**The OSCQR Rubric**

*Note: The instrument in Google Form (where consent form is incorporated) can be viewed at this link:*

[*https://docs.google.com/forms/d/e/1FAIpQLSf60aoDhN1rytWNKg51nLqON288yg9UpYZvqf\_lBwZZ7fy4Ew/viewform*](https://docs.google.com/forms/d/e/1FAIpQLSf60aoDhN1rytWNKg51nLqON288yg9UpYZvqf_lBwZZ7fy4Ew/viewform)

|  |  |
| --- | --- |
| **Criteria** | **Rating** |
| **Not Acceptable** **(1)** | **Acceptable** **(2)** | **Very Acceptable** **(3)** | **Highly Acceptable (4)** |
| 1. **Overview & Information**
 |  |  |  |  |
| 1. **The course includes Welcome and Getting Started Content**
 |  |  |  |  |
| 1. **An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.**
 |  |  |  |  |
| 1. **Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.**
 |  |  |  |  |
| 1. **A printable syllabus is available to learners (PDF, HTML).**
 |  |  |  |  |
| 1. **Course includes links to relevant policies on plagiarism, computer use, filing grievances, etc.**
 |  |  |  |  |
| 1. **Course provides access to learner success resources (technical help, orientation, tutoring).**
 |  |  |  |  |
| 1. **Course information states whether the course is fully online, blended, or web-enhanced.**
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| 1. **Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher, websites, secure content, pop-ups, browser issue, microphone, webcam)**
 |  |  |  |  |
| 1. **Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities, and assessments.**
 |  |  |  |  |
| 1. **Course Provides contact information for instructor/department/program.**
 |  |  |  |  |
| **II. Technology and Tools** |  |  |  |  |
| 1. **Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.**
 |  |  |  |  |
| 1. **Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application-where appropriate).**
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| 1. **Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.**
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| 1. **Course includes links to privacy policies for technology tools.**
 |  |  |  |  |
| 1. **Any technology tools meet accessibility standards.**
 |  |  |  |  |
| **III. Design and Layout** |  |  |  |  |
| 1. **A logical consistent and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles)**
 |  |  |  |  |
| 1. **Large blocks of information are divided into manageable sections with ample white space around and between blocks.**
 |  |  |  |  |
| 1. **There is enough contrast between text and background for the content to be easily viewed.**
 |  |  |  |  |
| 1. **Instructions are provided and well written.**
 |  |  |  |  |
| 1. **Course is free of grammatical and spelling errors.**
 |  |  |  |  |
| 1. **Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.**
 |  |  |  |  |
| 1. **Flashing and blinking text are avoided.**
 |  |  |  |  |
| 1. **A sans-serif font with a standard size of at least 12 pt. is used.**
 |  |  |  |  |
| 1. **When possible, information is displayed in a linear format instead of a table.**
 |  |  |  |  |
| 1. **Tables are accompanied by a title and summary description (if any).**
 |  |  |  |  |
| 1. **Tables header rows and columns are assigned (if any).**
 |  |  |  |  |
| 1. **Slideshows use a predefined slide layout and include unique slide titles.**
 |  |  |  |  |
| 1. **For all slideshows, there are simple non-automatic transitions between slides.**
 |  |  |  |  |
| **IV. Content and Activities** |  |  |  |  |
| 1. **Course offers access to a variety of resources that facilitate communication and collaboration. deliver content, and support learning and engagement.**
 |  |  |  |  |
| 1. **Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.**
 |  |  |  |  |
| 1. **Course provides activities that emulate real-world applications of the discipline, such as experiential learning, case studies, and problem-based activities.**
 |  |  |  |  |
| 1. **Where available, Open Educational Resources, free, or low-cost materials are used.**
 |  |  |  |  |
| 1. **Course materials and resources include copyright and licensing, clearly stating permission to share where applicable.**
 |  |  |  |  |
| 1. **Text content is available in an easily accessed format, preferably HTML. All text content is readable by sensitive technology, including a PDF or any text contained in an image.**
 |  |  |  |  |
| 1. **A text equivalent for any non-text element is provided ("alt" tags, captions, transcripts, etc.)**
 |  |  |  |  |
| 1. **Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.**
 |  |  |  |  |
| 1. **Hyperlinked text is descriptive and make sense when out of context (avoid using "click here").**
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| 1. **Interaction**
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| 1. **Expectations for timely and regular feedback from the instructor are clearly stated (questions, emails, assignments).**
 |  |  |  |  |
| 1. **Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).**
 |  |  |  |  |
| 1. **Learners have an opportunity to get to know the instructor.**
 |  |  |  |  |
| 1. **Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following- Icebreaker, Bulletin, Meet Your Classmates, Ask a Question discussion forums).**
 |  |  |  |  |
| 1. **Course offers opportunities for learner to learner interaction and constructive collaboration.**
 |  |  |  |  |
| 1. **Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.**
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| **VI. Assessment and Feedback** |  |  |  |  |
| 1. **Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.**
 |  |  |  |  |
| 1. **Course includes frequent and appropriate methods to assess learner's mastery of content.**
 |  |  |  |  |
| 1. **Criteria for assessment of a graded assignment are clearly articulated (rubrics, exemplary work).**
 |  |  |  |  |
| 1. **Learners have opportunities to review their performance and assess their own learning throughout the course (pre-test, automated self-tests, reflective assignments, etc.).**
 |  |  |  |  |
| 1. **Learners are informed when timed response is required. Proper lead time is provided to ensure there is opportunity to prepare an accommodation.**
 |  |  |  |  |
| 1. **Learners have easy access to a well-designed and up-to-date gradebook.**
 |  |  |  |  |
| 1. **Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.**
 |  |  |  |  |

**The interface of OSCQR (can be viewed at** [**https://oscqr.suny.edu/**](https://oscqr.suny.edu/) **)**

