Table 3: *Quality Criteria Rating Rubric*

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| --- | --- | --- | --- | --- |
| **Technology and Design Criteria** | **Not effective (0)** | **Acceptable (1)** | **Exemplary (2)** | **Points** |
| Registration process is clear and well documented, and enrollment is easy. | No clear registration instructions are available, and/or registration process is confusing. | Clear registration instructions are available, but registration process is long. | Clear registration instructions are available, and registration process is easy. |  |
| Documentation contains all necessary information for users, including system requirements and access to technical support. | Limited or no documentation is available. | Documentation is adequate but difficult to find, or documentation is available but incomplete. | Clearly written, easily accessible, and comprehensive documentation is provided. |  |
| Technology: software | Requires software or plugin that is out of date or deprecated, e.g., Real Player, Java. | Requires software or plugin that is current but may limit compatibility, e.g., Flash, Silverlight. | Does not require software or plugin installation, i.e., works in standard web browser installation. |  |
| Technology: installation | Requires administrator access to install software. | Software installable without administrator access. | Does not require software installation as a separate step. |  |
| Technology: compatibility | Course only usable on one particular platform, e.g., Windows, or requires use of a specific web browser. | Course only usable on one class of device, e.g. desktop computer. | Course usable on any platform and device class, including Windows, MacOS, iOS and Android. |  |
| Technology: accessibility | Lacks accessibility/508 statement. Obvious accessibility problems, e.g., video or audio with no transcript, text in images with no alt text, etc. | Accessibility statement present but hard to find. Lower-priority accessibility problems, e.g., keyboard navigation difficult, color/contrast issues, etc. | Clear and easy to find accessibility statement. No obvious accessibility issues. |  |
| Navigation is logical, consistent, efficient, and well documented. | Navigation is confusing or inconsistent. | Navigation does not present major problems. | Navigation is intuitive and facilitates learning. |  |
| Graphic design, formatting, and language are appropriate and consistent and promote usability. | Materials are visually distracting, overly text-based, or inconsistently formatted or proofread. | Visual design is adequate and text and formatting are free of obvious errors and inconsistencies.  | Materials are professional, aesthetically pleasing, and free of errors and inconsistencies. |  |

Table 3 (cont.):

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| **Instructional Content, Graphics, and Multimedia Criteria** | **Not effective (0)** | **Acceptable (1)** | **Exemplary (2)** | **Points** |
| Learning objectives clearly state measurable outcomes. | Learning objectives are missing, vague, incomplete, or not measurable. | Learning objectives are clearly stated and measurable outcomes are implied. | Learning objectives are clearly stated and measurable outcomes are defined. |  |
| Instructional materials contribute to achievement of learning objectives. | Instructional materials are incomplete or insufficiently related to learning objectives. | Instructional materials cover the topics indicated by the learning objectives. | Instructional materials employ effective instructional techniques to contribute to achievement of learning objectives. |  |
| Interactive activities provide opportunity for active learning and engagement to support learning objectives. | Few or no opportunities for active learning are provided.  | Some opportunities for active learning are provided, but they may not be varied, fully engaging, or consistently useful. | Interactive activities are varied and engaging and contribute significantly to learning. |  |
| Multimedia assets (images, audio, video, etc.) contribute to achievement of learning objectives. | Few or no multimedia assets are provided, multimedia assets are of poor technological or aesthetic quality, or media assets are not clearly related to learning. | Multimedia assets of fair technological or aesthetic quality are provided and contribute adequately to learning. | Multimedia assets are of high quality and contribute significantly to learning. |  |
| Content is clearly related and applicable to real-world situations.  | Few or no examples or discussions of practical application are included.  | Some examples and practical applications are included but are not a major focus. | The practical application of the content is clearly integrated into all or almost all content and activities. |  |
| Assessments provide opportunities for learners to measure achievement of learning objectives. | Assessments are few or absent or are inconsistent with the learning objectives or instructional content. | Assessments are adequate and align learning objectives and instructional content. | Multiple assessments aligned to learning objectives and content allow learners to track progress throughout the course. |  |