







Online Learner Readiness Rubric

Student Readiness	Technology Skills	Work & Study Habits	Learning Style	Technology/Connectivity	Time Management	Interest/Motivation	Reading/Writing Skills	Support Services
	Student has little, if any, experience using a computer or the Internet, and has minimal desire to develop more skills in this area.	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 is not a self-directed learner and often requires real-time feedback from teachers regarding basic directions and follow-up support.	Student does not have consistent access to a computer and a reliable connection to the Internet at home or at school.	Student does not manage his or her time effectively in doing research, basic studies and preparing for tests or quizzes.	Student has little or no interest in the content area of the online course offering and has a negative or unrealistic attitude toward online learning.	Student is reading below grade level and has experienced difficulty with routine writing assignments.	In general, parents and school personnel do not actively support online learning and are unable or unwilling to provide support assistance.
	Student has limited experience using a computer and the Internet, and has expressed a strong interest in developing more skills in this area.	Student sometimes needs reminders and assistance in completing routine assignments and has pledged to spend 5-10 hours per week on each online course enrollment.	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.	Student has limited access to a computer with low-speed Internet service at school or at home.	Student is beginning to demonstrate effective time management skills in doing research, basic studies and preparing for tests or quizzes.	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 is reading at grade level and has demonstrated limited proficiency with writing assignments.	Student support system is limited, parents and school personnel are somewhat supportive of enrollment in online courses.
	Student has strong computer skills and more than adequate experience using a word processor, email application and web browser.	Student rarely needs reminders or assistance in completing routine assignments and has demonstrated good independent study habits. 	In general, the student is self-directed and does not require real-time feedback from teachers regarding basic directions and follow-up support.	Student has consistent access to a computer with moderate-speed Internet service at home or at school.	Student has demonstrated effective time management skills in doing research, basic studies and preparing for tests or quizzes.	Student has an interest in the content area of the online course offering, and has a positive and realistic attitude toward online learning.	Student is reading at or above grade level and has demonstrated success with a variety of writing assignments.	Student has open access to school-based mentoring/counseling service and parental support.
	Student has excellent computer skills and significant experience using a word processor, email application and web browser, and is comfortable downloading information from the Internet and using other technology tools and applications.	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 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 has daily access to a computer with high-speed Internet service at home and at a convenient location in the school building before, during and after regular school hours.	Student has demonstrated outstanding time management skills while participating in a variety of clubs, student organizations, sports and work activities.	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 above grade level, has strong reading comprehension skills and has demonstrated success with complex writing assignments.	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.

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.