



Quality Matters™ Rubric Standards

Fifth Edition, 2014, with Assigned Point Values

The Office of Distance Learning has adopted the Quality Matters rubric as a means of assessing the design quality of FSU online courses. The rubric standards are backed by national research in online learning. Feel free to use the rubric as checklist as you develop your course. At the end of course development, ODL will use the rubric to review the course and provide feedback to instructors. The rubric serves as a diagnostic tool for engagement in continuous quality improvement.

Ⓢ = Syllabus ⓘ = Course Template Ⓥ = Course Intro Video

1. Course Overview and Introduction

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<input type="checkbox"/> 1.1 Instructions make clear how to get started and where to find various course components. ⓘ Ⓥ	3
<input type="checkbox"/> 1.2 Learners are introduced to the purpose and structure of the course. Ⓢ ⓘ Ⓥ	3
<input type="checkbox"/> 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly. Ⓢ	2
<input type="checkbox"/> 1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided. Ⓢ	2
<input type="checkbox"/> 1.5 Minimum technology requirements are clearly stated and instructions for use provided. ⓘ Ⓥ	2
<input type="checkbox"/> 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. Ⓢ	1
<input type="checkbox"/> 1.7 Minimum technical skills expected of the learner are clearly stated. Ⓢ	1
<input type="checkbox"/> 1.8 The self-introduction by the instructor is appropriate and available online. ⓘ Ⓥ	1
<input type="checkbox"/> 1.9 Learners are asked to introduce themselves to the class. ⓘ	1

2. Learning Objectives (Competencies)

<input type="checkbox"/> 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. Ⓢ	3
<input type="checkbox"/> 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level Ⓢ	3
<input type="checkbox"/> 2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective. Ⓢ	3
<input type="checkbox"/> 2.4 The relationship between learning objectives or competencies and course activities is clearly stated. Ⓢ Ⓥ	3
<input type="checkbox"/> 2.5 The learning objectives are suited the level of the course.	3

3. Assessment and Measurement

<input type="checkbox"/> 3.1 The assessments measure the stated learning objectives or competencies.	3
<input type="checkbox"/> 3.2 The course grading policy is stated clearly. Ⓢ	3
<input type="checkbox"/> 3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy. Ⓢ	3
<input type="checkbox"/> 3.4 The assessment instruments selected are sequenced, varied, and suited to the learner’s work being assessed. Ⓢ	2
<input type="checkbox"/> 3.5 The course provides learners with multiple opportunities to track their learning progress.	2

4. Instructional Materials

- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies. 3
- 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. ⓘ ⓘ 3
- 4.3 All instructional materials used in the course are appropriately cited. ⓘ 2
- 4.4 The instructional materials are current. 2
- 4.5 A variety of instructional materials is used in the course. 2
- 4.6 The distinction between required and optional materials is clearly explained. ⓘ ⓘ 1

5. Learner Activities and Learner Interaction

- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies. 3
- 5.2 Learning activities provide opportunities for interaction that support active learning. 3
- 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated. ⓘ 3
- 5.4 The requirements for student interaction are clearly stated. ⓘ ⓘ 2

6. Course Technology

- 6.1 The tools used in the course support the learning objectives and competencies. 3
- 6.2 Course tools promote learner engagement and active learning. 3
- 6.3 Technologies required in the course are readily obtainable. ⓘ 2
- 6.4 The course technologies are current. ⓘ 1
- 6.5 Links are provided to privacy policies for all external tools required in the course. ⓘ 1

7. Learner Support

- 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. ⓘ ⓘ 3
- 7.2 Course instructions articulate or link to the institution's accessibility policies and services. ⓘ 3
- 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them. ⓘ ⓘ 2
- 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them. ⓘ 1

8. Accessibility and Usability

- 8.1 Course navigation facilitates ease of use. ⓘ ⓘ 3
- 8.2 Information is provided about the accessibility of all technologies required in the course. ⓘ 3
- 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. 2
- 8.4 The course design facilitates readability. ⓘ 2
- 8.5 Course multimedia facilitate ease of use. 2