

Online Course Review Instrument

Used for a course-reviewing partnership between Henry County Schools and University of West Georgia

To learn more about this instrument, visit the *National Standards of Quality for Online Courses* online.

Course :	Science
Grade Level:	7th Grade
Teacher(s) of Course:	Justin Castile
School (HCOA or Luella):	Luella
Date of Review:	3/10/2011
Reviewer:	Combined Niki / Kim / David Scores & Notes

Rating Scale

0 Absent - component is missing

1 Unsatisfactory - needs significant improvement

2 Somewhat satisfactory - needs targeted improvements

3 Satisfactory - discretionary improvement needed

4 Very Satisfactory - no improvement needed

Instructions: As you move through the online course materials, score the course based on the criteria below. If you don't understand an additional note that offers additional information. These explanations come from a supplemental document (SD) created by iNAC. If you give a score of 2 or below, please give a specific comment to explain the score, and offer recommendations to improve the course in this place where you are invited to give feedback on using the instrument for reviewing this course. You can give feedback on individual components or you can give general feedback in an optional cell at the bottom of the spreadsheet.

7th Grade Science Course Comparison

Niki / Kim / David / Group

Standard A: Content		NIKI Score
A.1	The course goals and objectives are measurable and clearly state what the	4
A.4	The course content and assignments are of sufficient rigor, depth, and	3
A.5	Information literacy and communication skills are incorporated and taught	4
A.6	Sufficient learning resources and materials to increase student success are	3
A.7	A clear, complete course overview and syllabus are included in the course.	0
A.8	Course requirements are consistent with course goals, representative of the scope of the course, and clearly stated.	2
A.9	Information is provided to students, parents and mentors on how to communicate with the online teacher and course provider, including information on the process for these communications.	1
A.10	Issues associated with the use of copyrighted materials are addressed.	1
A.11	Academic integrity and netiquette (Internet etiquette) expectations regarding lesson activities, discussions, e-mail communications and plagiarism are clearly stated.	2

Standard B: Instructional Design		Score
B.1	Course design reflects a clear understanding of student needs, and	4
B.2	The course is organized into units and lessons.	3
B.3	The course unit overview describes the objectives, activities and resources that frame the unit. It includes a description of the activities and assignments that are central to the unit.	2
B.4	Each lesson includes a lesson overview, content and activities,	2
B.5	The course is designed to teach concepts and skills that students will retain over time.	4

B.6	The course instruction includes activities that engage students in active learning.	4
B.7	Instruction provides students with multiple learning paths to master the content, based on student needs.	4
B.8	The teacher engages students in learning activities that address a variety of learning styles and preferences.	4
B.9	The course provides opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex	4
B.10	The course reflects multicultural education and is accurate, current and free of bias.	4
B.11	The teacher can adapt learning activities to accommodate students' needs.	4

B.12	Readability levels, written language assignments and mathematical requirements are appropriate for the course content and the students.	4
B.13	The course design provides opportunities for appropriate instructor-student interaction, including timely and frequent feedback about student progress.	2
B.14	The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material and a plan for monitoring that interaction.	2
B.15	The course provides opportunities for appropriate student interaction with the content to foster mastery and application of the material.	4
B.16	Students have access to resources that enrich the course content.	4

Standard C: Student Assessment		Score
C.1	Student evaluation strategies are consistent with course goals and	4

C.2	The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.	4
C.3	Ongoing and frequent assessments are conducted to verify each student's readiness for the next lesson.	4
C.4	Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content beyond letter grades.	3
C.5	Assessment materials provide the teacher with the flexibility to assess	4
C.6	Grading rubrics and models of partially to fully completed assignments are provided to the teacher.	3
C.7	Grading policy and practices are easy to understand.	2

Standard D: Technology		Score
D.1	and assessments to extend learning opportunities.	4
D.3	The course is easy to navigate.	3
D.4	The course makes maximum use of the capabilities of the online medium	4
D.5	Hardware, Web browser and software requirements are specified.	3
D.6	Prerequisite skills in the use of technology are identified.	1
D.7	The course utilizes appropriate content-specific tools and software.	4
D.10	The course meets universal design principles, Section 508 standards and	3

Standard F: 21st Century Skills		Score
F.1	The course intentionally emphasizes 21st century skills in the course,	4

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Standard A: Content		Score
A.1	The course goals and objectives are measurable and clearly state what the participants will know or be able to do at the end of the course.	4
A.4	The course content and assignments are of sufficient rigor, depth, and breadth to teach the standards being addressed.	4
A.5	Information literacy and communication skills are incorporated and taught as an integral part of the curriculum.	4
A.6	Sufficient learning resources and materials to increase student success are available to students before the course begins.	4
A.7	A clear, complete course overview and syllabus are included in the course.	0
A.8	Course requirements are consistent with course goals, representative of the scope of the course, and clearly stated.	4

A.9	Information is provided to students, parents and mentors on how to communicate with the online teacher and course provider, including information on the process for these communications.	3
A.10	Issues associated with the use of copyrighted materials are addressed.	3
A.11	Academic integrity and netiquette (Internet etiquette) expectations regarding lesson activities, discussions, e-mail communications and plagiarism are clearly stated.	3
A.14	Assessment and assignment answers and explanations are included.	4

Standard B: Instructional Design		Score
B.1	Course design reflects a clear understanding of student needs, and incorporates varied ways to learn and multiple levels of mastery of the	4
B.2	The course is organized into units and lessons.	2
B.3	The course unit overview describes the objectives, activities and resources that frame the unit. It includes a description of the activities and assignments that are central to the unit.	4
B.4	Each lesson includes a lesson overview, content and activities, assignments, and assessments to provide multiple learning opportunities for students to master the content.	2
B.5	The course is designed to teach concepts and skills that students will retain over time.	4
B.6	The course instruction includes activities that engage students in active learning.	4
B.7	Instruction provides students with multiple learning paths to master the	4
B.8	The teacher engages students in learning activities that address a variety of learning styles and preferences.	4

