

National Standards for Quality Online Courses

Below please find Accelerate Education’s alignment to the national rubric for developing quality online courses that was created by Quality Matters and the Virtual Learning Leadership Alliance.

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STANDARD A: COURSE OVERVIEW

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<p>A1: A course overview and syllabus are included in the online course.</p>	<p>An overview of the course and the syllabus make clear to learners how to get started and where to find essential course components. These can be presented up front in the course instructions.</p>	<p>All Accelerate Education courses include a Teacher's Guide which includes the Syllabus that can easily be shared with students. The syllabus clearly states learning objectives and defines the scope and sequence of the course. Additionally, there is a Getting Started activity at the beginning of every course to orient students.</p>
<p>A2: Minimum computer skills and digital literacy skills expected of the learner are clearly stated.</p>	<p>Computer skills might include the ability to download and upload files; download and install software; use email with attachments; copy and paste; create, save, and submit files in commonly used word-processing program formats; and work in multiple browser windows and tabs simultaneously.</p> <p>Digital literacy skills might include using online libraries and databases to locate information; using online search tools, properly citing sources; critical evaluation of information, including the accuracy of data sources; and creating digital content in various sources of media.</p>	<p>Course specific technical requirements, equipment, or materials as well as student facing details about technological skills and tools needed to be successful in an online course may be found either at: https://accelerate.education and within each course in the first module, titled "Resources."</p>

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<p>A3: The instructor’s biographical information and information on how to communicate with the instructor are provided to learners and other stakeholders.</p>	<p>Information includes standards for instructor responsiveness and availability that are clearly stated. It also includes a self-introduction by the instructor, which is appropriate and is clearly available in the course.</p>	<p>Courses instructed by Accelerate Education teachers, begin with teachers sending a welcome email, introducing themselves and outlining the expectations for the course, and clearly outlining the expected responsiveness (see below). Additionally, Accelerate Education teachers post their biography on the welcome page of the course along with their office hours.</p> <p>Communication Expectations</p> <ul style="list-style-type: none"> • The Instructor must keep in constant contact with the student and the mentor at the local district. • The Instructor needs to be in constant 2-way communication with Accelerate staff regarding questions and expectations. • The Instructor is expected to respond to all parties mentioned above within the 24-hour turnaround time. • The Instructor will be asked to complete and track 2-way communication required for some schools. • The instructor will be asked to post announcements (monthly at minimum) in the course keeping the students engaged with course happenings and current events.
<p>A4: Learner expectations and policies are clearly stated and readily accessible within the introductory material of the course.</p>	<p>The Acceptable Use Policy, as well as learner expectations for academic integrity, use of copyrighted materials, plagiarism and netiquette (Internet etiquette), privacy policies, and the accessibility policy are clearly stated.</p>	<p>Every course has a Getting Started lesson that includes the acceptable use policy, academic integrity statement, accessibility policy, anti-bullying statement, online netiquette, and privacy policy.</p> <p>The LMS system also provides districts not within Accelerate Academy to upload their own policies within the courses as they see fit.</p>

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<p>A5: Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.</p>	<p>Learners are provided with detailed, clearly worded information regarding the technologies they will need throughout the course, including information on where they can be obtained. The term “technologies” covers a wide range, including hardware, software, and plug-ins and mobile applications (apps).</p>	<p>Course specific technical requirements, equipment, or materials as well as student facing details about technological skills and tools needed to be successful in an online course may be found either at: https://accelerate.education and in each course under the Resources Folder.</p>
<p>A6: Grading policies and practices are clearly defined in accordance with course content learning expectations.</p>	<p>Expectations for successfully completing the course, earning course credit, and calculating grades are clearly defined for the learner and instructor.</p>	<p>Assignments include grading rubrics so that students have a guideline on how to complete their assignments. Students are expected to submit work regularly and continuously throughout the semester, following the pacing guide for each course. The pacing guide, which can be found within the learning management system, requires students to log in and complete work on a daily basis.</p> <p>Teachers have access to student activity data and can easily identify which students have not logged in regularly as well as how much time students are spending on assignments and lessons.</p> <p>Grades are automatically calculated as computer-scored assessments are completed and assignments are graded by the teacher. Students and teachers are always able to access their real-time grades.</p>
<p>A7: The online course provides a clear description or link to the technical support offered and how to obtain it.</p>	<p>Online technical help and support should be available any time. If 24/7 support is not available, support hours are clearly posted within the course or on the online program’s website, and a maximum response time is noted.</p>	<p>Accelerate Education offers technical support 24/7 through our Support Center where users can submit a helpdesk ticket at any time. There is a knowledge base available so that users can search on commonly asked questions. In addition, our Help Desk and support via phone is available M-F 8 am - 10 pm EST. Accelerate Education aims to respond to tickets within 24-48 hours. A link to Support is within the course for students to access if they need it.</p>

