ONTL 7201 Final Project Rubric

The Final Project rubric, based on the Blackboard Exemplary Course Rubric, will be used to evaluate your course construction according to Best Practices. (Total Points: 50)

Use this rubric to evaluate your course BEFORE submitting your Final Project assignment.

Criteria	Levels of Achievement			
	Excellent	Very Good	Promising	Incomplete
Objectives				
	Course Goals are clearly stated in the syllabus; unit goals are stated in each unit. Goals are specific, measurable, and achievable, and contain an active verb.	Goals and objectives are located within the course syllabus or the individual learning units • Objectives are written to reflect desired learning outcomes, although not all are written as measureable outcomes • Students have some understanding of what is expected of them	• Goals and objectives are not easily located within the course • Goals and objective are not clearly written in measurable learning outcomes • Students may be unsure of what they are expected to be able to do • The level does not match the desired outcomes	• Goals and objectives are not easily located within the course • Some are missing and others poorly written • The level does not match the desired learning outcomes
Content Presentation	Excellent	Very Good	Promising	Incomplete
	Instructional materials form the core of the course. Content is appropriately "chunked" and content flows in a logical progression. Content contains a variety of visual and auditory elements as well as supplementary	Content is made available or "chunked" in manageable segments; • Navigation is somewhat intuitive, but some "exploring" is required to determine the flow of content; Content is presented using a variety of mechanisms (content	Some content segments are overly large (or possibly too small) for the specified objectives • Navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined •	Content is not "chunked" into manageable segments; • Navigation is not intuitive and the flow of content is unclear • The design does not avail of the content presentation tools (content modules, single pages, links) • No visual or auditory elements are used to enhance the content; •

	resources. Navigation is intuitive.	modules, single pages, links to external resources, RSS Feeds, print material); • Visual and/or auditory elements occasionally enhance the content; supplementary resources are made available (course CDs, textbooks, course manuals, etc.)	The design does not avail of the content presentation tools (content modules, single pages, links) • Few or no visual and/ or auditory elements are used to enhance the content • Supplementary resources may be made available (course CDs, textbooks, course manuals, etc.)	Supplementary resources are not made available (course CDs, textbooks, course manuals, etc.)
Learner Engagement	Excellent	Very Good	Promising	Incomplete
	Learning activities promote stated learning goals. Students are instructed in how to work with content resources. Instructional material promotes higher order thinking. Remedial and advanced-level materials are included.	Instructional strategies are designed to help students to reach course goals and objectives, although this relationship may not be obvious to learners • Guidance is provided, but could be improved with greater detail or depth • Higher order thinking is required for some activities but is not well-explained or supported (e.g., by providing examples of "good answers") • Differentiated instruction (such as remediation) may be available on a limited basis	It is not clear how the instructional strategies will help learners achieve course goals and objectives • Guidance in using content materials may only be provided on a limited basis • Higher order thinking is not required or encouraged • Differentiated instructional opportunities are not provided, although there may be supplementary content resources available	Instructional strategies do not provide students with skills needed to achieve course goals and objectives • Content is provided but it is not clear what students are expected to do with it • Higher order thinking is not expected from students • No supplementary resources or activities are provided for remediation or advanced study.

Technology Use	Excellent	Very Good	Promising	Incomplete
	Tools available within the LMS are used to facilitate learning by engaging students with course content • LMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials) • Technologies are used creatively in ways that transcend traditional, teacher-centered instruction • A wide variety of delivery media are incorporated into the course • An effort has been made to use low-cost or no-cost materials when available	Tools available within the LMS could be utilized more (or more creatively) to engage learners with course content • LMS tools are made available to assist students, but could be organized or arranged for even greater usefulness • Technologies within the course are used in many cases merely to replicate traditional face-to-face instruction • There is some variety in the tools used to deliver instruction	Tools available within the LMS are not used to their full extent or not used when it would be appropriate to do so • Only a few tools (of those available within the LMS) are used in a way that streamlines access to materials and activities for students • Technologies within the LMS are used primarily by instructors and not students ("students as recipients of content" model) • There is little variety in use of technologies within the LMS	Technologies used within the LMS do not engage students with learning • Tools that could reduce the labor intensity of online instruction are not utilized • Students are not expected to use technologies available within the LMS • Only a few technologies available within the LMS are used
Communication Strategies	Excellent	Very Good	Promising	Incomplete
	Course offers opportunities for synchronous and/or asynchronous	Several communication activities are included to reinforce the desired	Communication strategies are included, however, they may not	Little to no attention has been devoted to communication strategies • Interaction activities that

