

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

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Standards

Points

Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 A statement introduces the student to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.	3
	1.4 Standards of academic integrity are clearly stated.	2
	1.5 Minimum technical skills expected of the student are clearly stated.	2
	1.6 The instructor provides a self-introduction.	1
	1.7 Prerequisite knowledge in the discipline and/or required competencies are clearly stated.	1
Learning Objectives (Competencies)	2.1 The course learning objectives describe outcomes that are measurable. <i>Alignment</i>	3
	2.2 The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives. <i>Alignment</i>	3
	2.3 The course content, assignments, and assessments are aligned with state standards and/or other accepted content standards.	3
	2.4 Learning objectives are appropriately designed for the level of the course, stated clearly, and written from the students’ perspective.	3
	2.5 Instructions to students on how to meet the learning objectives are complete and stated clearly.	3
Assessment and Measurement	3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. <i>Alignment</i>	3
	3.2 Assessment strategies and student expectations for successfully completing the course are clearly defined.	3
	3.3 Specific and descriptive criteria of assessment strategies are provided for the evaluation of students’ work and assist the instructor in determining the level of achievement of course outcomes and competencies.	3
	3.4 Assessment strategies and tools allow the student to reflect on his or her progress towards mastering learning objectives and course requirements.	3
	3.5 Multiple methods of assessment strategies are selected based on the specified learning objectives and student need.	3
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit-level learning objectives. <i>Alignment</i>	3
	4.2 The relationship between the instructional materials and the learning activities is clearly explained to the student.	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 The instructional materials prepare students to meet state standards and/or other accepted content standards.	2
	4.6 The course content is culturally diverse and bias- free.	1
	4.7 All resources and materials used in the course are appropriately cited.	1
Learner Interaction and Engagement	5.1 The learning activities promote the achievement of the stated learning objectives. <i>Alignment</i>	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 student.	3
	5.4 The requirements for student interaction are clearly articulated.	2
Course Technology	6.1 Course tools and media support the learning objectives and are appropriately chosen. <i>Alignment</i>	3
	6.2 Course tools and media support student engagement and guide the student to become an active learner.	3
	6.3 Navigation throughout the online components of the course is logical, consistent, efficient, and intuitive.	3
	6.4 Students can readily access the technologies required in the course.	3
	6.5 Course design takes advantage of current technologies, tools, and media.	2
	6.6 The course takes advantage of technologies and tools that protect student confidentiality.	1
Learner Support	7.1 The course identifies policies and services for all students.	3
	7.2 The course instructions articulate or link to a clear description of the technical support offered.	3
	7.3 Course instructions outline how the organization helps students reach educational goals.	1
	7.4 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.	1
Accessibility	8.1 Course accessibility information is provided along with guidance for obtaining student accommodations.	3
	8.2 Course pages and course materials provide equivalent alternatives to auditory and visual content.	3
	8.3 The course ensures screen readability and minimizes distractions.	2
	8.4 The course design accommodates the use of assistive technologies.	2