Record your ID Best Practices for Each QM Standard Below. For Best practices unrelated to QM add notes to the bottom of the document. In some cases, recording the best practice will be all we need to do to address that standard. In other cases you may be building items into the course template or sample SC lesson. In those cases you can reference those items in the table below.

Note: This is intended to be the final document, recording our best practices for meeting each standard. Complete this document AFTER we have completed discussion on your standards. For notes and questions / comments / discussion use the QM Course Development Alignment doc.

General Standard 1: Course Overview and Introduction	
Standard	**Best Practices to Meet Standard**
1.1 Instructions make clear how to get started and where to find various course components.	"Start Here" and "Unit 0" sections in Blackboard course template. Instructor welcome letter and announcements. The info contained in the template is general and applicable to all courses. Designers should ensure that any course-specific features are appropriately described in in the start here or unit 0 section. For example, designers may want to add a course-specific navigation video to highlight and describe the key features of the course. Or designers may need to add support materials and instructions for external tools used within the course (e.g. VoiceThread, WebAssign).
1.2 A statement introduces the student to the purpose and structure of the course.	"Start Here" and "Unit 0" sections in Blackboard course template.
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.	Netiquette is included in the Course Info section of the Blackboard course template. If you refer to netiquette elsewhere in the course (for example in discussion instructions), then refer back to these standards in the Course Info section.
1.4 Standards of academic integrity are clearly stated.	Covered in Policies and Info and Unit 0 sections of the the Blackboard course template.

1.5 Minimum technical skills expected of the student are clearly stated.	Included in Course Info section of the Blackboard course template.
1.6 The instructor provides a self-introduction.	Included in Instructor Info section of the Blackboard course template.
1.7 Prerequisite knowledge in the discipline and/or required competencies are clearly stated.	Included in the Syllabus which is included in the Course Info section of the Blackboard course template.

General Standard 2: Learning Objectives (Competencies)	
Standard	**Best Practices to Meet Standard**
2.1 The course learning objectives describe outcomes that are measurable. Alignment	Course level objectives should be written as part of the phase 1 development process and are included in the phase 1 document. The course level objectives should be added to the syllabus as part of the development process. They are also submitted to QM as part of the worksheet. If the designer has a specific need and desire for also including course objectives within the course itself, they may do so. Example course-level learning objectives can be found in the Designer Only area of the Blackboard course template. Note: If course level objectives are dictated by the course standards or some other source, but are not written in a measurable way, then the designer or CCS should rewrite those standards as objectives.
2.2 The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives. Alignment	Unit level objectives are written as part of the phase 1 development work and included in the phase 1 document. Unit objectives should be included in the unit introduction soft chalk packages for each unit. Note: In phase 2 of the development process designers / CCSs write lesson-level objectives. Lesson-level objectives should be included on the first page of each SoftChalk lesson. If the designer would prefer to write Guiding Questions from the lesson level objectives and include those in the SoftChalk lesson they may. However, the students should be presented with either the lesson objectives or guiding questions, not both.

2.3 The course content, assignments, and assessments are aligned with state standards and/or other accepted content standards.	Standards are identified for each unit in phase 1 of the development process and carry over into the phase 2 documents. Standards for each unit should be included in the unit introduction SoftChalk packages as an attachment in the sidebar.
2.4 Learning objectives are appropriately designed for the level of the course, stated clearly, and written from the students' perspective.	The learning objectives being written by the design team are already meeting this standard. We should continue to write good quality objectives. The standard reference for writing good objectives is the Revised Bloom's taxonomy book.
2.5 Instructions to students on how to meet the learning objectives are complete and stated clearly.	

General Standard 3: Assessment and Measurement

Standard	Best Practices to Meet Standard
3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. Alignment	Assessments need to match the objective. Most reviewers are looking to see if the Bloom's verb in the objective and the assessment strategy match. Here are a few suggestions for ensure this standard is met: 1. Lesson-level objectives (Bloom's verbs) of guiding questions must match the assessment strategy at the lesson level. 2. Course-level objectives must match up with the unit summative assessment. 3. Carefully select Bloom's verbs for all objectives. Avoid selecting verbs that are found in multiple levels of Bloom's.
3.2 Assessment strategies and student expectations for successfully completing the course are clearly defined.	This is really simply asking for a list of types of assignments that students will complete and/or a breakdown of how their final grades will be calculated. Here are some suggestions for ensuring that this standard is met: 1. Add a completion statement explaining how MVU will report their score/final percentage to their schools.

