

# K-12

## Specific Review Standards from the QM K-12 Rubric, Fifth Edition for K-12 Reviews

General Standards	Specific Review Standards	Points
<b>Course Overview and Introduction</b>	1.1 <b>T</b> Instructions make clear to learners how to get started and where to find essential course components.	3
	1.2 <b>C</b> Learners are introduced to the purpose and structure of the course.	3
	1.3 <b>T</b> Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	3
	1.4 <b>T</b> Minimum computer skills and digital literacy skills expected of the learner are clearly stated.	3
	1.5 <b>T</b> Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	2
	1.6 <b>T</b> Standards of academic integrity are clearly stated.	2
	1.7 <b>C</b> The self-introduction by the instructor is appropriate and is clearly available in the course.	1
	1.8 <b>C</b> Prerequisite knowledge in the discipline and/or required competencies are clearly stated.	1
	<b>Learning Objectives (Competencies)</b>	2.1 <b>C</b> Course-level learning objectives or competencies are measurable and describe what learners will be able to demonstrate as a result of successfully completing the course.
2.2 <b>C</b> The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives.		3
2.3 <b>C</b> The learning objectives or competencies are aligned with state standards and/or other accepted content standards.		3
2.4 <b>C</b> Learning objectives or competencies are designed and written for the target student audience.		3
<b>Assessment and Measurement</b>	3.1 <b>C</b> The types of assessments in the course measure the stated learning objectives or competencies, are consistent with learning activities and resources, and their relationship with learning objectives or competencies is clearly stated.	3
	3.2 <b>C</b> Specific and descriptive criteria are provided for the evaluation of learners’ work and assist the instructor in determining the level of achievement of learning objectives and competencies.	3
	3.3 <b>C</b> Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.	3
	3.4 <b>C</b> Multiple methods of assessment strategies are included, based on the specified learning objectives or competencies and learner need.	3
	3.5 <b>C</b> Expectations for successfully completing the course, earning course credit, and calculating grades are clearly defined for the learner and instructor.	3
<b>Instructional Materials</b>	4.1 <b>C</b> The instructional materials contribute to the achievement of the stated course- and module/unit-level learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.	3
	4.2 <b>C</b> Instructional materials are integrated within the context of each lesson, and their intended use is clear.	3
	4.3 <b>C</b> The course content is appropriate to the reading level of the intended learners.	3
	4.4 <b>C</b> The instructional materials have sufficient breadth, depth, and currency.	3
	4.5 <b>C</b> All instructional materials used in the course are appropriately cited.	2
	4.6 <b>C</b> The course content strives to reflect a culturally diverse perspective that is free from bias.	1
	4.7 <b>C</b> The course is free of adult content and avoids unnecessary advertisements.	1
<b>Learning Activities and Learner Interaction</b>	5.1 <b>C</b> The learning activities promote the achievement of the stated learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.	3
	5.2 <b>C</b> Learning activities provide opportunities for learner-content interaction that support active learning.	3
	5.3 <b>C</b> Learning activities provide opportunities for learner-instructor and learner-learner interaction.	3
	5.4 <b>C</b> Standards for instructor responsiveness and availability are clearly stated.	3
	5.5 <b>C</b> The requirements for learner interaction are clearly stated.	2
<b>Course Technology</b>	6.1 <b>C</b> Course tools support the learning objectives or competencies.	3
	6.2 <b>T</b> Course tools facilitate student engagement and promote active learning.	3
	6.3 <b>T</b> The course takes advantage of technologies and tools that protect student privacy and maintain confidentiality of student information.	3
	6.4 <b>T</b> Course tools and technologies are current.	2
<b>Learner and Instructor Support</b>	7.1 <b>T</b> The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 <b>T</b> Course instructions articulate or link to academic support services and resources that can help learners succeed in the course.	2
	7.3 <b>T</b> The course articulates or links to resources to support effective course facilitation.	2
	7.4 <b>T</b> Course instructions articulate or link to the institution’s accessibility policies and services.	3
<b>Accessibility and Usability</b>	8.1 <b>T</b> Course navigation is logical, consistent, efficient, and intuitive.	3
	8.2 <b>C</b> The course design facilitates readability.	3
	8.3 <b>C</b> The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 <b>C</b> The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	3
	8.5 <b>T</b> Course multimedia facilitate ease of use.	2
	8.6 <b>T</b> Vendor accessibility statements are provided for all technologies required in the course.	2