Quality Assurance Rubric
Distance Education Instruction

	Needs Improvement/ Not Observed	Developing	Proficient	Exemplary
Learning Objectives and Standards Alignment	Instructional standards and learning objectives are unclear or not provided to students.	The intended standards, learning objectives, and depth of knowledge are not aligned. Students may be confused about what they are learning.	The standards are relevant to the student population and the learning objectives and depth of knowledge level is aligned with the standards. All students can articulate what they are learning.	The standards are relevant to the student population and the learning objectives and depth of knowledge level is aligned with the standards. All students can articulate what they are learning and why. The instructor demonstrates how the objectives fit into the broader unit, class, and program goals. This could be used as a model for other instructors.
Emphasis on Support and Community	The teacher does not review prior learning to confirm students' readiness and ability to connect new concepts.	The teacher attempts to review prior learning to confirm students' readiness and ability to connect new concepts, but is unsuccessful.	The teacher reviews prior learning to confirm students' readiness and ability to connect new concepts. Students receive ongoing encouragement for effort and correct execution of tasks.	The teacher reviews prior learning to confirm students' readiness and ability to connect new concepts. Student receive ongoing encouragement for effort and correct execution of tasks. The learning community emphasizes critical thinking and problem solving.
Applied Learning (tied to objective)	Instruction does not provide learning activities that emulate real-world tasks or build on the life experiences of students.	Instruction provides activities that emulate real-world tasks or builds upon the life experiences of students to enhance student engagement.	Instruction provides activities that emulate real-world tasks and builds upon the life experiences of students to enhance student engagement and develop a greater understanding of class material and complex concepts.	Instruction provides activities that emulate real-world tasks and builds upon the unique life experiences of individual students to enhance student engagement, develop a greater understanding of class material and complex concepts, and increase problem solving, critical thinking, teamwork, leadership, or communication skills.

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Peer-to-Peer Interaction	Students have little or no opportunity to interact with one another.	Students do not have enough opportunities to engage and interact with one another through activities that support learning or the activities are not aligned to the learning objectives.	Students have opportunities to engage, interact, and learn from one another through activities that support learning such as discussion boards, synchronous discussion, or other collaborative opportunities.	Students have ongoing opportunities to engage, interact, and learn from one another through activities that support learning such as discussion boards, synchronous discussion, or other collaborative opportunities where students can apply critical thinking strategies, and build workplace skills such as teamwork, cooperation, negotiation and consensus-building.
Mastery of Concepts	Instruction does not allow students to demonstrate their understanding and application of concepts taught OR it is clear that students are still confused at the end of the lesson/unit.	Instruction attempts to include methods for students to demonstrate their understanding and application of the concepts taught, but they are inappropriate or insufficient.	Instruction includes methods for students to demonstrate their depth of understanding and application of the learning objective and standard.	Instruction includes methods for students to demonstrate their depth of understanding and application of the learning objectives and standards. Students are able to self-assess and articulate misunderstandings that led to incorrect or inaccurate responses.