

NASBLA eLearning Interactivity Design Rubric



Course Title: _____ Submitted by: _____

Instructions: Review and evaluate the course using the following criteria to ensure it provides interactive content throughout approximately 50% of course. To achieve this ideal level of interactivity, course providers should strive to receive 60 points for each criteria. However, **the course under review with an overall score ranging from 50 points to 60 points based on the weighted scale will be deemed to satisfy NASBLA Course Approval Policy section 9.3A for interactive content.**

Guidance: Rubric may be used for both the optional Pre-Review and Final Review Process.

FORM and TAB References

Criteria 1	Criteria Description	60 Points	40 Points	20 Points
		Satisfactory amount of interactivity in the course	Insufficient amount of interactivity in the course	Excessively low amount of interactivity in the course
Learning Outcomes (Student Performance Objectives - SPOs) (Weighted at 30%)	The course expects the learner to perform at the Bloom's levels described below, and accomplish the corresponding actions: <ul style="list-style-type: none"> • Apply (i.e., discover, operate) • Analyze (i.e., prioritize, distinguish) • Evaluate (i.e., select, predict) • Create (i.e., investigate, assemble) 	The course expects the learner to perform at 50% to 100% of the Bloom's levels described.	The course expects the learner to perform at 26% to 49% of the Bloom's levels described.	The course expects the learner to perform at less than 25% of the Bloom's levels described.
		Score 0		

Guidance: Complete Form 9.3A-2017.1- The percentage is determined by reviewing the course's student performance objectives (SPO) and will use this formula to determine the final score: **# of SPOs stated at the described Bloom's level/# of total SPOs = % of performance at Bloom's level.** The course provider is to provide the list of SPOs and supply the overall concept, rationale and evidence showing implementation of the approach for reviewer consideration.

See **NASBLA Interactivity Option Criteria 1 and 4- Student Performance Objectives and Feedback/Practice** - Form 9.3A-2017.1. For the SPO measurement, refer to "Creating SPOs", and "Bloom's Taxonomy Levels" tabs on this worksheet.

Criteria 2	Criteria Description	60 Points Satisfactory amount of interactivity in the course	40 Points Insufficient amount of interactivity in the course	20 Points Excessively low amount of interactivity in the course	<p>Guidance: The course provider will complete the NASBLA Interactive Option worksheet and will indicate the highest level (interactivity levels 1-4) and location in the course where this indicated standard element is presented. (Example: There are 37 standard elements in the Power Standard. Therefore, 19 of those elements presented as interactivity levels 3 or 4 earns a score of 51% (e.g. 19/37 = 51%). Any total of 50% or greater receives a score of 60 points on this rubric.)</p> <p>See NASBLA Interactivity Option Criteria 2-Instructional Strategies - Form 9.3A-2017.2. Refer to "Types of Activities per Level" tab on this worksheet.</p>
Instructional Strategies (Weighted at 30%)	<p>The course provider employs some/all (including but not limited to) the following instructional strategies to give the learner the ability to make more decisions and have more control over the training:</p> <ul style="list-style-type: none"> • Applies real-life scenarios to encourage the learner to think and evaluate the outcomes based on decisions he/she needs to make in the moment • Allows for learner to explore, search, or investigate to accomplish learning goal(s) • Supplies sufficiently challenging and relevant activities that will have the learner reflect, process the information, and transfer learning to their long-term memory 	<p>The course provider employs 50% or greater of the described instructional strategies based on Interactivity checklist.</p>	<p>The course provider employs 30-49 % of the described instructional strategies based on the interactivity checklist.</p>	<p>The course provider employs an less than 30% of the described instructional strategies based on the interactivity checklist.</p>	
	<p>Score 0</p>	<p>Reviewer Comments:</p>			

		60 Points	40 Points	20 Points
Criteria 3	Criteria Description	Satisfactory amount of interactivity in the course	Insufficient amount of interactivity in the course/ Excessive amount of interactivity in the course	Excessively low amount of interactivity in the course
Multimedia Features (Weighted at 20%)	The course provider incorporates the following multimedia features into the course: <ul style="list-style-type: none"> • Images, graphics, videos, and audios that are complex, customized, and/or animated and meet interactivity levels 3/4. • Activities that include interactive games and simulations or stories with branching scenarios that involve practice in decision-making and application of content learned. • Non-linear structure and navigation that allow learners to control how they move through the course. There may be multiple menus or multiple branches for navigation and a guide or avatar to help lead the learner in navigating the course. 	The course provider incorporates an appropriate amount of multimedia features into the course. There are 3-5 types/varieties used that meaningfully help learners engage with the content.	The course provider attempts to incorporate some multimedia features but can include more. There may only be 2 types/varieties used , and they may not always engage learners meaningfully. -OR- The course provider incorporates an excessive amount of multimedia features in the course. There may be over 5 types/varieties used , and they may overwhelm learners or distract from the content.	The course provider incorporates very few multimedia features. There is only 1 type/variety used that may not be very engaging or interactive.
	Score 0	Reviewer Comments:		

Guidance: Overuse of multimedia may overwhelm the learner or distract from the content. Too little use may result in learner boredom. If one type of multimedia is used throughout (e.g. video), then that counts as one type, even if used multiple times. Use of 3-5 types maximum of interactive multimedia is the preferred target. The media must engage students in a meaningful way to lead them towards completion of the stated student performance objective(s).

