| **Criteria** | **Exemplary**  **(5 points)** | **Effective**  **(3 points)** | **Needs Improvement/**  **Not Present**  **(1 point)** | **Summary of how course addresses each point** |
| --- | --- | --- | --- | --- |
| **1.**  **Goals & Objectives** |  Course-level goals/outcomes are present and clearly defined. |  Course-level goals/outcomes are present. |  Course-level goals/outcomes are not present. |  |
|  Unit/lesson-level objectives are present, clearly stated, and measurable. |  Unit/lesson-level objectives are present and measurable. |  Unit/lesson-level objectives are not present and/or are not measurable. |  |
|  Goals and objectives, activities, and assessments are clearly aligned throughout the course. |  Goals and objectives are usually, but not always, aligned with activities and assessments. |  Goals and objectives are poorly aligned with activities and assessments. |  |
| **2.**  **Assessment**  Note: Assessments include graded assignments. |  Assessment due dates, expectations, and instructions are detailed and clear. |  Assessment due dates, expectations and instructions are usually detailed and clear. |  Assessment due dates, expectations and instructions are unclear, not detailed, or not present. |  |
|  Rubrics or descriptive criteria for desired outcomes are provided for all qualitative assessments. |  Rubrics or descriptive criteria for desired outcomes are provided for most qualitative assessments. |  Rubrics or descriptive criteria for desired outcomes are not provided for most qualitative assessments. |  |
|  Computer-scored assessments provide detailed feedback. |  Most computer-scored assessments provide detailed feedback. |  Computer-scored assessments provide little or no feedback, or feedback is limited and poor. |  |
|  Assessments are well distributed and appropriate in number. |  Assessments are reasonably well distributed and reasonable in number. |  Assessments are not evenly distributed and/or do not provide a fair workload for students. |  |
|  A wide variety of assessment types is used. |  A variety of assessment types is used. |  A limited variety of assessment types is used. |  |
|  Assessments and learning activities clearly align with stated learning objectives. |  Some assessments and learning activities align with stated learning objectives. |  Alignment of assessments and learning activities with learning objectives is minimal or not apparent. |  |
|  Assessments and/or self-assessments promote a high degree of active learning. |  At least some assessments and/or self-assessments promote active learning. |  Assessments and/or self-assessments do not promote active learning. |  |
| **3.**  **Course Evaluation** |  In addition to departmental evaluations, students are given the opportunity to provide feedback on the course and the instructor both during and at the conclusion of the course. |  In addition to departmental evaluations, students are given the opportunity to provide feedback on both the course and the instructor at the conclusion of the course. |  Students are not given the opportunity to provide feedback on the course or the instructor in addition to departmental evaluations. |  |
|  Students are allowed to submit evaluations anonymously. |  Students are allowed to submit evaluations anonymously. |  The privacy of student feedback is not guaranteed. |  |
| **4.**  **Content Organization** |  Presentation of content is logically sequenced into manageable segments or chunks. |  Presentation of content is logically sequenced into manageable segments or chunks. |  Content is not logically sequenced or chunked into manageable segments. |  |
|  The organization of the content is readily apparent. |  The content is organized, but some exploring is required to determine its structure. |  The organization of the content is not apparent. |  |
|  Titles and file-naming conventions are meaningful and consistent throughout the course. |  Titles and file-naming conventions are meaningful and consistent throughout most of the course. |  Titles and file-naming conventions contain inconsistencies. |  |
|  Resources needed for completing instructional activities are always easy to find. |  Resources needed for completing instructional activities are usually easy to find. |  Resources needed for completing instructional activities are difficult to find or missing. |  |

| **Criteria** | **Exemplary**  **(5 points)** | **Effective**  **(3 points)** | **Needs Improvement/**  **Not Present**  **(1 point)** | **Summary of how course addresses each point** |
| --- | --- | --- | --- | --- |
| **5.**  **Instructional Presentation** |  Webpages and documents maintain solid, consistent formatting and use of fonts. |  Webpages and documents are well formatted, though formatting and use of fonts is not always consistent. |  Webpages and documents are poorly and inconsistently formatted. |  |
|  Aesthetics and graphics are visually pleasing and do not distract from the communication of course information. |  Aesthetics do not distract from the communication of course information. |  Aesthetics are distracting. |  |
|  Text is well-written with no spelling/typos, grammar, or punctuation problems. |  Text is well-written with few spelling/typos, grammar, or punctuation problems. |  Multiple grammar, spelling/typos, and/or punctuation errors may be present. |  |
|  Instructional presentations include a variety of media; several are rich with visual and auditory elements. |  Instructional presentations include a variety of media; some contain visual and auditory elements. |  Instructional presentations lack variety of media. |  |
|  Ungraded instructional activities enable students to practice mastering the objectives. |  Ungraded instructional activities enable students to practice mastering many of the objectives. |  Ungraded instructional activities enable students to practice mastering few or no objectives. |  |
| **6.**  **Navigation & Guidance** |  Guidance upon initial entry into course is complete, easy to find, and includes course-specific demonstrations or tutorials. |  Guidance upon initial entry into course is complete and easy to find. |  Guidance upon initial entry into course is difficult to find or not provided. |  |
|  Directions on how to proceed are clearly written and consistently provided at the point where they are needed. |  Directions on how to proceed are clearly written and consistently provided. |  Directions on how to proceed may be missing or unclear. |  |

| **Criteria** | **Exemplary**  **(5 points)** | **Effective**  **(3 points)** | **Needs Improvement/**  **Not Present**  **(1 point)** | **Summary of how course addresses each point** |
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| **7.**  **Communication & Interaction** |  The instructor introduces him or herself using audio and video. |  The instructor introduces him or herself using text and images. |  The instructor does not introduce him or herself to the student or the introduction is minimal. |  |
|  Students are invited to introduce themselves to each other and the instructor. |  Students are invited to introduce themselves to each other and the instructor. |  Students are not invited to introduce themselves to each other and the instructor. |  |
|  The instructor’s language conveys his or her personality and is personal and direct in tone. |  The instructor’s language is personal and direct in tone. |  The instructor’s language is impersonal and unnecessarily formal. |  |
|  Interactive activities are designed to help build a sense of community among learners. |  Interactive activities are designed to help build a sense of community among learners. |  Interactive activities are missing or are not designed to build a sense of community among learners. |  |
|  The course uses a variety of technology tools that are appropriate and effective for facilitating communication. |  The course uses technology tools that are appropriate and effective for facilitating communication; however, more variety in technology tools would enhance communication. |  The course includes limited technology tools to facilitate communication and/or communication tools could be used more effectively. |  |

The following were referenced during the development of this rubric:

* Quality Matters ™ Rubric Standards 2011-2013 edition <https://www.qualitymatters.org/rubric>
* University of Central Florida, Center for Distributed Learning, Online Course Rubric for IDL 6543. Shared under Creative Commons license.
* Tarrant County College, Distance Learning, Online Course Final Review Rubric (last updated for Spring 2013). Document provided during TXDLA 2013 presentation.
* Blackboard Course Design Rubric <http://www.blackboard.com/getdoc/7deaf501-4674-41b9-b2f2-554441ba099b/2012-Blackboard-Exemplary-Course-Rubric.aspx>
* College of the Mainland, Distance Education Department, Course Readiness Criteria (Internet) revised January 2012. Document provided during TXDLA 2013 presentation.