

Blended Course Review Rubric

The following is an example of a rubric recommended to review a blended course. The rubric is offered as a tool to assess how core best practices are being followed to ensure an effective learning experience for students. The rubric is formative rather than evaluative. The overall goal is to use the rubric to assist with ongoing revision and improvements to the course design and execution.

1. Goal: Provide Easily Accessible Learner Information

Specific Review Standard	Insufficient Evidence	Marginal	Emerging	Proficient	Accomplished	Notes
1.1 Instructions make clear how to get started and where to find various course components.						
1.2 Course syllabus is easily accessible						
1.3 Expectations provided, including course learning objectives						
1.4 A statement introduces students to the purpose of the course and to its components and the statement clarifies the relationship between the face-to-face and online components.						
1.5 Course policies (e.g. communication practices; email response time; use of instant messaging text vs. proper grammatical writing; technical issues; late assignments) for online components of blended course are outlined in course site						
1.6 Links to appropriate student support services for learning included (e.g., library)						
1.7 Student technical help information provided (e.g., link to helpdesk)						

2. Goal: Provide Effective Course Organization

Specific Review Standard	Insufficient Evidence	Marginal	Emerging	Proficient	Accomplished	Notes
2.1 Blackboard course design is easily navigated and provides a logical progression through the course content and integration of face-to-face and online activities						
2.2 Course site is user-friendly with titles and descriptions to assist learning in locating information						
2.3 Course site includes introduction from instructor explaining how course site works						
2.4 Course site maintains a consistent style and format						
2.5 The relationship between the instructional materials and learning activities is clearly explained to the student. In the case of a blended class, the relationship between the face-to-face and online activities is apparent to students.						

3. Goal: Provide Interactivity

Specific Review Standard	Insufficient Evidence	Marginal	Emerging	Proficient	Accomplished	Notes
3.1 Course uses communication tools appropriate to online activities to address learners (e.g., announcement tool; email; audio lectures; discussion boards).						
3.2 Instructor participates in online interactions to provide feedback and guide learner work as learners move between the face-to-face activities and the online activities						
3.3 Instructor integrates instructional technologies effectively with face-to-face activities to develop assignments and learning objectives						

4. Goal: Create Clear Assessment Practices

4.1 The course grading policy is stated clearly						
4.2 Specific and descriptive criteria are provided for the evaluation of students' work and participation						
4.3 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources						
4.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being addressed						
4.5 The instructor provides varying types of feedback to students						

5. Goal: Attend to Legal Requirements

Specific Review Standard	Insufficient Evidence	Marginal	Emerging	Proficient	Accomplished	Notes
5.1 The course site is Americans with Disability Act (ADA) compliant (e.g., consistent course design; contrast between background and font colors; audio files have textual summaries; acronyms are formatted so screen readers can read them properly; web links are descriptive)						
5.2. Course site considers best practices for copyright (i.e., follows copyright for audio and film usage)						