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<p>A8: Learners are offered an orientation prior to the start of the online course.</p>	<p>Learners are offered an orientation for taking an online course before starting the coursework when they are new to the learning environment, course structure, or tools. The orientation should describe the experience of learning online and what is needed to manage challenges successfully.</p>	<p>Each course offers an introduction to online learning and expectations of Accelerate Education courses in the Resources Folder of each course as well as a "Getting Started" activity to orient them on the LMS. In addition, communication from teachers outlines the learning environment and expectations of an online course.</p>

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STANDARD B: CONTENT



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<p>B1: The online course objectives or competencies are measurable and clearly state what the learner will be able to demonstrate as a result of successfully completing the course.</p>	<p>Within the online course, course objectives or competencies are present, explicitly stated, measurable, and can be easily found by learners. After reading the list of objectives or competencies, learners will understand what they will be learning throughout the course.</p>	<p>All Accelerate Education courses include a Teacher's Guide which includes the Syllabus that can easily be shared with students. The syllabus clearly states learning objectives and defines the scope and sequence of the course. Teachers also direct students to the objectives that are clearly stated at the beginning of every online lesson, so the student knows exactly what concepts will be learned and assessed.</p>

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<p>B2: The online course expectations are consistent with course-level objectives or competencies, are representative of the structure of the course, and are clearly stated.</p>	<p>Learners are introduced to the purpose and structure of the course. Course expectations are consistent with course objectives or competencies, are representative of the scope of the course, and are clearly stated.</p>	<p>While the overall structure is consistent from lesson to lesson, lessons will vary in the order and frequency with which they use or offer activity types. Each theme-based module contains several lessons. Lessons begin with a lesson introduction page that clearly states the learning objectives, prerequisites, and key words. Lessons include formative interactive self-check activities to assess students' understanding as well as quizzes, discussions, projects, and a variety of assignment types.</p> <p>In addition, Accelerate Education courses include a Teacher's Guide which includes the Syllabus that can easily be shared with students. The syllabus clearly states learning objectives and defines the scope and sequence of the course. Teachers also direct students to the objectives that are clearly stated at the beginning of every online lesson, so the student knows exactly what concepts will be assessed.</p> <p>Course Structure:</p> <p><u>Lesson Introduction</u></p> <p>This is the first page that students see when they begin a lesson. It includes objectives, prerequisites, materials, and key words.</p> <p><u>Core Content</u></p> <p>Students will read through the lesson, which contains texts, written direct instruction, videos, and practice activities that reinforce lesson objectives and concepts.</p> <p><u>Formative assessments</u></p> <p>Students will typically complete one quiz per module. Each of these quizzes will require students to answer 5-10 questions. The purpose of these assessments is to tell the student and teacher how well the student is grasping the module's concepts.</p>

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		<p><u><i>Summative assessment or assignment</i></u></p> <p>As they complete each module, students will take an exam to demonstrate what they've mastered. Some lessons also include written assignments that students will submit.</p>
<p>B3: The online course content is aligned with accepted state and/or other accepted content standards, where applicable.</p>	<p>Where state standards and/or other accepted content standards exist for the subject area of the course, those standards must be identified and accurately represented in the content and objectives of the course.</p> <p>If an elective course is not meant to meet every standard, it should be aligned to those standards relevant to the course.</p>	<p>Accelerate Education courses are aligned to state and/or national standards. State-specific alignments are available upon request. All core math, English and science courses are aligned to the national standards within the Buzz LMS.</p>
<p>B4: Digital literacy and communication skills are incorporated and taught as an integral part of the curriculum.</p>	<p>Digital literacy and communication skills are an integrated, instructional component of the curriculum. Digital literacy refers to the ability to effectively and responsibly locate, evaluate, create, and communicate knowledge using technology.</p> <p>Links to support as well as sample assignments are included either within task instructions or an appendix. Learners are provided with clear and specific expectations for all types of communications and interactions during the online course. Expectations for all online communications should include guidelines on appropriate online behavior in all academic and nonacademic interactions, including peer interactions, as well as interactions with the instructor in both synchronous and asynchronous environments.</p>	<p>Communication contributes to the relationship between a teacher and student and among students and therefore essential to the success of all students. Each course includes a Getting Started activity that includes online netiquette and anti-bullying guidelines, our Acceptable Use Policy, Use of Copywritten materials and plagiarism guidelines. The LMS is customizable so that school districts may add their own policies if needed.</p>

