



CHECKLIST FOR EVALUATING ONLINE COURSES FOR MIDDLE AND HIGH SCHOOL STUDENTS

This document is designed to assist in determining the quality and effectiveness of online courses. It is based on the Southern Regional Educational Board's *Essential Principles of Quality* and has been extended and modified to meet the needs of the State of Maryland.

Section A: CURRICULUM, INSTRUCTIONAL DESIGN AND STUDENT ASSESSMENT

Course:		Reviewer:	
Course Provider:		E-mail:	Phone:
URL:		School/Office:	Date:

DIRECTIONS: Rate each item based on the extent to which the item meets the criteria. Circle the values and provide a total score.

CURRICULUM, INSTRUCTIONAL DESIGN, AND STUDENT ASSESSMENT						
<i>To what extent does the course meet the criteria in this area?</i>	<i>Considerations</i>	Does Not Meet Criteria (less than 75%)	Partially Meets Criteria (75%)	Meets Criteria (90% or greater)	Not Enough Information	<i>Comments</i>
1. The course content and assignments are aligned with the state's academic standards, standards set for AP courses, or nationally accepted content standards set for technology, computer science, or other courses whose content is not included in the state standards.	Course objectives, student learning outcomes, and assignments are listed and correlate with established standards and the content and format requirements of required county, state, or national assessments.	1	2	3		
2. Course assessments and tasks align with the required local, state, and national assessments that are associated with the course.	AP testing requirements; state assessments; county assessments; IT course assessments	1	2	3		



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3. The course content and assignments are of sufficient rigor, depth, and breadth to teach the standards being addressed.		1	2	3		
4. Course architecture permits online teacher to add content and assessments.	Additions can be made within the course itself, not separate software.	1	2	3		
	<i>Subtotal:</i>					
<i>Questions 1 - 4</i>	<i>Sum of subtotals:</i>	_____				
If the course does not partially meet the content standards or the assessment requirements, the course <u>will not be used by MVLO.</u>						
5. A clear, complete course syllabus is available for review.	The syllabus includes: course objectives, student learning outcomes, course credit value, assignments, student expectations, time requirements; required materials, and grading policy	1	2	3		
6. Hardware, web browser, and software requirements are specified.	Operating system, processor speed, plug-ins, connection speed	1	2	3		
7. The course engages students in learning activities that address a variety of learning styles and preferences.	Examples, case studies, simulations, research, variety of reading and written activities, visuals and graphics, discussions and labs	1	2	3		
8. The course reflects multi-cultural education.	Images, language and content, selection of print and non-print resources	1	2	3		



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9. The teacher can adapt learning activities to accommodate students' needs.	Students with disabilities, 504 plans, ESOL, low skill levels, enrichment	1	2	3		
10. Readability level is appropriate for course.		1	2	3		
11. Written assignments are appropriate for course.		1	2	3		
12. Mathematical requirements are appropriate for course.		1	2	3		
13. Prerequisite skills in the use of technology are identified	Course describes skills and knowledge of Internet and software applications needed	1	2	3		
14. The course includes the use of appropriate content specific tools and software.	Such as graphing calculators, probes, microscopes, word processing, spreadsheets	1	2	3		
15. The course provides opportunities for students to engage in higher order thinking and critical-reasoning activities.	Support opinions with evidence from test and experience; higher order thinking questions, variety of questions	1	2	3		
16. The course is designed to teach for enduring understandings.	Essential questions, Backward design; broad-based concepts	1	2	3		
	<i>Subtotal:</i>					
<i>Questions 5 - 16</i>	<i>Sum of subtotals:</i>	_____				



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<i>To what extent does the course meet the criteria in this area?</i>	<i>Considerations</i>	Does Not Meet Criteria (less than 75%)	Partially Meets Criteria (75%)	Meets Criteria (90% or greater)	Not Enough Information	<i>Comments</i>
17. The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.	Valid and reliable assessments include online or proctored testing, performance assessments, projects, demonstrations, case studies, portfolios	1	2	3		
18. Students have access to resources that enrich the course content.	Print and online resources and other appropriate resources are cited.	1	2	3		
19. The course provides opportunities for appropriate student-to-student interaction and a plan for monitoring that interaction.	Collaborative learning through e-mail, discussion strands, simulations, labs, and other group project is evidenced in the courses.	1	2	3		
20. The course provides opportunities for appropriate teacher-to-student interaction, including timely and frequent feedback about student progress.		1	2	3		
21. The results of peer review and student evaluations of courses are available.	Course provider can provide written evidence.	1	2	3		
22. The course is updated periodically to ensure timeliness.		1	2	3		
23. Course provider uses multiple ways of assessing course effectiveness.	Course is evaluated on multiple criteria: student completion rates, student performance on in-course assessments and on county, state, and/or national assessments, satisfaction surveys	1	2	3		



