

# Course Review Final Report

<b>Institution:</b>	Graduation Alliance
<b>Course Code:</b>	ENG210Graduat042720
<b>Course Number:</b>	ENG210
<b>Course Name:</b>	English 10
<b>Course Representative:</b>	Graduation Alliance
<b>Review Start Date:</b>	2020-06-04
<b>Review End Date:</b>	2020-08-12
<b>Rubric:</b>	The Quality Matters K-12 Rubric, Fifth Edition

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## General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure they get off to a good start.

### STANDARD 1.1 T - (3 Points) **Essential** - Template Standard

Instructions make clear to learners how to get started and where to find essential course components.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET (Yes: 3, No: 0)

STANDARD 1.1 T

### Reviewer Recommendations

#### Evidence

The Graduate Alliance Template provides a general overview and navigation instructions (Standard 1.1) under the Dashboard > Guide Me link. These instructions include both how to get started and where to find essential Template components. The Course Syllabus, which contains a course overview and outline of topics, is prominently located under Course Introduction > Course Syllabus.

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## **Suggestions For Improvement**

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STANDARD 1.1 T

### **Reviewer Recommendations**

#### **Evidence**

Standard 1.1 is met, as instructions are made available to clarify/make clear to learners how to get started and where to find essential course components. For example, the Graduate Alliance Template provides two helpful components that address this standard: The Course Introduction and Course Success Strategies. The Course Introduction informs students of success tips and course strategies. The Course Success Strategies section helps students: select view preferences for completed lessons, locate resources for support, identify how to submit graded activities, discover how to post and participate in a class discussion, comprehend an assignment rubric. Helpful video walkthroughs of course components and common tasks were made available as well.

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## **Suggestions For Improvement**

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STANDARD 1.1 T

## **Reviewer Recommendations**

### **Evidence**

You did a good job providing students with an interesting screencast to provide instructions on how to navigate the system, and your “Guide Me” link on the Dashboard provided information for learners to get started, as required by Specific Review Standard 1.1. I was unable to verify the introductory class “I Will Graduate” as mentioned in the email communication since I do not have access to the course, but from the screenshot and the explanation, the “I Will Graduate” course also supports this standard as well.

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### **Suggestions For Improvement**

While the introduction instructions are generic and apply for all courses, you may want to include subject-specific recommendations, especially course success strategies for subjects such as math, science, etc., so students can utilize skills that are specific to the subject and treat the introduction modules more seriously. You should also consider including an interactive activity, such as a scavenger hunt or an orientation quiz, to lead learners through an exploration of the different parts of the course (which you may have already in the “I Will Graduate” course, but since I was not able to confirm it, I would still like to recommend this strategy.)

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**STANDARD 1.2 C - (3 Points) Essential**

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**Learners are introduced to the purpose and structure of the course.**

**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 3, No: 0)**

STANDARD 1.2 C

### **Reviewer Recommendations**

#### **Evidence**

The course has an introductory unit which contains a course intro, course success strategies, course syllabus, terms of use and student course contract. The course does have a personalized pace chart. There is a nice chart that shows the lessons and the activities and the points assigned to each. The introduction includes a section on how to submit the various assignments included in the course. It includes videos to provide additional support for students and those who might be assisting them.

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#### **Suggestions For Improvement**

The course developers provided information in small chunks. Providing information in a video format as well as a written document might ease the burden of comprehending new information but would also aid in the human-to-human connection.

STANDARD 1.2 C

## **Reviewer Recommendations**

### **Evidence**

You did a good job providing information in the pages of your Syllabus that help learners understand the “purpose of the course and how the learning process is structured and carried out, including course schedule or pace chart, delivery modality, modes of communication, types of learning activities, and how learning will be assessed”, which meets what Specific Review Standard 1.2 asks.

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### **Suggestions For Improvement**

You may consider giving more instruction to students during Module 0 on the different types of assessments that will be included in the class, and how students will be assessed for each of these assessments. For example, what would be assessed in the reading quiz? (reading comprehension, vocabulary, etc.?) How would students be assessed in the submitted assignments (rubric?) This will give students a comprehensive understanding before they encounter these assessments and be mentally prepared as they read through the syllabus.

STANDARD 1.2 C

### **Reviewer Recommendations**

#### **Evidence**

Learners are introduced to the course at the beginning of the Week 1 module. Within this Introduction, students learn how to navigate, the types of activities, a course outline with the lessons, and the assessments as well as the time needed to complete and the points. This course does a nice job of making this information readily available and student-friendly.

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#### **Suggestions For Improvement**

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### **STANDARD 1.3 T - (3 Points) Essential - Template Standard**

**Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.**

**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 2, No: 1)**

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STANDARD 1.3 T

## **Reviewer Recommendations**

### **Evidence**

The Graduate Alliance Template states the minimum technology requirements and provides information on how to obtain those technologies, particularly with regards to the use of Chromebooks, (Standard 1.3) under Course Introduction > Course Success Strategies.

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### **Suggestions For Improvement**

It would help for the Template to provide instructions for obtaining a PDF reader.

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STANDARD 1.3 T

## **Reviewer Recommendations**

### **Evidence**

Standard 1.3 is met, as learners are provided with detailed, clearly worded information regarding the technologies they will need throughout the course, including information on where they can be obtained. This information is provided on page 3 of the Course Success Strategies in the Locate Resources for Support Section.

EX:

**Technology to Participate in this Class:** You will need to use a computer, Chromebook, or laptop with internet access. If you are provided with a Chromebook you will also receive a MiFi device, which provides internet access. You will need to know how to use your browser, have a PDF reader, know how to use email, and know how to create and submit files.

**Google Chrome** is the preferred browser.

**Information Technology Support:** Tech support is available from 7am-8pm Mountain Time. They can be reached at phone number: (855) 945-5472. This information is also located on the portal dashboard "**Need Help**" task bar on the far left.

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### **Suggestions For Improvement**

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STANDARD 1.3 T

## **Reviewer Recommendations**

### **Evidence**

While I was able to find some mention of the technology requirements in the course, the information is vague and not enough for students to prepare their technology for the class. For example, in the template, I was able to find the following:

**Technology to Participate in this Class:** You will need to use a computer, Chromebook, or laptop with internet access. If you are provided with a Chromebook you will also receive a MiFi device, which provides internet access.

Unfortunately, this information may not be enough for students with limited technical understanding, or their parents, since it does not discuss the type of computer they should have or the type of internet access they need in order to be successful for the course.

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### **Suggestions For Improvement**

You may wish to include more detailed hardware and software requirements for your student, especially in the first semester of every course. Detailed hardware information can include:

- minimum CPU or memory,
- Speakers or headsets,

- or other peripherals needed.

Software can include

- recommended browser,
- calculator software (if needed),
- Google Doc or Google Suite,
- and other software used in the course.

You may also want to include other software such as Adobe Reader, since not every computer make come with the software pre-installed.

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**STANDARD 1.4 T - (3 Points) Essential - Template Standard**

**Minimum computer skills and digital literacy skills expected of the learner are clearly stated.**

<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 2, No: 1)</b>
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STANDARD 1.4 T

## **Reviewer Recommendations**

### **Evidence**

The Graduate Alliance Template states the “minimum computer skills and digital literacy skills expected of the learner” (Standard 1.4) under the Course Introduction > Course Success Strategies. The Template provides tutorials on course-specific skills, including how to complete a quiz, check answers in a quiz, and submit an activity for a grade. Additional instructions for computer skills are located in the context of activities and assignments within the course (e.g., establishing the credibility of online sources, citing online sources properly, etc.).

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## **Suggestions For Improvement**

STANDARD 1.4 T

## **Reviewer Recommendations**

### **Evidence**

Standard 1.4 is met, as minimum computer skills and digital literacy skills expected of the learner are clearly stated. In the Course Strategies book within the Course Introduction module... a statement is made regarding minimal computer skills.

EX:

"If you are provided with a Chromebook you will also receive a MiFi device, which provides internet access. You will need to know how to use your browser, have a PDF reader, know how to use email, and know how to create and submit files."

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### **Suggestions For Improvement**

It is also valuable, but not required, to have learners practice computer skills as a part of the orientation or course introduction.

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STANDARD 1.4 T

### **Reviewer Recommendations**

#### **Evidence**

Specific Review Standard 1.4 asks the course to provide information about a list of needed computer and digital literacy skills tools and resources. While you have done a great job providing videos that teach students how to use specific tools within the learning management system, I was unable to find a list of computer and digital literacy skills in the course.

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## Suggestions For Improvement

It would be extremely helpful for both students and parents if you can include a section in the Course Introduction module the lists all of the skills the students should have, including but not limited to: download and upload files, share Google Docs (if needed), work in multiple browser windows and tabs simultaneously, use presentation programs, or use web conferencing tools, just to name a few.

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## STANDARD 1.5 T - (2 Points) - Template Standard

**Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.**

<b>Points Possible: 2</b>	<b>Points Awarded: 2</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 1.5 T

### Reviewer Recommendations

### Evidence

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The Graduate Alliance Template states “etiquette expectations ... for online discussions, email, and other forms of communication” (Standard 1.5) under Course Introduction > Course Success Strategies.

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### **Suggestions For Improvement**

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## Reviewer Recommendations

### Evidence

Standard 1.5 is met, as etiquette expectations are clearly stated. In the Course Success Strategies, on page 8, it informs students of the concept of "netiquette" and how to interact with other students on discussion boards. They are also reminded of these items on the discussion activity itself.

### *EX:*

"When interacting in a discussion it's important to follow these tips. You will maintain your respect for your classmates, accept the vulnerability of posting a draft yourself, and ultimately learn new insights from your classmates!

1. Avoid replying with "I agree!" This doesn't show your knowledge or provide any feedback to your classmate.
2. Proofread your post and comment.
3. Be open to be challenged on your opinions.
4. The purpose of the discussion is growth, so it's okay to challenge other opinions, but in no way should your intention be to embarrass or degrade someone. Teacher note: In all my teaching at GA I have never seen disrespect in a discussion. Let's continue in this manner!
5. Try to encourage others! You never know how your comments may affect someone and a kind comment can go a long way to keep your classmates motivated.
6. Imagine yourself receiving the feedback you give to other classmates. Try to provide feedback with both positive and constructive statements. For example, you may post a comment that says: "The facts you provided were great, but I wondered where you found them. Try citing your sources to support your ideas."

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## **Suggestions For Improvement**

STANDARD 1.5 T

### **Reviewer Recommendations**

#### **Evidence**

While I was not able to confirm etiquette expectations for online discussions, email, and other forms of communication in the course, I was able to find some information in the form of tips on how to best interact in the discussion forum. In addition, the course representative stated that in the “I Will Graduate” course, a prerequisite for all students, contain information on netiquette, which satisfies Specific Review Standard 1.5.