B.9	The course provides opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways.	4
B.10	The course reflects multicultural education and is accurate, current and free	4
B.11	The teacher can adapt learning activities to accommodate students' needs.	4
B.12	Readability levels, written language assignments and mathematical requirements are appropriate for the course content and the students.	4
B.13	The course design provides opportunities for appropriate instructor-student interaction, including timely and frequent feedback about student progress.	4
B.14	The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material and a plan for monitoring that interaction.	4
B.15	The course provides opportunities for appropriate student interaction with the content to foster mastery and application of the material.	4
B.16	Students have access to resources that enrich the course content.	4

Standard C: Student Assessment		Score
C.1	Student evaluation strategies are consistent with course goals and objectives, representative of the scope of the course and clearly stated.	4
C.2	The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.	3
C.3	Ongoing and frequent assessments are conducted to verify each student's readiness for the next lesson.	4
C.4	Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content beyond letter grades.	4

C.5	Assessment materials provide the teacher with the flexibility to assess students in a variety of ways.	3
C.6	Grading rubrics and models of partially to fully completed assignments are provided to the teacher.	3
C.7	Grading policy and practices are easy to understand.	3

Standard D: Technology		Score
D.1	The course architecture permits the online teacher to add content, activities and assessments to extend learning opportunities.	4
D.3	The course is easy to navigate.	2
D.4	The course makes maximum use of the capabilities of the online medium and makes resources available by alternative means; e.g., video, CDs and	3
D.5	Hardware, Web browser and software requirements are specified.	4
D.6	Prerequisite skills in the use of technology are identified.	4
D.7	The course utilizes appropriate content-specific tools and software.	4
D.10	The course meets universal design principles, Section 508 standards and W3C guidelines to ensure access for all students.	4

Standard F: 21st Century Skills		Score
F.1	The course intentionally emphasizes 21st century skills in the course, including using 21st century skills in the core subjects, 21st century content, learning and thinking skills, ICT literacy, self-directed learning, global awareness, and includes 21st century assessments, as identified by the Partnership for 21st Century Skills.	4

Course Strengths

Niki's Reccomended Changes and Course Notes

For a particular criterion, hover over the cell of the criterion to see the COL and Region 4, and are used with permission. When giving an area. The "instrument" column is optional, and it provides a standard indicators by using the corresponding cell, or you

KIM

Score

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Niki's Comments
The objectives are stated for each Unit. They are very clear for the students.
I am not sure if they are available before the course begins or not, but there are resources inside of each lesson.
There was not a syllabus or link to a syllabus that I could find.
The requirements are consistent, but they are not stated anywhere in a syllabus for students to view.

Other than discussions and email through Angel, I did not see anything listed as far as how to communicate with the teacher.

I did not see this anywhere in the course. I think if there was a syllabus this would be a good place to address this.

See above. However how to turn work in and complete lessons are stated in the lessons. The discussion instructions are also stated for each discussion

Niki's Comments

There are multiple activities and performance tasks for students to complete that meet multiple intelligences.

The course is organized, however Units 4 & 5 seem to be organized differently. I can see this being confusing to a student.

The activities are not explained here. The objectives and vocabulary are listed for each unit, but not all of the activities that will be completed for that unit.

There is not always a lesson overview. I think only Unit 1 had an overview, but that was the only one I saw. The activities, assignments, and most assessments do provide for multiple learning opportunities.

The lessons are even set up with a pre-test and students that exceed on the pre assessment can skip the first lesson of knowledge/skills and move on to the 2nd lesson.

I think that all of the lessons are engaging and promote active learning.

There are multiple performance tasks that can be completed in different ways depending on the student.

The lessons start out with the basics of Bloom's Taxonomy and then gradually work up to the higher order thinking especially in the performance tasks.

Most of the lessons can be adapted to meet the needs of and student.

They are age appropriate for 7th grade Science and build on previous years of Science.

I can see this through email and in turning in assignments to see grades, but a HELP discussion board or place where students can contact the instructor and pose questions so all can see will be helpful.

See above.

There are a variety of activities and assessments for each unit for students to complete to check for mastery.

It appears that they have the link to the online textbook materials as well. There are links to resources within each unit/lesson.

Niki's Comments

Each unit has an overall rubric for students. There are multiple ways students are being assessed.

There are a variety of ways students are assessed and they are all appropriate.

Each lesson has various assessments and then there is a Performance Task for each Unit as well to sum up the unit.

As long as feedback is provided in a timely manner.

I think students are assessed in a variety of ways. Some by worksheets, quizzes, tests, and even by performance tasks which will be different for each student.

This is something I would like to see in a syllabus to see the overall grading scale and percentages that each would count.

Niki'a Comments

As stated earlier, the course is easy to navigate, except for Unit 4 and 5. These two units were different than the other 3 and much harder to work through.

There are multiple uses of technology and files used in this course. PowerPoints are also available for students.

I think this should be something added to the syllabus as well.

I did not see this stated in a syllabus or anywhere in the course. I think this should be included in the course syllabus. The only thing I saw stated was how to use the tools in Windows and about completing work on the various worksheets in the lessons.

Niki's Comments

The course intentionally emphasizes 21st century skills in the course, including using 21st century skills in the core subjects, 21st century content, learning and thinking skills, ICT literacy, self-directed learning, global awareness, and includes 21st century assessments, as identified by the Partnership for 21st Century Skills.