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<p>B5: Supplemental learning resources and related instructional materials are available to support and enrich learning and are aligned to the specific content being delivered.</p>	<p>Learners have access to online academic help resources and optional additional materials to pursue areas of course content more deeply or to branch into related areas that might be of interest. Course instructions articulate or link to academic support services and resources that can help learners in the course. Learners also have access to resources that enrich the course content. These resources are made available within the online course from where they are most needed or helpful.</p>	<p>Accelerate Education has a Learning Coach website for K-5 courses which acts as a resource for parents (learning coaches) and also teachers. This website includes notes for each lesson at the elementary level suggesting ways the lessons can be extended to incorporate hands-on real-world activities. It also includes a Suggested Book list with book titles related to what is being learned so that if parents and teachers choose, they can read stories related to concepts to help with understanding of what is being learned.</p> <p>Additionally, teachers may choose to supplement their courses within Buzz using additional online resources found in the IDEAL Learning Library. They can search by topic and add materials to their existing course.</p>
<p>B6: The online course content and supporting materials reflect a culturally diverse perspective that is free of bias.</p>	<p>The online course content (including readings, images, assignments, etc.) reflects a predominantly multicultural or bias-free approach. In some courses, it may not be possible or appropriate to take a multicultural or bias-free approach.</p> <p>The course invites multiple perspectives and reflects an understanding of the perspectives of diverse ethnic groups.</p>	<p>Accelerate Education courses invite multiple perspectives and reflect an understanding of the perspectives of diverse ethnic groups whenever applicable within each course through texts, videos, images, discussions, assignments and projects.</p> <p>This is further evidenced in the diversity of staff in creating a given course as well as variety of reviewers prior to release as well as post-release evaluation of effectiveness.</p>
<p>B7: The online course provides a clear description or link to the technical support offered and how to obtain it.</p>	<p>The online course materials are accurate and valid and represent up-to-date thinking and practice in the discipline.</p>	<p>Accelerate Education courses adhere to state and national standards and are created to specifically address developmentally appropriate content within each grade level and subject area.</p>

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<p>B8: The online course is free of adult content and avoids unnecessary advertisements.</p>	<p>The course does not expose learners to adult content, developmentally inappropriate content, or unnecessary advertisements.</p>	<p>Accelerate Education courses adhere to state and national standards and are created to specifically address developmentally appropriate content within each grade level and subject area without any advertisement.</p>
<p>B9: Copyright and licensing status for any third-party content is appropriately cited and easily found.</p>	<p>All instructional materials (including media such as pictures and video) used in the course are appropriately cited, including permission to share where applicable. Guidance for learner content use, downloading, and sharing is also included.</p> <p>Instruction models appropriate source citation following the conventions of an appropriate style guide (MLA, APA, Chicago, etc.).</p>	<p>Images and other media used within the curriculum are either original, purchased from a paid-for subscription, or from Wikimedia Commons. In all cases, the license agreement informs Accelerate on the attribution needed for citing the source. The licenses vary by image, as the artist's requirements vary. In many cases, attribution is not required. When attribution is required, the guidelines provided by the licensed party is followed and attribution will be present on the content page where the image is used.</p>
<p>B10: Documentation and other support materials are available to support effective online course facilitation.</p>	<p>The instructor has access to resources to promote effective course facilitation.</p> <p>Assessment and assignment answers are provided to instructors so that they can provide timely feedback to learners and increase mastery of content and concepts and support instructional capacity.</p> <p>Guidance is provided regarding opportunities for appropriate instructor-learner interaction, including opportunities for regular feedback about learner progress and discussion prompts for critical thinking.</p>	<p>A teacher's guide for each course is included in the Resource Module. This guide includes the syllabus, answer keys, rubrics, assessments, and any other information the teacher needs to know in order to properly facilitate a course. Feedback from teachers regarding assignments, formative assessments, peer discussions, and research are embedded in the course in every assessment/assignment. In order to provide authentic and meaningful feedback, teachers are able to insert comments into student work while reviewing/grading it. In addition, synchronous (live) sessions can be included per teacher, student, or parent request in order to differentiate and meet the needs of each student to help foster independence and greater learning outcomes. Students are also encouraged to communicate via email and through daily and weekly announcements that are posted for the class.</p> <p>Communication Expectations for Accelerate Education provided instructors:</p>

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		<ul style="list-style-type: none"> • The Instructor must keep in constant contact with the student and the mentor at the local district. • The Instructor needs to be in constant 2-way communication with Accelerate staff regarding questions and expectations. • The Instructor is expected to respond to all parties mentioned above within the 24-hour turnaround time. • The Instructor will be asked to complete and track 2-way communication required for some schools. • The instructor will be asked to post announcements (monthly at minimum) in the course keeping the students engaged with course happenings and current events.