	interaction. Discussions aligned with course objectives and provide opportunities to explore content at a critical thinking level.	learning outcomes • Asynchronous communications sometimes require reflection or other higher order thinking • Synchronous interactions are meaningful but may not take full advantage of the real-time presence of instructor and/or peers.	consistently reinforce desired learning outcomes • Asynchronous communications are focused primarily on lower levels of thinking (e.g., summarizing, describing, interpreting, etc.) • Synchronous interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities.	are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used.
Development of Learning Community	Excellent	Very Good	Promising	Incomplete
	Communication activities build a sense of community among learners by fostering student-to-student interactions as required activities of the course. Students are encouraged to initiate communication with the instructor. Collaborative activities reinforce course content and learning outcomes, while building workplace-useful skills such as	Communication activities may help learners build a sense of community, but do not appear to be designed with this in mind • Some student-to-student interaction is built into the course • Students interact with the instructor, although primarily as a result of instructor-initiated contact • Collaboration activities (if included) support some team-building skills, but may not purposefully	Effort has been devoted to fostering a sense of community in the course, but only minimally. • More focus is needed on designing activities and a course climate that foster student-to-student interactions as well as student-to-instructor interactions.	Little to no attention has been devoted to building a sense of community in this course.

	teamwork, cooperation, negotiation, and consensus-building.	integrate these elements.		
Interaction Logistics	Excellent	Very Good	Promising	Incomplete
	Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided; Expectations regarding the quality of communications (e.g., what constitutes a "good" answer) are clearly defined; A rubric or equivalent grading document is included to explain how participation will be evaluated; The instructor actively participates in communication activities, including providing feedback to students; The instructor uses communication tools to provide course updates, reminders, special announcements, etc.	Expectations of student participation in communication activities are given, but would benefit from more detail • Expectations regarding the quality of communications are included, but may be sketchy and lack detail or illustrative examples • Minimal information may be provided regarding grading criteria for communications activities • The instructor is occasionally involved in communication activities • The instructor sometimes takes advantage of LMS tools to post announcements, reminders, etc.	Instructor expectations of student interactions are not made clear • Little information is provided regarding what constitutes a "good" response or posting • Students are not given a clear set of criteria for how communications activities will be graded • The instructor appears to be largely absent from communication activities • Few announcements, reminders, or other updates are provided	Few or no guidelines are provided to students regarding the desired quantity or quality of communications/ interactions within the course • The instructor does not participate in communications activities with students.
Assessment Expectations	Excellent	Very Good	Promising	Incomplete
	Assessments match the goals & objectives • Learners are	Assessments match the goals & objectives • Rubrics or descriptive	Students are assessed on the topics described in	Assessments bear little resemblance to goals & objectives • Expectations

	directed to the appropriate objective(s) for each assessment • Rubrics or descriptive criteria for desired outcomes are provided (models of "good work" may be shown, for example) • Instructions are written clearly and with sufficient detail to ensure understanding	criteria for desired outcomes are included for some assessment activities • Instructions are written clearly, with some detail included	the course goals and objectives • There may be some explanation of how assessments will be scored/ graded Instructions lack detail that would help students understand how to complete the activities	or grading criteria are not provided • Instructions are limited or absent
Assessment Design	Excellent	Very Good	Promising	Incomplete
	Assessments appear to measure the performance they claim to measure (e.g., activities are explained using appropriate reading level and vocabulary) • Higher order thinking is required (e.g., analysis, problem-solving, etc.) • Assessments are designed to mimic authentic environments to facilitate transfer • Assessment activities occur frequently throughout the duration of the course • Multiple types of assessments are used (research project, objective test, discussions, etc.)	Assessment activities have "face validity" (i.e., they appear to match the curriculum) • Some activities involve higher order thinking • Assessment activities may focus on tasks similar to real-world application of skills • Multiple assessments are included; at least three different types of assessments are used	Assessment activities have "face validity" (i.e., they appear to match the curriculum) • Some activities involve higher order thinking • Assessment activities may focus on tasks similar to real-world application of skills • Multiple assessments are included; at least three different types of assessments are used	Assessment activities appear to lack validity due to bias, lack of clarity in questions or tasks, or because students are evaluated on performance unrelated to the stated objectives • No higher-order thinking skills are required to complete assessment activities • There is little or no evidence of authenticity built into assessments • Assessments are too few and far apart for the course content

