

## Individual Scoring Rubric

Instructor: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Reviewer: \_\_\_\_\_

Standard	Pts	Y/N	Notes
I.1 Navigational instructions make the organization of the course easy to understand	3		
I.2 A statement introduces the student to the course and to the structure of the student learning.	3		
I.3 Netiquette expectations with regard to discussions and email communication are clearly stated.	2		
I.4 The self-introduction by the instructor is appropriate.	1		
I.5 Students are requested to introduce themselves to the class.	1		
I.6 Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.	1		
II.1 The learning objectives of the course describe outcomes that are measurable.	3		
II.2 The learning objectives address content mastery, critical thinking skills, and core learning skills.	3		
II.3 The learning objectives of the course are clearly stated and understandable to the student.	2		
II.4 Instructions to students on how to meet the learning objectives are adequate and easy to understand.	2		
II.5 The learning objectives of the course are articulated and specified on the module/unit level.	2		
III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3		
III.2 The grading policy is transparent and easy to understand.	3		

III.3 Assessment and measurement strategies provide feedback to the student.	3		
III.4 The types of assessments selected and the methods used for submitting assessments are appropriate for the distance learning environment.	2		
III.5 “Self-check” or practice types of assignments are provided for quick student feedback.	1		
IV.1 The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.	3		
IV.2 Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student.	3		
IV.3 The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident.	2		
IV.4 The instructional materials, including supporting materials - such as manuals, videos, CD ROMs, and computer software – are consistent in organization.	1		
IV.5 All resources and materials used in the online course are appropriately cited.	1		
V.1 The learning activities promote the achievement of stated objectives and learning outcomes.	3		
V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.	3		
V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)	3		
V.4 The requirements for course interaction are clearly articulated.	2		
V.5 The course design prompts the instructor to be present, active, and engaged with the students.	2		
VI.1 The tools and media support the learning objectives of the course and are integrated with texts and lesson assignments.	3		

VI.2	The tools and media enhance student interactivity and guide the student to become a more active learner.	2		
VI.3	Technologies required for this course are either provided or easily downloadable.	2		
VI.4	The tools and media are compatible with existing standards of delivery modes.	1		
VI.5	Instructions on how to access resources at a distance are sufficient and easy to understand.	1		
VI.6	Course technologies take advantage of existing economies and efficiencies of delivery.	1		
VII.1	The course instructions articulate or link to a clear description of the technical support offered.	2		
VII.2	Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.	2		
VII.3	Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided.	1		
VII.4	Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology etc.	1		
VIII.1	The course acknowledges the importance of ADA requirements.	3		
VIII.2	Web pages provide equivalent alternatives to auditory and visual content.	1		
VIII.3	Web pages have links that are self-describing and meaningful.	1		
VIII.4	The course demonstrates sensitivity to readability issues.	1		