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24. The course is evaluated regularly for effectiveness and the findings used as a basis for improvement.	Course provider provides evidence of ongoing evaluations and associated improvements.	1	2	3		
	<i>Subtotal:</i>					
<i>Questions 17 - 24</i>	<i>Sum of subtotals:</i>					
<i>Section A Questions 1 - 24</i>	<i>Overall Total: (Add all sum totals)</i>					



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Section B: LEGAL REQUIREMENTS

DIRECTIONS: Rate each item based on the extent to which the item meets the criteria. Circle the values and provide a total score. If the course does not meet the legal requirements, it should not be used.

LEGAL CONSIDERATIONS						
<i>To what extent does the course meet the criteria in this area?</i>	<i>Considerations</i>	Does Not Meet Criteria (less than 75%)	Partially Meets Criteria (75%)	Meets Criteria (90% or greater)	Not Enough Information	<i>Comments</i>
1. Issues associated with the use of copyrighted materials are addressed.	The course provider guarantees in writing that all course materials comply with copyright laws	1	2	3		
2. The course includes guidelines for students on the use of copyrighted materials.	This could be included in the course materials or in the orientation to the course materials.	1	2	3		
	<i>Subtotal:</i>					
<i>Section B</i>	<i>Overall Total:</i>	_____				



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Section C: ACCESSIBILITY

Course:		Reviewer:		
Course Provider:		E-mail:		Phone:
URL:		School/Office:		Date:

DIRECTIONS: Rate each item based on the extent to which the item meets the criteria. Circle the values and provide a total score. If the course does not meet the accessibility requirements, it should not be used.

- MSDE shall select the available product that best meets the specifications and has the greatest functionality for equivalent access for students with disabilities, including blindness. If a product that meets the equivalent access standards is not available, or if obtaining an available product would fundamentally alter the nature of the instructional activity or would result in an undue burden, MSDE may obtain a product that does not meet the equivalent access standards but provides the best equivalent access functionality. (Senate Bill 226)

ACCESSIBILITY				
<i>Web-Based Internet Information and Applications</i> Section 508, Subpart B, Technical Standards Section 1194.22 Web-based Internet Information and Applications	Does Not Meet Criteria	Meets Criteria	Requires Instructional Alternative	<i>Comments</i>
a) A text equivalent for every non-text element shall be provided (e.g., via " alt ", " longdesc ", or in element content).	1	2		
b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.				



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c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup .				
d) Documents shall be organized so they are readable without requiring an associated style sheet .				
e) Redundant text links shall be provided for each active region of a server-side image map .				
f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.				
g) Row and column headers shall be identified for data tables.				
h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.				
i) Frames shall be titled with text that facilitates frame identification and navigation.				
j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.				
k) A text-only page , with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.				



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l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by Assistive Technology .				
m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).				
n) When electronic forms are designed to be completed on-line, the form shall allow people using Assistive Technology to access the information, field elements , and functionality required for completion and submission of the form, including all directions and cues.				
o) A method shall be provided that permits users to skip repetitive navigation links.				
p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.				
<i>Items a) – p)</i>	<i>Subtotal:</i>			
<i>Section C</i>	<i>Overall Total:</i>		_____	



**CHECKLIST FOR EVALUATING ONLINE COURSES
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Section D: SUMMARY EVALUATION OF COURSE

Course:		Reviewer:		
Course Provider:		E-mail:		Phone:
URL:		School/Office:		Date:

SCORES

Section A	<i>Subtotal:</i>		COMMENTS
Section B	<i>Subtotal:</i>		
Sections A + B	<i>Overall Total:</i>		
Section C			
Requirements Met:	YES	NO	
Course is Recommended:	YES	NO	

Reviewers' Signature: _____ **Date:** _____