



Correlation between the National Standards for Quality Online Courses: Third Edition (2019) and the Quality Matters K-12 Rubric, Fifth Edition (2019)

Portions of the National Standards for Quality Online Courses (indicators, explanations, and examples) are taken directly from the Quality Matters™, K-12 Rubric, Fifth Edition and are noted with an asterisk*. More information on the National Standards for Quality Online Courses can be found at <http://www.nsqol.org> and more information about Quality Matters can be found at <http://www.qualitymatters.org>.

National Standards for Quality Online Courses → Quality Matters™ K-12 Rubric

NSQ Online Courses, Third Ed.	QM K-12 Rubric, Fifth Ed.
Standard A: Course Overview and Support	
A1 A course overview and syllabus are included in the online course.	1.1 T Instructions make clear to learners how to get started and where to find essential course components. <i>See Annotations</i>
A2 Minimum computer skills and digital literacy skills expected of the learner are clearly stated.*	1.4 T Minimum computer skills and digital literacy skills expected of the learner are clearly stated.
A3 The instructor’s biographical information and information on how to communicate with the instructor are provided to learners and other stakeholders.	1.7 C (K-12) The self-introduction by the instructor is appropriate and is clearly available in the course. 5.4 C Standards for instructor responsiveness and availability are clearly stated.
A4 Learner expectations and policies are clearly stated and readily accessible within the introductory material of the course.	1.5 T (K-12) Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated. 1.6 T (K-12) Standards of academic integrity are clearly stated. <i>See Annotations</i>
A5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.*	1.3 T Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.

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NSQ Online Courses, Third Ed.	QM K-12 Rubric, Fifth Ed.
A6 Grading policies and practices are clearly defined in accordance with course content learning expectations.	3.5 C Expectations for successfully completing the course, earning course credit, and calculating grades are clearly defined for the learner and instructor. <i>See Annotations</i>
A7 The online course provides a clear description or link to the technical support offered and how to obtain it.*	7.1 T The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
A8 Learners are offered an orientation prior to the start of the online course.	1.1 T Instructions make clear to learners how to get started and where to find essential course components. <i>See Annotations</i>
Standard B: Content	
B1 The online course objectives or competencies are measurable and clearly state what the learner will be able to demonstrate as a result of successfully completing the course.*	2.1 C Course-level learning objectives or competencies are measurable and describe what learners will be able to demonstrate as a result of successfully completing the course.
B2 The online course expectations are consistent with course-level objectives or competencies, are representative of the structure of the course, and are clearly stated.	1.2 C Learners are introduced to the purpose and structure of the course. <i>See Annotations</i>
B3 The online course content is aligned with accepted state and/or other accepted content standards, where applicable.*	2.3 C The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives.
B4 Digital literacy and communication skills are incorporated and taught as an integral part of the curriculum.*	1.4 T Minimum computer skills and digital literacy skills expected of the learner are clearly stated.
B5 Supplemental learning resources and related instructional materials are available to support and enrich learning and are aligned to the specific content being delivered.*	7.2 T Course instructions articulate or link to academic support services and resources that can help learners succeed in the course.
B6 The online course content and supporting materials reflect a culturally diverse perspective that is free of bias.*	4.6 C The course content strives to reflect a culturally diverse perspective that is free from bias.
B7 The online course materials (e.g., textbooks, primary source documents, OER) that support course content standards are accurate and current.	4.4 C The instructional materials have sufficient breadth, depth, and currency. <i>See Annotations</i>
B8 The online course is free of adult content and avoids unnecessary advertisements.*	4.7 C The course is free of adult content and avoids unnecessary advertisements.
B9 Copyright and licensing status for any third-party content is appropriately cited and easily found.	4.5 C All instructional materials used in the course are appropriately cited. <i>See Annotations</i>
B10 Documentation and other support materials are available to support effective online course facilitation.*	7.3 T The course articulates or links to resources to support effective course facilitation.
Standard C	

