-Review tool through the Course Review Management System in MyQM (http://www.qmprogram.org/myqm).
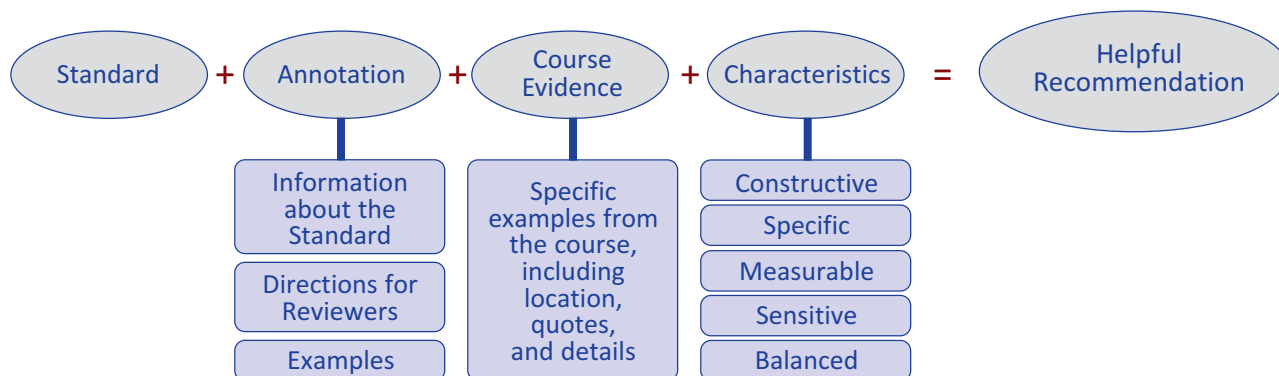
Stakeholders looking to evaluate third-party online or blended courses should use the Quality Matters K-12 Publisher Rubric. Stakeholders looking to develop and evaluate professional development should use the Quality Matters Continuing and Professional Education (CPE) Rubric.

When to Use This Rubric

The Rubric is intended to be used for courses that are delivered fully online or with a significant online component (blended courses). The distinguishing feature of courses for which this Rubric is applicable is the use of technology (typically through a Learning Management System or other online course platform) to structure and drive the teaching and learning in the courses. The K-12 Secondary Rubric is appropriate for use with courses that have been locally developed or courses which have been significantly adapted from publisher content.

Writing Helpful Recommendations

Helpful recommendations lead to the continuous improvement of online and blended courses, the goal of Quality Matters reviews. In the "Helpful Recommendation Equation" shown below, all parts of a review are referenced to help with writing recommendations that lead to change.

Standard + Annotation + Course Evidence + Characteristics = Helpful Recommendation

Annotation:
- Information about the Standard
- Directions for Reviewers
- Examples

Course Evidence:
- Specific examples from the course, including location, quotes, and details

Characteristics:
- Constructive
- Specific
- Measurable
- Sensitive
- Balanced

Design, Not Delivery

The Quality Matters K-12 Secondary Rubric specifically focuses on course design, rather than on delivery. For the purposes of a review, consider the design aspect to include the course developer's role in the forethought and planning of the course, as well as in the creation, assembly, and layout of instructions and course components. Not under review is the instructor's implementation of the design as he or she delivers the course and interacts with learners.

Alignment

Critical course components – Learning Objectives (Competencies) (2), Assessment and Measurement (3), Instructional Materials (4), Course Activities and Learner Interaction (5), and Course Technology (6) – reinforce one another to ensure that learners achieve the desired learning outcomes. When aligned, each of these course elements is directly tied to and supports the learning objectives. Look for the Alignment symbol to indicate the Standards included in the principle of Alignment.

Scoring

The Quality Matters K-12 Secondary Rubric consists of 41 Standards assigned different points depending on their relative importance. 25 of the Standards are considered essential in a quality online course and have the highest point value of 3. The remaining 16 Standards are assigned 1 or 2 points. The maximum possible number of points is 102. Standards included by local schools or systems in the General Standard 9 section are not scored.

STANDARDS	POINTS	RELATIVE VALUE
25	3	Essential
11	2	Very Important
5	1	Important
41	102	

To Meet Quality Matters Review Expectations

1. The review confirmed "Met" for all 3-point Essential Standards.

AND

2. The review resulted in a total overall score of 87 out of 102 points.

This workbook is designed to be both a self-assessment tool and a support for QM Professional Development workshops. Continuous improvement is the goal of using the QM Rubric Standards and Annotations for course review. Self-review can be an important step in preparing courses for official QM Certification. Only courses that are reviewed by a qualified Quality Matters Review team will be recognized by Quality Matters.

More information about having a course reviewed for official Quality Matters recognition can be found at www.qualitymatters.org.

Acknowledgements

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Glossary

Words or terms in the Glossary whose meaning is specific primarily to the competency-based learning format are noted with (CBL) at the beginning of the definition.

Acceptable Use Policy (AUP) - "A policy that outlines the responsibilities of students, teachers, staff, and others as they use the computers, software applications, and Internet when using the school or district computers or Internet connections. AUPs also outline the consequences for failure to adhere to this policy."[1]

Accessibility - The extent to which a product, service, or facility is available to all people. In the context of the online learning environment, accessibility encompasses special measures that may be taken to ensure for learners with disabilities the accessibility of all course information, instructional materials, devices, and activities used for teaching and learning.

Active Learning - Active learning occurs when learners engage by "doing" something, such as discovering, processing, or applying concepts and information. Active learning implies guiding learners to increasing levels of responsibility for their own learning.

Activity - Any form of learner participation that serves to reinforce course content and provides an opportunity for learners to further their attainment of course or module/unit learning objectives or competencies. Often, an activity allows for practice, discovery, and trial-and-error.

Alignment - Critical course elements working together to ensure that students achieve the desired learning outcomes.

Assessment (the process of) - An ongoing, systematic process that (1) is based on clear expectations for learning in the form of learning objectives or competencies, (2) provides sufficient opportunities for learners to achieve the expectations, (3) gathers evidence that learning has occurred, and (4) applies the information to improve teaching and learning. (The QM concept of "alignment" refers to this overall process.)

Assessment (strategies) - Instruments used to identify what students have learned; specifically, instruments used to measure the match between the learning objectives or competencies and the learners' attainment of them.

Assessor - (CBL) An individual responsible for assessing learner performance. While assessment is one role of the traditional course instructor, it may be filled by a specialist who is not responsible for other activities in a course, such as the delivery of instruction, and whose activity is independent of any particular course.

Authentic Assessment - Measuring the extent of learning by structuring opportunities for learners to demonstrate knowledge and skills acquired. Learners are asked to perform meaningful, real-world tasks, and their performance is evaluated using a rubric of criterion-referenced levels of attainment.

Coach - (CBL) An individual assigned to work with learners to encourage their academic success, offering advice, support, and encouragement. A coach is not responsible for delivery of course content.

Competency - (CBL) A demonstrated mastery of a particular set of knowledge and/or skills. Any subject can be redefined in terms of competencies. Competencies may be either narrow or granular, or they may constitute broad capabilities that require mastery of a substantial body of knowledge or skill. In some cases, competencies are defined independently; in other cases, they may aggregate into higher-level mastery.

Competency-Based Course - (CBL) A course whose purpose is to prepare the learner to demonstrate a number of specific competencies. The course may be structured like a traditional online course, but it allows learners to move ahead at their own pace, typically to accelerate completion; or it may consist of disaggregated content, activities, and independent competency assessments, creating a more personalized approach to learning.

Competency-Based Learning - (CBL) A particular approach to education that emphasizes mastery of knowledge and skills regardless of the amount of time required and the method chosen to achieve mastery. Competency-based learning is characterized by personalized learning opportunities and assessment of competencies rather than course completion as the primary means of measuring academic progress. In some cases, the assessment function is completely separated from courses and formal study, and an inventory of competencies attained may substitute for traditional grades and credit hours.

Reference

[1] International Association for K-12 Online Learning (iNACOL). (2011, October). The online learning definitions project. Retrieved from http://www.inacol.org/cms/wp-content/uploads/2013/04/iNACOL_DefinitionsProject.pdf

Course-level Objectives or Competencies - Statements of the specific and measurable knowledge, skills, attributes, and habits learners are expected to achieve and demonstrate as a result of their educational experiences in a course.

Criteria - The qualitative and quantitative guidelines, rules, principles, or statements by which learner responses, work, products, or mastery are evaluated.

Evaluation - A judgment regarding the quality, value, or worth of a response, work product, or performance based on established criteria. The evaluation of a learner's work is typically reflected in the grade assigned or score earned.

Facilitator - (CBL) A term used to describe the leadership role in a course in which the leader (facilitator) helps the learner, guiding his or her learning, rather than dictating or delivering content. Typically, the facilitator may perform such functions as answering the learner's questions, managing discussion forums, and evaluating the learner's work.

Feedback - Specific comments, guidance, and information provided by the course instructor or facilitator in response to a learner activity or assessment. Feedback is tied to the established evaluation criteria and includes reasons for the accompanying evaluation and the resulting grade.

Instructor - The most commonly used word for the teacher of a course, delivering the content, managing discussion forums, communicating with learners, and evaluating their work.

Learner Engagement - A learner's active participation in the process of acquiring knowledge or developing a specific skill in an educational setting or pursuit. Learner engagement is usually promoted and enhanced by learner interaction with the course instructor, course content, and/or fellow learners.

Media - One-way delivery modalities that enhance learning. Examples are video, audio, animations, and podcasts. In online learning, media are used to deliver much of the course content.

Mentor or Tutor - (CBL) A person with more experience and/or knowledge than the learner who serves as an adviser and model to encourage the learner to perform her or his best. Mentors are typically engaged when non-traditional strategies to improve learner retention and performance are used.

Module/Unit-level Objectives or Competencies - Statements of the specific and measurable knowledge, skills, attributes, and habits learners are expected to achieve and demonstrate as a result of their educational experiences in a module or unit.