	2. No point breakdowns needed, but consider mentioning that students want to achieve a 60% or more.
	3. Do list the different types of assessment strategies/types of assessments on the syllabus-when requesting a new syllabus.
	4. Add to Course Info, individual course breakdown of point/percentage by assessment strategy (i.e. tests, essays, discussion boards, etc
	In Bb template, in Course Info, clearly articulate that all assignments and the point value for each assignment can be found in "My Grades." Maybe link to the [Bb tutorial for My Grades](#).
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.	This is concerned with scoring strategies. In other words, where and how are students earning points on each individual assessment. Here are some suggestions for ensuring that this standard is met: 1. Provide descriptions in tests/quizzes that explain how many questions in the test/quiz and their point value. Do something similar for other assessments that do not lend themselves to rubrics. 2. Provide grading rubrics or a list of criteria with associated point values for each type of graded ▢assignment▢. Remember that we need to make sure that we teach students how to locate rubrics. Consider adding into Course Info, [Bb tutorial for accessing rubrics](#) or create our own video since the Bb tutorial is not closely related to our assignment set up. 3. Provide a matrix that displays course competencies and the activities that align with the ▢competencies.
3.4 Assessment strategies and tools allow the student to reflect on his or her progress towards mastering learning objectives and course requirements.	This seems to be addressing formative feedback opportunities, like what we do with the SC application practices. Here are some suggestions for ensuring that this standard is met: 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 assignments 6. Peer reviews 7. Model papers or essays provided for students' viewing 8. Sample answers or answer keys provided for students' viewing
3.5 Multiple methods of assessment strategies are selected based on the specified learning objectives and student need.	The standard seems to be asking for two things: variety and alignment, **but this standard is not earmarked as an alignment standard**. Here are some suggestions for ensuring that this standard is met: 1. Keep doing what we have been doing. 2. Annotations also seem to be looking for scaffolded instruction/sequencing, but the standard does not imply that. 3. Continue offering a variety of assessments that match the learning objective (include a mix of test/quizzes, writing assignments, projects, etc).

General Standard 4: Instructional Materials

Standard	Best Practices to Meet Standard
4.1 The instructional materials contribute to the achievement of the stated course and module/unit-level learning objectives. Alignment	Continue to be sure that the instructional materials align with the objectives. Pay close attention to the links that we send students to, that they are free from ads, pop ups, etc.
4.2 The relationship between the instructional materials and the learning activities is clearly explained to the student.	Clear purpose (required, optional, additional, etc.) and instructions for all links, videos, practice activities are present.
4.3 The course content is appropriate to the reading level of the intended students.	Run readability on primary instructional sites/text. MS Word has this built in. Other optional sites: www.read-able.com www.readabilityformulas.com/free-readability-fourmula-tests.

	php
4.4 The instructional materials have sufficient breadth, depth, and currency.	**Breadth:** course materials are robust and create a rich learning environment for students. The content of the course is relevant to the student and is presented in a variety of ways to meet individual student' needs. **Depth**: The level of detail in supporting materials is appropriate for the level of the course and provides depth sufficient for student to achieve the learning objectives. **Currency**: Materials represent up-to-date thinking and practice in the discipline. The standards promulgated by the Partnership for 21st Century Skills provide a comprehensive framework for evaluating the currency of course materials and the skills they demand of students.
4.5 The instructional materials prepare students to meet state standards and/or other accepted content standards.	AP courses make clear that the course prepares students for the exam. Standards listed in the Unit Introduction. See SC Intro template.
4.6 The course content is culturally diverse and bias-free.	Be cognizant of taking a multicultural approach when choosing images, scenarios, etc.
4.7 All resources and materials used in the course are appropriately cited.	Course Attributions Page - sample in the SC Sample lesson Image Citation and Accessibility - Example in SC Sample Lesson Content (NROC, Openstax, Boundless) embedded into the lesson should have citation at the bottom of each page.
General Standard 5: Learner Interaction and Engagement	
Standard	**Best Practices to Meet Standard**
5.1 The learning activities promote the achievement of the stated learning objectives. Alignment	All activities align and actively engage students with stated objectives.
5.2 Learning activities provide opportunities for interaction that support active learning.	All activities align and actively engage students with stated objectives. Below are the four ways the students interact with the course: **Student-Instructor:** Interactions between the student and

	instructor are designed to enhance learners' understanding and mastery of the learning objectives. Communications may be one-to-one (email, phone calls) or one-to-many (forum Posting, announcements. - *while we can incorporate some of this in the design of the course, we may want to see if SLS has anything they can or want to add to our BB template.* **Student-Content:** The course content is designed to facilitate learners' understanding and mastery of the learning objectives. Learners may engage with a variety of content presentation formats including text, audio, video, and interactive objects. **Student-Interface:** Courses may incorporate adaptive software where learners are provided individual learning paths based on performance and progress toward meeting learning objectives. **Student-Student:** May vary with format. This may include self-introduction, discussion boards, small group project and peer review.
5.3 Clear standards for instructor responsiveness and availability are communicated to the student.	Bb template
5.4 The requirements for student interaction are clearly articulated.	Bb template