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C1 The online course design includes activities that guide learners toward promoting ownership of their learning and self-monitoring.	5.2 C Learning activities provide opportunities for learner-content interaction that support active learning. <i>See Annotations</i>
C2 The online course’s content and learning activities promote the achievement of the stated learning objectives or competencies.	5.1 C The learning activities promote the achievement of the stated learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.
C3 The online course is organized by units and lessons that fall into a logical sequence.	8.1 T Course navigation is logical, consistent, efficient, and intuitive. <i>See Annotations</i>
C4 The online course content is appropriate to the reading level of the intended learners.*	4.3 C The course content is appropriate to the reading level of the intended learners.
C5 The online course design includes introductory assignments or activities to engage learners within the first week of the course.	N/A
C6 The online course provides learners with multiple learning paths as appropriate, based on learner needs, that engage learners in a variety of ways.	5.2 C Learning activities provide opportunities for learner-content interaction that support active learning. <i>See Annotations</i>
C7 The online course provides regular opportunities for learner-learner interaction.	5.3 C Learning activities provide opportunities for learner-instructor and learner-learner interaction. <i>See Annotations</i>
C8 The online course design provides opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress.*	5.3 C Learning activities provide opportunities for learner-instructor and learner-learner interaction. <i>See Annotations</i>
C9 Online course instructional materials and resources present content in an effective, engaging, and appropriate manner.*	4.1 C The instructional materials contribute to the achievement of the stated course- and module/unit-level learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated. <i>See Annotations</i>
Standard D: Learner Assessment	
D1 Learner assessments are linked to stated course, unit, or lesson-level objectives or competencies.	3.1 C The types of assessments in the course measure the stated learning objectives or competencies, are consistent with learning activities and resources, and their relationship with learning objectives or competencies is clearly stated. <i>See Annotations</i>
D2 Valid course assessments measure learner progress toward mastery of content.	3.4 C Multiple methods of assessment strategies are included, based on the specified learning objectives or competencies and learner need. <i>See Annotations</i>

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NSQ Online Courses, Third Ed.	QM K-12 Rubric, Fifth Ed.
D3 Assessment practices provide routine and varied opportunities for self-monitoring and reflection of learning.*	3.3 C Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.
D4 Assessment materials provide the learner with the flexibility to demonstrate mastery in a variety of ways.*	3.4 C Multiple methods of assessment strategies are included, based on the specified learning objectives or competencies and learner need.
D5 Rubrics that clearly define expectations for varied levels of proficiency are created and shared with learners.*	3.2 C Specific and descriptive criteria are provided for the evaluation of learners' work and assist the instructor in determining the level of achievement of learning objectives and competencies. <i>See Annotations</i>
Standard E: Accessibility and Usability	
E1 Online course navigation is logical, consistent, and efficient from the learner's point of view.*	8.1 T Course navigation is logical, consistent, efficient, and intuitive.
E2 The online course design facilitates readability.*	8.2 C The course design facilitates readability.
E3 The online course provides accessible course materials and activities to meet the needs of diverse learners.*	8.3 C The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. 8.4 C The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.
E4 Online course multimedia facilitate ease of use.*	8.5 T Course multimedia facilitate ease of use.
E5 Vendor accessibility statements are provided for all technologies required in the course.*	8.6 T Vendor accessibility statements are provided for all technologies required in the course.
Standard F: Technology	
F1 Educational tools ensure learner privacy and maintain confidentiality of learner information in accordance with local, state, and national laws for learner data.	6.3 T The course takes advantage of technologies and tools that protect student privacy and maintain confidentiality of student information. <i>See Annotations</i>
F2 The online course tools support the learning objectives or competencies.*	6.1 C Course tools support the learning objectives or competencies.
F3 The online course provides options for the instructor to adapt learning activities to accommodate learners' needs and preferences.*	6.5 T (K-12 Pub) The course allows the instructor to select and sequence the assessments provided. 6.8 T (K-12 Pub) The course allows instructors to add content.
F4 The course allows instructors to control the release of content.*	6.7 T (K-12 Pub) The course allows instructors to control the release of content.

