

## Self-evaluation or Peer-evaluation Form (based on the "Rubric for Online Courses in D2L")

**INSTRUCTOR:**

**COURSE:**

**DATE:**

RUBRIC ITEM	WHAT TO CHECK FOR	Check
<b>[# corresponds to RUBRIC number]</b>	<b>D2L News</b>	
<b>#14:</b> Effective use is made of the News feature on the Course Home page to provide effective communication from instructor to students.	Check that at least one <b>News</b> item is posted (e.g., how to get started in the course, welcome statement, overview of the class, image(s), instructor information, etc.)	
<b>#18:</b> Changes to the D2L interface take into consideration accessibility issues (e.g., changes to the navigation bar colors and font type, size & color).	Check for accessibility issues (e.g., hard-to-read colors, fonts, etc.) <b>NOTE 1:</b> Recommend <b>against</b> colored font for entire <b>News</b> text. <b>NOTE 2:</b> Recommend <b>against</b> center justified text (headings, OK but not text).	
<b>D2L Files</b>		
<b>#5:</b> Multimedia files require reasonable download time.	Check for large files. <b>NOTE:</b> 100 KB = 30 seconds to download with 28.8 kbs dialup* <b>Download Calculator</b> (see end of this document for web address).	
<b>#6:</b> <b>PDF</b> or <b>HTML</b> format should be used unless other format is called for (particularly for Word and PowerPoint documents).	<b>Check for Word docs and PPT files that have NOT been converted to PDF or web format</b>	
<b>D2L Content</b>		
<b>#1 &amp; #7:</b> The course <b>syllabus</b> (with information about course goals and objectives and learning outcomes) has a prominent location on the Content page.	Check for <b>Syllabus</b> in first module of Content, e.g., "Getting Started."	
<b>#19:</b> The ADA tagline is included in the syllabus (posted in <b>Content</b> ).	Check the <b>syllabus</b> for the <b>**ADA tagline</b> (see end of this document for ADA tagline text).	
<b>#7: Recommendation:</b> The course <b>schedule</b> is separate from the syllabus and has a prominent location on the Content page.	<b>REC: In first module of Content, e.g., "Getting Started," include a separate Schedule (for semester or projects).</b>	
<b>#2:</b> All course content information is easily located on the Content page, i.e., Module and Topic titles provide a clear idea of the related content and are organized in a logical manner.	Check <b>Content page</b> for clear organization (i.e., headings clear, topics relate to headings, etc.)	
<b>#3:</b> Content is presented effectively, i.e., uses effective design.	Link to <b>Content materials</b> and check for chunking of info, use of bullets and highlighting (e.g., bold) for visual clarity.	
<b>#8 &amp; #9:</b> Explanations of the learning activities & instructions for assessment activities (what to do and how to do each activity) are clear and easy to find in the site.	Spotcheck <b>information in Content</b> for clarity of explanations & instructions.	
<b>#4:</b> Student resources are easily accessible either within the site or by links to Internet resources.	Spotcheck for dead links.	
	<b>REC:</b> Use the Links feature (not Quicklink in Content) for external websites.	
<b>#6: Recommendation:</b> Include resource links for students to test their software and to download necessary plug-ins.	<b>REC:</b> Include link to Plug-ins website at <a href="http://www.bemidjistate.edu/elearning/Plug-ins/">http://www.bemidjistate.edu/elearning/Plug-ins/</a>	
<b>#4:</b> Student resources are easily accessible either within the site or by links to Internet resources.	Check for clear organization of <b>Links</b> resources. Spotcheck <b>Links</b> webpages/websites for dead links.	

RUBRIC ITEM	WHAT TO CHECK FOR	Check
<b>D2L Communication Tools</b>		
#13: When appropriate, <b>instructions</b> are provided on how to use the various communication tools in D2L, e.g., Discussions, the Dropbox, Grades, the Pager, Chat, and student Homepage.	Check <b>Discussions &amp; Dropbox</b> for evidence of "how-to-use" instructions. <b>REC:</b> Create <b>Practice</b> folder in Dropbox.	
#15: The instructor facilitates the use of D2L tools (e.g. <b>Discussions</b> , ...) to provide effective communication <b>between instructor and students</b>	Check the <b>Discussions</b> area for effective use of forums/topics to promote discussion relevant to the course. <b>REC:</b> Create a <b>Discussions</b> area for students to ask <b>general questions about the class</b> (e.g., Class Questions).	
#16: The instructor facilitates & encourages the use of D2L tools to provide effective communication <b>among students</b> .	<b>REC:</b> Create a <b>Discussions</b> area for <b>non-class related student interaction</b> (e.g., Class Café).	
#17: Instructions for <b>Discussions</b> topics are clear and complete.	Check for clear instructions for <b>Discussion</b> assignments under Forums and/or Topics.	
<b>D2L Gradebook</b>		
#11: The Grades (gradebook) feature is effectively organized so that students can track their own achievement in the course.	Check that gradebook is set up clearly and correctly (i.e., points vs. weighted, presentation clear, etc.). <b>REC:</b> Link Quiz and Dropbox grades to gradebook.	
#12: Gradebook entries are consistent with the syllabus information.	Check that gradebook items are same as syllabus grade items, including value.	
<b>D2L Quizzes</b>		
#9: Instructions for assessment activities (what to do and how to do each activity) are clear ...	<b>NOTE:</b> Quiz instructions may be default ones. <b>REC:</b> Create Preview for each quiz and skim for errors.	

**\* Download calculator:**

<http://www.intel.com/Consumer/Game/broadband-speed-test.htm>

**\*\* ADA tagline:** "Upon request this document can be made available in alternate formats. Please contact the instructor (your name and phone number) or Kathi Hagen in the Disability Services Office at 755-3883. Please contact the Disability Services Office **ONLY** if you have a need for accommodations for a documented disability in this class. All other contact should be with your instructor only."