PLN Rubric: Online Assessment

Participants’ should research and submit written reflection on articles related to at least 3 of the following online assessment criteria. The following rubric can serve as quality guidelines for PLN submissions.

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| **Criteria** | **Examples of Excellent Indicators** | Meets criteria | Somewhat meets criteria | Does not meet criteria | Comments |
| 1. Assessing Online Learning | The teacher knows and understands adequate and appropriate assessment instruments to measure online learning that reflect content validity, reliability, and consistency over time.  Teacher is will create and implement their own assessments in online learning environments. |  |  |  |  |
| 2. Meeting Learning Goals and Standards | The teacher will develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals.  The teacher is able to create, select, and organize appropriate assignments and assessments and align curricular content with associated and standards-based learning goals. |  |  |  |  |
| 3. Assessment Data Security | The teacher knows and understands multiple strategies for ensuring the security of online student assessments, academic integrity, and assessment data.  The teacher will implement a variety of assessments that ensure the security of student assessment data and accurately measure student ability. |  |  |  |  |
| 4. Authentic Assessment | The teacher knows and understands the reach of authentic assessments (i.e., opportunities for students to demonstrate understanding of acquired knowledge and skills, as opposed to testing isolated skills or retained facts).  The teacher is able to assess student knowledge in a forum beyond traditional assessments such as online testing, performance assessments, projects, demonstrations, multimedia presentations, case studies, simulations or electronic portfolios. |  |  |  |  |
| 5. Formative and Summative Assessments | The teacher knows and understands the process of continuous evaluation of students to include formative and summative assessments and student feedback, including polls and surveys that reflect student learning progress throughout the course.  The teacher is able to create or select and implement a variety of formative and summative assessments that assess student progress and utilize student feedback to improve the online learning experience. |  |  |  |  |
| 6. Individualized Instruction | The teacher knows and understands techniques to plan individualized instruction incorporating student data.  The teacher is able to customize instruction, based on assessment data, in order to personalize the learning experience per student needs and performance.  The teacher is able to address levels of ability through a variety of alternative interventions. |  |  |  |  |
| 7. Teacher Self-Reflection | The teacher knows and understands the importance of self-reflection or assessment of teaching effectiveness.  The teacher is able to create opportunities for self-reflection or assessment of teaching effectiveness within the online environment such as classroom assessments, teacher evaluations, and teacher-peer reviews. |  |  |  |  |
| 8. Student Self-Assessment | The teacher knows and understands the importance of student self-assessment.  The teacher is able to create opportunities for student self-assessment within the course. |  |  |  |  |

*References:*

International Association for K-12 Online Learning. (2011, October). *National Standards for Quality Online Teaching.* Retrieved May 7, 2012, from iNACOL: http://www.inacol.org

Southern Regional Education Board. (April 2003). *Essential Principles of High-Quality Online Teaching.* Atlanta: SREB.