

TOP 10 COMMONLY MISSED QM Essential Standards

Through a formal *review of 235 CSU QM online courses* that received QM certification using the 6th edition QM Rubric, the following 10 Specific Review Standards have been identified as the most commonly missed upon 1st review (e.g. 8.3 is the most & 6.2 is the least missed QM standard). The instructor should preview these to ensure they have been met before submitting their course toward QM course certification.

Number	Critical QM Essential Standards and Related Examples
QM 8.3	Course documents and text materials created by the instructor or from external sources are accessible to students with disabilities. Examples: Accessible text, images, files, LMS pages, web pages (alt-tags, tables with headings) meet the needs of diverse learners. QuARRy 8.3 Exemplars
QM 3.3	Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. Examples: Checklists, rubrics, grading sheets, team projects with criteria to evaluate an individual. QuARRy 3.3 Exemplars
QM 4.2	The relationship between the use of instructional materials in the course and completing learning activities is clearly explained. Examples: Schedule of assigned readings along with an explanation of how they will be used in the forums, links to external websites include a description and how the website is used in the activity, and explanation about required or optional materials. QuARRy 4.2 Exemplars
QM 2.4	The relationship between learning objectives and learning activities is clearly stated. Examples: A course map, a module introductory page with a summary, a numbering system to show the relationship between objectives and activities. QuARRy 2.4 Exemplar
QM 3.1	The assessments measure the achievement of the stated learning objectives. Examples: An essay shows learners can "explain," MC quiz verifies learners can "identify," an assignment shows learners can "write or compose," a case study shows learners can "analyze." QuARRy 3.1 Exemplars
QM 5.3	The instructor's plan for interacting with learners during the course is clearly stated (typically found in the syllabus or a particular assignment). Examples: Statement about regular announcements, and statement that some assignments will receive summary feedback. QuARRy 5.3 Exemplars
QM 3.2	The course grading policy is stated clearly at the beginning of the course. Examples: List of all activities, tests, etc. along with their weights or points, and also includes a statement about how late submissions will be graded. QuARRy 3.2 Exemplars
QM 8.1	Course navigation facilitates ease of use. Examples: Navigation is consistent, logical, and efficient, design elements are used repetitively increasing predictability, links have meaningful names that are hyperlinked, and it is easy to return to the homepage from any location. QuARRy 8.1 Exemplars
QM 5.1	The learning activities promote the achievement of the stated learning objectives. Examples: Learning activities are varied to promote reinforcement or mastery (e.g., class discussions, practice quizzes, case studies, presentations, labs). QuARRy 5.1 Exemplars
QM 6.2	Course tools promote learner engagement and active learning. Examples: Tools facilitate ongoing interactions with the instructor, course materials and other learners, look for tools that support learner engagement (social media, wikis, blogs). QuARRy 6.2 Exemplars