



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

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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. <i>Alignment</i>	3
	2.2 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 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. <i>Alignment</i>	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. <i>Alignment</i>	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. <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 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. <i>Alignment</i>	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.