Objective (learning) - A statement of the specific and measurable knowledge, skills, attributes, and habits learners are expected to achieve and demonstrate as a result of their educational experiences in a program, course, or module.

Point Values - In the context of Quality Matters Standards, point values are the numbers assigned to each Standard in the QM Rubric. The number 3, 2, or 1 corresponds to the level of importance of the Standard. 3 = Essential; 2 = Very Important; 1 = Important.

Technologies - A wide array of different hardware, software, subscriptions, and plug-ins that include technology tools.

Tools - Types of functional software that enable learner interaction.

Usability - Ease of use and learnability. In the QM context, usability refers to the ability of learners to easily navigate and interact with course components.

General Standard 1: Course Overview and Introduction

The overall design of the course is made clear to the student at the beginning of the course.

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
1.1 Instructions make clear to students how to get started and where to find various course components.	3			Instructions provide a general course overview, present an outline of topics and activities, a general schedule of activities, guide the learner to explore the course site, and indicate what to do first, in addition to listing detailed navigational instructions for the whole course. These instructions must be easy for students to find and are preferably located on the course homepage or otherwise prominently displayed using a "Read Me First" or "Start Here" button or icon linking learners to start-up information.
1.2 Learners are introduced to the purpose and structure of the course.	3			Information is provided to help learners understand the purpose of the course and how the learning process is structured and carried out, including course schedule or pace chart, delivery modalities (online or blended), modes of communication, types of learning activities, and how learning will be assessed. This information should be prominently displayed or easy for students to find (for example, a link from the student dashboard or course homepage to an "important information" area).
1.3 Minimum technical skills expected of the student are stated clearly.	2			Information about and/or a list of needed technical skills, tools, and resources should be included on the course home page or on the student dashboard. General, as well as course-specific technical skills, tools, and resources that students must have to succeed in the course are specified.

Overview Statement: The course overview and introduction set the tone for the course, let students know what to expect, and provide guidance to ensure they get off to a good start.

ANNOTATIONS CONTINUED

Instructors may choose to incorporate some of this information in the course syllabus. In this case, the syllabus should be linked from the course homepage and be easy for students to find.

Examples of how information on getting started may be provided:

1. A course "tour," step-by-step document, and/or a video or screencast

2. Clear statements about how to get started in the course

3. A "scavenger hunt" or "syllabus quiz" assignment that leads learners through an exploration of the different parts of the course (Note: It is a good idea to have orientation activities but these serve to enhance, not replace the requirements of this Standard.)

4. A table or diagram that depicts the relationship between the online and face-to-face portions of a blended course

Blended Courses: Prominent instructions in the course make it clear to learners that the course is a blended course, with both online and face-to-face components and activities. Instructions specify requirements for both the online and face-to-face portions of the course. The introductory information clearly states how students should participate each week, and a structured set of topics and activities.

Some or all of the following should be included:

1. The course schedule (self-paced, following a set calendar, or weekly modules, etc.)

2. Course sequencing, such as a linear, self-guided, or self-paced order

3. Types of activities the student will be required to complete (e.g., written assignments, online tests, participation in discussion boards, group work, etc.)

4. A fully developed course calendar with assignments, activities, and test due dates

5. Point values for graded assignments and activities

6. Preferred mode of communication with the instructor (email, discussion board, etc.)

7. Preferred mode of communication with other students, if encouraged

8. Testing procedures (online, proctored, etc.)

9. Procedure for submission of assignments

Blended Courses: The purpose and expectations of both the online and face-to-face portions of the course are explained to learners to help them understand how and why both formats are important to the learning process. Students are directed to the course schedule or calendar which fully covers both the online and face-to-face portions of the course and clearly specifies the dates, times, and locations of face-to-face class meetings.

Competency-Based Courses: In addition to the purpose of the competency-based course, the options available to competency-based learners to complete the course are clearly delineated through detailed instructions found in or linked from the course.

Technical skills might include the ability to

1. Download and upload files

2. Download and install software

3. Use email with attachments

4. Create, save and submit files in commonly used word processing program formats

5. Copy and paste

6. Work in multiple browser windows and tabs simultaneously

7. Use spreadsheet programs

8. Use presentation and graphics programs

It is also valuable, but not required, to have students practice technical skills as a part of the orientation or course introduction.

Note: If technical skill requirements are sent or made available to students before the course begins, a copy of this communication should be available in the course. This is an excellent practice but is not required to meet this Standard.

General Standard 1: Course Overview and Introduction (continued)

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
1.4 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2			Expectations for student conduct are clearly stated and easily located (e.g., on the course home page or student dashboard). Other communications from the instructor to students, families and other stakeholders may contain similar information, but this only reinforces, and does not replace, information inside the online course. While roles regarding respect for others and appropriate behavior and language in the classroom may be part of the student code of conduct or student handbook, it is important for the course to make the rules that apply to online communication as clear and visible as possible in the course.
1.5 Standards of academic integrity are clearly stated.	2			Although policies and/or guidelines regarding academic honesty, plagiarism, and cheating may be part of the student code of conduct or student handbook, it is important for the course to make the rules that apply to online behavior as clear and visible as possible.
1.6 The self-introduction by the instructor is appropriate and is clearly available in the course.	1			The initial introduction creates a sense of connection between the instructor and the students. It should present the instructor as professional as well as approachable and include the essentials, such as the instructor's name, title, field of expertise, contact information, and times when the instructor may be reached by phone, email, or other form of communication.
1.7 Prerequisite knowledge in the discipline and/or required competencies are clearly stated.	1			Prerequisites and minimum course requirements should be included (e.g., on the course home page or student dashboard). Discipline knowledge prerequisites should specify courses that meet the requirements. This information can also be made available within the course syllabus or elsewhere in the course but must be linked to from a prominent location. Information such as minimum academic requirements (GPA, admission tests, etc.), previous courses completed are considered prerequisites.

ANNOTATIONS CONTINUED

The following are some examples of etiquette expectations and resources:

1. Guidelines and rules of conduct for participating in discussion boards

2. Guidelines and rules of conduct for email content

3. "Speaking style" requirements (e.g., use of conventions of standard, edited English required as opposed to popular abbreviations and/or slang used in personal communication)

4. Spelling and grammar expectations

5. Expectations for the tone and civility used in all communications with fellow students and the instructor

6. Expectations regarding understanding of, and respect for, differences and diversity

7. A link or reference to the school's code of conduct or student handbook

The substance of these expectations is not to be evaluated.

Blended Courses: If a course is used in a blended setting, etiquette guidelines for the face-to-face portion of the class should be referenced within course expectations.

The following are some examples of how to draw students' attention to academic integrity expectations:

1. An explanation of what plagiarism is and what the consequences are should a student plagiarize another's work

2. A Code of Honor statement to be signed and submitted by the student

3. A link or reference to the school's code of conduct or student handbook

The self-introduction helps learners get to know the instructor and, in addition to the essentials mentioned above, could include

1. Information on teaching philosophy

2. Past experience with teaching online courses

3. Personal information such as hobbies, family, travel experiences, etc.

4. A photograph, audio message, or video (including alternative formats to ensure accessibility)

Blended Courses: The instructor's self-introduction and contact information should be available online even if it is provided in the face-to-face portion of the class so students have constant access to instructor information, such as how to reach the instructor at different times.

Competency-Based Courses: The learner's primary faculty or staff contact authors the self-introduction. The roles of instructor, facilitator, coach, mentor, assessor, or other staff who support the competency-based learner are clearly described. All relevant staff contact information should also be included and easy to locate.

General Standard 2: Learning Objectives (Competencies)

Learning Objectives or competencies are measurable and clearly stated.
They assist students in focusing their effort in the course.

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
2.1 Course-level learning objectives or competencies are measurable and describe what students can expect to learn as a result of successfully completing the course. *Alignment*	3			Course-level learning objectives are measurable and establish the basis upon which instructional units or modules are organized and aligned. Course-level learning objectives are typically provided to students in a course syllabus and/or at the beginning of a course. **Alignment:** Alignment refers to an interdependence among critical course components that ensures students achieve desired learning outcomes. Measurable course and module/unit-level learning objectives form the basis of alignment in a course. Other elements of the course, including those addressed in Standards 2.2, 3.1, 4.1, 5.1, and 6.1, contribute to the accomplishment of the course-level objectives. The module/unit-level learning objectives (see 2.2, below) should roll up into the course-level learning objectives. Note that course-level learning objectives may be referred to as learning outcomes.
2.2 The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives. *Alignment*	3			**Alignment:** The concept of alignment is intended to convey the idea that critical course components work together to ensure that learners achieve the desired learning outcomes. Measurable module/unit learning objectives or competencies form the basis of alignment in a course because they are consistent with the course-level objectives or competencies (2.1). Objectives and competencies explain how learners will be assessed (3.1). Instructional materials (4.1), activities (5.1), and technologies used in the course (6.1) contribute to the accomplishment of the learning objectives or competencies. Measurable module- or unit-level learning objectives or competencies describe the specific competencies, skills, and knowledge that students should be able to demonstrate at regular intervals throughout the course. These learning objectives also serve to inform students of learning outcomes on a weekly, modular, or unit basis, and should therefore be prominently displayed at the beginning of each module or unit. Note that, in some courses, module/unit-level learning objectives may be referred to as learning targets.

Overview Statement: The learning objectives establish a foundation upon which the rest of the course is based.

ANNOTATIONS CONTINUED

The following are some examples of measurable course-level objectives:

1. Select appropriate tax strategies for different financial and personal situations.

2. Develop a comprehensive, individualized wellness action program focused on overcoming a sedentary life-style.

3. Articulate personal attitudes and values related to the use of tobacco products.

4. Collaborate on a group project by completing designated tasks and offering feedback to team members on their tasks.

In addition to measurable objectives or competencies, a course may have objectives or competencies or desired outcomes that are not easily measured, such as increased awareness of, sensitivity to, or interest in certain issues or subjects, or ability to work as a team member on a group project. Such objectives or competencies cannot be substituted for all measurable objectives or competencies when determining whether Standard 2.1 is met. In order for the Standard to be met, a majority (85%) of the course-level objectives or competencies must be measurable.

