

## ODE Distance Learning Resources Quality Indicators



ODE created this rubric to guide our collection of resources and as a tool for schools and teachers to consider before sharing online learning resources. When possible, distance learning resources should align to Oregon’s state standards; however, resources may be most productive when they provide students opportunities to engage their own interests and passions. This rubric is adapted from Achieve’s [open educational resources rubric](#).

<i>Indicator</i>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Human Engagement</b>	Static or asynchronous content with no real opportunity for student input, collaboration with other students, or engagement with family.	Limited interaction primarily focused on teacher delivered content and independent student work.	Opportunity for real-time voice or visual engagement encouraging “check-in” and personalized learning experience including academic discussion, student input, collaboration, and possibilities to engage with family. Posted videos utilized for group or individual response.
<b>Independent Learning</b>	Not age-appropriate and needing significant adult involvement.	Age-appropriate with students needing assistance from an adult.	Age-appropriate & allows students to engage with material with minimal adult involvement.
<b>Supporting Diverse Learners</b>	Missing important elements (e.g. directions for some parts of a lesson are not included). Important elements do not function as they are intended to (e.g. directions are unclear or practice exercises are missing or inadequate). Teachers would need to supplement to use it effectively.	Does not include suggestions for ways to use the materials with a variety of learners. Some core components (e.g., directions) are underdeveloped. Heavy reliance on technology.	Materials are accessible, comprehensive and easy to understand and use. They include suggestions for how to differentiate the materials with a variety of learners (ELs, students experiencing disability, etc.). Materials support affirming and safe learning for all student identities.
<b>Formative Feedback</b>	Materials include ambiguous learning goals, if present at all. Students do not receive feedback, or feedback is general and not formative. No focus on incorporating feedback into learning is given.	Materials include clear learning goals and students receive formative feedback from an adult. Students are limited in how they incorporate formative feedback into their learning.	Materials include clear learning goals that facilitate self-assessment and peer feedback. Materials elicit student thinking in a variety of ways, and students are given the opportunity to incorporate feedback into their learning.
<b>Higher-Order Thinking</b>	Materials offer extension for 1 of the following: <ul style="list-style-type: none"> <li>● demonstrate critical thinking</li> <li>● meaningful collaboration</li> <li>● effective communication</li> <li>● metacognition</li> <li>● abstract reasoning</li> <li>● evaluation of argument or evidence</li> <li>● novel application of knowledge</li> <li>● construction or use of models</li> <li>● posing of questions</li> </ul>	Materials offer extension for 2 of the following: <ul style="list-style-type: none"> <li>● demonstrate critical thinking</li> <li>● meaningful collaboration</li> <li>● effective communication</li> <li>● metacognition</li> <li>● abstract reasoning</li> <li>● evaluation of argument or evidence</li> <li>● novel application of knowledge</li> <li>● construction or use of models</li> <li>● posing of questions</li> </ul>	Materials offer extension for 3+ of the following: <ul style="list-style-type: none"> <li>● demonstrate critical thinking</li> <li>● meaningful collaboration</li> <li>● effective communication</li> <li>● metacognition</li> <li>● abstract reasoning</li> <li>● evaluation of argument or evidence</li> <li>● novel application of knowledge</li> <li>● construction or use of models</li> <li>● posing of questions</li> </ul>