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F5 The course provides the necessary technical functionality to score and record assessments and calculate earned course points or grades.*	6.6 T (K-12 Pub) The course provides the necessary technical supports to score and record assessments and calculate earned course points or grades.
Standard G: Course Evaluation	
G1 The online course uses multiple methods and sources of input for assessing course effectiveness.	N/A
G2 The online course is reviewed to ensure that the course is current.	A QM Course Review
G3 The online course is updated on a continuous improvement cycle for effectiveness based on the findings from ongoing reviews.	A QM Course Review

Quality Matters™ K-12 Rubric → National Standards for Quality Online Courses

QM K-12 Rubric, Fifth Ed.	NSQ Courses, Third Ed.
General Standard 1: Course Overview and Introduction	
1.1 T Instructions make clear to learners how to get started and where to find essential course components.	A1 A course overview and syllabus are included in the online course. A8 Learners are offered an orientation prior to the start of the online course.
1.2 C Learners are introduced to the purpose and structure of the course.	B2 The online course expectations are consistent with course-level objectives or competencies, are representative of the structure of the course, and are clearly stated.
1.3 T Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	A5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.*
1.4 T Minimum computer skills and digital literacy skills expected of the learner are clearly stated.	A2 Minimum computer skills and digital literacy skills expected of the learner are clearly stated.* B4 Digital literacy and communication skills are incorporated and taught as an integral part of the curriculum.*
1.5 T (K-12) Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	A4 Learner expectations and policies are clearly stated and readily accessible within the introductory material of the course.

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1.6 T (K-12) Standards of academic integrity are clearly stated.	A4 Learner expectations and policies are clearly stated and readily accessible within the introductory material of the course.
1.7 C (K-12) The self-introduction by the instructor is appropriate and is clearly available in the course.	A3 The instructor's biographical information and information on how to communicate with the instructor are provided to learners and other stakeholders.
1.8 C Prerequisite knowledge in the discipline and/or required competencies are clearly stated.	N/A
General Standard 2: Learning Objectives (Competencies)	
2.1 C Course-level learning objectives or competencies are measurable and describe what learners will be able to demonstrate as a result of successfully completing the course.	B1 The online course objectives or competencies are measurable and clearly state what the learner will be able to demonstrate as a result of successfully completing the course.*
2.2 C The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives.	N/A
2.3 C The learning objectives or competencies are aligned with state standards and/or other accepted content standards.	B3 The online course content is aligned with accepted state and/or other accepted content standards, where applicable.*
2.4 C Learning objectives or competencies are designed and written for the target student audience.	N/A
General Standard 3: Assessment and Measurement	
3.1 C The types of assessments in the course measure the stated learning objectives or competencies, are consistent with learning activities and resources, and their relationship with learning objectives or competencies is clearly stated.	D1 Learner assessments are linked to stated course, unit, or lesson-level objectives or competencies.
3.2 C Specific and descriptive criteria are provided for the evaluation of learners' work and assist the instructor in determining the level of achievement of learning objectives and competencies.	D5 Rubrics that clearly define expectations for varied levels of proficiency are created and shared with learners.*
3.3 C Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.	D3 Assessment practices provide routine and varied opportunities for self-monitoring and reflection of learning.*
3.4 C Multiple methods of assessment strategies are included, based on the	D2 Valid course assessments measure learner progress toward mastery of content.