Special Situations: In some cases, the language used in course-level learning objectives or competencies is mandated by state, local, or program (such as Advanced Placement) requirements, but written in a manner that is not measurable. There may also be cases where language

based on certain design frameworks, such as the Understanding by Design framework by Wiggins and McTighe, is used to convey to students what they will be learning. These types of statements may be present in the course, but do not substitute for measurable course-level objectives. In these cases, alternative statements, in the form of measurable course-level objectives, which appropriately represent these non-measurable statements, must also be present in the course.

Here are examples of non-measurable statements:

1. Every tax situation requires an appropriate assessment of the nature and purpose of the income being taxed.

2. Making healthy and well-informed choices in your diet and lifestyle now will dramatically increase your chances for a happier life.

3. "In AP Physics, when the properties of the constituent parts are not important in modeling the behavior of the macroscopic system, the system itself may be referred to as an object." (The College Board - AP Physics 1 Curriculum Framework)

It is not possible to complete the course review if measurable learning objectives are not present. Therefore, it is required that the review team chair communicate with the Course Representative early in the process to rectify this deficiency before proceeding with the full review.

The module/unit-level learning objectives or competencies may either be implicitly or explicitly consistent with the course-level objectives.

Special Situations: In some cases, the language used in module/unit-level learning objectives or competencies is mandated by state, local, or program (such as Advanced Placement) requirements, but written in a manner that is not measurable. There may also be cases where language based on certain design frameworks, such as the Understanding by Design framework, is used to convey to students what they will be learning. These types of statements may be present in the course, but do not substitute for measurable module/unit-level objectives. In these cases, alternative statements, in the form of measurable course-level objectives, which appropriately represent these non-measurable statements, must also be present in the course.

Here is an example of a set of module/unit-level objectives or competencies that aligns with a course-level objective or competency:

Course-level Objective or Competency	Module/Unit-level Objective or Competency
Upon completion of this course, learners will demonstrate mastery of rules of punctuation.	1. Learners will write sentences that demonstrate correct use of commas, semicolons, and periods.
	2. Learners will use apostrophes when, and only when, needed.
	3. Learners will use double and single quotation marks correctly in quoted material.

It is not possible to complete the course review if measurable learning objectives are not present. Therefore, it is required that the review team chair communicate with the Course Representative early in the process to rectify this deficiency before proceeding with the full review.

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
2.3 The learning objectives or competencies are aligned with state standards and/or other accepted content standards.	3			Where state standards or benchmarks exist for the subject area of the course, those standards must be accurately represented in the content and objectives of the course. Courses may be enriched by going beyond state standards or benchmarks, but, at a minimum, all of these standards must be met. If state and/or other accepted content standards are not accurately represented in the course, the review must be suspended and appropriate changes made to ensure alignment with the rest of the course. The team chair will communicate with the Course Representative early in the process to rectify this deficiency before proceeding with the full review.
2.4 Learning objectives or competencies are appropriately designed for the target student audience and written from the students' perspective.	3			Course and module/unit-level learning objectives or competencies as a whole describe knowledge and skills that are appropriate for the course. Learning objectives or competencies are written in a way that allows students to easily grasp their meaning and the outcomes students are expected to demonstrate; grade and age levels of students are taken into account.
2.5 The relationship between learning objectives or competencies and course activities is clearly stated.	2			Learning objectives or competencies are visible throughout the course to show that a relationship exists between the stated learning objectives or competencies and the activities learners are asked to complete.

ANNOTATIONS CONTINUED

Note: For more specific information about state and/or other accepted standards, reviewers should consult the Course Worksheet.

These are examples of how learning objectives accurately represent state standards:

State Algebra Standard: Graph polynomial functions with and without technology, and describe end behavior.

Learning Objective: The student will graph polynomial functions with and without technology, and describe end behavior.

State Economics Standard: Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, and pure competition).

Learning Objective: The student will analyze market types and assess their place on a spectrum from most competitive to least competitive.

In Advanced Placement (AP) courses, AP standards are also met.

If there are no applicable state standards and/or other accepted content standards, this standard should be marked as met. The note "DNA" (Does Not Apply) is entered into the Recommendations area.

As a reviewer, consider both the course and module/unit-level learning objectives or competencies in your evaluation of this Standard.

Here are some examples of ways to clarify the relationship between objectives and activities:

1. Links from assignments to relevant objectives or competencies.

2. A numbering system that shows how course activities correspond to learning objectives or competencies.

3. A narrative explaining how the course activities enable learners to meet the objectives or competencies.

As a reviewer, consider both the course and module/unit-level learning objectives in your assessment of this Standard.

General Standard 3: Assessment and Measurement

Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives and mastering the competencies.

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
3.1 The types of assessments in the course measure the stated learning objectives or competencies, and are consistent with course activities and resources. *Alignment*	3			**Alignment:** Course assessments measure evidence of course and module/unit-level objectives or competencies being met by students (see Standards 2.1 and 2.2). Instructional materials (4.1), activities (5.1), and course technologies (6.1) support the learning objectives or competencies and enable learners to meet them. Assessments allow for evidence to confirm student mastery of the learning objectives or competencies. The breadth, depth and rigor of formative forms of assessing learning and summative examinations can be successfully completed if students have met the objectives embedded in the course materials and learning activities.
3.2 Specific and descriptive criteria are provided for the evaluation of students' work and assist the instructor in determining the level of achievement of learning objectives and competencies.	3			Students are provided with a clear and meaningful description of the criteria that will be used to evaluate their coursework and participation. The student evaluation criteria are consistent with the course goals and stated learning objectives or competencies. The criteria provide students with detailed and specific guidelines on the performance expectations for each component of the course. How the grade is calculated for each assignment or activity is clear based on provided guidelines.
3.3 Assessment strategies provide students with opportunities to self-reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.	3			Learning is more effective when learners have multiple opportunities to evaluate and measure their learning progress through ongoing, varied, and frequent formative assessments with timely feedback. The feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other learners. Students are provided opportunities to self-reflect and engage in higher-order thinking and reasoning activities. Look for examples of "self-check" quizzes, self-reflection prompts, and journal activities, as well as other types of practice opportunities that provide timely feedback to the student. These types of assignments may be voluntary and/or allow multiple attempts.

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.

ANNOTATIONS CONTINUED

Here are examples of objective/assessment alignment:

1. A problem analysis confirms the application of critical thinking skills.

2. A multiple-choice quiz verifies vocabulary knowledge.

3. A composition demonstrates writing skills.

4. Online interactions show evidence of civil discourse and being a good digital citizen.

Here are some examples of lack of alignment between learning objectives and assessment:

1. The objective is to be able to "write a persuasive essay," but the assessment is a multiple-choice test.

2. The objective is to "demonstrate discipline-specific information literacy," and the assessment is a rubric-scored term paper, but students are not given any practice with information literacy skills on smaller assignments.

Some assessments may be geared toward meeting outcomes other than those stated in the course. For example, a course may have a writing component as part of a "Writing Across the Curriculum" requirement. In that case, the reviewer should suggest including such requirements in the list of course objectives.

Special Situations: See Special Situations note in Standard 2.1.

Here are some examples of how to provide students with information about grading criteria:

1. Grading rubrics or a list of criteria with associated point values for each type of graded assignment

2. Sample responses with point values and comments provided by the teacher

3. A matrix that displays course competencies and the assignments that align with the competencies

4. A description of how the learners in discussions will be graded, including the number of required postings per week, the criteria for evaluating the originality and quality of learners' comments and their responsiveness to classmates' comments, and the grade or credit learners can expect for varying levels of performance

Competency-Based Courses: A description makes clear in specific terms the levels of mastery required to demonstrate the defined competencies.

Here are some examples of assessment strategies consistent with this Standard:

1. Writing assignments that allow for the submission of a draft for teacher comment and suggestions for improvement

2. Self-mastery tests and quizzes that include informative feedback with each answer choice

3. Interactive games and simulations that have feedback built in

4. Self-scoring practice quizzes

5. Practice writing assignment

6. Peer reviews

7. Model papers or essays provided for students' viewing

8. Sample answers or answer keys provided for students' viewing

The course provides opportunities for learners to assess their understanding and take remediating actions based on their progress in mastering the learning objectives. These assessment opportunities serve to empower students to manage their own learning progress at an age-appropriate level.

General Standard 3: Assessment and Measurement (continued)

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
3.4 Multiple methods of assessment strategies are selected based on the specified learning objectives or competencies and student need.	3			Multiple assessment strategies are appropriate to the content being measured and the format in which they are used. Assessments are varied in order to provide differentiated pathways for students to demonstrate mastery. For example, discussion-based assessments (one-on-one meetings between teacher and student via telephone, online communication tools, or face-to-face) may be used to supplement or substitute for written tests. Another method to consider are authentic assessments where students have the opportunity to demonstrate mastery of the learning objective through the completion of real-world tasks. The assessments are appropriately sequenced so as to promote the learning process and build on previously mastered knowledge and skills gained in this course and prerequisite courses. Assessments are paced to give students adequate time to demonstrate mastery and complete required work in a thoughtful manner.
3.5 Expectations for successfully completing the course, earning course credit, and overall grade calculations are clearly defined for the student and the teacher.	3			The course contains clearly defined student expectations so that the student understands the requirements for earning credit for the course. A clear, written statement fully explains how the course grades are calculated; the points, percentages, and weights for each component of the course grade are clearly stated.

ANNOTATIONS CONTINUED

Here are some examples that meet the Standard:

1. A series of assessments that progress from the definition of terms, to a writing assignment explaining the relationship between various theoretical concepts, to a research paper that includes the application of theoretical concepts and/or critical analysis of an article or book chapter on the subject

2. Multiple types of assessments that enable the teacher to become familiar with an individual student's work and discourage "proxy cheating" (someone other than the student completing and submitting work)

3. A series of assessments evenly paced every two weeks throughout the course

Here are some examples that DO NOT meet the Standard:

1. All assessments are multiple-choice tests.

2. An assessment requires information or techniques that have not yet been covered in the course (i.e., a first assessment requiring students to locate research materials, while information literacy and research skills and methods are not covered until the third assessment).

