|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Readiness** | **Technology Skills** | **Work & Study Habits** | **Learning Style** | **Technology/ Connectivity** | **Time Management** | **Interest/ Motivation** | **Reading/Writ- ing Skills** | **Support Services** |
|  | Student has little, | Student often needs | Student is not a self- | Student does not | Student does not | Student has little | Student is reading | In general, parents and |
| if any, experience | reminders to complete | directed learner and | have consistent | manage his or her | or no interest in the | below grade level | school personnel do |
| using a computer | routine assignments, | often requires real- | access to a computer | time effectively in | content area of the | and has experienced | not actively support |
| or the Internet, and | often turns homework | time feedback from | and a reliable | doing research, basic | online course offering | difficulty with routine | online learning and |
| has minimal desire to | in late and is not able | teachers regarding | connection to the | studies and preparing | and has a negative | writing assignments. | are unable or unwilling |
| develop more skills in | to spend 5-10 hours per | basic directions and | Internet at home or at | for tests or quizzes. | or unrealistic attitude |  | to provide support |
| this area. | week on each online | follow-up support. | school. |  | toward online learning. |  | assistance. |
|  | course. |  |  |  |  |  |  |
|  | Student has limited | Student sometimes | Student beginning to | Student has limited | Student is beginning | Student has an interest | Student is reading at | Student support |
| experience using a | needs reminders | demonstrate a behavior | access to a computer | to demonstrate | in the content area | grade level and has | system is limited, |
| computer and the | and assistance in | of self-directed learning | with low-speed | effective time | of the online course | demonstrated limited | parents and school |
| Internet, and has | completing routine | and sometimes | Internet service at | management skills in | offering, but has | proficiency with | personnel are |
| expressed a strong | assignments and has | requires real-time | school or at home. | doing research, basic | expressed concerns | writing assignments. | somewhat supportive |
| interest in developing | pledged to spend | feedback from teachers |  | studies and preparing | about enrolling in an |  | of enrollment in |
| more skills in this area. | 5-10 hours per week on each online course enrollment. | regarding basic directions and follow up support. |  | for tests or quizzes. | online course or has an unrealistic attitude toward online learning. |  | online courses. |
|  |  |  |  |  |  |  |  |
|  | Student has strong | Student rarely | In general, the student | Student has | Student has | Student has an | Student is reading | Student has open |
| computer skills and | needs reminders | is self-directed and | consistent access | demonstrated | interest in the content | at or above grade | access to school- |
| more than adequate | or assistance in | does not require real- | to a computer with | effective time | area of the online | level and has | based mentoring/ |
| experience using a | completing routine | time feedback from | moderate-speed | management skills in | course offering, and | demonstrated | counseling service |
| word processor, email | assignments and has | teachers regarding | Internet service at | doing research, basic | has a positive and | success with a | and parental support. |
| application and web | demonstrated good | basic directions and | home or at school. | studies and preparing | realistic attitude | variety of writing |  |
| browser. | independent study | follow-up support. |  | for tests or quizzes. | toward online learning. | assignments. |  |
|  | habits. |  |  |  |  |  |  |
|  | Student has excellent | Student does not | Student is a self- | Student has daily | Student has | Student has a strong | Student is reading | Student has regularly |
| computer skills and | need reminders | directed learner and | access to a computer | demonstrated | interest in the content | above grade level, | scheduled access |
| significant experience | or assistance in | demonstrates a high | with high-speed | outstanding time | area of the online | has strong reading | to school-based |
| using a word processor, | completing routine | level of comfort and | Internet service | management skills | course offering, is | comprehension | mentoring/counseling |
| email application | assignments, usually | skill in learning new | at home and at a | while participating | highly motivated to | skills and has | services, parental |
| and web browser, | finishes homework | material without | convenient location | in a variety of | enroll in an online | demonstrated | support is strong and |
| and is comfortable | ahead of time and | requiring real-time | in the school building | clubs, student | course and has a | success with complex | district has adopted |
| downloading | has successfully | feedback from teachers | before, during and | organizations, sports | positive and realistic | writing assignments. | policies and identified |
| information from the | completed an | regarding basic | after regular school | and work activities. | attitude toward |  | best practices to |
| Internet and using | independent study | directions and follow- | hours. |  | online learning. |  | support students as |
| other technology tools and applications. | experience or taken an online course. | up support, and deals well with ambiguity. |  |  |  |  | online learners. |
|  |  |  |  |  |  |  |  |

**Comments:** Click or tap here to enter text.

**Note:** This rubric was not designed to be used as a tool to determine eligibility for enrollment in online courses, but instead to be used as a resource to help identify specific areas where students may need additional support to better ensure success. This rubric is attributed to Michigan Virtual Learning Institute.