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## **Suggestions For Improvement**

Although the information is already included in the prerequisite “I Will Graduate” course, it is still highly recommended that you include the same information in the Course Introduction module for all courses. This way, students will be reminded that netiquette is a requirement when communicating with their peers and their teacher, and for students who may have forgotten what netiquette is from the prerequisite course, they can review the information once again.

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**STANDARD 1.6 T - (2 Points) - Template Standard**

**Standards of academic integrity are clearly stated.**

<b>Points Possible: 2</b>	<b>Points Awarded: 2</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 1.6 T

**Reviewer Recommendations**

**Evidence**

The Graduate Alliance Template states the standards of academic integrity under Course Introduction > Student Course Contract. Students are asked to read the Academic Honesty Agreement & Course Contract and to state their intention of doing their work with integrity and honesty.

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**Suggestions For Improvement**

STANDARD 1.6 T

## **Reviewer Recommendations**

### **Evidence**

Standard 1.6 is met, as standards of academic integrity are clearly stated. For example, the following elements are listed in a prominent place in the Graduate Alliance Template within the Course Introduction section in the Student Course Contract module: 1). An explanation of what plagiarism is and what the consequences are should a learner plagiarize another's work, 2). A Code of Honor statement to be signed and submitted by the learner. After reading the prominent message, students must indicate their agreement to the Academic Honesty Agreement/Course Contract.

### **EX:**

Our School has a zero-tolerance policy for academic dishonesty. As part of your commitment to completing this course, you are responsible for doing all of your academic work with integrity.

Please read the following **Academic Honesty Agreement & Course Contract**. You must agree to and acknowledge these responsibilities before beginning this course:

1. **I understand that Plagiarism is a violation of my Academic Honesty Agreement.** It will result in a 1% score with no opportunity to redo the assignment. Plagiarism may also result in additional disciplinary action by the Principal.

Plagiarism is:

- passing off someone else's work as my own.

- using someone else's work without giving them the credit.
  - copying and pasting text into my work as if I wrote it.
  - changing a few words after copying and pasting text from another source.
2. **I understand that cheating (giving or receiving information on a test or exam) is a violation of my Academic Honesty Agreement.**
  3. **I am responsible for:**
    - Asking questions about the course content or assignment instructions as soon as I need to.
    - Completing my assignments by their due dates.
    - Doing my own work.
    - Giving credit to any author or source of information or content that I use.
    - Treating all staff, teachers, and other students with respect.
  4. **I will make a goal for this course** to help me focus my efforts, learn something new, or stay on track with my pace in the program. My teacher will help me stick to my goal for the class.

Click on the 'Start' button below to indicate your agreement to all the sections of the Academic Honesty Agreement/Course Contract you read above.

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## **Suggestions For Improvement**

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STANDARD 1.6 T

### **Reviewer Recommendations**

#### **Evidence**

I was able to find the Academic Honesty Agreement and the Course Contract in the Course Introduction module, which satisfies Specific Review Standard 1.6.

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## Suggestions For Improvement

You may wish to include multimedia assets that further introduce and teaches students the importance of academic honesty and the impact it will have in their academic career beyond your course and high school. For example, you may wish to include videos or reading to help emphasize the importance of academic honesty, and interactive quizzes or games to test students' comprehension of what may be some gray areas of academic honesty and how they can avoid pitfalls or mistakes.

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## STANDARD 1.7 C - (1 Point)

**The self-introduction by the instructor is appropriate and is clearly available in the course.**

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<b>Points Possible: 1</b>	<b>Points Awarded: 0</b>	<b>Result: NOT MET (Yes: 0, No: 3)</b>
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STANDARD 1.7 C

## Reviewer Recommendations

## Evidence

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Introductory unit has other information about the course but lacks an introduction by the teacher.

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### **Suggestions For Improvement**

While this course may be used by multiple instructors making an introduction segment difficult, adding a generic one to show that it is part of the course outline and thinking would have allowed the evaluators to mark this as met.

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STANDARD 1.7 C

### **Reviewer Recommendations**

#### **Evidence**

I was not able to locate the teacher's self-introduction page, which is required for Specific Review Standard 1.7.

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### **Suggestions For Improvement**

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You may wish to include a page with placeholders so the instructor can update their photo and self-introduction. If there are multiple instructors for the course, it would still be ideal for there to be space for multiple instructor's self-introduction. This will create a personable and approachable course environment as students are meeting their teachers virtually and get to know them better.

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STANDARD 1.7 C

### **Reviewer Recommendations**

#### **Evidence**

While I could locate contact information for both the Teacher and Academic Coach, it does not include the second part of this standard which includes the self-introduction. This is an important aspect of an online course to help build rapport with students.

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#### **Suggestions For Improvement**

It could be that this is a demo course and an actual Teacher or Academic Coach has not been added. You could provide an example of what a self-introduction would be for when the course would be live with the students. This would provide us (the reviewers) as well as your teachers what self-introduction should include.

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**STANDARD 1.8 C - (1 Point)**

**Prerequisite knowledge in the discipline and/or required competencies are clearly stated.**

<b>Points Possible: 1</b>	<b>Points Awarded: 0</b>	<b>Result: NOT MET (Yes: 0, No: 3)</b>
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STANDARD 1.8 C

**Reviewer Recommendations**

**Evidence**

The course has an Introductory Unit. In that unit there is no document that explains what knowledge is needed prior to the beginning of the course.

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**Suggestions For Improvement**

A document that explains the required tech skills and academic skills necessary would assist students/parent/student assistants and alert them to areas where particular help might be needed. This is important to reduce stress and provide students with a successful experience.

STANDARD 1.8 C

### **Reviewer Recommendations**

#### **Evidence**

I was not able to locate any mention of the prerequisite of this course, which is required for Specific Review Standard 1.8.

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#### **Suggestions For Improvement**

You may wish to include in both the syllabus and the course introduction module any prerequisite for this course. If there are none, you may also wish to include that as well in order to satisfy this SRS.

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STANDARD 1.8 C

### **Reviewer Recommendations**

#### **Evidence**

I could not locate any prerequisite or minimum course requirements.

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### Suggestions For Improvement

This could be added to the course syllabus.

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## General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies are measurable and clearly stated. They assist learners in focusing their effort in the course.

Overview Statement: The learning objectives establish a foundation upon which the rest of the course is based.

### STANDARD 2.1 C - (3 Points) Essential

Course-level learning objectives or competencies are measurable and describe what learners will be able to demonstrate as a result of successfully completing the course.

<b>Points Possible:</b> 3	<b>Points Awarded:</b> 3	<b>Result:</b> MET (Yes: 3, No: 0)
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STANDARD 2.1 C

## **Reviewer Recommendations**

### **Evidence**

Graduate Alliance Standards document shows how the standards, lesson objectives and course objectives all align. The lesson objectives are written in measurable terms that will allow the student to understand the action required to be successful.

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### **Suggestions For Improvement**

Some of the terms used in the lesson objectives use terms that may be unfamiliar to students/parents/student assistants. Adding a glossary may help everyone understand better what is being discussed and what expectations are. The lessons do a nice job of identifying the idea but to give everyone a feeling of understanding, the understanding of terminology might be helpful.

STANDARD 2.1 C

## **Reviewer Recommendations**

### **Evidence**

The Specific Review Standard 2.1 states that the course learning objectives should “describe outcomes that are measurable”. The course-level objectives described in the course worksheet, such as “Analyze a particular point of view or cultural experience” and “Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings” are measurable and meet the standard.

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### **Suggestions For Improvement**

Although it is more acceptable in K-12, you may still want to rewrite the objectives so they are not compound. The objective such as “ Identify and define different writing techniques” or “Define and illustrate comprehension of grade-level vocabulary and literary devices” should be reworded and use only one verb for the objective so students can have a clear understanding of what you are asking them to do.

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STANDARD 2.1 C

## **Reviewer Recommendations**

### **Evidence**

The course level learning objectives are found in both the course worksheet as well as in the Course Introduction. The course level objectives are measurable and provide students with providing the overall alignment for the course.

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### **Suggestions For Improvement**

I am confused as to why there is a grade 9 objectives in the English 10 course?

"By the end of grade 9, read and comprehend literature, including stories, dramas, and poems with scaffolding as needed at the high end of the range."

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## **STANDARD 2.2 C - (3 Points) Essential**

**The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives.**

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<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 2.2 C

### **Reviewer Recommendations**

#### **Evidence**

Both on the Standards document and in the course itself, there is a tight alignment between the course and unit/lesson standards and objectives as far as topic. The objectives are even placed within the slide deck at the appropriate area rather than all loaded at the front of the unit and then forgotten.

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#### **Suggestions For Improvement**

The lesson objectives have verbs that require a lower level of thinking than the course objectives. Example: Semester 1: Lesson 1.6: The Course Objective: Analyze how an author's choices create effects. The verb is a high level thinking verb. Lends itself to a short answer essay or extended response. The Lesson Objective: Identify strategies used to manipulate time in a story. The verb could lend itself to to a short answer response but instead was a multiple choice.

STANDARD 2.2 C

## **Reviewer Recommendations**

### **Evidence**

The Specific Review Standard 2.2 stated that the “module/unit learning objectives [sic] describe outcomes that are measurable and consistent with the course-level objectives [sic].” Most of your module-level objectives are consistent and measurable, and “describe learner mastery in specific, observable terms in smaller, discrete pieces.”

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### **Suggestions For Improvement**

Some of your objectives are not really objectives, but rather tasks that students are required to do. You may not want to include those as your objectives. According to the Annotation of SRS 2.2, “Measurable module- or unit-level learning objectives... describe the specific competencies, skills, and knowledge that learners should be able to demonstrate at regular intervals throughout the course.” Certain tasks, such as “Attach an audio or video file” or “Submit rough draft to class forum” should not be considered as learning objectives and should either be rephrased or removed from the module learning objectives pages.

STANDARD 2.2 C

## **Reviewer Recommendations**

### **Evidence**

The alignment between the course and lesson/unit level objectives show clear alignment. Each lesson level objective is also included at the beginning of the SoftChalk lesson and is consistent with the course-level objectives.

For example in Lesson 3.2, the course level objective is

- Identify how to write a narrative.

The lesson level objective is

- Complete an outline.

This then aligns to the 3.2.1 Outline assignment.

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### **Suggestions For Improvement**

For the most part, the alignment is clear, however in the example, I gave above there is another assignment, 3.2.2 Final draft. This is an important skill that students must demonstrate, however, I could not find an objective tied to it.

Consider adding in an objective for this such as,

- Produce a final draft of a descriptive essay.

**STANDARD 2.3 C - (3 Points) Essential**

**The learning objectives or competencies are aligned with state standards and/or other accepted content standards.**

**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 3, No: 0)**

STANDARD 2.3 C

**Reviewer Recommendations**

**Evidence**

The learning objectives do align with the required state standards as indicated by the Correlation document.