3. Assessments are concentrated in the final weeks of the course.

The following are some examples of clearly stated information about how course completion is determined and grades are calculated:

1. A list of all activities, tests, etc. that will determine the student's final grade. This could be found in a course syllabus or a student performance dashboard.

2. An explanation of the relationship between the final course letter grade and the student's accumulated points and/or percentages is provided.

3. If points and percentages are both used, an explanation of the relationship between them is provided.

4. If a course requires a percentage of work, or specific items, to be submitted to earn a grade, a statement of the consequences for failing to complete coursework in a timely manner is provided.

5. An explanation for non-numerical graded assignments (e.g., defining when a student would have met or exceeded the standard).

General Standard 4: Instructional Materials

Instructional materials enable learners to achieve stated learning objectives or competencies.

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
4.1 The instructional materials contribute to the achievement of the stated course and module/unit-level learning objectives or competencies. Alignment	3			**Alignment:** The instructional materials used in the course align with the course and module/unit-level learning objectives or competencies (Standards 2.1 and 2.2) by contributing to the achievement of those objectives and by integrating effectively with the tools (6.1), assessments (3.1), and learning activities (5.1) selected for the course.
4.2 Instructional materials are integrated within the context of each lesson, and their intended use is clear.	3			Students can easily determine the purpose of all content, materials, and resources used in the course and how each will help them achieve the stated learning objectives. It is clearly stated which materials are required and which are recommended resources. The course's required reading and activity should be clearly distinguished from those resources intended as supplementary information or additional personal enrichment. For example, a course may contain numerous external links to internet resources, but it should be clear whether those resources are required for an assignment, or if they provide some background information or additional personal enrichment, etc.
4.3 The course content is appropriate to the reading level of the intended students.	3			Required instructional materials are appropriate for the intended grade level of the course. It is best practice to determine reading level by measuring text complexity*.
4.4 The instructional materials have sufficient breadth, depth, and currency.	2			**Breadth:** The course materials are robust and create a rich learning environment for students. The content of the course provides meaningful content in a variety of formats, including, for example, slide presentations, websites, and multimedia formats to meet individual students' needs (in order to master the curriculum).

Overview Statement: The instructional materials form the core of the course. The focus is on supporting the course objectives and competencies, rather than on qualitative judgments about the materials.

ANNOTATIONS CONTINUED

Course materials, resources, and learning objectives align in a clear and direct way. The course materials and resources enable students to achieve the stated learning objectives. As a reviewer, consider both the course and module/unit-level learning objectives in your assessment of this Standard.

In some courses, reviewers will need to consider bibliographies provided by the instructor, or, in some cases, developed by students themselves, following guidelines provided by the instructor.

Special Situations: See Special Situations note in Standard 2.1.

Examples may include the following:

1. Links to external websites are accompanied by an explanation of the purpose of the links unless their relevance is self-evident.

2. The function of animated games or exercises is clearly explained or is self-evident.

If various instructional materials (books, videos, computer software, etc.) are used in the course, the purpose of their use and relationship to one another is clearly explained to students. Reviewers should determine if such diversely formatted course materials are integrated well enough to be useful to the student. The integration of these materials may be considered both physically and contextually. Students should clearly understand the learning objectives associated with all instructional materials used.

For example, a course requires students to use the following materials: a textbook divided into chapters, video segments ordered by topics, and a website organized around specific skills. Consider whether it would be clear to students the order in which they should approach these varied materials, how each is related to the core content and learning objectives, and how the materials are related to one another.

Blended Courses: Instructions make clear which materials are to be used in the face-to-face classroom and which are specific to the online portion of the course.

Consider these factors when measuring text complexity:

1. **Qualitative evaluation of text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands. For example, the meaning of idioms are explained.

2. **Quantitative evaluation of text:** Readability measures and other scores of text complexity

3. **Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed). This is best and most usually determined by the instructor and may vary depending on the needs of the learners in the course.

An online readability tool may be used to quantitatively evaluate the reading level of a sample of the course content. However, it is important to note that readability test scores should not be the sole basis on which the reading level of instructional materials is determined.

Reviewers can qualitatively evaluate instructional materials by taking into account the criteria above. Reviewers should take into account that learners in a course may be at different reading levels and make a decision based on whether or not they feel the instructional materials are in an appropriate range.

*More information regarding text complexity can be found on the Common Core State Standards Initiative (U.S.) website.

Depth: The level of detail in supporting materials is appropriate for the level of the course and provides rigor sufficient for students to achieve the learning objectives. For example, an upper-level course should include significantly more complex materials than those required for an introductory general education course.

Currency: The materials represent up-to-date thinking and practice in the discipline. For example, a science course contains instructional materials recognizing theories that are relevant today. (With an increased emphasis on the use of primary sources, it should be noted that their value in a course is not diminished by their past publication dates.)

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
4.5 All instructional materials used in the course are appropriately cited.	1			Sources for materials used in the course are clearly identified and cited. This requirement applies to instructor-created materials, publisher materials, textbooks, tables, videos, audios, web sites, and other forms of multimedia. Citations for instructional materials model the practices learners are expected to follow for documenting sources. At minimum, a citation includes the author or owner name; date of publication; resource title, if supplied; and URL or source. A document or link to access the school or district's copyright and any intellectual property policies should be provided in the Course Worksheet.
4.6 The course content is culturally diverse and bias free.	1			The course content reflects a multicultural approach. Examples of how a multicultural approach may be achieved include the following: 1. Diverse and balanced choice of illustrations 2. Diverse and balanced narrative scenarios
4.7 The course is free of adult content and avoids unnecessary advertisements.	1			The course does not expose students to adult content. Adult content includes materials about pornography and subject matter containing content unfit for students at various stages of maturity. Additionally, course links, materials, and resources do not expose students to unnecessary advertisements.

ANNOTATIONS CONTINUED

Reviewers should look for evidence of citations for copyrighted works or Creative Commons licensing. Section 107 of the Copyright Act (U.S.) provides the statutory framework for determining whether content usage falls under "Fair Use" and identifies certain types of uses - such as criticism, comment, new reporting, teaching, scholarship, and research - as examples of activities that may qualify for Fair Use. Creative Commons licenses are not an alternative to copyright; it specifies how the end-user may use or modify the copyrighted work. Copyright and Creative Commons notations may be listed as text or icons in-line with the resource on the page footer or "citations" section of the module.

Courses that incorporate third-party content may provide a blanket statement acknowledging that a significant portion of the course materials came from a publisher rather than include individual citations for each instance of publisher materials. If the course is being licensed, the provider should offer a list of resources for which copyright would need to be secured.

In some courses, it may not be possible or appropriate to take a multicultural or bias-free approach. If this is the case, Course Representatives should note this in the final question of the Course Worksheet.

Reviewers should note that courses may direct students to content that has advertisements, but this should be as minimal as possible and not distract from the learning materials.

General Standard 5: Course Activities and Learner Interaction

Forms of interaction incorporated in the course activities motivate learners and promote learning.

	SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
5.1	The learning activities promote the achievement of the stated learning objectives or competencies. *Alignment*	3			**Alignment:** Learning activities align with the course and module/unit-level objectives or competencies (see Standards 2.1 and 2.2), as well as with the assessments, instructional materials, and course technology (see Standards 3.1, 4.1, and 6.1) by engaging students in activities that directly contribute to the achievement of those objectives or competencies. The purpose of the learning activities is to facilitate the student's achievement of the stated course and lesson objectives. The formative and summative learning activities actively engage the student with the course content. Learning activities are varied in order to provide reinforcement and mastery in multiple ways and to accommodate multiple learning styles. Activities may include reading, assignments, student presentations, science labs, class discussions, collaborative opportunities, case studies, role playing, simulation exercises, practice quizzes, assessments, etc.
5.2	Learning activities provide opportunities for interaction that support active learning.	3			Activities encourage learners' engagement during learning through different types of interactions as appropriate to the course. Interactions are designed as activities to support the course objectives. Types of interactions include learner-instructor, learner-content, learner-interface and learner-learner. Active learning involves learners engaging by "doing" something such as discovering, processing, or applying concepts and information. Active learning implies guiding learners to increasing levels of responsibility for their own learning. **Learner-Instructor:** Interactions between the learner and instructor are designed to enhance learners' understanding and mastery of the learning objectives. Activities of this interaction type might include an assignment or project submitted for instructor feedback, learner-instructor discussion in a synchronous session or an asynchronous discussion board exchange, or a frequently-asked-questions (FAQ) discussion forum monitored by the instructor.

Overview Statement: Engaging learners to become active learners contributes to the learning process and to learner persistence.

ANNOTATIONS CONTINUED

Examples of alignment between activities and objectives or competencies:

1. The objective or competency requires that learners deliver a persuasive speech. Activities include choosing an appropriate topic for the speech, creating an outline, and taping a practice of the speech delivery.

2. The objective or competency is "Prepare each budget within a master budget and explain the importance of each in the overall budgeting process." The learners review information about this objective or competency in their texts, watch videos of case studies where the different budgets are used, review informational websites about creating the different budgets, create the different budgets as practice activities, and develop a case study for a fictitious company explaining what would happen if each budget is not included in the master budget.

The following are examples of mismatches between activities and objectives or competencies:

1. The objective or competency requires students to deliver a persuasive speech, but the activities in the course do not include practice of that skill.

2. The objective or competency is "Prepare each budget within a master budget and explain the importance of each in the overall budgeting process." The students review information about the objective in their texts and observe budgets worked out by the teacher, but they themselves produce only one of the several budgets.