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STANDARD C: INSTRUCTIONAL DESIGN

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<p>C1: The online course design includes activities that guide learners toward promoting ownership of their learning and self-monitoring.</p>	<p>The course design includes opportunities for learners to engage with content through research, collaboration, discussion, and application. Rather than being passive receivers of information, learners are able to participate in the discovery process of their learning.</p>	<p>Accelerate Education courses include multiple modes of learning throughout each module which range from texts to discussions as well as research projects and opportunities for sustained writing.</p>

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<p>C2: The online course's content and learning activities promote the achievement of the stated learning objectives or competencies.</p>	<p>Alignment is clear between the learning activities and objectives within a course resulting in learner's achievement.</p> <p>Assignments are meaningful, rigorous, and relevant. They contain appropriate levels of Depth of Knowledge (DOK) in order to ensure learners can meet the learning objectives or competencies in the course.</p>	<p>Accelerate Education courses adhere to state and national standards. Objectives are clearly stated at the beginning of each lesson.</p> <p>Assignments, projects, and discussions tie to standards for the course. All student work is in service of meeting the stated learning objective.</p>
<p>C3: The online course is organized by units and lessons that fall into a logical sequence.</p>	<p>The course is organized into a logical sequence, with a consistent presentation of both the modules/units and the lessons and content within each module.</p>	<p>While the overall structure is consistent from lesson to lesson, lessons will vary in the order and frequency with which they use or offer activity types. Each theme-based module contains several lessons. Lessons begin with a lesson introduction page that clearly states the learning objectives, prerequisites, and key words. Lessons include formative interactive self-check activities to assess students' understanding as well as quizzes, discussions, projects, and a variety of assignment types.</p> <p>In addition, Accelerate Education courses include a Teacher's Guide which includes the Syllabus that can easily be shared with students. The syllabus clearly states learning objectives and defines the scope and sequence of the course. Teachers also direct students to the objectives that are clearly stated at the beginning of every online lesson, so the student knows exactly what concepts will be assessed.</p> <p>Course Structure:</p> <p><u>Lesson Introduction</u></p> <p>This is the first page that students see when they begin a lesson. It includes objectives, prerequisites, materials, and key words.</p> <p><u>Core Content</u></p>

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		<p>Students will read through the lesson, which contains texts, written direct instruction, videos, and practice activities that reinforce lesson objectives and concepts.</p> <p><u><i>Formative Assessments</i></u></p> <p>Students will complete one quiz per module. Each of these quizzes will require students to answer 8-10 questions. The purpose of these assessments is to tell the student and teacher how well the student is grasping the module’s concepts.</p> <p><u><i>Summative Assessment or Assignment</i></u></p> <p>As they complete each module, students will take an exam to demonstrate what they've mastered. Some lessons also include written assignments that students will submit.</p>
<p>C4: The online course content is appropriate to the reading level of the intended learners.</p>	<p>The text used in the course largely matches the desired level. Where the text used is more complex than appropriate for the target audience, scaffolding techniques are used to make text accessible to learners.</p>	<p>Accelerate Education courses adhere to state and national standards and are created to specifically address developmentally appropriate grade-level content within each grade and subject area. A screen reader is available for students as well as a dictionary tool that defines selected text onscreen.</p>
<p>C5: The online course design includes introductory assignments or activities to engage learners within the first week of the course.</p>	<p>It is important for learners to engage with the course early and establish a relationship with their instructor to help ensure that learners are progressing adequately through the course. Introductory assignments allow the instructor to recognize whether or not a learner is able to get started in the course. This will allow the instructor to see whether additional help is needed to ensure the learner gets off to a good start. In some cases, submitting an introductory assignment helps with accountability and accurate learner enrollment counts.</p>	<p>Courses instructed by Accelerate Education teachers begin with teachers sending a welcome email, introducing themselves and outlining the expectations for the course. Students complete an About Me lesson before beginning the course as well as a survey regarding the student's grasp of technology as it relates to course requirements and student aspirations. Teachers also direct students to the objectives that are clearly stated at the beginning of every online lesson, so the student knows exactly what concepts will be assessed. Students are encouraged to communicate via email and through daily and weekly announcements that are posted for the class.</p> <p>Feedback regarding assignments, formative assessments, peer discussions, and research are embedded in the course in every</p>

