

Achieve OER Rubric Feedback Form

Title of Materials: _____

Reviewer: _____

Date: _____

Rubric II: Quality of Explanation of the Subject Matter

This rubric is applied to objects designed to explain subject matter. It is used to rate how thoroughly the subject matter is explained or otherwise revealed in the object. Teachers might use this object with a whole class, a small group, or an individual student. Students might use the object to self-tutor. For objects that are primarily intended for teacher use, the rubric is applied to the explanation of the subject matter not to the planning instructions for the teacher.

Rubric II Scoring Guide:

3: An object is rated *superior* for explanation of subject matter only if **all** of the following are true:

- The object provides comprehensive information so effectively that the target audience should be able to understand the subject matter.
- The object connects important associated concepts within the subject matter. *For example, a lesson on multi-digit addition makes connections with place value, rather than simply showing how to add multi-digit numbers. Or a lesson designed to analyze how an author develops ideas across extended text would make connections among the various developmental steps and the various purposes the author has for the text.*
- The object does not need to be augmented with additional explanation or materials.
- The main ideas of the subject matter addressed in the object are clearly identified for the learner.

2: An object is rated *strong* for explanation of subject matter if it explains the subject matter in a way that makes skills, procedures, concepts, and/or information understandable. It falls short of *superior* in that it does not make connections among important associated concepts within the subject matter. *For example, a lesson on multi-digit addition may focus on the procedure and fail to connect it with place value.*

1: An object is rated *limited* for explanation of subject matter if it explains the subject matter correctly but in a limited way. This cursory treatment of the content is not sufficiently developed for a first-time learner of the content. The explanations are not thorough and would likely serve as a review for most learners.

0: An object is rated *very weak or no value* for explanation of subject matter if its explanations are confusing or contain errors. There is little likelihood that this object will contribute to understanding.

N/A: This rubric is *not applicable* (N/A) for an object that is not designed to explain subject matter, for example, a sheet of mathematical formulae or a map. It may be possible to apply the object in some way that aids a learner's understanding, but that is beyond any obvious or described purpose of the object.

Summary of Observations and Suggestions for Improvement

Rating: 3 2 1 0 NA



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Rubric V: Quality of Technological Interactivity

This rubric is applied to objects designed with a technology-based interactive component. It is used to rate the degree and quality of the interactivity of that component. "Interactivity" is used broadly to mean that the object responds to the user, in other words, it behaves differently based on what the user does. This is not a rating for technology in general, but for technological *interactivity*. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.

Rubric V Scoring Guide:

3: An object, or interactive component of an object, is rated *superior* for the quality of its technological interactivity only if **all** of the following are true:

- The object is responsive to student input in a way that creates an individualized learning experience. This means the object adapts to the user based on what s/he does, or the object allows the user some flexibility or individual control during the learning experience.
- The interactive element is purposeful and directly related to learning.
- The object is well-designed and easy to use, encouraging learner use.
- The object appears to function flawlessly on the intended platform.

2: An object, or interactive component of an object, is rated *strong* for the quality of its technological interactivity if it has an interactive feature that is purposeful and directly related to learning, but does not provide an individualized learning experience. Similarly to the *superior* objects, *strong* interactive objects must be well designed, easy-to-use, and function flawlessly on the intended platform. Some technological elements may not be directly related to the content but for a *strong* rating they must not detract from the learning experience. These kinds of interactive elements, including earning points or achieving levels for correct answers, might be designed to increase student motivation and to build content understanding by rewarding or entertaining the learner, and may extend the time the user engages with the content.

1: An object, or interactive component of an object, is rated *limited* for the quality of its technological interactivity if its interactive element does not relate to the subject matter and may detract from the learning experience. These kinds of interactive elements may slightly increase motivation but do not provide strong support for understanding the subject matter addressed in the object. It is unlikely that this interactive feature will increase understanding or extend the time a user engages with the content.

0: An object, or interactive component of an object, is rated *very weak or no value* for the quality of its technological interactivity if it has interactive features that are poorly conceived and/or executed. The interactive features might fail to operate as intended, distract the user, or unnecessarily take up user time.