Blended Courses: In some courses that use both online and face-to-face settings, the learning activities that occur in these two settings are connected by a common thread or theme and are mutually reinforcing. The connection and reinforcement are made clear to learners. For example, the different parts of a particular activity might be sequenced in an alternating way in online and face-to-face meetings of the course.

Special Situations: See Special Situations note in Standard 2.1.

Learner-Content: The course content is designed to facilitate learners' understanding and mastery of the learning objectives. These might include interactions in which learners may engage with a variety of content presentation formats including text, audio, video, and interactive objects.

Learner-Interface: Courses may incorporate adaptive software where learners are provided with individual learning paths based on performance and progress toward meeting learning objectives.

Learner-Learner: Not all courses require the same type and frequency of learner-learner interaction and may vary with the format, subject, and level of the course. Learner-learner interactions may include self-introductions, group discussion postings, small-group projects, group problem solving assignments, and peer reviews.

Concerns about protecting learner privacy should be considered in determining the appropriate amount and nature of learner-learner interaction.

Reviewers refer to the Course Worksheet to determine how learner-learner interaction is handled in the course. If the Course Worksheet indicates that such interaction is appropriate, then consider it in deciding whether the Standard is met. If the Course Worksheet indicates that such interaction is not appropriate, then focus only on learner-instructor, learner-content, and learner-interface interaction to determine whether the Standard has been met. When reviewers think it is appropriate to do so, include a recommendation that learner-learner interaction be added to the course or receive more emphasis in the course.

Note: Reviewers' decisions should be based on the nature of the course and not on personal preferences about learner-learner interaction.

Blended Courses: In courses that use both online and face-to-face settings, the learning activities that occur in these two settings are connected by a common thread or theme and are mutually reinforcing. The connection and reinforcement are made clear to learners. For example, the different parts of a particular activity might be sequenced in an alternating way in online and face-to-face meetings of the course.

Competency-Based Courses: In competency-based courses, the interaction with the instructor, facilitator, coach, mentor, or assessor may take different forms. Learner-learner interaction in discussion forums is encouraged but may be limited by the differential pace of individual learners; and other forms of learner-learner interaction may be impractical, as learners prepare in different ways for assessment of their competencies. Communication through program-level, learner-learner forums is a viable alternative to course-based forums.

General Standard 5: Course Activities and Learner Interaction (continued)

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
5.3 Clear standards for instructor responsiveness and availability are communicated to the learner.	3			A clear statement of instructor responsibilities is an important component of an online or blended course. Learners are better able to manage their course activities when the instructor has stated his or her timeframe for responding to learner emails and discussion postings and has let learners know when they will receive feedback on assignments and when grades will be posted. By sharing this information, the instructor also deflects unrealistic learner expectations of 24/7 access to the instructor. If information about instructor availability is conveyed by letter or email prior to the start of the course, a copy of the letter should be made available in the course.
5.4 The requirements for learner interaction are clearly articulated.	2			Interaction requirements may specify the nature of the required participation and expectations for frequency and quality of the learner's interactions. More specific task-related performance expectations may be included in the individual task description. The teacher may also share with learners a rubric detailing how learner interactions are evaluated. Graded interactions may include responding to the teachers' and classmates' discussion posts.

ANNOTATIONS CONTINUED

Examples of clear standards for instructor responsiveness and availability, typically found in the syllabus, may include the following:

1. Response time to emails and phone calls

2. Response time to grading learner work and assessments

3. Virtual office hours and/or course calendar

Reviewers are not to evaluate the instructor's plan; instead ensure the instructor has provided a plan.

Competency-Based Courses: Interaction with the instructor, facilitator, coach, mentor, or assessor may take different forms. The course introduction indicates the various forms of faculty and staff support available to the learner and explains when learners can expect to receive feedback.

Here are some examples of learner interaction expectations:

1. A set of discussion and participation guidelines indicating both the quality and quantity of learner interaction.

2. A set of guidelines indicating expectations of synchronous interaction during face-to-face classroom time.

If the learner interaction expectations are conveyed by letter or email prior to the start of the course, a copy should be made available in the course. Typically, statements about learner performance expectations are also included in the course information page or syllabus.

Blended Courses: In courses that use both online and face-to-face settings, the requirements for learner interaction should be clearly articulated for online courses. Please note that in the case of local schools partnering with state-wide or other entities, the face-to-face portion is determined by the local schools. QM reviews only the online section.

General Standard 6: Course Technology

Course technologies support learners' achievement of course objectives or competencies.

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
6.1 Course tools support the learning objectives or competencies. Alignment	3			**Alignment:** The tools selected for the course align with the course and module/unit-level objectives or competencies (see Standards 2.1 and 2.2) by effectively supporting the assessment instruments (3.1) instructional materials (4.1), and learning activities (5.1). Tools are functional software that provide areas for interaction in the course; they may be included in the platform or external to the platform. Examples of tools include discussion boards, chat rooms, grade books, gaming, whiteboards, wikis, blogs, virtual classrooms, videos, animations, simulations, and other applications.
6.2 Course tools facilitate student engagement and promote active learning.	3			Tools used in the course help students actively engage in the learning process, rather than passively "absorb" information. Selected tools help the learner actively engage in the course by facilitating interactions with the instructor, course materials, and other learners. These tools should encourage the student to reflectively grasp and respond to the deeper learning process. The course provides tools, which enable learners to assess their understanding and take remediating actions based on their progress in mastering the learning objectives (See Standard 3.3). The tools provided in the course serve to empower students to manage their own learning progress at an age-appropriate level.

Overview Statement: The technologies enabling the various course components facilitate active learning and do not impede the learning process.

ANNOTATIONS CONTINUED

Specific tools are not required for this Standard to be met. Tools that are used appropriately support the learning objectives, competencies, activities, or assessments.

Clear information and instructions are provided regarding how the tools support the learning objectives and competencies. Technology is not used simply for its own sake. For example, a course might require posting to a discussion forum, but it may not be clear how the discussions support a learning objective or competency.

If third-party content is used, the teacher clearly designates which tools or software are required in the course and which are optional.

Special Situations: See Special Situations note in Standard 2.1.

Here are some examples of tools that support engagement and active learning:

1. Interactive, real-time software, such as real-time collaborative tools, webinars, and virtual worlds

2. Software that facilitates interactions and discussions, such as shared documents or wikis

3. Automated "self-check" exercises requiring student response

4. Tools that allow the student to highlight or bookmark content

5. Animations, simulations, and games that require student input

6. Platform functions that provide competence/timed-release features

7. Software that tracks student interaction and progress

8. Discussion tools with automatic notification or a "read/unread" tracking feature

General Standard 6: Course Technology (continued)

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
6.3 Technologies required in the course are readily obtainable.	3			The term "technologies" covers a wide range, including hardware, software, subscriptions, and plug-ins.
				All required technologies are easily obtainable, either through download or other means, and include clear instructions for installation, access, and use.
				The hardware and peripherals necessary to complete all course activities are obtainable. Peripherals include webcams, microphones, etc. If specific peripheral devices are needed for course completion, instructions are provided on how to obtain the peripheral devices. For specific peripheral devices needed for course completion, instructions are included on how to obtain, install, and use them.
				Students have ready access to all software used in the course. Examples of software include word processors, spreadsheets, presentation software, statistical analysis software, equation editors, web authoring tools, audio/video editing tools, programming software, etc. Students also have access to online tools and plug-ins, such as Acrobat Reader and Flash, Java, media players, collaborative spaces, approved social media, etc.
6.4 Course tools and technologies are current.	2			Innovative technologies continuously appear on the market, and course technology should be up-to-date and chosen to best meet the needs of the course. These innovations include an expanding variety of devices through which students can access course materials, new software and media to enrich the presentation of course materials, social networking media, tools for collaboration, etc. Courses need not utilize all of these innovations but should show some evidence of implementing newer technologies as appropriate in places where they can better enable the student to master the learning objectives of the course.
6.5 The course takes advantage of technologies and tools that protect student privacy and maintain confidentiality of student information.	2			Ensure that the technologies and tools used in the course protect access to students and that student data is kept confidential.
				Course tools and technologies chosen, whether included in the learning platform or external to the learning platform, comply with relevant U.S. child protection laws such as the following (if outside of the U.S., consult relevant national law):
				1. The Children's Internet Protection Act (CIPA)
				2. Family Educational Rights and Privacy Act (FERPA)
				3. Children's Online Privacy Protection Act (COPPA)

ANNOTATIONS CONTINUED

A clearly worded statement lists the required software and plug-ins, along with instructions for obtaining and installing them.

For technologies that require subscriptions, instructions are provided on how to access the subscriptions, including information on acquisition of access codes and user identification requirements.

Look for evidence that guidance is provided to learners on compatible alternatives to platform-specific peripherals, software packages and other web-based technologies.

Examples of information to provide:

1. If the software runs on both Mac and PC

2. If the school or district provides access for learners to use the software online

3. Which features of the LMS or software are accessible on a mobile device (for instance, learners are allowed to participate in discussion boards from a mobile device, but quizzes and tests cannot be taken on a mobile device).

The following are examples of how to help ensure learner access:

1. If speakers, a microphone, and/or a headset are necessary, the need for such peripherals is clearly stated.

2. A list of required downloadable resources, including links, is provided (e.g., located in a dedicated area linked from a navigation button).

3. Links are provided to access materials to allow students free access to necessary course documents.

4. If third-party materials are used, clearly stated information about how to obtain and use any required access codes is provided.

5. Instructions are provided on how to access materials available through subscriptions to online journals or databases. When feasible, links are also provided. Instructions for how to obtain full-text journal articles are provided in assignments that require their use.

6. For textbooks and digital storage devices, the course provides the title, author, publisher, ISBN, copyright date, and information on where copies can be obtained.

As a reviewer, keep in mind that the tools available to a teacher may be limited by access and support provided by the school. Be sure to check the Course Worksheet for information relevant to this Standard.

The course design takes advantage of features of the learning management system and implements new features wherever possible and appropriate. Courses not recently developed may need to be updated in this regard.