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		<p>lesson. In order to provide authentic and meaningful feedback, teachers are able to insert comments into student work during the assessment process. In addition, synchronous (live) sessions can be included per teacher, student, or parent request in order to differentiate and meet the needs of each student to help foster independence and greater learning outcomes all of which help ensure student engagement.</p>
<p>C6: The online course provides learners with multiple learning paths as appropriate, based on learner needs, that engage learners in a variety of ways.</p>	<p>Engaging learners, especially in an online course, can be challenging at times and is often one of the first areas of struggle reported by an online instructor, whether new or seasoned or somewhere in between. A course that is designed to provide learners with multiple ways of expressing their knowledge throughout the course, allowing for learner voice and choice, engages learners.</p>	<p>Accelerate Education Courses are structured in a consistent, research-based format utilizing multiple pedagogical concepts such as Understanding by Design, GrowthMindset, and Video and Project-based learning. Through the use of these pedagogical concepts, Accelerate Education maintains a consistent and engaging course structure that supports student-centered learning.</p> <p>Accelerate Education courses engage students through multiple modes of learning throughout each module. These range from texts and videos to discussions and research projects as well as opportunities for sustained writing and creative projects.</p> <p>Courses adhere to state and national standards which guide logical progression through the course. Each module is organized around concepts and themes that relate to those standards. Objectives are clearly stated at the beginning of each lesson for the students and within each lesson of the module there is a recognizable pattern of student tasks.</p>

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		<p>Resources and guidance on differentiation is included in each course. Feedback from teachers regarding assignments, formative assessments, peer discussions, and research are embedded in the course in every lesson. In order to provide authentic and meaningful feedback, teachers are able to insert comments into student work during the assessment process. In addition, synchronous (live) sessions can be included per teacher, student, or parent request in order to differentiate and meet the needs of each student.</p>
<p>C7: The online course provides regular opportunities for learner-learner interaction.</p>	<p>The requirements for learner interaction are clearly stated and substantial.</p> <p>Learning activities are developed to foster regular learner-learner interaction. The instructional design and course content encourage exchanges amongst the learners through discussion boards, synchronous chats, and/or other communication tools.</p> <p>Learner agency in question and hypothesis generation, discussions, and the exchange of ideas is essential to learning. Thus, learners should have access to discussion boards to participate both in instructor-directed activities and learner-initiated discussions.</p> <p>In some courses, learner-learner interaction may not be appropriate, such as, for example, a credit-recovery course and where learners are working at their own pace.</p>	<p>Accelerate Education courses have various opportunities for students to engage in discussion forums throughout courses. Teachers may add synchronous instruction to expand on the lesson's key concepts and plan discussions that are partially led by one or more students. Students may create problems in order to challenge their peers.</p>

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<p>C8: The online course design provides opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress.</p>	<p>Interactions between the learner and instructor are designed to enhance learners' understanding and mastery of the learning objectives.</p>	<p>Teachers direct students to the objectives that are clearly stated at the beginning of every online lesson, so the student knows exactly what concepts will be assessed. Students are encouraged to communicate via email and through daily and weekly announcements that are posted for the class.</p> <p>Resources and guidance on differentiation is included in each course. Feedback from teachers regarding assignments, formative assessments, peer discussions, and research are embedded in the course in every lesson. In order to provide authentic and meaningful feedback, teachers are able to insert comments into student work during the assessment process. In addition, synchronous (live) sessions can be included per teacher, student, or parent request in order to differentiate and meet the needs of each student to help foster independence and greater learning outcomes. Teachers can also use synchronous instruction to expand on the lesson's key concepts and plan discussions that are partially led by one or more students. Students may create problems in order to challenge their peers.</p> <p>Communication Expectations for Accelerate Education instructors:</p> <ul style="list-style-type: none"> • The Instructor must keep in constant contact with the student and the mentor at the local district. • The Instructor needs to be in constant 2-way communication with Accelerate staff regarding questions and expectations. • The Instructor is expected to respond to all parties mentioned above within the 24-hour turnaround time. • The Instructor will be asked to complete and track 2-way communication required for some schools.

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		<ul style="list-style-type: none"> The instructor will be asked to post announcements (monthly at minimum) in the course keeping the students engaged with course happenings and current events.
<p>C9: Online course instructional materials and resources present content in an effective, engaging, and appropriate manner.</p>	<p>Online course materials and resources are appropriate, relevant, and accessible to diverse learners and convey online course content in an effective and engaging manner to support learner mastery of course content and concepts.</p> <p>The online course materials contribute to the achievement of the stated course and module/ unit-level learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.</p> <p>The course content and instructional materials are of appropriate cognitive rigor (Depth of Knowledge & Bloom’s taxonomy), scaffolding, and range to support the learning goals.</p>	<p>Accelerate Education courses adhere to state and national standards which guide logical progression through the course. Courses are created to specifically address developmentally appropriate grade-level content within each grade and subject area. Each module is organized around concepts and themes that relate to those standards. Objectives are clearly stated at the beginning of each lesson for the students and within each lesson of the module there is a recognizable pattern of student tasks. A screen reader is available for students as well as a dictionary tool that defines selected text onscreen.</p>

