

# RemotEDx Exchange

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The [RemotEDX Curriculum Library](#) on the [Exchange](#) provides digital content, curriculum materials, quality reviews, and curriculum creation tools for all Ohio PreK-12 schools.

Quality, free learning materials to support hybrid, remote, and blended learning are available in Open Space, INFOhio's Creation and Collaboration tool for Open Educational Resources.

When submitted for inclusion in Open Space, materials must first meet the criteria in the [Open Space Rubric](#). These standards criteria include:

- Standards-alignment
- Safety and Privacy
- Assessments
- Interactivity

Once these materials are submitted to Open Space, the RemotEDx Instructional Materials Reviewers will assess the materials a second time using the RemotEDx Instructional Materials Rubric. This rubric will be used to review submitted materials and provide a RemotEDx Endorsement for those that meet the rubric's criteria.

Each criterion is worth 2 points. If the materials under review receive the desired number of points, they will receive endorsement. The criteria that contribute to the endorsement are Usability and Flexibility and Adaptability.

- 0 points: does not meet expectations
- 1 point: meets expectations
- 2 points: exceeds expectations

Usability			
Criteria	Does not meet expectations	Meets expectations	Exceeds expectations
<b>A. Materials follow Web Content Accessibility Guidelines (WCAG).</b>			
a.1 Font-size of at least 14pt or allows the user to adjust the size of text displayed.			
a.2 Text that meets AA standard for contrast (via WAVE accessibility checker).			
a.3 Alternate text or captions are present on images.			
a.4 Captions or transcripts are available on video.			
a.5 Uses a variety of indicators other than color to convey important content or meaning.			
<b>B. Material(s) are not overly resource intense that would require consistent high-speed internet access, such as large video files and multiple high-resolution photos.</b>			
b.1 Makes use of or allows for low bandwidth and/or low immediacy teaching strategies (discussion boards with visuals, collaborative documents, emails).			
b.2 Video, if present, can be streamed at a lower quality, is a smaller length or size, or can be downloaded for later viewing.			
b.3 If present, high-resolution images or other large files are limited or available for download for later viewing.			
<b>C. The visual design of materials is clean and coherent, lending itself to ease of learning.</b>			
c.1 Highlights or emphasizes key elements in text, graphics, diagrams, and formulas.			
c.2 Uses cues and prompts to draw attention to critical features and ideas.			

c.3 "Chunks" information into smaller elements where possible.			
c.4 Reduces or eliminates unnecessary distractions and extraneous information, unless they are essential to the instructional goal(s).			
c.5 Composition of materials effectively use the principles of contrast, repetition, alignment, proximity, and white space to help convey information.			

Flexibility and Adaptability			
Criteria	Does not meet expectations	Meets Expectations	Exceeds Expectations
<b>D. Materials are flexible to allow students to access and complete work online or offline as needed.</b>			
d.1 The majority of content in the material can be saved to be accessed offline.			
d.2 Online and offline materials are comparable in rigor and alignment.			
<b>E. Materials can support and/or facilitate learning in hybrid and/or online delivery methods.</b>			
e.1 Material's capabilities support the remote or hybrid learning vision and maintain the rigor of instruction.			
e.2 Material has an open license, such as Creative Commons or Public Domain, which allows for greater adaptability to individual educator needs. If no open license is available, the material provides and adheres to copyright and permissible use guidelines.			
e.3 Material is not solely reliant on a single educational technology or tool and could allow for adaptation to other platforms.			
<b>F. Teacher supports, documentation, and/or guides for effective use are present.</b>			

f.1 Includes research-based and evidence-based practices or provides known authority as reference.			
f.2 Uses plain language for parent engagement.			
f.3 Provides a variety of approaches, media, and philosophies supported by current science to meet the needs of schools and districts and students and families.			
f.4 Provides explanation of methods or activities to support parents.			
f.5 Provides opportunities for personalizing learning based on student needs.			
f.6 Digital teacher guides, examples, and/or templates are available for the materials to use in different delivery modes.			

Inclusive Teaching			
Criteria	Does not meet expectations	Meets Expectations	Exceeds Expectations
<b>G. Content is presented with an objective view on topic and is free of bias.</b>			
g.1 Words are accurate, clear, and free from bias or prejudicial connotation.			
g.2 Acknowledges relevant differences when they do exist.			
g.3 Chooses terms that are appropriately specific.			
g.4 Respects the language people use to describe themselves; that is, call people what they call themselves.			
g.5 Avoids using one group (often their own group) as the standard against which others are judged.			
<b>H. Content creates student experiences that enable all children to reach empowering and rigorous learning outcomes regardless of their race or income.</b>			
h.1 Materials use a variety of methods, including explicit directions and nonverbal cues, to set expectations for all students.			

