

Evaluation Checklist for Use of Open Educational Resources

Each element is scored independently of the others on a 5-point scale using the following scores to describe the level of potential quality, usefulness, or alignment of the resource to our needs:

3: Always

2: Most of the time

1: Some of the time/limited

0: Rarely/Very Weak / None

N/A: Not Applicable

Score	Category	Subtotal	Description
	Relevance		The information reinforces or applies to a terminal or enabling objective.
	Relevance		All of the content and performance expectations in the identified standard are completely addressed by the object.
		0	
	Completeness		Provides comprehensive information so effectively that the target audience should be able to understand the subject matter.
	Completeness		Connects important associated concepts within the subject matter. For example, a lesson on multi-digit addition makes connections with place value, rather than simply showing how to add multi-digit numbers.
	Completeness		Object does not need to be augmented with additional explanation or materials.
	Completeness		The main ideas of the subject matter addressed in the object are clearly identified for the learner.
		0	
	Accuracy		The information is accurate without major omissions or errors.
	Accuracy		There are no grammatical or punctuational errors.
		0	
	Ease of Use		Materials that are comprehensive and easy to understand and use.
	Ease of Use		Includes suggestions for ways to use the materials with a variety of learners.
	Ease of Use		All components are provided and function as intended and described.
	Ease of Use		Materials allow use of a mix of instructional approaches (lecture, group work, etc).
		0	
	Interactivity		The resource encourages active learning and class participation.

Score	Category	Subtotal	Description
	Interactivity		There are opportunities for students to test their understanding of the material (e.g. a video with embedded questions).
	Interactivity		The object is responsive to student input in a way that creates an individualized learning experience that adapts to the user based on what s/he does, or allows the user some flexibility or control during the learning experience.
	Interactivity		The interactive element is purposeful and directly related to learning.
	Interactivity		The object is well-designed and easy to use, encouraging learner use.
	Interactivity		The object appears to function flawlessly on the intended platform.
	Interactivity		The object offers exercises that facilitate mastery of the targeted skills, as stated or implied in the object.
	Interactivity		The exercises are clearly written and supported by accurate answer keys or scoring guidelines as applicable.
	Interactivity		Exercises are available in a variety of formats, as appropriate to the targeted concepts and skills.
		0	
	Design		The information is clear and understandable.
	Design		The layout and interface are easy to navigate.
	Design		The design features enhance learning.
	Design		For audio or video resources the sound quality is high.
	Design		Follows design principles of Contrast, Repetition, Alignment and Proximity
		0	
	Accessibility		Available in Tagged PDF Format or ePUB Format.
	Accessibility		All tables are without merged cells, have a header row identified, and all rows are marked to not break across pages.
	Accessibility		Available in an accessible media format and includes alternate text or subtitles.
	Accessibility		Visuals or images Include alternative text.
	Accessibility		For videos includes transcript and closed captioning and is MP4.
	Accessibility		Complies with WC3 WCAG2 Recommendations for web pages.
	Accessibility		It is compliant with Section 508 of the Rehabilitation Act.
		0	

Score	Category	Subtotal	Description
	Assessment		All skills and knowledge assessed align clearly to the content and performance expectations intended, as stated or implied in the object.
	Assessment		Nothing is assessed that is not included in the scope of intended material unless it is differentiated as extension material.
	Assessment		The most important aspects of the expectations are targeted and are given appropriate weight/attention in the assessment.
	Assessment		The assessment used in the object require the student to demonstrate proficiency in the intended concept/skill.
	Assessment		The level of difficulty is due to subject-area content and performance expectations and of the degree of cognitive demand, not unrelated issues (e.g. overly complex vocabulary used in math word problems).
		0	
	Sensitivity		The element does not contain any signs of bias or agenda.
	Sensitivity		The content accepts and respects other opinions.
		0	
	Copyright		The license allows for educational reuse of the materials.
	Copyright		The license allows modifications or adaptations of the materials.
	Copyright		It is licensed under Creative Commons License.
	Copyright		Copyright permission can be requested.
		0	
	Total	0	
	Average	0	

Resources used for this checklist

BCOER. Faculty Guide for evaluating Open Education Resources.

<https://open.bccampus.ca/files/2014/07/Faculty-Guide-29-mar-1>

Achieve, Incorporated, OER Rubrics.

<https://www.achieve.org/publications/achieve-oer-rubrics>