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### **Suggestions For Improvement**

None

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STANDARD 2.3 C

### **Reviewer Recommendations**

#### **Evidence**

The Common Core State Standards for English Language Arts were referenced throughout the Module-Learning Objectives, which aligns with the Course-Level Objectives, as Specific Review Standard 2.3 requires.

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### **Suggestions For Improvement**

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To promote clarity for both students and parents, you may wish to include the spreadsheet document that was submitted for the Course Worksheet in the Course Introduction module as a reference.

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STANDARD 2.3 C

## **Reviewer Recommendations**

### **Evidence**

This course is aligned to the ELA Common Core Standards which are apparent in the correlation document. These are clearly aligned with the lesson and course-level objectives.

Here is an example from Lesson 5.1:

- **L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **Course Level:** Demonstrate understanding of figurative language
- **Lesson Level:** Define types of figurative language.

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### **Suggestions For Improvement**

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Again I would just encourage you to ensure that all assessments have at least one objective

**STANDARD 2.4 C - (3 Points) Essential**

**Learning objectives or competencies are designed and written for the target student audience.**

**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 3, No: 0)**

STANDARD 2.4 C

**Reviewer Recommendations**

**Evidence**

The objectives are written in an age appropriate manner as noted in the course document and in the lessons themselves.

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**Suggestions For Improvement**

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Because some of your students may have a gap in participating in education, adding a glossary of some of the terms (ex. textual evidence, figurative language..) may help with anticipating the purpose of the lesson.

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STANDARD 2.4 C

## **Reviewer Recommendations**

### **Evidence**

Since this is a high school-level course, your learning objectives are “suited to the level of the course” by focusing on the “appropriate mastery to the type and the level of the course” in using low to mid-level Bloom’s taxonomy, such as “demonstrate”, “analyze”, and “compare/contrast”. You did a good job of selecting assessable verbs for your objectives that clearly convey your assessment plan to students.

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### **Suggestions For Improvement**

You may want to revise your objectives (both course-level and module-level, but specifically the course-level objectives) so each objective uses one measurable action verb to provide the greatest clarity to your students. When objectives are compound, sometimes students cannot interpret the objective correctly. You would want to ensure your objectives can be used by students effectively.

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STANDARD 2.4 C

### **Reviewer Recommendations**

#### **Evidence**

The objectives are clear, concise, and describe what the student will be doing in the lesson.

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#### **Suggestions For Improvement**

I would just encourage that all assignments have at least one measurable objective written for it, as in the 3.2 example I listed above. This will help to ensure students have a firm understanding of how they will demonstrate their mastery.

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## **General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives and mastering the competencies.**

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.

**STANDARD 3.1 C - (3 Points) Essential**

The types of assessments in the course measure the stated learning objectives or competencies, are consistent with learning activities and resources, and their relationship with learning objectives or competencies is clearly stated.

<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 2, No: 1)</b>
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STANDARD 3.1 C

**Reviewer Recommendations**

**Evidence**

The assessments have a direct tie to the learning objectives. True/False and multiple choice allow the student to show their knowledge of terms and key points. Writing assignments allow students to showcase their skills in a variety of writing styles. However, the loss of rigor occurs when the assessment is compared to the verb in the course objective.

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**Suggestions For Improvement**

Assessments within the course, though they do align with lesson objectives, ask the students to show a lower level of understanding on course material. Adding opportunities for students to write and express their knowledge rather than complete a multiple choice assessment would

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support the concepts within the course for writing but also ask students to think deeper about the ideas presented as suggested by the course objectives.

The lesson objectives have verbs that require a lower level of thinking than the course objectives. Example: Semester 1: Lesson 1.6: The Course Objective: Analyze how an author's choices create effects. The verb is a high level thinking verb. Lends itself to a short answer essay or extended response. The Lesson Objective: Identify strategies used to manipulate time in a story. The verb could lend itself to to a short answer response but instead was a multiple choice.

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STANDARD 3.1 C

## **Reviewer Recommendations**

### **Evidence**

Specific Review Standard 3.1 asks for "...[c]ourse assessments measure evidence of course and module/unit- level objectives..." and "...[t]he breadth, depth, and rigor of formative and summative assessments provide... evidence of student mastery of objectives or competencies." Around 50% of your assessment is multiple choice and true/false quiz, and the questions are evaluating at lower levels of Bloom's taxonomy and are inadequate to the grade level and the course/module-level objectives you have in the class. In addition, the quizzes are not using a question bank, and the answers are given to students immediately after the quiz, which will not measure student success adequately. Lastly, the quiz assessments are not aligning with the objectives, since they are not asking students to demonstrate the competencies that the objectives are asking.

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### **Suggestions For Improvement**

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You can easily improve your quizzes by creating randomized quizzes from a question bank. Ensure your question bank is robust enough that it can generate at least 3 different versions of the quiz that measures the same objectives. Moreover, you should consider having more assessments that require students to reflect and demonstrate their mastery of the objectives. You will need to align your assessments with your objectives and ensure your students are demonstrating what you want them to achieve. For example, if your objective is “make your speech interesting,” a writing assignment or a discussion activity will be more suitable than the multiple-choice quiz.

You may also wish to consider incorporating opportunities for students to submit some of their learning activities for feedback or peer review, particularly ones that target a specific skill set such as research or determining the quality of research sources online. In addition, you may want to add in more peer-to-peer interactive assignments, such as Discussions or peer reviews, in the second semester to balance the assessments.

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STANDARD 3.1 C

## **Reviewer Recommendations**

### **Evidence**

The objectives are clearly stated in the correlation document and

For example, in 7.4 the stated objectives are,

- Organize your argument
- Identify task, purpose and audience
- Identify claims and counterclaims
- Research using credible sources
- Follow MLA format

The assignments for 7.4 are, in which students demonstrate those objectives are,

- 7.4.1: Two paragraph argument draft
- 7.4.2 Two paragraph argument final

In the narrative of the assignments, I can find these objectives woven in.

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### Suggestions For Improvement

To make this alignment between the assessment and the objective more explicit you could add the objectives that the assessment meets to the table in the syllabus or correlation document.

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### STANDARD 3.2 C - (3 Points) **Essential**

**Specific and descriptive criteria are provided for the evaluation of learners' work and assist the instructor in determining the level of achievement of learning objectives and competencies.**

<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 3.2 C

## **Reviewer Recommendations**

### **Evidence**

The students are provided with a clear and meaningful description of the criteria that will be used to evaluate their coursework and participation.

1. Grading rubrics are provided for each written assignment with points assigned for each area.
2. A chart that displays lessons and coordinating activities/assessments lists the point values

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### **Suggestions For Improvement**

Students learn so much by imitating what is available and the patterns they see. The course provides great outlines for written assignments. Adding shorter writing assignments to develop particular skills and practice those outline and using a rubric could lead to greater success for students. This would also be a time to include samples of student work with notations of how it could be enhanced directly on the document or allowing students to take a document and add items that would lead to a higher score on the rubric.

---

STANDARD 3.2 C

## **Reviewer Recommendations**

### **Evidence**

I was able to find a “clear and meaningful description of the criteria that will be used to evaluate [students’] coursework” for the majority of the coursework within the assignment information, as required by Specific Review Standard 3.2. You have included the rubrics for the written assignments, template for how to compose an essay, and the target and purpose of the assignment.

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### **Suggestions For Improvement**

You may wish to include sample responses for your assignments and discussion boards, which could help students self-reflect on their own work and assist instructors in determining whether students have achieved the learning objectives according to the rubrics provided.

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STANDARD 3.2 C

## **Reviewer Recommendations**

### **Evidence**

Rubrics and examples are used to provide the students with the evaluation criteria in which they will be graded on. The syllabus also contains a list of the assignments as well as the point value associated with them.

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### **Suggestions For Improvement**

While the rubrics are available in the assignments based on 100%, it might be helpful to list how many points the students will actually receive in each assignment.

Some of the writing assignments do contain some examples or outlines, however, providing a full student sample may be helpful. For example in the 7.4 argument assignment, it would be helpful for students to see the full two paragraphs including the research and citations.

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**STANDARD 3.3 C - (3 Points) Essential**

**Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.**

**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 3, No: 0)**

STANDARD 3.3 C

### **Reviewer Recommendations**

#### **Evidence**

The majority of the assessments found in this course are summative in nature. The student is involved in short instructional segments followed by assessments that are directly related to the instruction.

Examples of assessment strategies found in this course include

1. Writing assignments that allow for the submission of a draft for instructor/student comment and suggestions for improvement
2. Within the lesson, there may be a question followed by an opportunity to check their thought.
3. Reflection assessments are built into the semester.

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## **Suggestions For Improvement**

Students need to have opportunities to reflect on their own learning/progress and engage in higher-order thinking and reasoning activities. Adding “self-check” quizzes, reflection prompts, and journal activities, and other practice opportunities that provide timely feedback to the learner, all aid in the learning opportunities for the student. Short answer essays allow the student to practice writing skills with less risk before attempting longer more value assignments.

---

STANDARD 3.3 C

## **Reviewer Recommendations**

### **Evidence**

For each lesson within the module, you have included quizzes that have multiple attempts. You have also done a great job including multiple submissions of written assignments so students can receive feedback before submitting for a final assessment, which allows students to evaluate their own learning progress. This satisfies the Specific Review Standard 3.3.

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## **Suggestions For Improvement**

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You may wish to incorporate other assessments that allow the teacher to provide “ongoing, varied, and frequent formative assessments with timely feedback” to their students, such as utilizing journals or reflection prompts. For the quizzes, you might want to include detailed feedback for the wrong answers so students can review the answer and be clear why their choice was incorrect.

---

STANDARD 3.3 C

## **Reviewer Recommendations**

### **Evidence**

Throughout the lessons, there are short self-check questions that help to assist the student which gives students immediate feedback to check if they are on track. The writing assignments contain a rough draft for students to submit so that they can improve or get feedback before submitting the final writing.

The students also have a chance to reflect midway and at the end of the course.

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### **Suggestions For Improvement**

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Again I will mention that providing students with a full example paper or essay for students to view would be helpful to see all the requirements of the assignment in their entirety.

**STANDARD 3.4 C - (3 Points) Essential**

**Multiple methods of assessment strategies are included, based on the specified learning objectives or competencies and learner need.**

<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 3.4 C

## **Reviewer Recommendations**

### **Evidence**

Assessments are varied in order to provide multiple ways for learners to demonstrate progress and mastery and to accommodate diverse learners.

Examples of various assessment types:

1. Exams
2. Essays
3. Discussions
4. Reflective journals
5. Written papers
6. Presentations/Multimedia projects

Assessments within the course follow a pattern which can be predictable and allow students to anticipate what is expected but also offer a sense of ease when using technology.