N/A: This rubric is *not applicable* (N/A) for an object that does not have an interactive technological element. *For example, the rubric does not apply if interaction with the object is limited to, for example, opening a user-selected PDF.*

Summary of Observations and Suggestions for Improvement:

Rating: 3 2 1 0 NA



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Rubric VI: Quality of Instructional and Practice Exercises

This rubric is applied to objects that contain exercises designed to provide an opportunity to practice and strengthen specific skills and knowledge. The purpose of these exercises is to deepen understanding of subject matter and to routinize foundational skills and procedures. When concepts and skills are introduced, providing a sufficient number of exercises to support skill acquisition is critical. However when integrating skills in complex tasks, the number of exercise problems is less important than their richness. These types of practice opportunities may include as few as one or two instructional exercises designed to provide practice applying specific concepts and/or skills. Sets of practice exercises are treated as a single object, with the rubric applied to an entire group.

Rubric VI Scoring Guide:

3: An object is rated *superior* for the quality of its instructional and practice exercises only if all of the following are true:

- The object offers more exercises than needed for the average student to facilitate mastery of the targeted skills, as stated or implied in the object. For complex tasks, one or two rich practice exercises may be considered more than enough.
- The exercises are clearly written and supported by accurate answer keys or scoring guidelines as applicable.
- There are a variety of exercise types **and/or** the exercises are available in a variety of formats, as appropriate to the targeted concepts and skills. For more complex practice exercises the formats used provide an opportunity for the learner to integrate a variety of skills.

2: An object is rated *strong* for the quality of its instructional and practice exercises if it offers only a sufficient number of well-written exercises to facilitate mastery of targeted skills, which are supported by accurate answer keys or scoring guidelines, but there is little variety of exercise types or formats.

1: An object is rated *limited* for the quality of its instructional and practice exercises if it has some, but too few exercises to facilitate mastery of the targeted skills, is without answer keys, and provides no variation in type or format.

0: An object is rated *very weak or no value* for the quality of its instructional and practice exercises if the exercises provided do not facilitate mastery of the targeted skills, contain errors, or are unsound for other reasons.

N/A: This rubric is *not applicable* (N/A) to an object that does not include opportunities to practice targeted skills.

Summary of Observations and Suggestions for Improvement

Rating: 3 2 1 0 NA



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Rubric VII: Opportunities for Deeper Learning

This rubric is applied to objects designed to engage learners in at least one of the following deeper learning skills, which can be applied across all content areas:

- Think critically and solve complex problems.
- Work collaboratively.
- Communicate effectively.
- Learn how to learn.
- Reason abstractly.
- Construct viable arguments and critique the reasoning of others.
- Apply discrete knowledge and skills to real-world situations.
- Construct, use, or analyze models.

Rubric VII Scoring Guide:

3: An object is rated *superior* for its opportunities for deeper learning only if **all** of the following are true:

- At least three of the deeper learning skills from the list identified in this rubric are required in the object.
- The object offers a range of cognitive demand that is appropriate and supportive of the material.
- Appropriate scaffolding and direction are provided.

2: An object is rated *strong* for its opportunities for deeper learning if it includes one or two deeper learning skills identified in this rubric. *For example, the object might involve a complex problem that requires abstract reasoning skills to reach a solution.*

1: An object is rated *limited* for its opportunities for deeper learning if it includes one deeper learning skill identified in the rubric but is missing clear guidance on how to tap into the various aspects of deeper learning. *For example, an object might include a provision for learners to collaborate, but the process and product are unclear.*

0: An object is rated *very weak* for its opportunities for deeper learning if it appears to be designed to provide some of the deeper learning opportunities identified in this rubric, but it is not useful as it is presented. *For example, the object might be based on poorly formulated problems and/or unclear directions, making it unlikely that this lesson or activity will lead to skills like critical thinking, abstract reasoning, constructing arguments, or modeling.*

N/A: This rubric is *not applicable* (N/A) to an object that does not appear to be designed to provide the opportunity for deeper learning, even though one might imagine how it could be used to do so.

Summary of Observations and Suggestions for Improvement

Rating: 3 2 1 0 NA