In courses that include third-party content (including changeable content [e.g., web pages], static content [e.g., PDF documents], and assessment items), it is best practice to, when possible, use content that has been "packaged up" by the content provider (e.g., as Common Cartridge or Thin Common Cartridge) and deployed to a learning platform or portal where the teacher can manipulate the pieces of the content. For instance, if there is a PDF as one resource in the package the teacher can put that PDF anywhere in a course or other student workspace. *While this is considered best practice, reviewers should not make a determination as to whether or not this Standard is met based on the inclusion of this feature in the course.*

All technologies and tools included for use as part of the course should ensure that student privacy is protected in accordance with the school's or district's Acceptable Use Policy and in compliance with applicable law, district procedures, and guidelines.

If the course requires completing tasks outside of the learning platform, measures should be taken to prevent violation of student privacy.

As a reviewer, look to see that any technologies used in the course protect student confidentiality. Information about how they are in compliance should be readily available and privacy policies stated clearly. Whenever possible, teachers should use an educational version of the tool. Be sure to check the Course Worksheet for information relevant to this Standard.

General Standard 7: Learner Support

Course instructions outline and direct student access to institutional support services essential to student success.

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
7.1 Course instructions outline and direct student access to available institutional accessibility support services and comply with special education policies and procedures.	3			Look for evidence that students have access to available institutional accessibility support services from within the course navigation or the student dashboard. This includes assistive technology services (i.e., any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device [Individuals with Disabilities Education Act, 1997 and 2004]).
7.2 Course instructions outline and direct student access to institutional technical support services.	3			The types of institutional technical support can vary from school to school. Technical support includes information about how to log in and use the technology and tools provided in the learning management system. It does not include help with course content and assignments (See 7.3).
7.3 Course instructions outline and direct student access to institutional academic support services.	2			Academic support for all students, and the scope of what support that entails, is provided to students.

Overview Statement: Students must be able to access just-in-time support when they need it. Student support increases retention and supports increased student achievement. The learner support standard addresses three types of student support services: accessibility support, technical support, and academic support. Course instructions direct students to relevant information and services.

ANNOTATIONS CONTINUED

The purpose of this Standard is to determine if institutional accessibility support services are provided for students, not to evaluate the adequacy of the services (e.g., what the "ideal" services should be).

Specific policies should be specified on the Course Worksheet.

Meeting this Standard does not imply that the course is in compliance with federal law.

The following examples may demonstrate evidence of student access to technical support:

1. Clear descriptions of institutional technical support services provided, including links to a technical support website or support community

2. Email link, live chat access, or phone numbers to technical support staff or help desk services

3. Clear directions and links to support for publisher- and/or vendor-supplied materials

4. Links to tutorials and online support services within the LMS that provide instructions on how to use the LMS tools and features

5. A link to a Frequently Asked Questions (FAQs) technical support page

Look for evidence that students have access to institutional technical support services from within the course navigation or the student dashboard.

The purpose of this Standard is to determine if technical support services are provided for students; not evaluate the adequacy of the services (e.g., what the "ideal" help desk hours should be).

Examples of institutional academic support may include the following:

1. Access to library media center resources, which may include links to the library media center, including information on how to obtain library access, request materials, access databases, and contact a library media specialist

2. Tutoring or supplemental instruction programs which may include tutorials or other forms of guidance on conducting research, writing papers, citing sources, using online writing labs, and using course-specific technology applications

3. Information on how the institution and instructional staff accommodate student's IEP and 504 plans

4. Links to the academic support website and/or a list defining on-site and online academic support services

5. Links to school- or district-specific academic support services along with email links or phone numbers to support staff

Look for evidence that students have access to institutional academic support services from within the course navigation or the student dashboard.

The purpose of the Standard is to determine if academic support services are provided for students; not evaluate the adequacy of the services (e.g., what the "ideal" media center resources should be).

General Standard 8: Accessibility and Usability*

The course design reflects a commitment to accessibility and usability for all learners.

*Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met.
Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
8.1 Navigation throughout the course is logical, consistent, efficient, and intuitive.	3			Navigation refers to the process of planning, controlling, and tracking the movement of a learner from one place to another in the online course.
				Confirm that the course's navigation structures facilitate ease of movement through the course and course activities.
				As a reviewer, also consider the ownership of the design of course navigation features. Some navigation devices - "next" and "previous" links, for example - are in the learning management system and cannot be modified. The Course Worksheet provides information about navigation features that cannot be changed. Other navigation devices - hypertext links, icons, and window functions, for example - may be within the control of the instructor.
8.2 Information is provided about the accessibility of all technologies required in the course.	3			The course ensures that the Learning Management System and the tools selected are accessible to students and/or responsible parties.
				To meet this Standard, reviewers should consider whether the following conditions are met:
				1. A link or statement certifying the LMS accessibility (e.g., a vendor's Voluntary Product Accessibility Template) should be readily available or provided in the Course Worksheet.
				2. Links to the accessibility statements for all technologies used in the course are present. If an accessibility statement does not exist for a particular technology, a statement should be included that explains why the accessibility statement does not exist. These should be readily available or provided in the Course Worksheet.
				3. A link or statement provides information regarding to whom problems with accessing content should be reported.

Overview Statement: The course design reflects a commitment to accessibility, so all learners can access all content and activities, and to usability, so that all learners can easily navigate and interact with all course components.

ANNOTATIONS CONTINUED

Examples of strategies that facilitate ease of use:

1. Enabling functionality from the keyboard. When designing for keyboard accessibility of the course, limit conflicts with default controls as much as possible.

2. Consistent layout and design are employed throughout, making content, instructional materials, tools, and media easy to locate from anywhere in the course. Design elements are used repetitively, increasing predictability and intuitiveness.

3. Course pages have links, files, and icons that are labeled with easy-to-understand, self-describing, and meaningful names. Icons used as links also have html tags or an accompanying text link.

4. The course design enables learners to easily locate where they are within the course and to easily return to the home page from any location.

5. Tables are used to organize data and have appropriate table headers. Data cells are associated with their appropriate headers, making it easy for learners to navigate and understand data.

6. The hierarchy of material in a page or document is clearly indicated through heading styles (Heading 1, Heading 2, etc.). A table of contents can be included that allows skip navigation.

7. Navigation instructions are written without reference to shapes, sizes, visual locations, or sound (e.g., "click on the blue circle in the left column to begin").

It is a particular challenge to achieve navigational consistency when a course is assembled from components built on different platforms (e.g., through the integration of publisher-provided materials). If this consistency cannot be accomplished, the course provides clear and appropriately placed instructions on the navigational rules of non-integrated components.

It is best practice that digital resources be accessed and displayed from the course platform or LMS in a manner that is seamless to the learner. For example, a learner is automatically granted access to resources residing outside the platform or LMS via methods such as Single Sign On (SSO) or Learning Tools Interoperability (LTI). See the Course Worksheet to determine whether or not SSO is possible. *While this is considered best practice, reviewers should not make a determination as to whether or not this Standard is met based on the inclusion of these methods in the course.*

Examples of technologies where accessibility may be considered in an online course:

1. A learning management system, including integrated third-party software
2. Presentation software
3. A web-conferencing tool
4. A polling tool
5. A lecture-capture system
6. One or more media players
7. A document-sharing system
8. Social media tools

Examples of where accessibility statements may be located within the course:

1. Course syllabus
2. Page on required technology software
3. Page on resources

General Standard 8: Accessibility and Usability (continued)

	SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
8.3	The course provides alternative formats of course materials that meet the needs of diverse learners in order to accommodate alternative means of access.	3			The purpose of this Standard is to ensure that course materials are provided in alternate formats or mediums for all students, allowing for alternative means of access through, for example, assistive technologies. These provisions help to make a course "accessible," allowing for individuals with disabilities to independently acquire the same information, engage in the same interactions, and enjoy the same learning experiences within the same timeframe as individuals without disabilities, with substantially equivalent ease of use. Alternative formats or mediums are "equally effective," which means that the same information is available as readily as the original format or mediums. When alternative formats are provided, the reviewer must verify a high degree of accuracy within the alternate content. For example, if captions are provided for a video, the reviewer can view some of the captions to confirm that the captions correctly represent the audio content. Verification is important because not all attempts to provide alternative formats meet the goal of providing equivalent access for diverse learners. Assistive technology is any item, piece of equipment, or product that is used to increase, maintain, or improve functional capabilities of a learner with disabilities (IDEA, 1997 and 2004). Such items allow for alternative means of access to course material. In order to accommodate the use of assistive technology, the course provides useful descriptions of what students will find at linked sites. Descriptors such as "click here" and "more" are not used. Teacher directions clearly direct students to appropriate subpages within an external website. Reviewers should also consider whether the use of tables, particular document formats, navigation, and links may impose barriers to assistive technology.

ANNOTATIONS CONTINUED

Examples of accessible content Reviewers should look for include:

1. Video and animations are captioned, or text transcripts are readily available. If the audio content corresponds with the visual content in a way that conveys meaning (e.g., a video demonstrating how to operate a Bunsen burner in a chemistry lab), captions provide an equivalent experience. If the audio content does not correspond with visual content (e.g., a visual of an instructor providing a lecture without visual aids), then a text transcript is sufficient.

2. For ease of using screen readers, course pages and documents have links that are self-describing and meaningful. For instance, the link to take a quiz should read "Take Quiz 1," not "click here."

3. Visual information, including images, graphs, and tables, is described via an alt-tag, long description, caption, or audio description.

4. Links are arranged in numeric or alphabetic order, rather than simple bulleted form.

5. Online tables are used for layout and to organize data. Tables are set up with headings for columns and rows.

6. Skip navigation is used. Examples of this include providing a "Skip to Content," "Skip to Main Content," or "Skip Navigation" link at the top of the page that goes to the main content of a page.

7. Document or HTML titles, headings, etc., are formatted using styles found in the word processing software (such as Word) style gallery; they do not merely utilize a larger or bold or italic font.