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Examples:

1. The majority of the assessments are auto grade type assessment. Some standards and objectives require a written assignment/assessment. These are usually longer writing assignments.
  2. Assessments occur frequently in each unit. Each concept has a short assessment before moving to a new concept.
- 

### **Suggestions For Improvement**

Assessments can provide a sense of completion but equally important is the idea that students can learn from their mistakes without penalty. The course offers few opportunities for assessments that carry no grade but allows a student to practice their skills. This can be completed in much the same format as the quizzes but allow the student to see where further investigation might be needed.

Along this same idea is the idea of providing students with short answer questions where they can practice their writing skills on a shorter timeline. It gives the teacher an opportunity to intervene and provide feedback. It also gives the instructor the opportunity to examine the authenticity of the writer.

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Adding additional writing assessments that allow students to interact with other students allows for learning and a sense of community.

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STANDARD 3.4 C

### **Reviewer Recommendations**

#### **Evidence**

You did a good job including “multiple methods of assessment strategies” that are “based on the specified learning objectives” for “students to demonstrate mastery”, as stated in Specific Review Standard 3.4. The assessment methods you incorporated include writing, discussions, tests, and quizzes.

---

#### **Suggestions For Improvement**

You may wish to re-assess the balance of your assessment strategies to provide students with an equal amount of practice for their critical thinking skills through writing and worksheet completion in addition to or in place of the multiple-choice/true-false quizzes that are aligned with the objectives. You may wish to create more activities for students to interact with their peers and provide opportunities for them to learn from each other, such as a group project or peer review activities.

---

STANDARD 3.4 C

## **Reviewer Recommendations**

### **Evidence**

The majority of the course contains exam type (multiple-choice, matching, true/false) assessments. The course also contains some short and longer writing assignments, as well as two reflections.

An example is for Unit 2 the assessments are all exam based:

- 2.1.1 (true/false exam)
- 2.2.1 (true/false exam)
- 2.3.1 (matching and MC exam)
- 2.4.1 (matching exam)
- 2.5.1 (matching exam)
- 2.5.2 (MC exam)

Assessments are often scaffolded with shorter auto-graded exams to build on the skills learned in the lesson to the larger written assignments.

---

### **Suggestions For Improvement**

I would encourage you to offer more authentic assignments for the students to demonstrate their mastery, such as short answer questions, discussions to allow interaction among the students, and mutli-media projects.

**STANDARD 3.5 C - (3 Points) Essential**

**Expectations for successfully completing the course, earning course credit, and calculating grades are clearly defined for the learner and instructor.**

**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 3, No: 0)**

STANDARD 3.5 C

**Reviewer Recommendations**

**Evidence**

The student Course Introduction folder has a Course Syllabus document. That document clearly lays out the Lesson and assessment with the amount of time, and number of points for each. The document also indicates that 60% is required in order to not take the course again.

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## **Suggestions For Improvement**

Adding the requirement of 60% at various places would remind students of that requirement.

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STANDARD 3.5 C

## **Reviewer Recommendations**

### **Evidence**

Specific Review Standard 3.5 asks for “clearly defined student expectations so learners understand requirements for earning credit for the course.” I was able to find the requirement that all lesson activities are required to be 60% or above in order for students to complete the course successfully.

---

## **Suggestions For Improvement**

I did not find any explanation on the penalty that may be imposed on the late assignments. If there are any late assignment policy, you should include it clearly in the syllabus. In addition, you may wish to include a list of assessments for each lesson/module in the syllabus and their corresponding points, so students can have a better expectation of what they must achieve for each lesson/module in advance.

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STANDARD 3.5 C

### **Reviewer Recommendations**

#### **Evidence**

The syllabus contains a course outline, the assessments and the points associated with each. The syllabus also states that the course must be completed with a 60% or higher final grade and that any skipped assignments are counted as a zero.

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#### **Suggestions For Improvement**

It may be helpful for students to see how many points the assignment is worth directly in the assignment itself.

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## **General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.**

Overview Statement: The instructional materials form the core of the course. The focus is on supporting the course objectives and competencies, rather than on qualitative judgments about the materials.

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**STANDARD 4.1 C - (3 Points) Essential**

The instructional materials contribute to the achievement of the stated course- and module/unit-level learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET (Yes: 3, No: 0)

STANDARD 4.1 C

### **Reviewer Recommendations**

#### **Evidence**

Lesson 6.7 has the following objectives in the first slide: Predict and make inferences. Choose textual evidence that supports and inferences. The instructor has the following tie to the content based on the objectives:

In this unit, you will learn to engage with the author, make inferences, predictions and identify suspenseful strategies. You'll also enjoy the story you'll be reading to apply the new skills you'll have learned. The story is full of suspense, surprises and in general eerie and foreboding situations, just like this picture. The slide deck is very directed toward the objectives and this carries over into the assignments as well.

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#### **Suggestions For Improvement**

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The course aligns with this component. Reminding students of the objectives at each activity would help maintain the focus.

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STANDARD 4.1 C

## **Reviewer Recommendations**

### **Evidence**

Your “instructional materials contribute to the achievement of the stated course and module-level learning objectives”, as required by Specific Review Standard 4.1. The material you included, such as lessons, videos, quizzes, handouts, etc., align with the course and module-level learning objectives in a “clear and direct way.”

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### **Suggestions For Improvement**

You may wish to consider allowing students to create or choose from a menu of activities (even as an optional choice) to practice and demonstrate their mastery of some higher-level order skills you have in the course. For example, you may wish to allow students to submit videos to “evaluate a speaker”. This will allow students to use activities they are familiar with and have an example to demonstrate their understanding of the critical thinking skills and allow you to add

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options to instructors if they choose to incorporate it or use it as extra credit/make-up assignments.

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STANDARD 4.1 C

### **Reviewer Recommendations**

#### **Evidence**

The instructional materials used in the course align with the lesson level and course level objectives. Lesson objectives are stated at the beginning of each lesson, as well as in the correlation document with the related course level objective.

The instructional materials in the course utilize written text, videos, images, and external websites.

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#### **Suggestions For Improvement**

It may be helpful to have the objective listed in the correlation document to more clearly articulate the alignment.

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**STANDARD 4.2 C - (3 Points) Essential**

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**Instructional materials are integrated within the context of each lesson, and their intended use is clear.**

**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 3, No: 0)**

STANDARD 4.2 C

### **Reviewer Recommendations**

#### **Evidence**

The instructor's initial statement and the listed objectives help students understand what they will be engaged in during the lesson. Example from 6.7: In this unit, you will learn to engage with the author, make inferences, predictions and identify suspenseful strategies. You'll also enjoy the story you'll be reading to apply the new skills you'll have learned. The story is full of suspense, surprises and in general eerie and foreboding situations, just like this picture.

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### **Suggestions For Improvement**

Including statements on what activity the student will be participating in as part of the assessment would complete the picture for the student.

STANDARD 4.2 C

## **Reviewer Recommendations**

### **Evidence**

You did a good job using the instructional materials in a consistent way that are “integrated within the context of each lesson” and have a clear purpose of their intended use and how that will help students achieve their learning objectives, as specified by Specific Review Standard 4.2. Specifically, I like the integrated lessons that throughout the course, which included videos, Khan Academy knowledge checks, and content text.

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### **Suggestions For Improvement**

For a 10th grade course, you might want to include more reading to what is already presented. Also, some of the lesson orders seem quite confusing, such as asking students to define a vocabulary or acronym before they were explained.

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STANDARD 4.2 C

## **Reviewer Recommendations**

### **Evidence**

The instructional materials used in this course have a clear purpose and align with the stated objectives.

For example in Lesson 3.1, the objectives are:

- Organize descriptive essays
- Identify a topic

This instructional material in this lesson contains information about how and what the essay requires. Students are also pointed to an external website that further discusses the important aspects needed in a descriptive essay.

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### **Suggestions For Improvement**

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When linking to an external site, list it with meaningful text and hyperlink that, instead of pasting in the full url.

So for the example in this lesson I would probably say.

"Read through this helpful information, [Down and Dirty Tips: Narrative and Descriptive Essays](#). You will want to read through all parts including: getting started, organizing, and adding transitions."

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**STANDARD 4.3 C - (3 Points) Essential**

**The course content is appropriate to the reading level of the intended learners.**

<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 4.3 C

## **Reviewer Recommendations**

### **Evidence**

One slide was copied and placed in a readability checker. The following information was provided:

**Flesch-Kincaid Grade Level: 10**

Grade level: Tenth Grade.

**The Coleman-Liau Index: 12**

Grade level: Twelfth Grade

**The SMOG Index: 10.1**

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Grade level: Tenth Grade

**Automated Readability Index: 11.1**

Grade level: 15-17 yrs. old (Tenth to Eleventh graders)

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### **Suggestions For Improvement**

One slide was placed in the readability checker. It might be appropriate to place all narrative on a word doc and check it for readability before placing on individual slides. Because some of your students may be returning to education, you may need to add supports for their individual needs (which may not be on an IEP).

STANDARD 4.3 C

## **Reviewer Recommendations**

### **Evidence**

Your course content is “appropriate to the reading level of the intended students”, as stated in Specific Review Standard 4.3. The intended audience (high school students) should have no problem reading and understanding what is asked of them in the course.

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### **Suggestions For Improvement**

For a 10th grade course, there does not seem to be enough reading material for the students. Although many concepts were explained by excellent Khan Academy videos, you should consider including more reading - whether they are articles, lesson materials, handouts, short stories, or novels students can check out with local libraries. This will increase the rigor of the course and elevate the course to meet the appropriate grade level.

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STANDARD 4.3 C

## **Reviewer Recommendations**

### **Evidence**

In the readability tests that I ran from a couple of different areas of the course they showed between an 8th-10th grade reading level, which I feel is appropriate for the learners.

Most of the written instruction is clear and concise for the learner to understand.

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### **Suggestions For Improvement**

One thing I think may be helpful is for learners to be able to hover over an unfamiliar or new word for its definition. Another option would be to provide them with a list of new vocabulary or key vocabulary at the beginning of the unit that they may print off and use throughout their learning.

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**STANDARD 4.4 C - (3 Points) Essential**

**The instructional materials have sufficient breadth, depth, and currency.**

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**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 3, No: 0)**

STANDARD 4.4 C

### **Reviewer Recommendations**

#### **Evidence**

**Breadth:** The course provides objective driven material in a variety of formats, such as websites, audio, and video.

**Depth:** The level of detail in supporting materials is appropriate for the level of the course and provides rigor sufficient for learners to achieve the learning objectives. In the writing assignments students are provided with the information to complete their assignment as well as supports to ensure they understand what it should look like. The students were given an outline that included what and where each type of statement should be placed.

**Currency:** The course contains older stories and texts as well as issues with writing for current social networking sites.