Self-Assessment	Excellent	Very Good	Promising	Incomplete
	Many opportunities for self-assessment are provided; • Self-assessments provide constructive, meaningful feedback	Some self-assessment activities are included • Self-assessments provide feedback to learners	There may be self-assessment activities, but they are limited in scope and do not offer useful feedback	A few self-assessments may be included, but they offer little more feedback than flash cards
Orientation to Course and LMS	Excellent	Very Good	Promising	Incomplete
	Clearly labeled tutorial materials that explain how to navigate the LMS and the specific course are included • Tutorials are found easily (few clicks) whether internal or external to the course, with easy return to other areas of the course • Tutorial materials support multiple learning modalities: audio, visual, and text based	Clearly labeled tutorial materials that explain how to navigate the LMS and the specific course are included • Tutorials may not be easily accessed, or require the learner to leave course site without an easy return • Tutorial materials support multiple learning modalities: audio, visual, and text based	Tutorial materials that explain how to navigate the LMS and/or the specific course may be evident, but not easily found • Materials do not support multiple learning modalities and are text-based only	Tutorial materials explaining how to navigate the LMS or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete • Tutorial materials that are included do not support learning modalities
Instructor Role and Information	Excellent	Very Good	Promising	Incomplete
	Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.) • Expected response time for e-mail replies is included • The instructor's role within	Contact information for the instructor is included but may not be easy to find; contact information includes more than one type of communication tool • Expected response time for e-mail replies may be included • Instructor's role within the course is not	Contact information for the instructor is provided but not easy to find • Contact information includes only one way to reach the instructor • Information concerning response time for e-mail replies is not	Contact information for the instructor is sketchy, at best • Lacks information concerning response time for e-mail replies is included • Information regarding the instructor's role in the course is not included • Instructor's methods of collecting and returning work are confusing or non-existent;

	the course is explained (for example, whether he/she will respond to "tech support" type questions) • The instructor's methods of collecting and returning work are clearly explained	clearly spelled out to students • The instructor's methods of collecting and returning work are clearly explained	included • Little or no information is given regarding the instructor's role in the course • The instructor's methods of collecting and returning work are evident but not clearly explained	
Accommodations for Disabilities	Excellent	Very Good	Promising	Incomplete
	Supportive mechanisms allow learners with disabilities to participate fully in the online community • The design and delivery of content integrate alternative resources (transcripts, for example) or enable assistive processes (voice recognition, for example) for those needing accommodation • Links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find • Design factors such as color, text size manipulations, audio and video controls, and alt tags reflect universal	Supportive mechanisms allow learners with disabilities to participate in the online community for most activities • The design and delivery of content integrate some alternative resources or enable assistive processes for those needing accommodation • Links to institutional policies, contacts, and procedures to support learners with disabilities are included but may not be easy to find • Design factors such as color, text size manipulation, audio and video controls, and alt tags have been considered in some cases	Supportive mechanisms allow some learners with disabilities to participate fully in the online community • The design and delivery of content do not include alternative resources nor enable assistive processes for those needing accommodation • Links to institutional policies, contacts, and procedures to support learners with disabilities are not evident • Design factors such as color, text size manipulation, audio and video controls, and alt tags have not been considered.	Supportive mechanisms allow some learners with disabilities to participate in the online community for some activities • The design and delivery of content do not apply alternative resources nor enable assistive processes for those needing accommodations • Links to institutional policies, contacts, and procedures to support learners with disabilities are not evident • Design factors such as color, text size manipulation, audio and video controls, and alt tags have not been considered	

	accessibility considerations			
Feedback	Excellent	Very Good	Promising	Incomplete
	Learners have the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion • Feedback mechanisms allow students to participate anonymously in course evaluation	Learners have the opportunity to give feedback to the instructor regarding course design and/or course content, but only after course completion • Feedback mechanisms allow students to participate anonymously in course evaluation	Learners have the opportunity to give feedback to the instructor regarding course design or course content, but only after course completion • Feedback mechanisms do not guarantee privacy to the student	Learners do not have the opportunity to give feedback to the instructor regarding course design or course content • Feedback mechanisms do not guarantee privacy to the student