Texas Online Course Content Quality Rubric

Indicator	Guidance	Reviewer Evidence: Does quality indicator exist? Y/N	Reviewer Notes
Content is at an appropriate level of complexity to support students at their grade level	• The course is designed to engage students in the appropriate level of rigor (conceptual understanding, procedural fluency, or application) as identified in the Texas Essential Knowledge and Skills standards (TEKS) and as appropriate for the development of the content and skill.		
Course content strategically scopes the content and skills development in an appropriately sequenced assignment and activities.	• The course covers all TEKS. • The course strategically and systematically develops and assess students' content knowledge as appropriate for the concept and grade-level as outlined in the TEKS. • The course will not contain any advertising content.		

Content contains questions and tasks that support students in analyzing and integrating knowledge, ideas, themes, and connections throughout the course.	• Most questions and tasks build conceptual knowledge and integrate multiple student expectations.
	• Questions and tasks require students to
	  ○ Identify, discuss, or analyze important big ideas, themes, and details.
	  ○ Draw connections across multiple student expectations.		

Course includes opportunities to practice and a variety of different assessments to measure progress.	• The course provides a variety of opportunities to review and practice of knowledge and skills throughout the span of the curriculum. • The course contains a variety of assessment types aligned to the TEKS.		
Course integrates quality tasks that require students to apply their knowledge and skills at the appropriate level of rigor and complexity.	• The course provides grade level appropriate tasks for students to demonstrate and apply learned knowledge and skills to show evidence of learning. • The course provides opportunities for students to demonstrate mastery of the learned content. • Aligned to the TEKS rigor.		

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Course contains opportunities for the integration of skills through interconnected assignments, tasks, or activities that build student knowledge and provide opportunities for increased independence.	• The course spirals knowledge and skills throughout to support mastery and retention. • The course is intentionally sequenced to scaffold learning in a way that allows for increasingly deeper conceptual understanding.		
Extensive communication exists between a student and a teacher and among students as evidenced by frequent, ongoing, and academically meaningful communication conducted through various methods.	• The course provides opportunities for students to engage in academically meaningful communications.		
Assignments and activities provide an opportunity for students to express their thinking and knowledge through various forms of communication (written and oral.)	• Students have various opportunities to demonstrate and apply to their knowledge through written and oral communications throughout the course.		
Opportunities exist within the course for the teacher of record to observe, document, evaluate and provide feedback on student work, group work, skill demonstrations, or ensemble performances, as applicable. The online course creates opportunities to demonstrate improvement. The online course provides a method for educators to include their observations of student activities and performances.	• The course provides teachers with multiple opportunities to interact with students, allow for meaningful feedback, and allow students the opportunities to improve their skills.		
The course includes at least 40 percent hands-on laboratory investigations and field work using appropriate scientific inquiry for secondary (Grades 9-12) science courses as required by TAC, §74.3(b)(2)(C), Subchapter A, Required Curriculum.	• The investigations provide physical and/or simulated hands-on activities that provides opportunities for students to interact directly with the material world, using the appropriate tools, data collection techniques, models, and theories of science. or • Hands-on investigations may serve as stand-alone projects or be used as part of a blended investigation including a kitchen lab, wet lab, or field investigation.		