General Standard 6: Course Technology

Standard	Best Practices to Meet Standard
6.1 Course tools and media support the learning objectives and are appropriately chosen. Alignment	The tools and media chosen for the course should directly support the course and learning objectives and align with assessments, instructional materials, and course activities. Students should understand the purpose of using such tools and how to use them. **Technology should never be used just because it is available.** Indicate where to find the attribution list (the course reference list) in the QM review worksheet.
6.2 Course tools and media support student engagement	Here are some examples of tools and media that support engagement:

and guide the student to become an active learner.	1. Automated "self-check" exercises requiring student response 2. Animations, simulations, and games that require student input 3. Learning management system functions that provide competence/timed-release features 4. Software that tracks student interaction and progress 5. Discussion tools with automatic notification or a "read/unread" tracking feature 6. Interactive, real-time software, such as real-time collaborative tools, webinars, and virtual worlds 7. Interactive, constructivist software, such as shared documents or wikis
6.3 Navigation throughout the online components of the course is logical, consistent, efficient, and intuitive.	It's all about consistency. Use the pacing guide to create an assignment checklist to go with each unit. Make sure students know how to access the Bb rubric. We can also generate the link to the Bb rubric by viewing it in the student's preview. For other items, see the Bb template and SC template
6.4 Students can readily access the technologies required in the course.	List technology requirements in the syllabus. Indicate required technology in lessons. Include tutorials. See the Bb template and SC template.
6.5 Course design takes advantage of current technologies, tools, and media.	As for 6.1, technology should not be used just for the sake of technology.
6.6 The course takes advantage of technologies and tools that protect student confidentiality.	Avoid online site that requires students' emails and that collects other information. Privacy policy to be included in Bb template.
General Standard 7: Learner Support	
Standard	**Best Practices to Meet Standard**

7.1 The course identifies policies and services for all students.	Include policies for IEP, course extension, instructor contact info, mentor role, plagiarism, copyright, and privacy. See the Bb template.
7.2 The course instructions articulate or link to a clear description of the technical support offered.	Include the help desk information and instructor contact information. Clarify when and which help to use. Include the mix-media test tool. See the Bb template.
7.3 Course instructions outline how the organization helps students reach educational goals.	Include Grammarly, Owl, Mel, and other academic and student support services. See the Bb template. Example of Academic supports and Student support services: Academic Supports: 1. An online orientation for students and parents 2. Access to library resources 3. Online learning student readiness assessments 4. Tutoring and/or supplemental instruction programs 5. Services for English language learners 6. Information on how the organization and its teachers work with IEP and/or 504 teams to accommodate students with exceptionalities Student support services: advising, registration, financial aid, counseling, career services, online workshops, and student extra-curricular organizations.
7.4 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.	Same as 7.3
General Standard 8: Accessibility	
Standard	**Best Practices to Meet Standard**

8.1 Course accessibility information is provided along with guidance for obtaining student accommodations.	This is all achieved in the Bb template and Policies & Info page.
8.2 Course pages and course materials provide equivalent alternatives to auditory and visual content.	● Titles and descriptions provide alternative, text-based representation of information for images, tables, diagrams and other objects. ● Videos and live audio have synchronized captions and transcripts. ● Form elements (text fields, checkboxes, dropdown lists, etc.) have a label associated to the correct form element using the <label> tag. The user can submit the form and recover from any errors, such as the failure to fill in all required field.
8.3 The course ensures screen readability and minimizes distractions.	● The course uses appropriate design elements, including colors, fonts, spacing, graphics, formatting, and color coding to facilitate readability and minimize distractions to the student. Colors are used judiciously and do not present a barrier to students accessing the content. Graphics and animations are used to enhance instructional materials and illustrate ideas without causing distractions from the materials. ● Nice apps if you want to check for color blindness issues: 　　Chromatic Vision Simulator - iPhone 　　ColorBlindness SimulateCorrect - Android
8.4 The course design accommodates the use of assistive technologies.	● Course pages and documents have links that are self-describing and meaningful. For instance, the link should say "Take Quiz 1" not "click here." ● Alternative text is provided for all icons used as links and includes appropriate HTML tags. ● Links are arranged in numeric or alphabetic order rather than simple bulleted lists. ● Online tables are used for layout to organize data. Tables that are used to organize tabular data should have appropriate table headers. Data cells should be

| | associated with their appropriate headers, making it easier for screen reader users to navigate and understand the data table.
● PDF documents are made as accessible as possible or use HTML. - Avoid scanned documents! |