

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
3	Relevance		The information reinforces or applies to a terminal or enabling objective.
2	Relevance		All of the content and performance expectations in the identified standard are completely addressed by the object.
		5	
2	Completeness		Provides comprehensive information so effectively that the target audience should be able to understand the subject matter.
3	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.
2	Completeness		Object does not need to be augmented with additional explanation or materials.
3	Completeness		The main ideas of the subject matter addressed in the object are clearly identified for the learner.
		10	
3	Accuracy		The information is accurate without major omissions or errors.
3	Accuracy		There are no grammatical or punctuational errors.
		6	
3	Ease of Use		Materials that are comprehensive and easy to understand and use.
2	Ease of Use		Includes suggestions for ways to use the materials with a variety of learners.
3	Ease of Use		All components are provided and function as intended and described.
2	Ease of Use		Materials allow use of a mix of instructional approaches (lecture, group work, etc).
		10	
2	Interactivity		The resource encourages active learning and class participation.

Score	Category	Subtotal	Description
2	Interactivity		There are opportunities for students to test their understanding of the material (e.g. a video with embedded questions).
2	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.
2	Interactivity		The interactive element is purposeful and directly related to learning.
3	Interactivity		The object is well-designed and easy to use, encouraging learner use.
3	Interactivity		The object appears to function flawlessly on the intended platform.
3	Interactivity		The object offers exercises that facilitate mastery of the targeted skills, as stated or implied in the object.
2	Interactivity		The exercises are clearly written and supported by accurate answer keys or scoring guidelines as applicable.
2	Interactivity		Exercises are available in a variety of formats, as appropriate to the targeted concepts and skills.
		21	
3	Design		The information is clear and understandable.
3	Design		The layout and interface are easy to navigate.
3	Design		The design features enhance learning.
2	Design		For audio or video resources the sound quality is high.
0	Design		Follows design principles of Contrast, Repetition, Alignment and Proximity
		11	
3	Accessibility		Available in Tagged PDF Format or ePUB Format.
NA	Accessibility		All tables are without merged cells, have a header row identified, and all rows are marked to not break across pages.
3	Accessibility		Available in an accessible media format and includes alternate text or subtitles.
2	Accessibility		Visuals or images Include alternative text.
2	Accessibility		For videos includes transcript and closed captioning and is MP4.
1	Accessibility		Complies with WC3 WCAG2 Recommendations for web pages.
2	Accessibility		It is compliant with Section 508 of the Rehabilitation Act.
		13	

Score	Category	Subtotal	Description
2	Assessment		All skills and knowledge assessed align clearly to the content and performance expectations intended, as stated or implied in the object.
2	Assessment		Nothing is assessed that is not included in the scope of intended material unless it is differentiated as extension material.
2	Assessment		The most important aspects of the expectations are targeted and are given appropriate weight/attention in the assessment.
3	Assessment		The assessment used in the object require the student to demonstrate proficiency in the intended concept/skill.
3	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).
		NA	
3	Sensitivity		The element does not contain any signs of bias or agenda.
3	Sensitivity		The content accepts and respects other opinions.
		6	
3	Copyright		The license allows for educational reuse of the materials.
3	Copyright		The license allows modifications or adaptations of the materials.
3	Copyright		It is licensed under Creative Commons License.
3	Copyright		Copyright permission can be requested.
		12	
Total		73	
Average		2.212121212	

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>