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#### **Suggestions For Improvement**

The course has the feel that the content was developed for learners returning to the educational environment. Adding additional opportunities for learning rather than always slide driven might

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provide a wider range of learning for students. If the student base has more variety than mentioned above, the course needs to have additional depth to the content and activities. Using web quests or gaming situations can add the variety without losing the content.

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STANDARD 4.4 C

## **Reviewer Recommendations**

### **Evidence**

Your course content has “sufficient breadth, depth, and currency,” as Specific Review Standard 4.4 requires. I found a rich learning environment for learners, especially in the integrated lessons, with the content text, video, and handouts that are nicely interwoven throughout.

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### **Suggestions For Improvement**

You may wish to include additional reading suggestions for students that are appropriate for their reading level, and reading suggestions that meet the needs of diverse learners. In addition, you may want to include some recommended additional reading of the same type of material (e.g. a different play, another novel, etc.) for learners who may be inspired by the lesson and wish to pursue more reading on their own.

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STANDARD 4.4 C

## **Reviewer Recommendations**

### **Evidence**

The content in this course contains sufficient breadth, depth, and currency for the related topics and learners.

**Breadth:** The course contains a variety of materials in which students can learn from including text, video, interactive quizzes, and external websites.

**Depth:** The course has an adequate level of detail needed for the learner to master the objectives.

**Currency:** Material is current and up-to-date for the concepts being taught. Instructional videos are current a good addition to the course.

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### **Suggestions For Improvement**

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While the course provides the material needed for students to master the objective, it may be beneficial to provide supplemental or additional resources and activities that students could explore if they wanted to.

**STANDARD 4.5 C - (2 Points)**

**All instructional materials used in the course are appropriately cited.**

**Points Possible: 2**

**Points Awarded: 2**

**Result: MET (Yes: 2, No: 1)**

STANDARD 4.5 C

**Reviewer Recommendations**

**Evidence**

The sites used within the course are labeled though not in citing method.

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**Suggestions For Improvement**

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The citations for this course could have been collected and placed in the introduction folder. This would provide the proper citation as well as set a great example for students.

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STANDARD 4.5 C

## **Reviewer Recommendations**

### **Evidence**

I was not able to find many citations throughout the course, as Specific Review Standard 4.5 requires. According to the Annotation, “This requirement applies to instructor-created materials, publisher materials, textbooks, tables, videos, audios, websites, and other forms of multimedia. At a minimum, a citation includes the author or owner name, date of publication if supplied, resource title if supplied, and URL or source.”

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### **Suggestions For Improvement**

You should create a “Work Cited” page for each semester, and create a bibliography of all material included in the appropriate style. In addition, all embedded material (videos, audio, instructor-created material, etc.) should have in-text citation displayed on the same page. This would demonstrate the correct citation technique to students, and ensure that the course is cited appropriately.

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STANDARD 4.5 C

### **Reviewer Recommendations**

#### **Evidence**

The majority of the course seems to be written by the instructor. In lesson 4.1, an excerpt is used and appropriately cited.

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#### **Suggestions For Improvement**

It would be helpful to include a document that contains all the material used in the course and their citations.

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### **STANDARD 4.6 C - (1 Point)**

**The course content strives to reflect a culturally diverse perspective that is free from bias.**

**Points Possible: 1**

**Points Awarded: 1**

**Result: MET (Yes: 3, No: 0)**

STANDARD 4.6 C

## **Reviewer Recommendations**

### **Evidence**

This course has met this standard through the use of videos and photos including diversity in:

- Ethnicity of individuals
  
- Body styles of individuals
  
- Gender
  
- Socioeconomic status of individuals

The videos and stories have diversity in the names and background. Lesson on in semester 2 has quotes from Aristotle and Martin Luther King Jr.

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## **Suggestions For Improvement**

Equality in education can never be complete. Rather educators have to continue to examine their work and find greater ways to ensure every student feels comfortable in their learning environment.

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STANDARD 4.6 C

## **Reviewer Recommendations**

### **Evidence**

You did a good job of including course content that is “culturally diverse and bias-free”, as required in Specific Review Standard 4.6. Although the content of the course limits the representation of different races and ethnicity in terms of the images/videos chosen, you did a good job keeping the text bias-free.

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## **Suggestions For Improvement**

You may wish to consider incorporating other reading material that includes more diverse cultures of the appropriate levels. You may wish to do some research and see which reading material is appropriate to substitute. Some resources may include other school districts in the country (e.g.

<https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/20/High%20School%20Grade%20>

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[10%20Substitutes%20for%20Diverse%20Book%20Collection.pdf](#)) or research more into publisher's recommendations (e.g. <https://shop.scholastic.com/teachers-ecommerce/teacher/grade/10th-grade.html>). You can also include some culturally diverse reading material recommendations in the Course Resource section or at the end of the module.

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STANDARD 4.6 C

### **Reviewer Recommendations**

#### **Evidence**

This course demonstrates culturally diverse perspectives and is free from bias.

In Lesson 4.2 and 4.3 there are excerpts about Japanese during WWII.

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#### **Suggestions For Improvement**

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**STANDARD 4.7 C - (1 Point)**

**The course is free of adult content and avoids unnecessary advertisements.**

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**Points Possible: 1**

**Points Awarded: 1**

**Result: MET (Yes: 3, No: 0)**

STANDARD 4.7 C

### **Reviewer Recommendations**

#### **Evidence**

The majority of the course has content on the slide decks. These are free from any ads or adult content. The YouTube videos used in the course have advertisements that play prior to the content.

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### **Suggestions For Improvement**

This issue can be corrected by one of the free sites that is mentioned elsewhere in this review.

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STANDARD 4.7 C

### **Reviewer Recommendations**

#### **Evidence**

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You did a good job keeping the course “free of adult content” and “unnecessary advertisements”, as specified in Specific Review Standard 4.7.

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### **Suggestions For Improvement**

N/A

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STANDARD 4.7 C

### **Reviewer Recommendations**

#### **Evidence**

Course materials and links are free of adult content and do not contain any unnecessary advertisements.

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### **Suggestions For Improvement**

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**General Standard 5: Learning Activities and Learner Interaction:  
Learning activities facilitate and support learner interaction and  
engagement.**

Overview Statement: Course components that promote active learning contribute to the learning process and to learner motivation and persistence.

**STANDARD 5.1 C - (3 Points) Essential**

The learning activities promote the achievement of the stated learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.

<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 2, No: 1)</b>
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STANDARD 5.1 C

## **Reviewer Recommendations**

### **Evidence**

There is a strong relationship between learning activities and the learning objectives. Ways in which this course demonstrates this is through:

1. The course introduction contains a document that shows the topic of the lesson and the assessment.
2. A numbering system shows how learning activities correspond to learning objectives or competencies.

Chunking of the information to be learned allows for students to focus on one aspect and build on their learning. The course has a repetitive feel, more so in semester 1 than 2. This can be a benefit for students re-entering the educational environment. Activities may include reading, assignments, student presentations, class discussions, assessments, etc.

The course has engaging activities that align with objectives :

The objective: Writing a persuasive speech. The students engage in slides that cover information around developing an outline, using citations, writing a rough draft, , reviewing

colons and semicolons, and writing a final draft. The activities include quizzes, writing an outline to submit, submitting the rough draft for review by peers, and submitting the final draft.

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## **Suggestions For Improvement**

The rigor of the activities is a concern. While the alignment is there, adding additional rigor in the activities to more closely align with the verb. The course has slides that allow for chunking of material which provides an ease for the reader. Including other media to help capture the student might also increase skills. Using other methods to assess student skill, writing one paragraph to discuss with a partner, might enable students to feel less frustration if they come to the end and do not score well because of a lack of guidance and background.

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STANDARD 5.1 C

## **Reviewer Recommendations**

### **Evidence**

While your learning activities contain some variety, such as writing assignments, discussions, tests and quizzes, and essays, etc., they failed to “promote the achievement of the stated learning objectives,” which is required in Specific Review Standard 5.1. Similar to SRS 3.1, the main issue is the lack of rigor and depth in your assessments. For example, you have a lot of multiple-choice/true-false quiz questions in the course that focuses on recalling information (e.g. vocabulary) than critical thinking. There are not enough activities within the course that promote students to continue to practice and ultimately achieve what the objectives ask them to do.

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## **Suggestions For Improvement**

You may wish to include more reflective questions, whether as a journal entry or as a discussion activity, to ensure students are given ample opportunities to practice skills that will ultimately lead to their accomplishment of the course and module-level objectives. Keep in mind that multiple-choice quizzes are often associated with lower-level Bloom's taxonomies, you would want to design a variety of activities that are promoting students to achieve the level of Bloom's taxonomies you stated in the objectives.

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STANDARD 5.1 C

## **Reviewer Recommendations**

### **Evidence**

This course show alignment of the objectives to the learning activities in the Course Outline (Syllabus) as well as the lesson objectives clearly stated at the beginning of each lesson.

There is various ways the students are engaged throughout the course with both formative and summative activities. An example of this is in lesson 5.1, the objective is to, define types of figurative language. Students review a video that expalins different type of figurative language, and are then asked a question to check their understanding. Students are assessed by matching the terms to their definition and applying this skill by reading an excerpt and answering questions.

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## Suggestions For Improvement

It may be helpful to provide a list of terms or vocabulary, especially for lessons like I mention above. Students could be encouraged to write them in their notes, or even print them off and refer to them as needed.

It might also be beneficial for students to engage with and learn from one another using more discussion boards or the addition of collaborative projects.

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## STANDARD 5.2 C - (3 Points) Essential

**Learning activities provide opportunities for learner-content interaction that support active learning.**

<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 5.2 C

## **Reviewer Recommendations**

### **Evidence**

The course content is designed to facilitate learners' understanding and mastery of the learning objectives. The included interactions are text, audio, and video.

Examples of activities that promote active learner-to-content interaction within this course include:

1. Quizzes, dropbox, and discussions that require learner input
2. Learner-accessible tracking of their progress in a course.

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## **Suggestions For Improvement**

Students today expect their online experience to include highly interactive components such as gaming. Finding items or ways to emulate the gaming experience might provide a system that students won't want to leave.

STANDARD 5.2 C

## **Reviewer Recommendations**

### **Evidence**

The Specific Review Standard 5.2 requires your course to “provide opportunities for learner-content interaction.” The majority of your activities involve students interacting with the course content and media, and activities that allow students to interact directly with the content.

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### **Suggestions For Improvement**

You may wish to include more learner-content interaction activities beyond just the written content of the course, such as using web 2.0 tools for vocabulary practicing (e.g. Quizlet-type tools.)

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STANDARD 5.2 C

## **Reviewer Recommendations**

### **Evidence**

The course contains learner to content interaction through the use of self-check quizzes, as well as the ability to keep track of their progress through the Buzz LMS.

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### Suggestions For Improvement

While SoftChalk has the ability for self-check activities for students, they are sometimes a little less engaging than other sites/programs. It may be helpful to explore other software or sites, such as kahoot, quia, or quizlet.

