CCEE Resource Review Guide
Quality, Relevance, Usability (QRU) Rubric

RUBRIC DIMENSIONS

CCEE uses three dimensions to review its resources – **quality**, **relevance**, and **usability**. Each resource will receive a rating for each dimension, based on a six-point rubric. Descriptors and guiding questions are provided to support the rating process.

QUALITY

This dimension addresses the degree to which a resource provides the user with knowledge, guidance, or a tool that is of high quality.

- *Is the resource well-structured and designed? Does the resource present content in an effective and engaging way that is easy to follow?*
- *Is the information/guidance/tool rooted in research or evidence-based best practices?*

Very low quality (1)	- Resource is poorly designed and hard to follow - Information presented in this resource is inaccurate or outdated - It is unclear how this resource was developed
Low quality (2)	- Resource is hard to follow - Information presented in this resource is mostly inaccurate or outdated - Development methods are not explicitly stated
Somewhat low quality (3)	- Some information is inaccurate or outdated, but mostly inconsequential - It is unclear whether the development methods are valid or effective
Somewhat high quality (4)	- Information is mostly accurate and up-to-date - Development methods seem to be grounded in research and/or evidence-based practices
High quality (5)	- Engaging, well-designed, and easy to navigate - Development methods are grounded in research and/or evidence-based practices
Very high quality (6)	- Very engaging and easy to follow; thoughtfully designed and developed - Development methods are grounded in up-to-date research and/or evidence-based best practices

RELEVANCE

This dimension addresses the degree to which a resource has specific applicability for the user.

- *Does the resource clearly state its purpose/objectives?*
- *Is the resource aimed at a specific audience?*
- *Does the resource address an urgent issue, topic, or need in the field?*

Very low relevance (1)	- Purpose is not stated - Intended audience is not stated - Addresses a need that does not exist
Low relevance (2)	- Purpose is unclear - Intended audience is unclear - Aligns to an issue or topic that is not particularly relevant
Somewhat low relevance (3)	- Purpose is unclear - Intended audience is overly broad or may not be explicitly stated - Addresses a generally acknowledged need in the field
Somewhat high relevance (4)	- Purpose is clearly stated - Intended audience is overly broad - Aligns to a relevant issue or topic
High relevance (5)	- Purpose is clearly stated - Tailored to a specific audience - Timely in addressing a relevant issue, topic, or need
Very high relevance (6)	- Purpose is clearly defined - Tailored to a specific audience and context - Provides new information or a new way of applying existing information to address an urgent issue, topic, or need

USABILITY

This dimension addresses the degree to which a resource is easy to use.

- *Can the resource be immediately applied or implemented? Is the resource structured in a way that minimizes the need to make adjustments?*
- *Is the resource accessible to all users in the intended audience?*
- *Does the resource provide a comprehensive understanding of the content without overwhelming the user?*

Very low usability (1)	• Cannot be applied or adapted in any setting • Cannot be accessed by any user
Low usability (2)	• Resource is incomplete • Difficult to apply; requires a lot of adaptations to be used • Cannot be accessed by most users
Somewhat low usability (3)	• Can only be applied or adapted in some settings • Can only be accessed by some users
Somewhat high usability (4)	• Can be applied with a few adaptations • Can be accessed by most users
High usability (5)	• Resource is complete • Can be applied immediately or adapted in most settings • Can be accessed by most users
Very high usability (6)	• Well-structured and comprehensive • Can be applied immediately as-is in any setting • Can be accessed by all users