8. PDFs that contain text are not merely image scans; and text contained in PDFs is selectable and searchable.

9. Colors are not relied on to convey meaning. The meaning is also conveyed in another way that does not require perceiving different colors.

10. The language in which the page is written is identified.

The following examples are additional ways for course developers to create accessible content:

1. Tables that are used to organize tabular data should have appropriate table headers (use of the <th> element, and if using Microsoft Word, Alt Text in Table Properties). Data cells should be associated with their appropriate headers, making it easier for screen reader users to navigate and understand the data table.

2. JavaScript event handlers are device-independent (e.g., they do not require the use of a mouse), and make sure that the page does not rely on JavaScript to function.

3. Cascading Style Sheets (CSS) are used to allow separation of content from presentation, and, thus, provide more flexibility and accessibility of content.

By conforming to valid HTML and using standard HTML form elements and controls (and where possible avoiding the use of Flash, PDFs or other assets that show up in a browser, but do not need to use standard HTML) the course is designed to accommodate future compatibility of the course with newer technologies.

For additional information consider the following resources: Universal Design for Learning, WCAG 2.0 and WebAIM.

General Standard 8: Accessibility and Usability (continued)

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
8.4 The course design facilitates readability.	2			Course design elements maximize usability by facilitating readability and minimizing distraction. The purpose is to ensure that the content that is important is distinct from any elements on the page that could distract the student from achieving the desired learning goals. For this Standard to be met, course content is clearly presented so that learners can easily read and interpret it.
8.5 Course multimedia facilitate ease of use.	2			Course elements maximize usability by ensuring multimedia used as a vehicle for content or feedback (e.g., images, audio, animation, video, and interactive components) are easy to use, intelligible, and interoperational across devices. For this Standard to be met, course multimedia are easy to view, operate and interpret.

ANNOTATIONS CONTINUED

Examples of strategies that facilitate readability and minimize distraction:

1. Similar content is grouped together; headings are used to indicate change of topic.

2. Font style and size are selected to maximize on-screen legibility; simpler fonts are chosen over more ornate fonts, and the number of font families is limited to one or two.

3. White space or negative space is used around content to help increase comprehension and reduce eye fatigue that occurs with large blocks of text.

4. Content is formatted to serve specific instructional purposes. For example, formatting is used purposefully to communicate key points, group like items, and emphasize relevant relationships.

5. Text is clearly distinguishable from the background, with thought given to color choice and sufficient contrast.

6. Abbreviations and acronyms are identified and defined as necessary.

In all course materials, editing and proofreading errors (spelling, grammar, punctuation, word choice, syntax) are minimal as verified by the reviewer.

Examples of strategies that ensure the usability of multimedia:

1. Graphics and animations are used to enhance instructional materials and illustrate ideas without causing distractions.

2. Images are appropriately sized and can be viewed in their entirety without scrolling.

3. Audio quality is clear.

4. A video window can be resized; resolution is sufficient for comprehension.

5. Long videos (videos longer than 12 to 20 minutes) are broken into shorter segments and/or are searchable.

6. Movement through multimedia presentations can be controlled.

7. Video is viewable in a smooth stream without frequent interruptions. Note that some videos must be of high quality in order for content to be clearly understood. An example would be a video demonstrating sign language, in which learners need to be able to accurately discern hand shapes and movement.

8. Videos and animations avoid flashing content and other presentations known to cause seizures.

General Standard 9: Compliance Standards

This section of the Rubric is optional and may be tailored to particular requirements or mandates at the state or local level. These requirements may deal with curriculum, inclusion of specific information in the course outline or syllabus, mandated communications, etc. Up to ten standards may be added in this section. No point value is associated with these standards, but the review summary will identify any that were not considered as MET by the review team.

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
9.1				
9.2				
9.3				
9.4				
9.5				
9.6				
9.7				
9.8				
9.9				
9.10				

ANNOTATIONS CONTINUED

Scoring Sheet

When scoring the course, if a standard has been met, it receives ALL of the assigned points.
If a standard has not been met, it receives 0 points. *No partial points are awarded.*

Standard	Assigned Point Value	If Met - Enter assigned points If No - Enter 0
1.1*	3	
1.2*	3	
1.3	2	
1.4	2	
1.5	2	
1.6	1	
1.7	1	
2.1*	3	
2.2*	3	
2.3*	3	
2.4*	3	
2.5	2	
3.1*	3	
3.2*	3	
3.3*	3	
3.4*	3	
3.5*	3	
4.1*	3	
4.2*	3	
4.3*	3	
4.4	2	
4.5	1	
4.6	1	
4.7	1	
5.1*	3	
5.2*	3	

Standard	Assigned Point Value	If Met - Enter assigned points If No - Enter 0
5.3*	3	
5.4	2	
6.1*	3	
6.2*	3	
6.3*	3	
6.4	2	
6.5	2	
7.1*	3	
7.2*	3	
7.3	2	
8.1*	3	
8.2*	3	
8.3*	3	
8.4	2	
8.5	2	
9.1†	0	
9.2†	0	
9.3†	0	
9.4†	0	
9.5†	0	
9.6†	0	
9.7†	0	
9.8†	0	
9.9†	0	
9.10†	0	

Total Points:

*Essential Standards Not Met:

†Local Compliance Standards Not Met:

The course meets Quality Matters expectations when all 3-point Essential Standards
are marked "Met" and a total overall score of 87 out of 102 points is achieved.

Planned Course Improvements

Institution name _____

Course title _____ Course number _____

As a result of this Quality Matters self-review, I plan to improve my online course in the following ways:

I plan to make the following improvements to my course:	I can implement these improvements by myself:	I need help implementing these improvements:	The date by which I will implement these changes.

K-12 Secondary Course Worksheet

Completion of this worksheet by the Course Representative is essential to the initiation of a Quality Matters course review. The worksheet is designed to provide information about the course that is not directly available in the course shell to assist the Course Review Team in their review of the course. *See Glossary for definitions of terms used.

BASIC COURSE INFORMATION

In the Course Review Management System (CRMS), questions 1-4 are populated automatically with information supplied on the Course Review Application.

Note: Most worksheet questions require a response. When a response is mandatory and the question is not applicable, enter "N/A."

1. Course Representative:

2. Institution:

3. Course Title & Number (e.g., CIS101):

    a. Course Title:

    b. Course Number:

4. Discipline Area:

5. Target grade of enrolled students:

    Target age of enrolled students:

6. Is the course stand-alone or part of a sequence with the same structure and technology?

    ☐ Fully Online

    ☐ First in sequence using same structure/technology

    ☐ Second or third in sequence using same structure/technology

    ☐ Other:

7. The course was developed by (select all that apply):

    ☐ Teacher

    ☐ Commercial Content Provider

    ☐ Instructional Designer or Design Team

    ☐ Other:

8. Is this course used as a "master" course; that is, is this course duplicated for different instructors to teach?

    ☐ Yes   ☐ No

    Note: *If "Yes," the submitted instance of the course should include all course components including instructor-specific information. Ex. Use one teacher as an example with that teacher's information throughout, even though this may change in other sessions of the same course. Refer to the QM K-12 Multi-Section policy.*

9. Is the syllabus set by the organization or may the instructor modify it?

    ☐ Set by organization

    ☐ May be modified by the instructor

10. On which Learning Management System (LMS) platform, if any, does the course reside?

    ☐ Blackboard

    ☐ D2L Brightspace

    ☐ Canvas

    ☐ Moodle

    ☐ Sakai

    ☐ Other _____

    ☐ None

11. Provide a link or statement certifying the LMS above is accessible (e.g., a vendor's Voluntary Product Accessibility Template).

12. Are learners required to complete a tutorial on the use of the LMS prior to beginning the course?

☐ Yes ☐ No

COURSE FORMAT

13. Is the course fully online or blended?
(See QM Course Format Chart.)

☐ Fully Online

☐ Blended

14. Is the course a competency-based course? (See QM Glossary for definitions.)

☐ Yes ☐ No

For competency-based courses, answer the following questions:

15a. Identify the staff roles that support the competency-based learner (e.g., facilitator, coach, assessor).

15b. What is the range of time within which the course may be completed?

LEARNING OBJECTIVES (COMPETENCIES) & STATE OR OTHER ACCEPTED CONTENT STANDARDS

16a. What is the source(s) of the course-level objectives or competencies?

☐ Created by the instructor

☐ Mandated by the school or school system

☐ Required by the state or province

☐ Other (specify)

16b. Provide a list of the measurable course-level objectives (or competencies for competency-based courses) used in this course. The measurable objectives or competencies listed here must match those found in the course.

Note: If mandated or required course-level objectives are written using language that is not measurable (for example, they are presented within the course as Enduring Understandings and/or Essential Questions), provide alternative statements, in the form of measurable course-level objectives, which appropriately represent these non-measurable statements. (See the Annotation for Standard 2.1 of the K-12 Secondary Rubric, Fourth Edition.)

It is not possible to complete the course review if measurable learning objectives or competencies are not present. Please consult your QM Coordinator for more information.

16c. Where can a student see the measurable course-level objectives (uploaded in 16b) within the course?

17a. What is the source(s) of the module/unit-level objectives or competencies?

☐ Created by the instructor

☐ Mandated by the school or school system

☐ Required by the state or province

☐ Other (specify)

17b. Provide a list of the module/unit-level (or competencies) for one or more course modules/units. The objectives or competencies listed here must match those found in the course.

Note: If mandated or required module/unit-level objectives are written using language that is not measurable (for example, they are presented within the course as Enduring Understandings and/or Essential Questions), provide alternative statements, in the form of measurable module/unit-level objectives, which appropriately represent these non-measurable statements. (See the Annotation for Standard 2.2 of the K-12 Secondary Rubric, Fourth Edition.)

It is not possible to complete the course review if measurable learning objectives or competencies are not present. Please consult your QM Coordinator for more information.

17c. Where can a student see the measurable module/unit-level objectives (uploaded in 17b) within the course?

Course Worksheet (continued)

18a. Do state and/or other accepted content standards exist for the course?