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### STANDARD 5.3 C - (3 Points) Essential

**Learning activities provide opportunities for learner-instructor and learner-learner interaction.**

<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 5.3 C

## **Reviewer Recommendations**

### **Evidence**

**Learner-Instructor:** Interactions between the learner and instructor are used to enhance the learners' understanding and mastery of the learning objectives. Activities of this interaction type include an assignments and projects that must be submitted for instructor feedback and an asynchronous discussion board exchange.

**Learner-Learner:** Learner-learner interactions included in this course included discussion boards for major papers and projects. This allowed students to receive feedback prior to submitting lessons.

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### **Suggestions For Improvement**

Online learning can be an isolating experience. Providing students with opportunities to interact with the teacher and other students individually or in small groups is a vital part of building community. This can be done through additional discussions, simulations, gaming environment and etc.

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STANDARD 5.3 C

## **Reviewer Recommendations**

### **Evidence**

The Specific Review Standard 5.3 requires your course to “provide opportunities for learner-learner interaction.” Your inclusion of using Discussion offers such opportunities, which meets this standard.

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### **Suggestions For Improvement**

You may wish to include more opportunities for students to interact with each other. Activities such as peer reviews of each others’ writing assignment would allow learners to interact and learn from each other.

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STANDARD 5.3 C

## **Reviewer Recommendations**

### **Evidence**

**Learner-Instructor:** Graduation Alliance provides both a teacher and an academic coach to guide and support the students. The syllabus, states that the coach will talk with the students weekly and teachers are available for tutoring or to discuss progress. Teachers grade and provide feedback on assignments.

I really like this model of support that you have built-in!

**Learner-Learner-** the discussion board is used in a few assignments such as the Reflection. This is a good example of students being able to learn from one another.

---

### **Suggestions For Improvement**

Encouraging more learner to learner engagements can help to create more of a community for your class. You could incorporate more discussions, one activity I thought would provide a good discussable topic was Activity 7.1.1 Choose aside. Students could post their response/opinion and then respond to classmates using the same skills they learned in the lesson.

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**STANDARD 5.4 C - (3 Points) Essential**

**Standards for instructor responsiveness and availability are clearly stated.**

**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 3, No: 0)**

STANDARD 5.4 C

**Reviewer Recommendations**

**Evidence**

Your Support Team

**You have a team of supporters who are not only here to cheer you on, but are available to help you with whatever issues or challenges you encounter.**

**Your Academic Coach will:**

- be there every step of the way to help you stay on track
- answer your questions
- be your cheerleader
- will talk with you each week to discuss study habits and goals, and to celebrate your successes!

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**Your Teachers:**

- can set up a tutoring session with you to help you with concepts that need clarification
- can chat with you about your progress in the class
- will grade your work within 2-3 business days of you turning it in

**Support Hours at 855.945.5472:**

**Press 1:** An *academic coach* will be available from 7am - 7pm (Mountain Standard Time)

**Press 2:** A *tech support person* will be available from 8am - 6pm (Mountain Standard Time)

Please feel free to leave a message if you are calling outside of those hours!

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**Suggestions For Improvement**

Because this is an important piece of information for students/parents/student assistants, adding this to multiple locations and in highly visible places would reduce frustration for the student and support people.

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STANDARD 5.4 C

### **Reviewer Recommendations**

#### **Evidence**

You did a great job including the “standard for instructor responsiveness and availability” in your Course Success Strategies module, as indicated by Specific Review Standard 5.3. I was able to find the information on Academic Coaches for students in the module.

---

#### **Suggestions For Improvement**

You may want to be explicitly clear to students that this course operates differently than what they traditionally expect an instructor (or two) teaching the class, and that they will be providing the feedback to the students' work rather than the traditional teacher. In addition, you might want to provide strategies for students to be successful in working with an Academic Coach.

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STANDARD 5.4 C

### **Reviewer Recommendations**

#### **Evidence**

Information for instructor responsiveness is listed in the Introduction materials on the "Your Support" Team page. It clearly states the role and availability of both the Academic Coach and the Teacher is for this course. It

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### **Suggestions For Improvement**

I'm sure the students appreciate the support system they have when taking a course from you. To make sure they fully understand the role of the academic coach and teacher, perhaps a check-in assignment or personal welcome letter would ensure students know who is there for them and to start to build that bond.

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### **STANDARD 5.5 C - (2 Points)**

**The requirements for learner interaction are clearly stated.**

**Points Possible: 2**

**Points Awarded: 2**

**Result: MET (Yes: 3, No: 0)**

STANDARD 5.5 C

## **Reviewer Recommendations**

### **Evidence**

The course introduction stresses the idea of entering the course and participating daily. The student side has a pacing chart for each student. The intro also has a detailed explanation of each type of assignment as well as how to understand the rubric that is used for various assignments.

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### **Suggestions For Improvement**

This section was well developed. Commitment from students who have a difficult time organizing or follow through may be aided by asking the student to develop a written schedule for their course engagement.

STANDARD 5.5 C

## **Reviewer Recommendations**

### **Evidence**

Specific Review Standard 5.5 requires “The requirements for learner interaction are clearly stated.” Furthermore, the Annotation stated, “A clear explanation of the requirements for learner interaction helps learners plan and manage their class participation.” Your activities have clear instructions and outlines of what students need to do, and you did a good job including the "how-to" instructions for submitting assignments and quizzes in the "Course Success Strategies" page.

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### **Suggestions For Improvement**

You might want to include a page on how students are expected to interact with each other during discussion activity, such as how many times should they post, when should they post the first post, and how many times they should respond, etc. This will provide greater clarity on these assignments, and give students your expectation on how they should approach discussions in your course.

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STANDARD 5.5 C

### **Reviewer Recommendations**

#### **Evidence**

This course does a nice job of clearly stating the expectations and requirements for students in the Course Introduction and Success Strategies. The graded activities are also listed in the Syllabus with their point value.

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#### **Suggestions For Improvement**

It might be helpful to have a brief quiz or assignment to ensure students understand and commit to these expectations.

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## **General Standard 6: Course Technology: Course technologies support learners' achievement of course objectives or competencies.**

Overview Statement: The technologies enabling the various course components facilitate active learning and do not impede the learning process.

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**STANDARD 6.1 C - (3 Points) Essential**

**Course tools support the learning objectives or competencies.**

**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 3, No: 0)**

STANDARD 6.1 C

### **Reviewer Recommendations**

#### **Evidence**

The course has a strong alignment between the objectives and the tools used to learn and show the evidence of learning. An example of the tools used in the lessons include: Lesson 2.1 The lesson asks the student to identify a universal theme and define universal theme. The developer uses a picture and video to help the student understand the concept of universal themes. The student assessment asks the student a short of questions that relate to the identifying and defining the components of a universal theme. In the lesson on writing a descriptive essay, the student goes through a series that asks the students to use pictures videos, reference material on the internet and then use tools such as quizzes and dropbox to complete an essay.

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#### **Suggestions For Improvement**

Students enjoy a variety of activities. Some of the free tools available for quizzing and/or checking understanding are available with coding for embedding or linking. These applications

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may not allow for grades to directly imported but provide excellent opportunities for student practice.

YouTube is a great source for educational videos. However, the issue of distracting or inappropriate ads is always a concern. There are tools that allow for educators to use the video without the ads. The following article has several such tools.

For ad free youtube experiences:

<https://www.dlgwaea.org/blog/5-tools-for-a-distraction-free-youtube-experience>

A final thought is that of tools that support student to student and student to instructor interaction. This is key for engagement and to allow students to learn from a wide set of perspectives. An example might be when writing the topic statements. Students could share their writing with a partner and get feedback. From the point previously mentioned through the writing of the descriptive essay, students could have been receiving rich, constructive feedback from multiple sources. The rigor of the activities could be elevated so that students get a richer and more in depth experience.

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STANDARD 6.1 C

## **Reviewer Recommendations**

### **Evidence**

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You did a good job utilizing “course tools to support the learning objectives”, as specified in Specific Review Standard 6.1. The LMS tools you selected provide “areas for interaction in the course”.

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### **Suggestions For Improvement**

You may wish to include some external tools (interactive discussion tools such VoiceThread, vocabulary tools such as Quizlet, for example.) that promote interaction between learner and instructor and/or learner and learner or provide opportunities for students with diverse needs to demonstrate their mastery of the concepts.

---

STANDARD 6.1 C

### **Reviewer Recommendations**

#### **Evidence**

This course utilized tools to support learning objectives. The lessons and majority of the assessments are created within Softchalk, the LMS Schoology is used to submit assignment files, and provide the grade book for the students.

An example of this is Lesson 4.2, the objective is, find the main idea. Students are taken through the Softchalk lesson which includes both text and video, to practice they are given an

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excerpt and then asked a brief question. Students then complete a graded SoftChalk activity in which they must demonstrate their mastery of this objective.

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### **Suggestions For Improvement**

While Softchalk contains a variety of practice and graded assessments, it may be beneficial to use other interactives and incorporate collaboration among students through the use of discussion boards, or collaborative projects.

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### **STANDARD 6.2 T - (3 Points) Essential - Template Standard**

**Course tools facilitate student engagement and promote active learning.**

<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 6.2 T

### **Reviewer Recommendations**

**Evidence**

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The Graduate Alliance Template uses tools to help students actively engage in the learning process (Standard 6.2). Notable examples are automated “self-check” questions with feedback, drag-n-drop matching activities, discussion tools, and checkmarks to indicate progress on the home page.

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### **Suggestions For Improvement**

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STANDARD 6.2 T

### **Reviewer Recommendations**

#### **Evidence**

Standard 6.2 is met, as the Graduate Alliance Template uses tools in the course that help learners actively engage in the learning process rather than passively absorb information. Examples of such tools are: automated “self-check” questions with instant feedback, discussion forums, and drag-n-drop matching activities.

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### **Suggestions For Improvement**

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STANDARD 6.2 T

## **Reviewer Recommendations**

### **Evidence**

The tools used in your course “help learners actively engage in the learning process rather than passively absorb information,” such as lessons with audio podcasts and videos, assignments with instructor feedback opportunities, and knowledge check activities, as indicated in Specific Review Standard 6.2.

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### **Suggestions For Improvement**

For the knowledge check activities, you should consider setting the quizzes to provide feedback after they completed the quiz and use a quiz bank so each time students reattempt the activity, they get a new set of questions and answer orders. This way, students are able to use the quiz more effectively as a self-learning tool. In addition, you may want to incorporate more Web 2.0 tools that support active learning and self-sufficiency, such as Quizlet, VoiceThread, and other interactive tools. You would want the students to engage in the learner not only with the content but also with each other as often as possible.

