

OER Quality Rubric

This rubric is used to assess the quality of open educational resources (OER) under consideration for the B.C. Open Collection.

Topics Covered

1	2	3	4
The OER does not address topics that a subject-matter expert would expect to find in a learning resource for this subject and level.	The OER addresses some topics a subject-matter expert would expect to find in a learning resource for this subject and level. Additional course materials would be required.	The OER covers most of the topics a subject-matter expert would expect to find in a learning resource for this subject and level. Gaps could be easily addressed by an instructor.	The OER covers all topics a subject-matter expert would expect to find in a learning resource for this subject and level. The topics are covered in appropriate depth.

Organization and Clarity

1	2	3	4
The OER is poorly organized. There are large chunks of unbroken text, it is not clear how topics relate to each other, and the writing is hard to understand.	The OER is organized in a way that makes sense, but there are large chunks of unbroken text, and the writing may be hard to understand, depending on the learner. There are few to no supports to help learners apply new information.	The OER is well organized. The writing is generally easy to understand, and there are some supports available to help learners understand and apply new information.	The OER is clearly and consistently organized. The writing is easy to understand, and there are supports available to help learners understand and apply new information.

Accuracy

1	2	3	4
The OER has substantial factual errors that would make it impossible to assign in a course.	The OER has a number of factual errors that would make it difficult to assign in a course.	The OER is largely accurate, and any errors are minor and can be easily fixed.	The OER is accurate and error free.

Currency

1	2	3	4
The OER does not address current, significant, and research-informed theories, practices, and information within the subject area. It would be difficult to assign in a course.	The OER is significantly out of date but could be remedied by assigning additional readings or in lecture.	The OER is largely up to date, and anything that is out of date can be easily updated or does not affect the accuracy of the content.	The OER is up to date.

Canadian Context

1	2	3	4
The OER was not written for a Canadian context, and the content is not relevant to learners studying this subject at a Canadian institution.	This OER was not written for a Canadian context. While some of the content is still relevant for learners at a Canadian institution, an instructor will have to augment the OER significantly.	The OER was not written for a Canadian context, but the content is still largely relevant for learners at a Canadian institution.	The OER was written for a Canadian context.

Equity

1	2	3	4
The OER uses harmful, offensive, and out-of-date language, stereotypes, examples, and/or research.	Generally, the OER does not include any obviously offensive or harmful content (or any issues can be easily fixed). However, there is also no evidence of incorporating inclusive and diverse perspectives or equitable frameworks.	The OER does not include any offensive or harmful content. There is content that addresses equity, diversity, and inclusion, but only in specific sections.	The OER's approach and content is informed by equity and justice-focused frameworks, and the content is informed by equity, diversity, and inclusion all the way through.