☐ Yes   ☐ No

18b. If "Yes," reviewers need to be directed to the content standards in their true form. Provide the URL(s). Otherwise, enter "N/A."

* Note: *Multiple URLs may be needed. For example a Science course also designed to meet Common Core Literacy Standards.*

18c. If you have a Correlation Document (or some other type of document showing the alignment of the course content to content standards), attach it here.

18d. If necessary, provide further comments about the content standards. (For example, the specific proficiency level for a foreign language course or whether content standards exist, but this course is one in a series and will only align to a subset of the standards.) Otherwise enter "N/A."

INSTRUCTIONAL MATERIALS and COURSE TECHNOLOGY

19. Provide a link or upload the organization/school/district's copyright and intellectual property policies.

20. Provide a link or upload your organization/school/district's Acceptable Use Policy.

21a. Are tools and software other than, or in addition to, an LMS used within the course?

☐ Yes   ☐ No

21b. If "Yes," list here. Otherwise enter "N/A."

21c. If "Yes" and information confirming the accessibility of each additional tool/software (e.g., a vendor's Voluntary Product Accessibility Template) is located in the course, indicate where these can be found. If these are not included in the course, provide links to each accessibility statement here. Otherwise enter "N/A."

22. Technologies and tools used in the course should protect student privacy and keep student data confidential by being in compliance with relevant child protection laws. Provide any statements and/or policies regarding compliance. Otherwise enter "N/A."

23. Does the course use software, technologies, or tools that require students to install plug-ins or external devices?

☐ Yes   ☐ No

23a. If "Yes," please specify. Otherwise enter "N/A."

24. Does your course include third-party content?

☐ Yes   ☐ No

24a. If "Yes," was this content provided in Common Cartridge™ or Thin Common Cartridge™ format?

☐ Yes   ☐ No

☐ N/A   ☐ Don't Know

COURSE INTERACTION COMPONENTS

25a. Does the course include any real-time/synchronous instructor-learner interaction?

☐ Yes   ☐ No

25b. If "Yes," describe or explain. Otherwise enter "N/A."

25c. If "Yes," is participation in the real-time/synchronous component required, or may learners access these events asynchronously?

☐ Required of all learners

☐ May be accessed asynchronously

☐ Both

☐ N/A

26. In what ways are learners required to interact online with the instructor within the course?

27a. Is learner-to-learner interaction (e.g., on discussion boards, in forums, or in group work) appropriate in this course?

☐ Yes   ☐ No

27b. If "No," please explain. Otherwise enter "N/A."

ACCESSIBILITY & USABILITY

28. Are links to any host institution policies describing accessibility support services that either explicitly or implicitly apply to online instruction available?

☐ Yes   ☐ No

28a. If "No," provide the links or policies here. Otherwise enter "N/A."

29. List navigation features in the LMS that cannot be changed in this course. (Specific links or buttons that are built into the LMS and cannot be changed. If all links and buttons built into the LMS can be changed, enter "N/A.")

30. Can learners access resources residing outside the platform or LMS via methods such as Single Sign On (SSO) or Learning Tools Interoperability (LTI)?

☐ Yes   ☐ No   ☐ Don't Know

COMPLIANCE STANDARDS (GENERAL STANDARD 9)

31. If this course has particular requirements or mandates at the state or local level that should be evaluated by the review team, please attach a document listing those standards. Up to 10 standards may be listed on this document and must be numbered (e.g., 9.1, 9.2, 9.3, etc.):

INSTRUCTOR PERSPECTIVES

32a. Quality Matters encourages instructors and design teams to become familiar with the QM Standards prior to submitting a course for review. Are you familiar with, or have you previously used, the Quality Matters K-12 Secondary Rubric?

☐ Yes   ☐ No

32b. If "Yes," comment on how the QM Rubric was used. In particular, is the design of the course based on QM standards, or was the course modified to meet QM standards? Otherwise, enter "N/A."

32c. Indicate any QM Professional Development about the K-12 Secondary Rubric you have completed. (Check all that apply.)

☐ K-12 Applying the QM Rubric Workshop (K-12 APP)

☐ K-12 Reviewer Course (K-12 RC)

☐ K-12 Designing Your Online Course (K-12 DYOC)

☐ None

32d. Was this course pre-reviewed (unofficially/internally) with QM Standards?

☐ Yes   ☐ No

33 Identify any particular aspects of this course you would like specific feedback on from the Review Team. If none, please enter "N/A."

34. Please provide any other information you want to communicate to the Review Team about your course. If none, please enter "N/A."

Course Formats and How the Quality Matters Course Review Process Applies to Them

	MEDIUM OF INSTRUCTION	HOW INSTRUCTION OCCURS	HOW COURSES ARE QM REVIEWED
Face-to-Face Courses	100% of content and instruction occurs face-to-face in supervised, regularly scheduled, brick and mortar locations away from home.[2] There is no reduction in seat time.	Instruction may be "technology-rich" and include the use of an LMS and internet-based reading/research assignments and online discussions. "The internet, however, does not deliver the content and instruction, or, if it does, the student still lacks control of time, place, path, and/or pace."[3]	Face-to-face courses are not currently eligible for Quality Matters course reviews, as the Second Edition of the K-12 Secondary Rubric is not designed to review them – even those that are "technology-rich."
Blended Courses	Approximately 25-75% of the course takes place in a face-to-face environment. Seat time is reduced proportionately to the percentage of the course being delivered online.	Delivery of the course occurs in both of the following ways: (1) online "with some element of student control over time, place, path, and/or pace"[4]; and (2) face-to-face at a supervised, brick and mortar location away from home.[5]	The K-12 Secondary Rubric is applied to the online classroom. Of the face-to-face component of the course, only the content, materials, handouts, support materials, etc. that are included or referenced in the online component of the course may be considered.
Online Courses	100% of the content and instruction is mediated by technology. Seat time is not required.	There are few face-to-face meetings, if any. Face-to-face meetings are typically limited to orientation or capstone events. Proctored exams may also be given face-to-face. Students have little or no expectation of meeting the instructor in person.	The K-12 Secondary Rubric is applied to the online classroom.

Reference

[2] Staker, H., & Horn, M. B. (May 2012). Classifying K-12 Blended Learning. Innosight Institute. Retrieved May 1, 2013, from http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf.

[3] Ibid, 6

[4] Ibid, 3

[5] Ibid, 4

QUALITY MATTERS
QM

Standards from the QM K-12 Secondary Rubric, Fourth Edition

Standards			Points
Course Overview and Introduction	1.1	Instructions make clear to students how to get started and where to find various course components.	3
	1.2	Learners are introduced to the purpose and structure of the course.	3
	1.3	Minimum technical skills expected of the student are stated clearly.	2
	1.4	Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.5	Standards of academic integrity are clearly stated.	2
	1.6	The self-introduction by the instructor is appropriate and is clearly available in the course.	1
	1.7	Prerequisite knowledge in the discipline and/or required competencies are clearly stated.	1
Learning Objectives (Competencies)	2.1	Course-level learning objectives or competencies are measurable and describe what students can expect to learn as a result of successfully completing the course. *Alignment*	3
	2.2	The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives. *Alignment*	3
	2.3	The learning objectives or competencies are aligned with state standards and/or other accepted content standards.	3
	2.4	Learning objectives or competencies are appropriately designed for the target student audience and written from the students' perspective.	3
	2.5	The relationship between learning objectives or competencies and course activities is clearly stated.	2
Assessment and Measurement	3.1	The types of assessments in the course measure the stated learning objectives or competencies, and are consistent with course activities and resources. *Alignment*	3
	3.2	Specific and descriptive criteria are provided for the evaluation of students' work and assist the instructor in determining the level of achievement of learning objectives and competencies.	3
	3.3	Assessment strategies provide students with opportunities to self-reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.	3
	3.4	Multiple methods of assessment strategies are selected based on the specified learning objectives or competencies and student need.	3
	3.5	Expectations for successfully completing the course, earning course credit and overall grade calculations are clearly defined for the student and the teacher.	3
Instructional Materials	4.1	The instructional materials contribute to the achievement of the stated course and module/unit-level learning objectives or competencies. *Alignment*	3
	4.2	Instructional materials are integrated within the context of each lesson and their intended use is clear.	3
	4.3	The course content is appropriate to the reading level of the intended students.	3
	4.4	The instructional materials have sufficient breadth, depth, and currency.	2
	4.5	All instructional materials used in the course are appropriately cited.	1
	4.6	The course content is culturally diverse and bias free.	1
	4.7	The course is free of adult content and avoids unnecessary advertisements.	1
Course Activities and Learner Interaction	5.1	The learning activities promote the achievement of the stated learning objectives or competencies. *Alignment*	3
	5.2	Learning activities provide opportunities for interaction that support active learning.	3
	5.3	Clear standards for instructor responsiveness and availability are communicated to the learner.	3
	5.4	The requirements for learner interaction are clearly articulated.	2
Course Technology	6.1	Course tools support the learning objectives or competencies. *Alignment*	3
	6.2	Course tools facilitate student engagement and promote active learning.	3
	6.3	Technologies required in the course are readily obtainable.	3
	6.4	Course tools and technologies are current.	2
	6.5	The course takes advantage of technologies and tools that protect student privacy and maintains confidentiality of student information.	2
Learner Support	7.1	Course instructions outline and direct student access to available institutional accessibility support services and complies with special education policies and procedures.	3
	7.2	Course instructions outline and direct student access to institutional technical support services.	3
	7.3	Course instructions outline and direct student access to institutional academic support services.	2
Accessibility and Usability**	8.1	Navigation throughout the course is logical, consistent, efficient, and intuitive.	3
	8.2	Information is provided about the accessibility of all technologies required in the course.	3
	8.3	The course provides alternative formats of course materials that meet the needs of diverse learners in order to accommodate alternative means of access.	3
	8.4	The course design facilitates readability.	2
	8.5	Course multimedia facilitate ease of use.	2

** Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

QUALITY MATTERS

QM