Online Learner Readiness Rubric   Name:

STUDENT LEVELS OF READINESS

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

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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.