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## **STANDARD 6.3 T - (3 Points) Essential - Template Standard**

**The course takes advantage of technologies and tools that protect student privacy and maintain confidentiality of student information.**

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**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 3, No: 0)**

STANDARD 6.3 T

### **Reviewer Recommendations**

#### **Evidence**

The technologies and tools used within the Graduate Alliance Template protect student privacy (Standard 6.5). The Template provides a link to the Privacy Policy under Course Introduction > Course Success Strategies. The policy makes assurances related to the Family Education Rights Privacy Act (FERPA).

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### **Suggestions For Improvement**

STANDARD 6.3 T

### **Reviewer Recommendations**

#### **Evidence**

Standard 6.3 is met, as the Graduate Alliance Template takes advantage of technologies and tools that protect student privacy and maintain the confidentiality of student information. In the Course Introduction module, there is a lesson titled Course Success Strategies. On page 3 of

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the lesson is the Graduation Alliance privacy policy. The policy makes assurances related to cookie collection, personal information, and the Family Education Rights Privacy Act (FERPA).

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### **Suggestions For Improvement**

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STANDARD 6.3 T

### **Reviewer Recommendations**

#### **Evidence**

Since the LMS requires a username and password for students to log in, it satisfies Specific Standard 6.3, which asks for the course to protect student privacy and maintain the confidentiality of student information. In addition, each course provides the Terms of Use to students and parents, which has some information regarding student privacy and confidentiality.

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### **Suggestions For Improvement**

N/A

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## STANDARD 6.4 T - (2 Points) - Template Standard

Course tools and technologies are current.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET (Yes: 3, No: 0)

STANDARD 6.4 T

### Reviewer Recommendations

#### Evidence

The course technology used in the Graduate Alliance Template is current (Standard 6.5) according to the information provided under Profile > About. The Template provides learners access to content and media using tools, including those offered within the LMS, that enrich the presentation of instructional materials and foster learner engagement.

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#### Suggestions For Improvement

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STANDARD 6.4 T

### **Reviewer Recommendations**

#### **Evidence**

Standard 6.4 is met, as the course technologies used in the Graduate Alliance Template are current according to the information provided. The Template provides learners access to content and media using tools, including those offered within the LMS, as well as course technologies that are up-to-date and chosen to best meet the needs of the course

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#### **Suggestions For Improvement**

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STANDARD 6.4 T

### **Reviewer Recommendations**

#### **Evidence**

The LMS used is current and functional, which Specific Review Standard 6.4 requires.

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#### **Suggestions For Improvement**

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You may want to incorporate more interactive Web 2.0 tools that support active learning, such as wikis, blogs, and other interactive tools. This will allow students to interact with the content more, receive immediate feedback, and interact with their peers in an appropriate learning manner.

**General Standard 7: Learner and Instructor Support: The course materials include support services essential to learner and instructor success. Course instructions articulate or link to relevant information and services.**

Overview Statement: Learners and instructors must be able to access just-in-time support when they need it. Learner support increases retention and supports increased achievement. The learner and instructor support addresses three types of support services: accessibility support, technical support, and academic support. It also addresses resources provided for instructors in order to promote effective facilitation.

In publisher courses, resources typically appear outside the course through the course login page or separate support website or portal. Upon adoption, additional student support resources will need to be added by the instructor or school district and may be communicated within the course or through other channels.

**STANDARD 7.1 T - (3 Points) Essential - Template Standard**

**The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.**

<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 7.1 T

## **Reviewer Recommendations**

### **Evidence**

The Graduate Alliance Template includes information about how to obtain technical support and the support services provided under Course Introduction > Course Success Strategies and within the student orientation under Course Introduction > Meet Your Support Team (Standard 7.1). The Need Help? link on the navigation drawer also provides a phone number for technical support.

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## **Suggestions For Improvement**

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STANDARD 7.1 T

## **Reviewer Recommendations**

### **Evidence**

Standard 7.1 is met, as The Graduate Alliance Template articulates how students may find information regarding technical support and the support services. These statements can be found in the Course Introduction module, on page 3, within the Course Success Strategies lesson. Information may also be found within the student orientation under Course Introduction > Meet Your Support Team (Standard 7.1). The "Need Help?" link on the navigation drawer also provides a phone number for technical support.

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## Suggestions For Improvement

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STANDARD 7.1 T

### Reviewer Recommendations

#### Evidence

You did a great job providing students videos on how to navigate within the course, and have the support phone number prominently displayed on the left side of the menu. This satisfies Specific Review Standard 7.1.

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## Suggestions For Improvement

You may wish to have either an extension or a number specifically for Technical Support and put it right underneath the “Contact Us” phone number. Or you can, in the Course Introduction module, include language that specifically says “Call \_\_\_\_\_ for technical support”. At first glance, I was not sure where I can go for technical support, and I would imagine some students may be confused as I. While it may be the same number, having the language that indicates the “contact us” number also serve as technical support would be a mental relief for some students (and parents too!)

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## STANDARD 7.2 T - (2 Points) - Template Standard

Course instructions articulate or link to academic support services and resources that can help learners succeed in the course.

**Points Possible: 2**

**Points Awarded: 2**

**Result: MET (Yes: 3, No: 0)**

STANDARD 7.2 T

### Reviewer Recommendations

#### Evidence

The Graduate Alliance Template includes academic support services and resources under Course Introduction > Course Success Strategies and within the student orientation under Course Introduction > Meet Your Support Team (Standard 7.2) by providing information on how to contact an instructor and an academic coach. In the context of various activities, the Graduate Alliance Template also includes context-specific academic resources for the learner (e.g., establishing the credibility of online sources, citing online sources properly, etc.)

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#### Suggestions For Improvement

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STANDARD 7.2 T

## **Reviewer Recommendations**

### **Evidence**

Standard 7.2 is met, as course instructions articulate and link to academic support services and resources that can help learners succeed in the course. A prominent location in the Graduate Alliance Template includes such information is within the Course Introduction module in the Course Success Strategies lesson. This may also be found within the student orientation under Course Introduction and Meet Your Support Team. There, information is provided on how to contact an instructor and an academic coach.

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## **Suggestions For Improvement**

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STANDARD 7.2 T

## **Reviewer Recommendations**

### **Evidence**

I was able to find the academic support services and resources information in the Course Success Strategies pages of the Course Introduction module, which satisfies Specific Review Standard 7.2. I also really like the menu of chat rooms that students have access to using the "Chat" option on the main menu.

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## Suggestions For Improvement

You may wish to include other support information, either as a page within the Course Introduction module or as a link on the main menu, so it is easy to find. You may wish to include information such as tutoring, non-native language services, writing and/or math support, tutorials on citation or writing papers, etc. that can provide greater clarity for students on what services you provide and how they may go about obtaining them.

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## STANDARD 7.3 T - (2 Points) - Template Standard

**The course articulates or links to resources to support effective course facilitation.**

<b>Points Possible: 2</b>	<b>Points Awarded: 2</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 7.3 T

### Reviewer Recommendations

### Evidence

The Graduate Alliance Template provides instructor support resources (under Teacher Feedback > Course Guide: Teacher Graded) to promote effective course facilitation (Standard

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7.3). These resources include templates and guidance for grading assignments and assessments.

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### **Suggestions For Improvement**

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STANDARD 7.3 T

### **Reviewer Recommendations**

#### **Evidence**

Standard 7.3 is met, as The Graduate Alliance Template provides the instructor with access to resources to promote effective course facilitation. Such resources include templates, teacher resource components, and grading guides for assignments and assessments.

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### **Suggestions For Improvement**

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STANDARD 7.3 T

## **Reviewer Recommendations**

### **Evidence**

You did an excellent job providing a thorough and comprehensive Teacher Course Guide, under the “Course Feedback” module for each course. The Teacher Course Guide provides important facilitation information, pertinent course information, and additional worksheets for teachers to use during the course. This satisfies Specific Review Standard 7.3.

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### **Suggestions For Improvement**

You may wish to provide additional support for teachers, such as key terms in other languages or simplified explanations for English Language Learners, additional material for advanced or struggling students, etc., so teachers can provide differentiated instructional support for students.

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**STANDARD 7.4 T - (3 Points) Essential - Template Standard**

**Course instructions articulate or link to the institution’s accessibility policies and services.**

<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 7.4 T

### **Reviewer Recommendations**

#### **Evidence**

The Graduate Alliance Template provides information about the accessibility policies and services under Course Introduction > Course Success Strategies (Standard 8.6). The page informs the learner that they may obtain support services through their academic coach by email or phone through the dashboard (24/7/365).

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#### **Suggestions For Improvement**

STANDARD 7.4 T

## **Reviewer Recommendations**

### **Evidence**

Standard 7.4 is met, as The Graduate Alliance Template provides information about the accessibility policies and services within the Course Introduction folder in the Course Success Strategies lesson. Page 3 of said lesson informs the learner of how Graduate Alliance and the instructor will accommodate student needs. Vendor accessibility policies for SOftCHalk and Agilix Buzz were made available as well.

**EX:**

### **Accommodating Student Needs:**

- Our courses and learning management system are screen-readable and created with tools that comply with Web Content Accessibility Guidelines (WCAG).
- You have access to courses at any time through your dashboard: 24 hours a day, 7 days a week.
- Student IEP (individualized education program) needs are met through coordination with your academic coach.
- Assignment modifications are made on a case-by-case basis when necessary.
- YouTube videos will have either a transcript or closed captioning (CC). To view the transcript, click the keyhole symbol. To turn on CC, on the bottom bar of the video, you will see a CC symbol, click that to turn them on. A red bar will appear under the symbol, letting you know it is on.

### **Vendor Accessibility Policies:**

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**SoftChalk:** <https://softchalk.com/cloud/accessibility>

**Agilix Buzz:** <https://support.agilix.com/hc/en-us/articles/213781083-Accessibility-and-Buzz>

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## **Suggestions For Improvement**

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STANDARD 7.4 T

### **Reviewer Recommendations**

#### **Evidence**

I was able to find a list of accessibility policies for the course in the Course Success Strategies submodule within the Course Introduction module, as required by Specific Review Standard 7.4.

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## **Suggestions For Improvement**

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N/A

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**General Standard 8: Accessibility and Usability: The course design reflects a commitment to accessibility and usability for all learners.**

Overview Statement: The course design reflects a commitment to accessibility so that all learners can access all content and activities and to usability so that all learners can easily navigate and interact with all course components.

Disclaimer: Meeting QM's accessibility Specific Review Standards does not guarantee or imply that particular country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

**STANDARD 8.1 T - (3 Points) Essential - Template Standard**

**Course navigation is logical, consistent, efficient, and intuitive.**

<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 8.1 T

## **Reviewer Recommendations**

### **Evidence**

The Graduate Alliance Template makes effective use of navigation devices provided within the LMS, especially the list of units and lessons on the home page with direct links to the different sections of the course. Within lessons, the Template uses links across the top of the page (Page: 1 | 2 | 3, etc.) and along the bottom of the page (return to top, previous page, and next page). The course uses a “consistent layout and design” and “enables learners to easily locate where they are within the course and to easily return to the home page from any location” (Standard 8.1).

