



Checklist for Meeting Online Quality Essentials Standard 4

Assessments and Grading

- ✓ 4.1 Course defines grading policies, academic integrity expectations, and late policies.
- ✓ 4.2 Course site provides an organized gradebook that includes all assessments.
- ✓ 4.3 Course includes rubrics or descriptive criteria for all assignments and assessments.
- ✓ 4.4 Instructor provides specific and targeted feedback on assignments.
- ⚙ 4.5 Instructor provides feedback and grades on assessments in a timely manner.
- ⚙ 4.6 Course includes assessments with practical, real-word applications.
- ⚙ 4.7 Course provides a scaffolded approach for summative assessments.
- ⚙ 4.8 Course includes model deliverables for summative assessments.
- ⚙ 4.9 Course workload is balanced and appropriate for the discipline and course level.

Designing Assessments

- ☐ Clearly communicate grading policies, expectations for academic integrity, and late policies (4.1)
- ☐ Provide an organized, up-to-date gradebook within the course site that includes all assessments (4.2)
- ☐ Include rubrics or descriptive grading criteria for each assignment and assessment (4.3)
- ☐ Offer students specific and targeted feedback on assignments (4.4)
- ☐ Return feedback and grades for assessments within a reasonable timeframe (4.5)
- ☐ Design assessments that connect to practical, real-world applications in the field (4.6)
- ☐ Use a scaffolded approach to build toward major summative assessments (4.7)
- ☐ Provide examples or model deliverables for key summative assessments (4.8)
- ☐ Ensure the course workload is appropriate for the level and discipline (4.9)

Tips (Recommended strategies to consider)

Provide rubrics in advance so learners know how they will be evaluated before completing assignments

Establish clear expectations for feedback turnaround (e.g., within one week) and communicate this to students

Use authentic assessments that ask students to apply knowledge and skills to real-world problems

Break down large projects into smaller, scaffolded steps with checkpoints to support learner success

Review workload expectations to ensure alignment with institutional credit-hour policies