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STANDARD D: LEARNER ASSESSMENT

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<p>D1: Learner assessments are linked to stated course, unit, or lesson-level objectives or competencies.</p>	<p>A clear link between the assessment and the stated goals of the online course is established.</p>	<p>Accelerate Education courses adhere to state and national standards which guide logical progression through the course. All core math, English and science assessments both during and at the conclusion of each lesson and module clearly state which national standards are being assessed. Courses are created to specifically address developmentally appropriate grade-level content within each grade and subject area. Each module is organized around concepts and themes that relate to those standards. Objectives are clearly stated at the beginning of each lesson for the students and within each lesson of the module there is a recognizable pattern of student tasks.</p>
<p>D2: Valid course assessments measure learner progress toward mastery of content.</p>	<p>Frequent formative assessments measure progress towards mastery of content (as measured by summative assessments). Learners at all learning levels are given the opportunity to demonstrate progress in acquiring major content ideas.</p>	<p>Assessments in the form of quizzes are frequent and specific to the lesson at hand. Additionally, each lesson includes interactive self-checks for students that are not scored so that students can confirm their understanding. Summative exams at the end of each module and/or semester measure mastery of larger aspects of the course. Our courses are designed to accommodate students at varying levels of skill and independence. To ensure academic integrity, course assessments are set to allow one attempt by each student. Students can request assessments to be reset if there are technical glitches or special circumstances. These kinds of requests must be submitted by email to the course teacher. If a student is unable to complete an assessment successfully (by earning a score of 70% or higher), a highly-qualified online teacher will provide intervention. Resets for reasons other than technical issues will be allowed at the discretion of the teacher.</p>

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		Assessments can be customized by the teacher in order to be adapted to the needs of the learner.
<p>D3: Assessment practices provide routine and varied opportunities for self-monitoring and reflection of learning.</p>	<p>Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.</p>	<p>When applicable to the course, reviews are provided prior to exams. Teacher communication and feedback with students regarding exams as well as the option for teachers to override exam scores add to securing student mastery of content. When teachers grade assessments, they provide feedback using a variety of options, including commenting features and/or PDF markup tools. The assessment with feedback included is then returned to the student through the learning management system (LMS). For synchronous assessments, such as benchmark tests or oral assessments, the student receives feedback in real time, and the teacher also records feedback with the LMS gradebook. The student may then refer back to the feedback as needed. Teachers may also use the LMS gradebook to provide more general feedback, using the “comments” section of each assignment. All feedback is captured and stored within Accelerate Academy’s LMS, and this information remains accessible to the student even after the enrollment period has ended.</p>
<p>D4: Assessment materials provide the learner with the flexibility to demonstrate mastery in a variety of ways.</p>	<p>Multiple methods of assessment strategies are included, based on the specified learning objective or competencies and learner need.</p> <p>Each assessment does not have to have multiple methods, but over the entire course there are multiple methods of assessments used.</p> <p>In addition, alternative assessments should be open to all learners when appropriate.</p> <p>Alternative assessment strategies may be more appropriate for some subjects and competency</p>	<p>Assessments in the form of quizzes are frequent and specific to the lesson at hand. Summative exams at the end of each module and/or semester measure mastery of larger aspects of the course. Our courses are designed to accommodate students at varying levels of skill and independence. To ensure academic integrity, course assessments are set to allow one attempt by each student. Students can request an assessment be reset if there are technical glitches or special circumstances. These kinds of requests must be submitted by email to the course teacher. If a student is unable to complete an assessment successfully (by earning a score of 70% or higher), a highly-qualified online</p>

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	<p>types (e.g., knowledge) than others (e.g., CTE skills). In some cases an authentic assessment strategy may be the only reliable way to measure skill mastery.</p>	<p>teacher will provide intervention. Resets for reasons other than technical issues will be allowed at the discretion of the teacher.</p> <p>Teachers are able to customize assessments for students within the LMS so that they can assign students assessments that allow students to demonstrate mastery in a variety of ways and that suit the student's needs.</p>
<p>D5: Rubrics that clearly define expectations for varied levels of proficiency are created and shared with learners.</p>	<p>Specific and descriptive criteria are provided for the evaluation of learners' work and assist the instructor in determining the level of achievement of learning objectives and competencies.</p> <p>Rubrics allow learners and instructors to understand expectations for varied levels of proficiency. Rubrics might be created by instructors as well as course designers, but course designers should create space for rubrics and add templates in accordance with the norms of the school.</p> <p>Rubrics clearly define expectations by being linked to learning objectives and current state and/or other accepted content standards.</p>	<p>Rubrics linked to standard and course objectives are provided to help guide learners and instructors towards expectations for varied levels of proficiency and successful completion of assignments. Rubrics are accessible within the assignment page and/or are directly embedded in the lesson page for ease of use. Students are able to refer to the rubric before and during their completion of the assignment.</p>