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### **Suggestions For Improvement**

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STANDARD 8.1 T

## **Reviewer Recommendations**

### **Evidence**

Standard 8.1 is met. This standard ensures the navigation throughout the Graduate Alliance Template is logical, consistent, efficient and intuitive. The Graduate Alliance Template's navigation structures facilitate ease of movement through the course and course activities. Consistent layout and design are employed throughout, making content, instructional materials, tools, and media easy to locate from anywhere in the course. Design elements are used repetitively, increasing predictability and intuitiveness.

This course template does an exceptional job of informing the learner of the topic, key items to focus on, and how their knowledge will be applied in the activities. Interactive lessons with instructional videos and practice questions are used throughout learning modules.

Throughout the template, learners are able to easily locate where they are within the course and return to the home page from any location.

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### **Suggestions For Improvement**

STANDARD 8.1 T

## **Reviewer Recommendations**

### **Evidence**

The navigation of the course is simple, efficient, and intuitive, which meets Specific Review Standard 8.1. The course has consistent layout and design, making content, instructional materials, tools, and media easy to locate.

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### **Suggestions For Improvement**

In some modules where there are SoftChalk modules that contain multiple pages, it was somewhat confusing at first since there are multiple "Next" buttons displayed on the screen. While students can quickly catch on, you may wish to have someone test it using screen readers such as JAWS to ensure the buttons wouldn't be confusing for students with sight impairment to navigate through the course properly.

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**STANDARD 8.2 C - (3 Points) Essential**

**The course design facilitates readability.**

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<b>Points Possible: 3</b>	<b>Points Awarded: 3</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 8.2 C

### **Reviewer Recommendations**

#### **Evidence**

Each lesson consists of slides that are short and directly tied to the heading. The assessments are straightforward and of a similar format. Headings are directly tied to the objective to aid student understanding of purpose. Color, highlighting, and font size are used minimally. The slides are numbered so a student understands where in the lesson they are currently and how much is left for them to complete the lesson.

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#### **Suggestions For Improvement**

The YouTube videos do have commercials that could be distracting for students and lead to confusion. By using one of the free tools that allows educators to eliminate the ads, students have the ability to work more efficiently.

STANDARD 8.2 C

## **Reviewer Recommendations**

### **Evidence**

The course design facilitates readability, such as the text having consistent font and hierarchy, pages are consistently laid out, and colors are used that meet the WCAG standards, as specified in Specific Review Standard 8.2.

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### **Suggestions For Improvement**

You may want to do a careful scrub of the pages to ensure all content pages are consistent and grammatically correct to minimize distraction, such as making sure all sentences end with a period, or bullet points and texts are aligned correctly, etc.

STANDARD 8.2 C

### Reviewer Recommendations

#### Evidence

The course design is straightforward and consistent. The use of heading, color, and text are used appropriately which helps to ease navigation and usability for students.

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#### Suggestions For Improvement

I noticed on some of the lesson introduction pages, the objectives are not lined up with the bullets, this can be a bit distracting.

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### STANDARD 8.3 C - (3 Points) Essential

The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

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**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 3, No: 0)**

STANDARD 8.3 C

## **Reviewer Recommendations**

### **Evidence**

This course has accessibility components to assist students. The page is able to be read by a text reader. The videos have closed captioning. However, the pictures have Alt text in the coding but this reviewer could not find where it actually appeared.

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### **Suggestions For Improvement**

Providing the Alt text for text readers is a wonderful tool but adding captions below the pictures allow non disabled students with a lack of experiences to understand the context of the picture. Review the Alt text to be sure it appears.

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STANDARD 8.3 C

## **Reviewer Recommendations**

### **Evidence**

You did a good job providing accessible text and images in files, documents, LMS pages, and videos to meet the needs of diverse learners, as required by Specific Required Standard 8.3.

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## Suggestions For Improvement

N/A

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STANDARD 8.3 C

## Reviewer Recommendations

### Evidence

The course contains accessibility statements for both Buzz and SoftChalk.

Images contain proper alt text, headings and color are used appropriately throughout the course.

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## Suggestions For Improvement

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**STANDARD 8.4 C - (3 Points) Essential**

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The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.

**Points Possible: 3**

**Points Awarded: 3**

**Result: MET (Yes: 3, No: 0)**

STANDARD 8.4 C

### **Reviewer Recommendations**

#### **Evidence**

All of the multimedia has closed captioning readily available and is correctly transcribed.

---

### **Suggestions For Improvement**

Through the use of closed captioning, this standard is met.

---

STANDARD 8.4 C

**Reviewer Recommendations**

**Evidence**

The captioned videos “provide alternative means of access to multimedia content in formats that meet the needs of diverse learners,” which meets the Specific Review Standard 8.4.

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**Suggestions For Improvement**

N/A

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STANDARD 8.4 C

**Reviewer Recommendations**

**Evidence**

Videos in this course contain close captioning or a trascript.

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**Suggestions For Improvement**

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**STANDARD 8.5 T - (2 Points) - Template Standard**

**Course multimedia facilitate ease of use.**

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<b>Points Possible: 2</b>	<b>Points Awarded: 2</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 8.5 T

**Reviewer Recommendations**

**Evidence**

The Graduate Alliance Template maximizes usability and ease of use (Standard 8.5) by providing media to enhance instructional materials, placing images that are appropriately sized, by providing a video player that allows for the video window to be resized and by allowing the manual control of movement through presentations.

---

**Suggestions For Improvement**

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STANDARD 8.5 T

## **Reviewer Recommendations**

### **Evidence**

Standard 8.5 is met. The goal of standard 8.5 is to ensure that course elements maximize usability by ensuring multimedia used as a vehicle for content or feedback are easy to use, intelligible, and inter-operational across devices. Integrated course multimedia was easy to view, operate and interpret. Movement throughout multimedia presentations can be easily controlled. Graphics and animations are used to enhance instructional materials and illustrate ideas without causing distractions. Images are appropriately sized and can be viewed in their entirety without scrolling.

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## **Suggestions For Improvement**

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STANDARD 8.5 T

## **Reviewer Recommendations**

### **Evidence**

The media employed in the course, which include instructional videos, are “easy to use, intelligible, and interoperable across devices”, which meets Specific Review Standard 8.5.

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## Suggestions For Improvement

Some images that contain critical content are low resolution and difficult to see. You may wish to comb through all of your courses again to ensure all images are at the highest resolution possible, and for images that contain important content, ensure they can be enlarged so students can see the details easily.

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## STANDARD 8.6 T - (2 Points) - Template Standard

**Vendor accessibility statements are provided for all technologies required in the course.**

<b>Points Possible: 2</b>	<b>Points Awarded: 2</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 8.6 T

## Reviewer Recommendations

### Evidence

The Graduate Alliance Template provides information about the accessibility of the learning management system and technologies used in the Template under Course Introduction > Course Success Strategies (Standard 8.6). This information includes VPATs for the LMS and

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authoring software showing compliance with section 508 and a description of accessibility features used in the Graduate Alliance Template.

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### **Suggestions For Improvement**

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STANDARD 8.6 T

### **Reviewer Recommendations**

#### **Evidence**

Standard 8.6 is met. The Graduate Alliance Template provides information about the accessibility of the learning management system and technologies used in the Template under Course Introduction > Course Success Strategies (Standard 8.6). This information includes VPATs for the LMS and authoring software showing compliance with section 508 and a description of accessibility features used in the Graduate Alliance Template.

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### **Suggestions For Improvement**

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STANDARD 8.6 T

### **Reviewer Recommendations**

#### **Evidence**

I was able to locate the vendor accessibility statement in the Course Success Strategies submodule under Course Introduction, which meets the requirements for Specific Review Standard 8.6.

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#### **Suggestions For Improvement**

Since the course also utilizes third-party technology such as YouTube, you may wish to include YouTube's accessibility policies within the same location. You can find it at <https://support.google.com/youtube/answer/189278?hl=en>

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## **General Standard 9: National Standards for Quality Derived Standards Report Mapping**

Organizations will self report response to several NSQ questions that are mapped to GS 9 SRS. Reviewers will score

**STANDARD 9.1 C - (0 Points)**

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## For NSQ Derived Standards Report

**Points Possible: 0**

**Points Awarded: 0**

**Result: MET (Yes: 3, No: 0)**

STANDARD 9.1 C

### Reviewer Recommendations

#### Evidence

N/A

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### Suggestions For Improvement

N/A

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STANDARD 9.1 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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STANDARD 9.1 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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**STANDARD 9.2 C - (0 Points)**

**For NSQ Derived Standards Report**

<b>Points Possible: 0</b>	<b>Points Awarded: 0</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 9.2 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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STANDARD 9.2 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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STANDARD 9.2 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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**STANDARD 9.3 C - (0 Points)**

**For NSQ Derived Standards Report**

<b>Points Possible: 0</b>	<b>Points Awarded: 0</b>	<b>Result: MET (Yes: 2, No: 1)</b>
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STANDARD 9.3 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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STANDARD 9.3 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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STANDARD 9.3 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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**STANDARD 9.4 C - (0 Points)**

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## For NSQ Derived Standards Report

<b>Points Possible: 0</b>	<b>Points Awarded: 0</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 9.4 C

### Reviewer Recommendations

#### Evidence

N/A

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#### Suggestions For Improvement

N/A

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STANDARD 9.4 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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STANDARD 9.4 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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**STANDARD 9.5 C - (0 Points)**

**For NSQ Derived Standards Report**

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<b>Points Possible: 0</b>	<b>Points Awarded: 0</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 9.5 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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STANDARD 9.5 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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STANDARD 9.5 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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**STANDARD 9.6 C - (0 Points)**

**For NSQ Derived Standards Report**

<b>Points Possible: 0</b>	<b>Points Awarded: 0</b>	<b>Result: MET (Yes: 3, No: 0)</b>
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STANDARD 9.6 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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STANDARD 9.6 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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STANDARD 9.6 C

**Reviewer Recommendations**

**Evidence**

N/A

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**Suggestions For Improvement**

N/A

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**Additional Review Comments:**

**Reviewer**

None

**Reviewer**

N/A

**Template Reviewer**

While not included in the template review, I noticed that most of your images contain no alt tags, which will become an issue when your reviews begin. Many courses contain images that are critical to the content are difficult to read, low resolution, or cannot be enlarged, and do not have the proper alt tag. This will pose a problem for students with sight impairment who use screen reader software. In addition, you should also include transcripts for the audio files in many course introductions, so students with hearing impairment can still benefit from the information given in these audio files. You may wish to rectify this issue before submitting the course for a full QM review.

**TOTAL POINTS AWARDED: 110**

**FINAL RESULT: MET STANDARDS**