See NASBLA **Interactivity Option Criteria 3 - Multimedia Features** - Form 9.3A-2017.3.

Criteria 4	Criteria Description	60 Points	40 Points	20 Points			
		Satisfactory amount of interactivity in the course	Insufficient amount of interactivity in the course	Excessively low amount of interactivity in the course			
Practice and Feedback (Weighted at 20%)	<p>The course contains the assessment types found below that provide opportunities for each type of learner to practice and learn from their own errors/mistakes:</p> <ul style="list-style-type: none"> • Provides instant feedback to learner to immediately reflect and make corrections • Uses simulations as assessment to apply the learner's skills, solve problems, and practice what they know • Requires the learner to produce deep explanation of concepts, procedures, and policies to demonstrate transference of learning 	<p>The course provides feedback throughout the course including feedback at suitable intervals on over 90% of interactive decision points. Every decision has some type of feedback indicating both correct and incorrect choices. The course includes features which uses formative evaluations (quizzes, checkpoints, etc.) to ensure the student is comprehending the material and is on the right path. These formative evaluations provide 'practice' for the student's final Summative Evaluation (Final Test) and are in addition to any 'end of chapter/unit' quiz required for course approval. It is clearly evident that a successful student would be assessed to the stated Bloom's levels 3-4 student performance objectives.</p>	<p>The course provides feedback interspersed throughout the course including feedback at 50-89% of interactive decision points indicating both correct and incorrect choices. The course uses formative evaluations (quizzes, etc.) to ensure the student is comprehending the material and is on the right path. Formative Evaluations are designed to provide evaluation beyond the 'practice' required for the student's final Summative Evaluation (Final Test). It is not fully evident how a successful student would be assessed to one of the stated Bloom's levels 3-4 student performance objectives.</p>	<p>The course provides feedback between 25% and 49% of the interactive decision points indicating both correct and incorrect choices. The course meets the basic requirement for formative evaluations (quizzes, etc.) to provide 'practice' for the student's final Summative Evaluation (Final Test) but does assess much beyond this requirement. It is not evident how a successful student would be assessed to two or more of the stated Bloom's levels 3-4 student performance objectives. (Notes: A course scoring less than 25% receives zero points for this criteria.)</p>	<p>Guidance: The course provider will identify the Practice and Feedback point target and supply the overall concept, rationale and evidence showing implementation of the approach for reviewer consideration. For a beginner level student, does the student complete each identified student performance objective? Is it clear how the student is evaluated in meeting the SPO? What percentage of decision points receive feedback? (Note: A score of less than 25% receives zero points for this criteria.)(Definitions: summative evaluation = culmination of all previous assessments or performance, final test as required by NASBLA; formative evaluation = quiz; in- progress check; impromptu check; checkpoint. Can indicate various interactivity levels for formative evaluations.)</p>	<p>See NASBLA Interactivity Option Criteria 1 and 4 - Student Performance Objectives and Feedback/Practice - Form 9.3A-2017.1.</p>	
	<p><u>Score</u> 0</p>	<p>Reviewer Comments:</p>					

OVERALL SCORE:	0	Reviewer Comments:	<p>Guidance: A course receiving 50 points or more based on this formula is deemed to meet the 50% or more of the interactivity requirement ONLY. Course must also meet additional Course Review policy requirements.</p> <p>Interactivity Rubric Scoring Formula: $(B8*0.3)+(B14*0.3)+(B20*0.2)+(B26*0.2)=$ Overall Score</p>
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NASBLA Course Approval Policy Section 9.3A

- A) Effective 2018, states have the option to choose online courses that provide interactive content requiring successful completion before advancing to the next session. Implementing this option will eliminate the requirement for course timers [9.3.1 (b)] if interactive content replaces 50% or more of the material presented with the expectation that an average student will spend a minimum of 3 hours to complete all required content. In order to eliminate course timers, interactivity must be presented at eLearning Levels 3 or 4¹ and must be incorporated in a variety of ways and dispersed throughout the course. As with all approved courses, each state may determine whether or not it will authorize NASBLA-approved courses built with this interactive approach as meeting any state requirements.

Developed Under the Leadership of the 2017 NASBLA Education and Outreach Committee: Susan Stocker (IA), Chair; Kim Jackson (AZ), Vice Chair; Betsy Woods (TN), Program Administration Subcommittee Chair; MariAnn McKenzie (OR) and Stacey Brown (VA) - Charge Team Members. NASBLA Education and Standards Director - Pamela Dillon

Rubric Development

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¹ See tab entitled : Types of Activities per Level

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Additional reference tabs on this Excel spreadsheet include: "Creating SPOs"; "Bloom's Taxonomy Levels"; and, "Types of Activities per Level"