**Hybrid Classroom Plan Review Evaluation Rubric**

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|  | **Needs Development (1)** | **Effective (3)** | **Exemplary (5)** |
| **Instructional Design and Pedagogy**  **= /5** | The course provides limited opportunities for active student engagement with course content and with peers  Course objectives and expectations for students are insufficiently clear or misaligned with the level of the course (For Hybrid Course Design): transitions and linkages between classroom and online activities are insufficiently developed | The course provides adequate opportunities for active student engagement with course content and with peers  Course objectives and expectations for students are adequately explained and appropriate to the level of the course (For Hybrid Course Design): transitions and linkages between classroom and online activities are consistent throughout the course | The course provides ample opportunities for active student engagement with course content and with peers  Course objectives and expectations for students are clearly explained, challenging, and appropriate to the level of the course. (For Hybrid Course Design): transitions and linkages between classroom and online activities are consistently and creatively developed throughout the course |
| **Communication and Feedback**  **= /5** | Course structure permits relatively few opportunities for student/instructor communication | Course structure permits adequate opportunities for student/instructor communication | Course structure permits frequent opportunities for student/instructor communication |
| **Course Information/Learner Resources**  **= /5** | Some resource information (e.g., syllabus, course objectives, technical requirements and assistance information), contacts, and links necessary for students are missing | Most resource information (e.g., syllabus, course objectives, technical requirements and assistance information), contacts, and links necessary for students are provided | All resource information (e.g., syllabus, course objectives, technical requirements and assistance information), contacts, and links necessary for students are provided |
| **Course Design and Presentation**  **= /5** | Some of the tasks, responsibilities, and steps needed to succeed in the course are only partially explained to students Some course areas and pages are well designed, easily located, and easily accessible | Most of the tasks, responsibilities, and steps needed to succeed in the course are clearly and completely explained to students Most course area and pages are well designed, easily located, and easily accessible. | All of the tasks, responsibilities, and steps needed to succeed in the course are clearly and completely explained to students All course areas and pages are well designed , easily located, and easily accessible |
| **Assessment and Evaluation**  **= /5** | Assessment strategies are used to measure content knowledge and skills | Assessment strategies are used frequently to measure content knowledge and skills | Assessment strategies are used frequently, and in multiple formats, to measure content knowledge and skills |
| **Technology Integration**  **= /5** | The course utilizes a few Blackboard features and no other online resources, such as multimedia or web-based tools Course materials accommodate only a limited variety of learning styles | The course utilizes most Blackboard features and some other online resources, such as multimedia and web-based tools Course materials accommodate a number of different learning styles | The course utilizes a full range of Blackboard features, multimedia, and web-based tools Course materials consistently meet a number of different learning styles |

**Total : = /30**

Adapted from :   
Bronx Community College Online Course Development Program

<http://hybrid.commons.gc.cuny.edu/files/2012/09/BCC-Hybrid-Course-Site-Review-Evaluation-Rubric.pdf>

More resources from : <http://www.csuchico.edu/tlp/resources/rubric/rubric.pdf>

**Applying the Rubric**

**The Rubric for Online Instruction can be used in one of three ways at CSU, Chico:**

1. As a self-evaluation tool to assist instructors with course revision.
2. As a means to recognize instructors for exemplary online instruction.

As a guide to design new online courses.

A rubric for evalution and monitoring the implementation of a HCAIL plan : <http://www.ion.uillinois.edu/initiatives/qoci/rubric.asp>