

## Resource Bank Object Curation Evaluation Rubric

The following rubric represents an evaluation system for objects (resources) found within the Sun West Resource Bank. An object could include images, applets, lessons, units, assessments and more. For the purpose of this evaluation, any component that can exist as stand-alone qualifies as an object. The rubrics in this packet can be applied across content areas and object types.

In general, the rubric should be applied to all objects. In some cases, this may be a single lesson or instructional support material, while in others it might be a complete unit of study, set of support materials or student developed resource. If multiple lessons are included in an OER, the reviewer needs to determine if all lessons will be examined, if only those lessons that deal with essential aspects of the curriculum are to be considered, or if it would be best to evaluate random lessons, looking at, for example, every third or fifth lesson.

This rubric was created using the OER commons rubrics (from [oercommons.org](http://oercommons.org)) as well as “Appendix B” from the Government of Saskatchewan’s Ministry of Education’s Learning Resources Evaluation Guidelines.

These rubrics are typically used to rate the potential, not actual, effectiveness of a particular object in a learning environment. Each rubric should be scored independently of the others using the following scores that describe levels of potential quality, usefulness, or alignment to outcomes:

**3: Superior** – The resource exceeds the expected standard and will be included in The Resource Bank (and may even be featured). The resource should be rated at a minimum of 4 stars.

**2: Quality** – The resource meets the expected standard and will be included in The Resource Bank. Ratings will be determined by the Resource Bank users.

**1: Limited or unacceptable** – This resource does not meet the expected standard and may not be included in The Resource Bank.

**N/A: Rubric Not Applicable** – The not applicable (N/A) rating is used any time a particular rubric does not apply to the object being rated. This is not a pejorative score; it simply means it would be inappropriate to apply this rubric to this object.

**The following areas will be considered or scored using the 3 level rubric described above:**

- **Physical Quality/Format**
- **Content**
- **Social Considerations**
- **Instructional Design**
- **First Nations, Métis, and Inuit Content (if incorporated)**

Like the Saskatchewan Ministry of Education resource on “Learning Resources & Evaluation Guidelines”, the criteria used are written in question format. The criteria is designed to guide the curator(s) to approve high-quality and appropriate resources to help meet the needs of teachers, students and parents.

Please consider the following criteria when creating and submitting resources to ensure their quality.

### **Physical Quality/Format**

- Is the information in the resource (links, downloadable docs) easy to find and downloads properly?
- Is the resource organized to permit easy use?
- If graphics are used are they an integral part of the text?
- Is the writing/text/description of the resource clear and easy to understand?

### **Content**

- Are sources of information (E.g., statistics, research) cited?
- Is the resource listed under the proper subject heading and enough metadata (information) completed for the resource to be found and used by others?
- Is the learning resource current?
- Is there accurate and realistic presentation of content?
- Is the learning resource tagged with appropriate keyword/tags to make it easily searchable?
- Does the learning resource list First Nations, Métis, and Inuit peoples as distinct nation groups, use terms based on what is deemed appropriate to specific First Nations, Métis, and Inuit audience and when possible, avoid the overuse of umbrella terms such as Aboriginal?

## Social Considerations

- Does the learning resource contain appropriate multicultural content and perspectives?
- If the context is present; could the learning resource contribute to students' understandings of the complexities of contemporary society?
- Is the resource appropriate for the students and audiences it is intended for?
- Does the learning resource follow copyright laws?

## First Nations, Métis, and Inuit Content (if incorporated)

- Are First Nations, Métis, and Inuit worldviews (beliefs and values) sensitively and accurately presented?
- Is the language accurate and respectful?
- Is the information balanced and objective?
- Are the visuals accurate and respectful?

## Instructional Design

- Does the learning resource support the philosophy of the curriculum regarding at least one of the following:
  - What will be taught/learned
  - Why it will be taught/learned
  - With whom it will be taught/learned
  - How it will be taught/learned
- Is the learning resource suitable for a range of learning styles and instructional approaches (or will it provide a complement to other resources to meet a variety of needs in a variety of manners)?
- Does the learning resource stimulate the interest of the audience?
- Does the learning resource integrate 21<sup>st</sup> century skills or competencies?
- When included in the resource, are the assessment tools useful?

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Focus Area	N/A	1	2	3
<b>Physical Quality/Format</b>				
<i>Is the information in the resource (links, downloadable docs) easy to find and downloads properly?</i>				
<i>Is the resource organized to permit ease of use?</i>				
<i>If graphics are used are they an integral part of the text?</i>				
<i>Is the writing/text/description of the resource clear and easy to understand?</i>				
<b>Physical Quality/Format Overall Assessment</b>				

Content	N/A	1	2	3
<i>Are sources of information (E.g., stats, research) cited?</i>				
<i>Is the resource listed under the proper subject heading and enough metadata (information) completed for the resource to be found and used by others?</i>				
<i>Is the learning resource current?</i>				
<i>Is there accurate and realistic presentation of content?</i>				
<i>Is the learning resource tagged with appropriate keyword/tags to make it easily searchable?</i>				
<i>Does the learning resource list First Nations, Métis, and Inuit peoples as distinct nation groups, use terms based on what is deemed appropriate to specific First Nations, Métis, and Inuit audience and when possible, avoid the overuse of umbrella terms such as Aboriginal?</i>				
<b>Content Overall Assessment</b>				

Social Considerations	N/A	1	2	3
<i>Does the learning resource contain appropriate multicultural content and perspectives?</i>				
<i>If the content is present; could the learning resource contribute to students' understandings of the complexities of contemporary society?</i>				
<i>Is the resource appropriate for the students and audiences it is intended for?</i>				
<i>Does the learning resource follow copyright laws?</i>				
<b>Social Considerations Overall Assessment</b>				

<b>First Nations, Métis, and Inuit Content (if incorporated)</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>
<i>Are First Nations, Métis, and Inuit worldviews (beliefs and values) sensitively and accurately presented?</i>				
<i>Is the language accurate and respectful?</i>				
<i>Is the information balanced and objective?</i>				
<i>Are the visuals accurate and respectful?</i>				
<b>First Nations, Métis, and Inuit Content (if incorporated) Overall Assessment</b>				

<b>Instructional Design</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>
<i>Does the learning resource support the philosophy of the curriculum regarding at least one of the following: What will be taught/learned Why it will be taught/learned With whom it will be taught/learned How it will be taught/learned</i>				
<i>Is the learning resource suitable for a range of learning styles and instructional approaches (or will it provide a compliment to other resources to meet a variety of needs in a variety of manners)?</i>				
<i>Does the learning resource stimulate the interest of the audience?</i>				
<i>Does the learning resource integrate 21<sup>st</sup> century skills or competencies?</i>				
<i>When included in the resource, are the assessment tools useful?</i>				
<b>Instructional Design Overall Assessment</b>				