



Distance Delivery Mastery Certificate Rubric

Criteria	Emerging	Developing	Mastery
<p>Interaction Types: Key Interaction Types</p> <p>Students can interact with:</p> <ul style="list-style-type: none"> • the instructor (e.g. 'Q&A' discussion posts, office hours, synchronous class time, email, etc.) • other students (e.g. group projects, breakout rooms, collaborative readings, peer review, etc.), • content (e.g. videos, articles, live class sessions, peer instruction, etc.) 	<p>One interaction type (e.g. student-content) is provided.</p>	<p>Two interaction types (e.g. student-content and student-student) are provided.</p>	<p>All interaction types (student-content, student-student, student-faculty) are provided.</p>
<p>Interaction Types: Synchronous/Asynchronous interaction</p> <p>Students can interact with the instructor and their peers synchronously (e.g. office hours, class time, phone calls, etc.) and asynchronously (e.g. discussion board, email, VoiceThread, Perusall, etc.).</p>	<p>The only opportunity to connect with the instructor is synchronously during scheduled class time.</p>	<p>There are opportunities for synchronous interactions outside of scheduled class times.</p>	<p>There are opportunities for both synchronous and asynchronous interactions.</p>
<p>Communicating Expectations to Students: Due Dates</p> <p>Dates for action items (e.g. readings, videos, assignments, assessments, etc.) are provided.</p>	<ul style="list-style-type: none"> • All assignments and assessments have due dates defined, but not listed in the LMS 	<ul style="list-style-type: none"> • All assignments and assessments have due dates defined in the LMS • No dates for other action items (e.g. readings, videos, etc.) are defined 	<ul style="list-style-type: none"> • All action items have due dates defined in the LMS and located in a single area specified for due dates (e.g. course calendar)

Let's explore the possibilities together!





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	<ul style="list-style-type: none"> No dates for other action items (e.g. readings, videos, etc.) are defined 		
<p>Communicating Expectations to Students: Assignments and Assessments</p> <p>Instructions for assignments and assessments are provided.</p>	<p>Every assignment and assessment have:</p> <ul style="list-style-type: none"> Instructions 	<p>Most assignments and assessments have:</p> <ul style="list-style-type: none"> Clear instructions Grading requirements (e.g. rubric) 	<p>Every assignment and assessment have:</p> <ul style="list-style-type: none"> Clear instructions Grading requirements (e.g. rubric) Stated purpose and alignment with course goals and outcomes
<p>Communicating Expectations to Students: Instructor Availability and Communication Method</p> <p>When and how (e.g. Q&A discussion forum, office hours, phone, email, etc.) the instructor will be available is provided.</p>	<p>Communication method and availability schedule are not defined.</p>	<ul style="list-style-type: none"> Communication method or availability schedule is clearly defined. Students can expect to receive responses to email and questions within 48 hours 	<ul style="list-style-type: none"> Communication method and availability schedule is clearly defined and located on the syllabus within the LMS. Students can expect to receive responses to email and questions within 24 hours
<p>Organization and navigation of the course space: Naming Conventions</p> <p>Items are labeled clearly and consistently.</p>	<p>Items do not have consistent naming (i.e. naming is the same in the syllabus, schedule, announcements, in class, etc.)</p>	<p>Some items have consistent naming (i.e. naming is the same in the syllabus, schedule, announcements, in class, etc.)</p>	<p>Every item has consistent naming (i.e. naming is the same in the syllabus, schedule, announcements, in class, etc.)</p>

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<p>Organization and navigation of the course space: Organization of content</p> <p>All necessary resources for a lesson are provided. Organizes information, ideas, and activities in a clear, concise and consistent way.</p>	<ul style="list-style-type: none"> Necessary resources for a lesson are in separate locations 3 or more “clicks” to access lesson content 	<ul style="list-style-type: none"> All necessary resources for a lesson are in one location (i.e. no separate folders for readings, videos, etc.) 3 or more “clicks” to access content 	<ul style="list-style-type: none"> All necessary resources for a lesson are in one location (i.e. no separate folders for readings, videos, etc.) Each lesson’s content and resources are linked in one page in the LMS. 3 or fewer “clicks” to access content
<p>Feedback: Purposeful feedback</p> <p>The feedback provided is clear and purposeful.</p>	<ul style="list-style-type: none"> Feedback consists of only scores or grades and is not actionable Feedback is general 	<ul style="list-style-type: none"> Provides some actionable feedback Provides some specific feedback Encourages peer feedback 	<ul style="list-style-type: none"> Provides actionable feedback (i.e. provides enough information to give students ability to adjust/improve) Provides specific feedback (e.g. using a rubric to provide feedback for each criteria) Feedback addresses both strengths and areas for improvement Course includes specific opportunities for peer feedback

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<p>Feedback: Timely and frequent feedback</p> <p>Opportunities for students to receive feedback in a timely manner are provided. (e.g. peer, instructor, self, etc.).</p>	<ul style="list-style-type: none"> Feedback is not provided in enough time for students to make adjustments/ improvements for future assignments and assessments. Feedback is received less often than every two weeks Feedback is given only on major gradable items 	<ul style="list-style-type: none"> Some feedback is provided in enough time for students to make adjustments/ improvements for future assignments and assessments. Feedback is received every two weeks Feedback is given on most gradable items 	<ul style="list-style-type: none"> Feedback is provided in enough time for students to make adjustments/ improvements for future assignments and assessments. Feedback is received at least once a week. Feedback is given on all gradable items At least one non-graded self-assessment opportunity is included in the course
<p>Using Technology: Technology is selected with purpose, clear instruction, and support.</p>	<ul style="list-style-type: none"> The role and purpose of each technology used does not have a stated purpose and alignment with the course Each technology is missing detailed instructions with contact information for support. 	<ul style="list-style-type: none"> The role and purpose of each technology used has a stated purpose and alignment with the course Each technology has detailed instructions with contact information for support. 	<ul style="list-style-type: none"> The role and purpose of each technology used has a stated purpose and alignment with the course Each technology has detailed instructions with contact information for support. The technology is free or low-cost and works across multiple operating systems.

*Learning Management System (LMS) at WSU is Blackboard. Some courses are piloting Canvas. This would still apply.

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