# **2024-2025 FTA Best Design Rubric**

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| **Category** | **5**  **Superior Evidence** | **4**  **Exemplary Evidence** | **3**  **Sufficient Evidence** | **2**  **Some Evidence** | **1**  **No Evidence** |
| **Cohesion**  **(Course components interleave into a unified experience)** | Assessments within the course interleave strongly and across modules. | Assessments within the course interleave somewhat strongly. Some ties across modules but not comprehensively | Assessments within the course interleave in a functional manner.  Additional connections are possible but not evident. | Some assessments within the course interleave but only in a limited manner. | Assessments within the course are only loosely interleaved. Each module seems to function in isolation relative to each other. |
|  | *Evidence in application:* Syllabus; particularly assignment descriptions. Course schedule. Example modules. 1-page write-up. Examples of reflection or the application of concepts across multiple points within the course. | | | | |
| **Innovation/creativity**  **(Use of technology and/or pedagogy to solve an instructional problem)** | Solves a major problem and creates significant opportunities for students in deepening their learning of the subject material | Solves a notable problem or creates an opportunity in an efficient manner | Solves a problem or provides an instructional opportunity | May solve a minor problem or create a slightly novel approach | Does not solve a specific problem or create new instructional opportunities |
|  | *Evidence in application*: 1-page write-up. Applicant describes problem and how course design solves it. | | | | |
| **Interaction**  **(Course sets conditions in which students are ready to learn and evidence that interaction will occur.)** | Builds trust and manages instruction in a manner that anticipates potential problems. Evidence of planned interaction that is tightly aligned to course and module outcomes. | Builds trust thoroughly. Manages instruction in an effective manner. Evidence of planned interaction through a variety of methods. | Builds trust and manages instruction. Regular and substantive interaction evidenced. | Some attempts at building trust or managing instruction. Some evidence of at least one kind of interaction. | Does not build trust or adequately manage instruction. No evidence of between students or the instructor. |
|  | *Evidence in application*: For building trust - How This Course Works and other explanations of the course setup. ‘Icebreaker’ or other activities to introduce students, office hours. Managing instruction may be ‘netiquette’ guides, rubrics or other guidance for interactions. For interaction - Assignment descriptions, Course Schedule, How This Course Works, example modules. | | | | |
| **Student Success**  **(Evidence of student support mechanisms)** | Modules provide connections between content, scaffolding in tasks, and directly applicable to module outcomes. Student success strategies demonstrate a tailored approach specifically for the course. Resources are presented to students in a positive manner. | Content within modules is organized logically and provides connections between content and scaffolding in tasks. Resources are presented to students in a positive manner. | Content within modules is logically organized. Uses common student success strategies. | Content within modules has some logical organization. Some evidence of student success strategies. | Content within modules is disorganized in their presentation. No evidence of student success strategies within the course. |
|  | *Evidence in application*: Support links included in the course; syllabus. Example modules may show student success strategies (e.g. links to Writing Center/tutoring). 1-page application. | | | | |