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specified learning objectives or competencies and learner need.	D4 Assessment materials provide the learner with the flexibility to demonstrate mastery in a variety of ways.*
3.5 C Expectations for successfully completing the course, earning course credit, and calculating grades are clearly defined for the learner and instructor.	A6 Grading policies and practices are clearly defined in accordance with course content learning expectations.
General Standard 4: Instructional Materials	
4.1 C The instructional materials contribute to the achievement of the stated course- and module/unit-level learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.	C9 Online course instructional materials and resources present content in an effective, engaging, and appropriate manner.*
4.2 C Instructional materials are integrated within the context of each lesson, and their intended use is clear.	N/A
4.3 C The course content is appropriate to the reading level of the intended learners.	C4 The online course content is appropriate to the reading level of the intended learners.*
4.4 C The instructional materials have sufficient breadth, depth, and currency.	B7 The online course materials (e.g., textbooks, primary source documents, OER) that support course content standards are accurate and current.
4.5 C All instructional materials used in the course are appropriately cited.	B9 Copyright and licensing status for any third-party content is appropriately cited and easily found.
4.6 C The course content strives to reflect a culturally diverse perspective that is free from bias.	B6 The online course content and supporting materials reflect a culturally diverse perspective that is free of bias.*
4.7 C The course is free of adult content and avoids unnecessary advertisements.	B8 The online course is free of adult content and avoids unnecessary advertisements.*
General Standard 5: Learning Activities and Learner Engagement	
5.1 C The learning activities promote the achievement of the stated learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.	C2 The online course's content and learning activities promote the achievement of the stated learning objectives or competencies.
5.2 C Learning activities provide opportunities for learner-content interaction that support active learning.	C1 The online course design includes activities that guide learners toward promoting ownership of their learning and self-monitoring. C6 The online course provides learners with multiple learning paths as appropriate, based on learner needs, that engage learners in a variety of ways.

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5.3 C Learning activities provide opportunities for learner-instructor and learner-learner interaction.	C7 The online course provides regular opportunities for learner-learner interaction. C8 The online course design provides opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress.*
5.4 C Standards for instructor responsiveness and availability are clearly stated.	A3 The instructor’s biographical information and information on how to communicate with the instructor are provided to learners and other stakeholders.
5.5 C The requirements for learner interaction are clearly stated.	C7 The online course provides regular opportunities for learner-learner interaction.
General Standard 6: Course Technology	
6.1 C Course tools support the learning objectives or competencies.	F2 The online course tools support the learning objectives or competencies.*
6.2 T Course tools facilitate student engagement and promote active learning.	N/A
6.3 T The course takes advantage of technologies and tools that protect student privacy and maintain confidentiality of student information.	F1 Educational tools ensure learner privacy and maintain confidentiality of learner information in accordance with local, state, and national laws for learner data.
6.4 T Course tools and technologies are current.	N/A
6.5 T (K-12 Pub) The course allows the instructor to select and sequence the assessments provided.	F3 The online course provides options for the instructor to adapt learning activities to accommodate learners’ needs and preferences.*
6.6 T (K-12 Pub) The course provides the necessary technical supports to score and record assessments and calculate earned course points or grades.	F5 The course provides the necessary technical functionality to score and record assessments and calculate earned course points or grades.*
6.7 T (K-12 Pub) The course allows instructors to control the release of content.	F4 The course allows instructors to control the release of content.*
6.8 T (K-12 Pub) The course allows instructors to add content.	F3 The online course provides options for the instructor to adapt learning activities to accommodate learners’ needs and preferences.*
General Standard 7: Learner and Instructor Support	
7.1 T The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	A7 The online course provides a clear description or link to the technical support offered and how to obtain it.*
7.2 T Course instructions articulate or link to academic support services and resources that can help learners succeed in the course.	B5 Supplemental learning resources and related instructional materials are available to support and enrich learning and are aligned to the specific content being delivered.*

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7.3 T The course articulates or links to resources to support effective course facilitation.	B10 Documentation and other support materials are available to support effective online course facilitation.*
7.4 T (K-12) Course instructions articulate or link to the institution's accessibility policies and services.	N/A
General Standard 8: Accessibility and Usability	
8.1 T Course navigation is logical, consistent, efficient, and intuitive.	E1 Online course navigation is logical, consistent, and efficient from the learner's point of view.* C3 The online course is organized by units and lessons that fall into a logical sequence.
8.2 C The course design facilitates readability.	E2 The online course design facilitates readability.*
8.3 C The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	E3 The online course provides accessible course materials and activities to meet the needs of diverse learners.*
8.4 C The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	E3 The online course provides accessible course materials and activities to meet the needs of diverse learners.*
8.5 T Course multimedia facilitate ease of use.	E4 Online course multimedia facilitate ease of use.*
8.6 T Vendor accessibility statements are provided for all technologies required in the course.	E5 Vendor accessibility statements are provided for all technologies required in the course.*

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