h.2 Uses words or phrases from diverse languages in the classroom.			
h.3 Structures academic and social interactions between students.			
h.4 Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content.			
h.5 Uses students' real-life experiences to connect school learning to students' lives.			
h.6 Uses grade-level appropriate text.			
<b>I. Content cultivates an awareness and acceptance of a variety of ages, cultures, races, religions, and gender roles and identities.</b>			
i.1 Materials include reference to or a reflection of student attitudes, beliefs, biases, and assumptions about others.			
i.2 Materials represent many cultures, races, religions, and genders providing an opportunity for students to see themselves in the content.			
i.3 Promotes cultural awareness, cultural knowledge, and cultural skill development in materials and strategies.			
i.4 Excludes instances of cultural obstacles that deny equity in access or achievement.			
i.5 Uses multiple perspectives in text and examples.			

Research-Based Strategies			
Criteria	Does not meet expectations	Meets Expectations	Exceeds Expectations
<b>J. Content builds on prior learning.</b>			
j.1 Uses formative assessments such as advanced organizers - including exit tickets, mini-quizzes, student questioning, and content surveys to gauge students' knowledge of concept or skill.			

j.2 Builds background knowledge through a variety of sources (e.g., videos, short articles, infographics, and images).			
j.3 Allows for instructor-led reconstruction of necessary knowledge and to inform future instruction.			
j.4 Encourages student metacognition for grasping concept or tracking thought processes.			
<b>K. Content leads to further learning by gradually removing supports and requiring advanced skills and concepts.</b>			
k.1 Connects new knowledge with knowledge and concepts students already know.			
k.2 Learners work together to attain certain knowledge or skills with proper assistance.			
k.3 Student reflection on learning is required.			
k.4 I do, We do, You do technique is featured.			
k.5 Transfer of knowledge is evident and students recognize contexts operating through similar concepts and arrange knowledge as more functional parts of a whole.			
<b>L. Content provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</b>			
l.1 Includes opportunities for project-based learning after building surface level knowledge through explicit instruction.			
l.2 Promotes reading, writing, and discussion as well as other forms of communication for learning or sharing information.			
l.3. A variety of texts arranged by units and themes used across content areas.			
l.4 Includes explicit vocabulary instruction (all content areas should include a routine for explicit vocabulary instruction).			

I.5 Include activities for judicious practice and review of previously taught vocabulary through reading, writing, and discussion.			
I.6. Frequent opportunities for formative assessment to check for student understanding and provide immediate feedback.			
I.7. Outlines protocols for student discussion (speaking, listening, and writing).			
I.8 Includes elements of self-directed learning including small or more complex research projects when applicable.			
<b>M. Content engages students through discussion questions and other supports that build toward independence.</b>			
m.1 Materials encourage curiosity or use the inquiry process in lessons and activities.			
m.2 Self-motivation is promoted for student engagement.			
m.3 Includes opportunities for students to question concepts and apply critical thinking.			
m.4 Student perseverance and a growth mindset are present in the content procedures and outcomes.			
<b>N. Uses technology and media to deepen learning and engage students.</b>			
n.1 A variety of media is used both for instruction and to show learning.			
n.2 Technology is used to enhance or elevate learning and not as a replacement for tasks.			
n.3 Technology facilitates a teacher's ability to differentiate lessons, tasks, or other content for students.			
n.4 Materials contain videos/animations/simulations/interactives for student learning.			
n.5 Materials include easy ability to monitor progress by teacher and student.			

n.6 Technology enables students to have control over their learning (e.g., choices, pace).			
<b>O. Content includes options for differentiation to meet needs of all learners.</b>			
o.1 Materials have flexibility in language, ability, and cognitive capability and supports for complex grade-level text.			
o.2 Activities include approaches to meet the needs of all learners (group and individual, hands-on, requires movement, longer investigations).			
o.3 Content allows for or considers multiple means of engagement, representation, and action and expression (UDL guidelines for increasing equity and access for learners).			
<b>P. Instructional approaches used are reflective of best practices and research on what works in education.</b>			
p.1 Aligned to Ohio Learning Standards.			
p.2 Student achievement is supported and proven by at least one of the following elements: Cites evidence-based practices (cites research articles or research clearinghouse); Provides proof of reason-based practice (scientific thinking) leading to student achievement.			

Credit for the rubric is attributed to:

- EdReports
- Achieve. Educators Evaluating the Quality of Instructional Products
- American Psychological Association
- Yale Poorvu Center for Teaching and Learning
- Paula J. Stanovich and Keith E. Stanovich, University of Toronto, Produced by RMC Research Corporation, Portsmouth, New Hampshire
- Best Practices in Educational Equity, Hanover Research
- Kean University Teaching Performance Center