OER Accessibility Evaluation Rubric

The OER Accessibility Evaluation Rubric is an evaluation tool for faculty, librarians, instructional designers, and other stakeholders in open educational resources to determine the accessibility of the OER they are creating and/or adopting for use in their courses.

Open educational resources are openly available educational materials licensed with permission for users to apply the 5Rs: retain, reuse, revise, remix, and redistribute. These materials come in many different forms, but they are often used to replace commercial materials in order to help reduce the cost of education for students.

This rubric is designed similar to common online course evaluation rubrics, except it is specifically detailed toward OER and their accessibility. Intended for instructors who are either developing OER and need help making their work accessible or are evaluating OER for use in their classes and need to determine if the work is accessible already, the goal of this project is to help minimize the design quality issue in OER at the course and instructor level.

The rubric is split into three sections: Open Access, Digital Access, and Pedagogical Access.

We encourage you to share your evaluation openly by submitting your responses to the online form. Openly shared accessibility evaluations can be viewed on our open spreadsheet. We encourage anyone evaluating existing OER to review the spreadsheet to compare your evaluation with any others who may have evaluated the same resource.

Your Name: Click or tap here to enter text.

Your Email: Click or tap here to enter text.

Title of OER Being Evaluated: Click or tap here to enter text.

URL of OER Being Evaluated: Click or tap here to enter text.

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Open Access

This section refers to access and usability issues at the basic level of openness, including downloadability, printability, responsive design, format convertibility, and other barriers to access.

STANDARD	DESCRIPTION	DECISION	COMMENTS
DOWNLOADABILITY	The resource can be downloaded in a common and editable format. Examples include but are not limited to the following: .docx, .pdf, .html, .ppt, .jpg, .png, etc. The downloaded file should retain all accessibility features.	Choose an item.	Click or tap here to enter text.
PRINTABILITY	The resource is designed in a print-friendly format, or it includes a downloadable version that is print-friendly. A print-friendly document is designed for standard paper sizes, minimizes white space and page counts, and can be printed in black and white without diminishing visual quality or meaning in the document.	Choose an item.	Click or tap here to enter text.
RESPONSIVE DESIGN	The resource can be read on desktop, laptop, tablet, and mobile devices. The resource should be responsive, meaning that the format automatically adjusts itself as the user switches devices or window sizes. If responsive design is impossible for the selected format, multiple versions of the resource are provided to allow for use on any device.	Choose an item.	Click or tap here to enter text.
FORMAT CONVERTIBILITY	The resource can be easily converted to other document formats without losing accessibility features. Examples may include but are not limited to the following: conversion from .docx to .pdf, conversion from .html to .pdf, conversion from .docx to a refreshable Braille display-compatible file, etc.	Choose an item.	Click or tap here to enter text.

Standard	Description	Decision	Comments
Other Barriers to Access	The resource does not include other barriers to access not included in the previous standards. Examples might include login requirements, paywalls, or language barriers (which may be a contextual issue, depending on your needs).	Choose an item.	Click or tap here to enter text.

Digital Access

This section refers to accessibility as it relates to WCAG 2.0 guidelines for making materials accessible to all learners, regardless of ability. It includes basic standards for accessibility, including image readability, audio transcription, video closed captioning, heading structure, list structure, descriptive links, text emphasis, and color use.

STANDARD	DESCRIPTION	DECISION	COMMENTS
IMAGE READABILITY	All images in the resource include appropriate and descriptive alternative text coded into the document or appropriate and descriptive figure captions that accurately record the essence of the image. See resource: Editing Alternative Text	Choose an item.	Click or tap here to enter text.
AUDIO TRANSCRIPTION	Audio recordings that aren't accompanied by timed video or images are accompanied by an accurate transcript either in a timed closed captioning format or as a separate file attached directly to the resource. Transcript files are designed accessibly and available for download. See resource: Adding Captioning and Transcripts	Choose an item.	Click or tap here to enter text.
VIDEO CLOSED CAPTIONING	Videos with embedded audio include accurate and timed closed captioning in at least the primary language of the video. Additional subtitle languages provide additional accessibility. In cases where captioning is not possible, a transcript file with equivalent imagery attached may be sufficient. See resource: Adding Captioning and Transcripts	Choose an item.	Click or tap here to enter text.
HEADING STRUCTURE	Text-based resources include a coded, nested heading structure. See resources: Designing Accessible Documents and Designing Accessible Presentations	Choose an item.	Click or tap here to enter text.
LIST STRUCTURE	Text-based resources include properly coded bulleted or numbered lists, where appropriate. Lists are not denoted	Choose an item.	Click or tap here to enter text.

	by simple text or hyphens, but rather use built-in list functionality in the creation tool. See resource: Designing Accessible Documents		
DESCRIPTIVE LINKS	Links in the resource are descriptive of the destination of the URL. Vague phrases such as "click here" and URL-only links are not used. See resource: Designing Accessible Documents	Choose an item.	Click or tap here to enter text.
TEXT EMPHASIS	Text emphasis in the resource is indicated by bold or italicized text, as appropriate. It does not use all caps, colors, or other methods of indicating emphasis.	Choose an item.	Click or tap here to enter text.
COLOR USE	Colors in the resource are limited to no more than three colors used consistently across the resource. Colors are not used to convey meaning, and they are used with a clear contrast to the background color.	Choose an item.	Click or tap here to enter text.

Pedagogical Access

This section refers to accessibility at a pedagogical level, including self-assessment opportunities and universal design of activities.

Standard	Description	Decision	Comments
Self-Assessment	The resource provides opportunities for self-assessment, intended for use before submission of graded assessments. Examples might include ungraded practice quizzes, reflection activities, peer review, and other similar opportunities to obtain feedback on their learning before final submissions.	Choose an item.	Click or tap here to enter text.
Universal Design	Activities included in the resource encourage universal design practices such that students can complete activities in multiple forms to better suit their creative and preferred learning styles. This should be subject to the task at hand, as not all activities are suitable for universal design.	Choose an item.	Click or tap here to enter text.