



Specific Review Standards from the QM K-12 Rubric, Sixth Edition

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 T Instructions make clear to learners how to get started and where to find essential course components.	3
	1.2 C Learners are introduced to the scope and structure of the course.	3
	1.3 T Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	3
	1.4 T Technical skills and digital information literacy skills expected of the learner are clearly stated.	2
	1.5 T Communication guidelines for the course are clearly stated.	2
	1.6 T Academic integrity and other course and organizational policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.7 C The self-introduction by the instructor is welcoming and is available in the course site.	1
	1.8 C Required prior knowledge in the discipline and/or any specific competencies are clearly stated in the course site.	1
Learning Objectives	2.1 C The learning objectives, materials, activities, and assessments are aligned with content standards.	3
	2.2 C Course-level learning objectives are measurable and consistent with identified content standards.	3
	2.3 C The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level learning objectives and content standards.	3
	2.4 C The learning objectives are suited to and reflect the level of the course.	3
	2.5 C Learning objectives are clearly stated, are learner-centered, and are prominently located in the course.	3
	2.6 C The relationship between learning objectives, learning activities, and assessments is made clear to learners.	3
Assessment and Measurement	3.1 C The assessments in the course measure the achievement of the stated learning objectives and content standards.	3
	3.2 C Specific and descriptive criteria are provided for the evaluation of learners' work.	3
	3.3 C The types and timing of assessments provide learners with timely feedback that gives learners multiple opportunities to reflect on their learning progress.	3
	3.4 C The course includes multiple types of assessments that are sequenced and suited to the level of the course.	2
	3.5 C Expectations for course grading and completion are stated clearly, available at the beginning of the course, and consistent throughout the course site.	1
	3.6 C The assessments provide guidance to the learner about how to uphold academic integrity.	1
Instructional Materials	4.1 C The instructional materials contribute to the achievement of the stated learning objectives and content standards.	3
	4.2 C Instructional materials are integrated in the context of each lesson, and their intended use is clear.	3
	4.3 C The course content is consistent with the reading level of the intended learners.	3
	4.4 C The instructional materials have sufficient breadth, depth, and currency.	3
	4.5 C The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.6 C Instructional materials provide varied and non-stereotypical types of representation.	1
	4.7 C The course is free of adult content and avoids unnecessary advertisements.	1
Learning Activities and Learner Interaction	5.1 C The learning activities help learners achieve the stated learning objectives and content standards.	3
	5.2 C Learning activities provide opportunities for interactions that support active learning.	3
	5.3 C The expectations for instructor responsiveness and feedback are clearly stated.	3
	5.4 C The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 C The tools used in the course support the learning objectives.	3
	6.2 T Course tools promote learner engagement and active learning.	3
	6.3 T The course design utilizes technologies and tools that protect student data and privacy.	3
	6.4 T A variety of technology is used in the course.	2
	6.5 T The course allows for customization and personalization.	2
	6.6 T The course provides flexible tools to score and record assessments and calculate earned course points or grades.	2
Learner and Instructor Support	7.1 T The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 T Course instructions articulate or link to the organization's accessibility policies and accommodation services.	3
	7.3 T Course instructions articulate or link to academic support services and resources that can help learners succeed in the course.	2
	7.4 T The course provides resources to support effective course facilitation.	2
Accessibility and Usability	8.1 T Course navigation facilitates ease of use.	3
	8.2 C The course design facilitates readability.	3
	8.3 C Text in the course is accessible.	3
	8.4 C Images in the course are accessible.	3
	8.5 C Video and audio content in the course is accessible.	3
	8.6 C Multimedia in the course is easy to use.	2
	8.7 T Vendor accessibility statements are provided for the technologies required in the course.	2

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