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STANDARD E: ACCESSIBILITY AND USABILITY

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<p>E1: Online course navigation is logical, consistent, and efficient from the learner’s point of view.</p>	<p>Navigation refers to the process of planning, controlling, and recording the movement of a learner from one place to another in the online course.</p> <p>Navigation throughout the course is consistent, logical, and efficient and facilitates ease of use.</p>	<p>A tutorial located in the Resources Module under "Getting Started," will instruct students how to navigate lessons, submit assignments, communicate with the teacher, and check grades. This resource is available to students during all times of enrollment. Navigation throughout Accelerate Education courses remains consistent for ease of student use.</p>
<p>E2: The online course design facilitates readability.</p>	<p>Online course design elements maximize usability by facilitating readability and minimizing distractions.</p> <p>For information pertaining to the reading level of course content, see Indicator C4.</p>	<p>Accelerate Education courses adhere to state and national standards and are created to specifically address developmentally appropriate grade-level content within each grade and subject area. A screen reader is available for students as well as a dictionary tool that defines selected text onscreen. In addition, most videos include closed captioning and transcripts.</p> <p>In elementary K-3 Language Arts courses, all onscreen content includes an option to be read aloud by a non-computer-generated voice.</p>
<p>E3: The online course provides accessible course materials and activities to meet the needs of diverse learners.</p>	<p>All online course content (text and images, documents, LMS pages, web pages, media, etc.) used in the course are accessible to all learners, or an equitable alternative is available. The international Web Content Accessibility Guidelines (WCAG) provide additional guidance for achieving accessibility.</p> <p>Achieving accessibility means that individuals with sensory, physical, cognitive, or learning disabilities can independently acquire the same information, engage in the same interactions,</p>	<p>Accelerate Education courses adhere to state and national standards and are created to specifically address developmentally appropriate grade-level content within each grade and subject area. A screen reader is available for students as well as a dictionary tool that defines selected text onscreen. In addition, most videos include closed captioning and transcripts.</p> <p>Assignments and assessments may be customized to meet the needs of students. In addition, the IDEAL Learning Library enables teachers to pull in additional materials into a course to meet the diverse needs of students.</p>

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	and enjoy the same learning experiences, with substantially equivalent ease of use as individuals without disabilities. Alternative content is “equally effective,” which means that the same information is as readily available as the original content.	Accelerate Education makes every effort to meet the guidelines of the WCAG 2.1 Checklist. Our alignment to these guidelines is available within every course in the "Resources" folder within the "Online Learning What do you Need" activity, on the Technical Requirements page.
E4: Online course multimedia facilitate ease of use.	Multimedia used as a vehicle for content or feedback (e.g., images, audio, animation, video, and interactive components) are easy to use, intelligible, and interoperable across devices.	Lessons include multi-modal resources to teach students including images, audio, animations, videos and interactive learning activities.
E5: Vendor accessibility statements are provided for all technologies required in the course.	Learners have access to information on the accessibility of the learning management system and all additional required technologies and content. Course tools and materials link to the vendor’s accessibility statement or vendor-provided details through a Voluntary Product Accessibility Template (VPAT).	A Voluntary Product Accessibility Template (VPATTM) document that explains how information and communication technology (ICT) products such as software, hardware, electronic content, and support documentation meet (conform to) the Revised 508 Standards for IT accessibility can be found in the "Online Learning - What do you Need" tab, which is in the first module of each course, titled Resources. This is found on the Technical Requirements page.

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STANDARD F: TECHNOLOGY

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<p>F1: Educational tools ensure learner privacy and maintain confidentiality of learner information in accordance with local, state, and national laws for learner data.</p>	<p>All technologies and tools included for use as part of the course ensure that learner privacy is protected in accordance with Acceptable Use Policy and applicable law.</p>	<p>Accelerate Education’s information technology resources, including the learning management system, are provided for educational purposes. Adherence to the Technology Use Policy and Acceptable Use Policy is necessary for continued access to the school's technological resources.</p> <p>Accelerate Education’s Privacy Policy is to limit the collection of personal information from children. Children ages 12 and under will not be allowed to register with Accelerate Education and create an account without their parent’s permission. Before children ages 12 and under may participate in any Services requiring registration (e.g., creating or enrolling in a course, chat rooms, message boards or other forums in the Community channel), the child’s school must first obtain the parent’s permission. If at any time after a parent gives permission, the parent desires to review the child’s personal information, request that it be deleted or refuse to allow any further collection of the child’s information, the parent may contact the school’s representative for Accelerate Education.</p>
<p>F2: The online course tools support the learning objectives or competencies.</p>	<p>Clear information and instructions are provided regarding how the tools support the learning objectives or competencies. Tools are not used simply for their own sake.</p>	<p>All use of tools and media is intentional and supports the student acquisition of knowledge that is aligned to the stated learning objective.</p>

