


# Hilliard City School District Online Course Rubric

Course Name: \_\_\_\_\_ Content Area: \_\_\_\_\_ Credit: ¼ ½ 1


Course Designer: \_\_\_\_\_ Date Course Submitted for Review: \_\_\_\_\_ Date review completed: \_\_\_\_\_

Course Evaluator(s): \_\_\_\_\_

	<b>I. Course Design</b> Course Design includes the overall structure and design of the course. This area focuses on the sequencing as well as the presence of objectives and general course information.	<b>Course Alignment</b> Does the course meet this criteria?	<b>Notes about Course Alignment</b> What units, modules, lessons, etc. have met and/or have not met this criteria? If not met, provide suggestions.
<b>A. Structure/Design</b>			
<b>1. Sequence</b>	Content is sequenced and structured in a manner that enables learners to achieve the stated goals. Information is grouped into units/modules to help students learn the content. Units/modules are grouped into lessons, including an appropriate number based on the content in the course.	Y N	
<b>2. Unit/Module Introductions</b>	Each unit/module includes a summary, objectives, and/or essential questions.	Y N	
<b>3. Lesson Layout</b>	The top of each lesson includes the title, the objective(s) to be learned, materials needed, and any task(s) to be completed.	Y N	
<b>4. Standards</b>	The online course aligns with the national, state, and/or district standards.	Y N	
<b>B. Course Information</b>			
<b>1. Description</b>	A course description is provided and should align with the traditional program of studies.	Y N	
<b>2. Instructor Information</b>	Instructor information is available within the course and includes contact, biographical, availability, office hours and a photo.	Y N	




<b>3. Instructor Communication</b>	Clear standards for teacher responsiveness and availability (turn-around time for email, grade posting, etc.) are communicated to the student.	Y N	
<b>4. Instructional Materials</b>	Students are provided with a list of materials/supplies, such as textbooks and other instructional materials, needed for the course.	Y N	
<b>5. Credits</b>	Course provides information regarding number of credits earned for successful completion.	Y N	
<b>6. Getting Started Information</b>	Instructions are clear about how to get started and where to find various course components. Etiquette expectations for online discussions, email, and other forms of communication are stated clearly. Standards of academic integrity are stated.	Y N	
<b>7. Grading</b>	Expectations for successfully completing the course, earning course credit, and overall grading calculations are clearly defined for the student and instructor	Y N	

	<b>II. Web Design</b> Web design refers to the use of Web pages, graphics, multimedia, and accessibility standards in the web pages of a course under the course developer's control.	<b>Course Alignment</b> Does the course meet this criteria?	<b>Notes about Course Alignment</b> What units, modules, lessons, etc. have met and/or have not met this criteria? If not met, provide suggestions.
<b>A. Layout/Design</b>			
<b>1. Design</b>	Layout design throughout the course is professional in appearance.	Y N	
<b>2. Navigation</b>	Navigation throughout the course is logical, consistent, efficient and intuitive.		
<b>3. Fonts</b>	Font type, size, and color are readable and consistent throughout the course.	Y N	
<b>B. Multimedia/Links</b>			




<b>1. Technologies Standards</b>	Technologies meet minimum standards in the following areas: <ul style="list-style-type: none"> <li>▪ current</li> <li>▪ clear</li> <li>▪ adequate to meet the goals of the activity</li> <li>▪ accessible across platforms</li> </ul>	Y N	
<b>2. Hyperlink Function</b>	Course has no broken links.	Y N	

	<b>III. Instructional Strategies &amp; Assessment</b> This refers to the process of presenting content, engaging students in learning, and then determining student achievement and quality of work, including the assigning of grades.	<b>Course Alignment</b> Does the course meet this criteria?	<b>Notes about Course Alignment</b> What units, modules, lessons, etc. have met and/or have not met this criteria? If not met, provide suggestions.
<b>A. Learning Objectives</b>	*See <a href="#">Bloom's Taxonomy of Measurable Verbs</a> for examples.		
<b>1. Measurable Course Objectives</b>	The course learning objectives or competencies describe outcomes that are measurable.*	Y N	
<b>2. Measurable Unit/Module Objectives</b>	The unit/module learning objectives or competencies describe outcomes that are measurable and consistent with course level objectives.*		
<b>3. Measurable Lesson Objective</b>	The lesson learning objectives or competencies describe outcomes competencies that are measurable and consistent with course and unit/module level objectives.*		
<b>4. Language</b>	All learning objectives or competencies are appropriately designed for the target audience and written from the students' perspective.	Y N	
<b>B. Instructional Strategies</b>			
<b>1. Multimodal Instruction</b>	A variety of instructional delivery methods, accommodating multiple learning styles, are available throughout the course. This could include text, graphics, video, multimedia presentations, and interactive websites.	Y N	
<b>2. Alignment</b>	Instructional materials contribute to the achievement of the state course, unit/module, and lesson objectives or competencies.		
<b>3. Materials</b>	Instructional materials are integrated into the context of each lesson and the intended use is clear.		



<b>4. Fair Use</b>	All resources and materials used are legally and ethically obtained, and are appropriately cited.		
<b>5. Learning activities</b>	Learning activities foster teacher-student, content-student, and (if appropriate to the course) student-student interaction.	Y	N
<b>C. Assessment Strategies</b>			
<b>1. Alignment</b>	Types of assessments in the course measure stated learning objectives or competencies.		
<b>2. Evaluation Criteria</b>	Instructions for assessments and evaluations are clear and concise. Specific and descriptive criteria, such as rubrics, are provided and assist the student and instructor for the evaluation of all student work.	Y	N
<b>3. Knowledge Demonstration</b>	A variety of ways for learners to demonstrate knowledge is provided. Assessments and evaluations use multiple methods, such as quizzes, tests, discussions, essays, projects, surveys.	Y	N
<b>4. Choice</b>	Students are given multiple opportunities for choice with assessments. This may include choice with topic, process or product.	Y	N
<b>5. Authenticity of Learning</b>	Course includes assessments that ensure student learning is authentic.	Y	N
<b>6. Collaboration</b>	Student participation for discussions/collaboration is defined and a mechanism for measuring quality and quantity is provided.	Y	N
<b>7. Submission</b>	Instructions for completion and submission are provided.	Y	N

	<b>IV. Learner Support &amp; Resources</b> Learner Support and Resources refers to program, academic, and/or technical resources available to learners.	<b>Course Alignment</b> Does the course meet this criteria?	<b>Notes about Course Alignment</b> What units, modules, lessons, etc. have met and/or have not met this criteria? If not met, provide suggestions.
<b>A. Academic Support &amp; Resources</b>			



<b>1. Additional Resources</b>	Additional resources with course content are available for students in need of extra support (ex: glossary, online textbook supplements, content pages, supplemental readings, websites, apps, etc.)	Y N	
<b>2. Orientation</b>	Opportunities for program and course orientation are provided (video tour, how to resources, welcome letter, expectations quiz, parent meeting, etc.)	Y N	
<b>3. Accessibility Services</b>	The course identifies or links to district policies and services available for student with special needs.		
<b>4. Tech &amp; Academic Support</b>	The course instructions outline and direct students how to access institutional technical and academic support services.	Y N	
<b>5. Survey</b>	A student survey is included at the end of course.	Y N	

**Overall Feedback from Course Reviewer(s):**

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**Approval by Course Review Team:** YES    CONDITIONAL

**Next Step(s):** \_\_\_\_\_

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