**OER EVALUATION CRITERIA**

**(A merging of the CRAAP and VIVA rubric to evaluate the source and content in an OER.)**

**Authority**: the source of the information

* Who is the author/publisher/source/sponsor?
* Are the author's credentials or organizational affiliations given?
* What are the author's credentials or organizational affiliations given?
* What are the author's qualifications to write on the topic?
* Is there contact information, such as a publisher or e-mail address?
* Does the URL reveal anything about the author or source? Examples:
	+ com (commercial),
	+ .edu (educational),
	+ .gov (U.S. government),
	+ .org (nonprofit organization),
	+ or .net (network)

**Purpose**: the reason the information exists

* What is the purpose of the information? to inform? teach? sell? entertain? persuade?
* Do the authors/sponsors make their intentions or purpose clear?
* Is the information fact? opinion? propaganda?
* Does the point of view appear objective and impartial?
* Are there political, ideological, cultural, religious, institutional, or personal biases?

**Currency**: the timeliness of the information

* When was the information published or posted?
* Has the information been revised or updated?
* Is the information current or out-of date for your topic?
* Are the links functional?

**Relevance**: the importance of the information for your needs

* Does the information relate to your topic or answer your question?
* Who is the intended audience?
* Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
* Have you looked at a variety of sources before determining this is one you will use?
* Would you be comfortable using this source for a research paper?

**Clarity, Comprehensibility, and Readability** – reviewing content organization and sequencing.

* The content, including any instructions and exercises, is clear and comprehensible to students at their level.
* Are the materials appropriately graded? Does the material get progressively more difficult at an appropriate speed?
* The content is consistent with its language and formatting (e.g. key terms are bold).
* The content is well-organized in terms of sequencing and flow (eg. chapter and sections headings are presented consistently throughout the OER).

**Content and Technical Accuracy** – reviewing the accuracy of content both subject matter and technical.

* The content is accurate based on my understanding of the course. Note that the extent to which an OER can be assessed for content accuracy will be dependent on how well the curator understands the subject matter. In all cases, use tools such as the syllabus and/or commercial textbooks to assist with this evaluation.
* There are few to no factual, grammatical, or typographical errors present in the material.
* The content’s interface is navigable for students.

**Accuracy**: the reliability, truthfulness, and correctness of the content

* Where does the information come from?
* Is the information supported by evidence?
* Has the information been reviewed or refereed?
* Can you verify any of the information in another source or from personal knowledge?
* Does the language or tone seem biased and free of emotion?
* Are there spelling, grammar, or other typographical errors?

**Adaptability and Modularity** – review of license and versatility of materials.

* The resource is available in a file format which allows for adaptations, modifications, rearrangements, and updates as necessary.
* The resource can be easily divided into modules, or sections, which can be used or rearranged out of their original order.
* The content is available under an [open license](https://www.cccoer.org/learn/open-licensing/) which allows for modifications.

**Appropriateness and Fit** – meets a needs and level assessment for students.

* The content is presented at a reading level appropriate to the level of the students.
* The content aligns fairly well with the course learning objectives and topics.
* The content is available at a level appropriate for use in the course.

**Representation and Diversity** – reaches a multiplicity of student learners taking into account equity and inclusion.

* The illustrations and photographs reflect diverse peoples and the context of the depiction does not perpetuate stereotypes.
* Example names with particular ethnic or origin associations are portrayed properly and avoid negative comparisons or stereotypes associated with particular national origins or ethnicities.
* The resource presents diverse contexts and all examples are comprehensible by everyone.
* The correct replacement or re-framing of outmoded or incorrect terminology is presented.
* Contributors or researchers referenced in the resource come from diverse backgrounds.