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<p>F3: The online course provides options for the instructor to adapt learning activities to accommodate learners' needs and preferences.</p>	<p>The online course permits the instructor to add and/or revise course content, activities, and assessments to modify or extend learning opportunities as appropriate.</p>	<p>Accelerate Education's courses are designed to accommodate students at varying levels of skill and independence. Teachers are able to make the course more useful for students by adapting approaches to supporting the lessons in the course, based on each student's abilities. Considerations are made based on student ability and experience levels. Assignments, quizzes, exams, and projects may be modified at the teacher's discretion in order to meet student needs. Teacher's may also author content and add extra resources and assignments to suit the needs of individual or groups of students. Our courses are designed to accommodate students at varying levels of skill and independence.</p>
<p>F4: The course allows instructors to control the release of content.</p>	<p>The system in which the online course is presented allows the instructor to adapt the release of content and make content available to users as needed or as indicated by a calendar or pacing guide.</p>	<p>Teachers are able to control the presentation of content to students as needed to meet specific learning goals. A pacing guide may be established using activity due dates.</p>
<p>F5: The course provides the necessary technical functionality to score and record assessments and calculate earned course points or grades.</p>	<p>In online courses where assessments are designed to interact with an online gradebook, the publisher must provide the necessary technical integrations that allow assessment results to be automatically recorded in the gradebook.</p> <p>If a gradebook is provided, it should be a flexible tool, providing functions beyond the recording of individual scores on assignments.</p>	<p>Grades are automatically calculated as computer-scored assessments are completed and assignments are graded by the teacher. Students are always able to access their real-time grades. Teachers are able to make adjustments and special accommodations to meet all learners needs.</p>

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STANDARD G: COURSE EVALUATION

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<p>G1: The online course uses multiple methods and sources of input for assessing course effectiveness.</p>	<p>Specific and descriptive criteria are provided for the evaluation of learners’ work and assist the instructor in determining the level of achievement of learning objectives and competencies.</p> <p>Rubrics allow learners and instructors to understand expectation.</p>	<p>Reviews are ongoing throughout a year where nationally formulated rubrics are used to guide the process. Comprehensive reviews are done, such as copy edits, cultural sensitivity, etc. Curriculum is revised annually as needed as state and national standards are revised. Accelerate Education also evaluates courses as they are submitted to education departments as well as external review boards.</p> <p>Each course includes an end of course survey where feedback is collected from students that is incorporated into the content revision process. Additionally, teachers complete an end of course survey so their feedback may also be incorporated into the review process.</p>
<p>G2: The online course is reviewed to ensure that the course is current.</p>	<p>Review and revise the online course to ensure quality, integrity, and that the content is current, including assessment. The frequency and level of review should be established as a policy of the course provider (school, district, state, or national).</p>	<p>Reviews are ongoing throughout a year where nationally formulated rubrics are used to guide the process. Comprehensive reviews are done, such as copy edits, cultural sensitivity, etc. Curriculum is revised annually as needed as state and national standards are revised. Accelerate Education also evaluates courses as they are submitted to education departments as well as external review boards.</p> <p>Each course includes an end of course survey where feedback is collected from students that is incorporated into the content revision process. Additionally, teachers complete an end of course survey so their feedback may also be incorporated into the review process.</p>

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<p>G3: The online course is updated on a continuous improvement cycle for effectiveness based on the findings from ongoing reviews.</p>	<p>The provider indicates the frequency of online course evaluations, whether reviews are conducted internally or externally, and how the provider uses evaluation results to improve courses.</p>	<p>Reviews are ongoing throughout a year where nationally formulated rubrics are used to guide the process. Comprehensive reviews are done, such as copy edits, cultural sensitivity, etc. Curriculum is revised annually as needed as state and national standards are revised. Accelerate Education also evaluates courses as they are submitted to education departments as well as external review boards.</p> <p>Each course includes an end of course survey where feedback is collected from students that is incorporated into the content revision process. Additionally, teachers complete an end of course survey so their feedback may also be incorporated into the review process.</p>

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