# **Hybrid/Online Course Development & Teaching Evaluation Rubric**

A good rubric can be useful in both the design and assessment phases of a course.

The rubric below[[1]](#footnote-1)\* reflects practices that have been shown to increase learner engagement and success in online learning environments. They can help you whether you are developing a hybrid course or a [fully-asynchronous course](https://beta.teaching.washington.edu/topics/preparing-to-teach/designing-and-refining-hybrid-and-online-courses/asynchronous-learning/).

Consider using the rubric as a:

* **Design guide** when developing a hybrid or online course
* **Self-reflection prompt** after teaching a hybrid or online course
* **Tool for facilitating conversations** about a colleague's teaching

Regardless of how you use it, the rubric embodies the understanding that ***good teaching is iterative in nature***. Building and teaching hybrid and online courses is a practice that develops over time and that benefits from reflection and refinement.

## How this rubric is organized

The rubric consists of **five principles** with a number of **related objectives**. If you are using the rubric for self-reflection or evaluation, consider determining which of the following**performance levels** best describes your or your colleague's work in each objective:

1. **In Progress** – The objective hasn't yet been met; there is room for growth.
2. **Established Practice** – The basic requirements of the objective have been met.
3. **Exemplary** – The objective has been met with particular excellence and skill.

Along with indicating a performance level, evaluators are encouraged to provide specific evidence of the instructor’s progress toward each objective, as well as comments on the instructor’s strengths and areas for improvement.

## Hybrid/Online Course Development and Evaluation Rubric

The rubric below is composed of five principles, each of which point to a handful of objectives designed to help your course align with the principle. Note: If you are teaching a fully-online course, the US Department of Education requires that your course include “regular and substantive interaction”(RSI) between students and between the students and the instructor. The [Regular and Substantive Interaction webpage](https://beta.teaching.washington.edu/course-design/preparing-to-teach/rubric-for-hybrid-and-online-course-design/regular-and-substantive-interaction/) includes a more detailed definition of RSI and examples of how to design for RSI. The rubric below notes (in parentheses) the objectives that are particularly relevant to achieving RSI.

### Principle 1: Alignment

Critical course components work together to ensure that learners achieve the stated learning outcomes.

1. **Objective: The instructor articulates measurable course-level learner outcomes.**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: Learning objectives for each week, unit, or module are measurable and consistent with the course-level outcomes.**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: Required synchronous sessions, if they occur, are intentionally designed to advance specific module or unit objectives.**

Note: If an instructor requires learners to attend synchronous class sessions, those sessions must only occur during the times listed in the time schedule.

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The workload assigned to learners aligns to disciplinary norms and is appropriate to the level of the course.**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: Course assessments align with course-level outcomes.**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

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### Principle 2: Course Orientation and Structure

Course elements and organization assist learners in identifying course expectations and successfully navigating the course itself.

1. **Objective: The instructor welcomes learners to the course and makes clear how to get started. (RSI)**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The instructor provides access to a Syllabus and Course Schedule.**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The instructor employs a consistent organizational scheme throughout the course and orients learners to that scheme to facilitate access to course materials. (RSI)**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The instructor provides strategies and resources to help learners succeed as online learners. (RSI)**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

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### Principle 3: Engagement

The instructor establishes and maintains a clear presence in the course and creates opportunities for dialogue and sharing between learners.

1. **Objective: The instructor establishes and models communication expectations for an inclusive, welcoming learning environment. (RSI)**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The course includes multiple avenues for learner-instructor interaction. (RSI)**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The course includes multiple opportunities for learner-learner interaction. (RSI)**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The instructor is a visible, engaged presence throughout the course. (RSI)**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The instructor creates course content using a variety of formats to promote learner engagement. (RSI)**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

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### Principle 4: Accessibility and Inclusion

Course content and activities reflect inclusive, accessible design principles and practices.

1. **Objective: The content in the course meets basic accessibility objectives.**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The instructor’s course design and pedagogy create an inclusive learning environment**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The instructor follows institutional guidelines for stating academic and institutional policies** (e.g., religious accommodation, disability accommodation, information about relevant learner support resources and opportunities)**.**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The instructor models flexibility and, where appropriate, offers learners alternative ways to engage or meet expectations. (RSI)**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

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### Principle 5: Assessment

Course assessments provide learners with multiple opportunities to achieve outcomes.

1. **Objective: The instructor provides learners with multiple and varied ways to demonstrate their knowledge or mastery of course concepts and skills.**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The instructor provides specific and descriptive criteria for the evaluation of learners’ performance. (RSI)**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. **Objective: The instructor helps learners understand the importance of academic integrity and the implications of academic misconduct.**

In Progress

Established Practice

Exemplary

Evidence/Examples:

Strengths:

Areas for Improvement:

1. \* This rubric was drafted by the UW Digital Learning Alliance as a resource to help instructors in the course development process and as a tool instructors can use to guide their evaluation of their own or a colleague's hybrid or online teaching. Have suggestions for ways to improve the relevance or usefulness of the rubric? Share your ideas through [this feedback form](https://forms.gle/NDtCbB2UuEhgDEro6). [↑](#footnote-ref-1)