QUALITY MATTERS QM

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

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.	2
	1.4 T	Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.5 T	Standards of academic integrity are clearly stated.	2
	1.6 C	The self-introduction by the instructor is appropriate and is clearly available in the course.	1
	1.7 C	Prerequisite knowledge in the discipline and/or required competencies are clearly stated.	1
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. *Alignment*	3
	2.2 C	The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives. *Alignment*	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. *Alignment*	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 selected based on the specified learning objectives or competencies and student need.	3
	3.5 C	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 C	The instructional materials contribute to the achievement of the stated course and module/unit-level learning objectives or competencies. *Alignment*	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.	2
	4.5 C	All instructional materials used in the course are appropriately cited.	1
	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. *Alignment*	3
	5.2 C	Learning activities provide opportunities for interaction that support active learning.	3
	5.3 C	Clear standards for instructor responsiveness and availability are communicated to the learner.	3
	5.4 C	The requirements for learner interaction are clearly articulated.	2
Course Technology	6.1 C	Course tools support the learning objectives or competencies. *Alignment*	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.	2
	6.5 T	The course takes advantage of technologies and tools that protect student privacy and maintains confidentiality of student information.	2
Learner Support	7.1 T	Course instructions outline and direct student access to available institutional accessibility support services and complies with special education policies and procedures.	3
	7.2 T	Course instructions outline and direct student access to institutional technical support services.	3
	7.3 T	Course instructions outline and direct student access to institutional academic support services.	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.	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

*T = Template Standard; C = Content Standard

** 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.