



Non-annotated Standards from the QM K-12 Publisher Rubric, Fourth Edition

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Standards		Points
Course Overview and Introduction	1.1 T Instructions make clear to students how to get started and where to find various course components.	3
	1.2 C Learners are introduced to the purpose and structure of the course.	3
	1.3 T Minimum technical skills expected of the student are stated clearly.	3
Learning Objectives (Competencies)	2.1 C* Course-level learning objectives or competencies are measurable and describe what students can expect to learn as a result of successfully completing the course. <i>Alignment</i>	3
	2.2 C* The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives. <i>Alignment</i>	3
	2.3 C* The learning objectives or competencies are aligned with state standards and/or other accepted content standards.	3
	2.4 C Learning objectives or competencies are appropriately designed for the target student audience and written from the students' perspective.	3
	2.5 C The relationship between learning objectives or competencies and course activities is clearly stated.	2
Assessment and Measurement	3.1 C* The types of assessments in the course measure the stated learning objectives or competencies, and are consistent with course activities and resources. <i>Alignment</i>	3
	3.2 C 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 C 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 C Multiple methods of assessment strategies are included based on the specified learning objectives or competencies and student need.	2
Instructional Materials	4.1 C* The instructional materials contribute to the achievement of the stated course and module/unit-level learning objectives or competencies. <i>Alignment</i>	3
	4.2 C Instructional materials are integrated within the context of each lesson and their intended use is clear.	3
	4.3 C The course content is appropriate to the reading level of the intended students.	3
	4.4 C The instructional materials have sufficient breadth, depth, and currency.	3
	4.5 C All instructional materials used in the course are appropriately cited.	2
	4.6 C The course content is culturally diverse and bias free.	1
	4.7 C The course is free of adult content and avoids unnecessary advertisements.	1
Course Activities and Learner Interaction	5.1 C* The learning activities promote the achievement of the stated learning objectives or competencies. <i>Alignment</i>	3
	5.2 C Learning activities provide opportunities for learner-content interaction.	3
	5.3 T The course provides opportunities for learner-instructor and learner-learner interaction.	3
Course Technology	6.1 C* Course tools support the learning objectives or competencies. <i>Alignment</i>	3
	6.2 T Course tools facilitate student engagement and promote active learning.	3
	6.3 T Technologies required in the course are readily obtainable.	3
	6.4 T Course tools and technologies are current.	3
	6.5 T The course takes advantage of technologies and tools that protect student privacy and maintain confidentiality of student information.	2
	6.6 T The course allows the instructor to select and sequence the assessments provided.	3
	6.7 T The course provides the necessary technical supports to score and record assessments, and calculate earned course points or grades.	3
	6.8 T The instructor is able to control the release of course content.	3
	6.9 T The instructor is able to add content to the publisher course.	3
Learner and Instructor Support	7.1 T The publisher provides technical support resources for students and instructors.	3
	7.2 T The publisher provides academic support resources for students.	2
	7.3 T The publisher provides instructor support resources to promote effective course facilitation.	2
Accessibility and Usability**	8.1 T Navigation throughout the course is logical, consistent, efficient, and intuitive.	3
	8.2 T Information is provided about the accessibility of all technologies required in the course and guidance is provided for any accommodations needed.	3
	8.3 C 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 T The course design facilitates readability.	2
	8.5 T Course multimedia facilitate ease of use.	2

*Essential Standard (must be met in order for the course to meet Standards overall).

** 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.