

Open Textbook Quality Rubric

This rubric is used to assess the quality of OER under consideration for the B.C. Open Collection.

Topics Covered

1	2	3	4
The text does not address topics I would expect to be included in a textbook for this subject and level.	The text addresses some topics I would expect to be included in a textbook for this subject and level. Additional course materials would be required.	That text covers most of the topics I would expect to be included in a textbook for this subject and level. Gaps could be easily addressed by an instructor.	The text covers all topics I would expect to be included in a textbook for this subject and level. The topics are covered to the appropriate depth.

Organization and Clarity

1	2	3	4
The textbook 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 textbook 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 student. There are few to no supports to help students apply new information	The textbook is well organized. The writing is generally easy to understand and there are some supports available to help students understand and apply new information.	The textbook is clearly and consistently organized. The writing is easy to understand, and there are supports available to help students understand and apply new information.

Accuracy

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

Currency

1	2	3	4
The text 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	The text is significantly out of date but could be remedied by assigning additional readings or in lecture.	The text is largely up to date, and anything that is out of date can be easily updated or does not affect the accuracy of the content.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 text is up to date.

Canadian Context

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

Equity

1	2	3	4
The textbook uses harmful, offensive, and out-of-date language, stereotypes, examples, and/or research.	Generally, the textbook 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 textbook does not include any offensive or harmful content. There is content that addresses equity, diversity, and inclusion, but only in specific sections.	The textbook'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.