

UTRGV Syllabus Evaluation Rubric

Criterion	Component	Beginning (1)	Emerging (2)	Effective (3)
Student Learning Objectives	Comprehensive List	List is incomplete, overly detailed, inappropriate, or missing; list ignores relevant program or institution-wide learning objectives.	List is organized and some SLOs are reasonable and focus on key knowledge, skills, and values students will learn in the course; list does not include relevant program or institution-wide outcomes. SLOs are stated in only one part of syllabus.	List is well-organized; SLOs are reasonable and focus on key knowledge, skills, and values learned in the course; relevant institution-wide objectives (e.g. communication skills) included. SLOs are integrated in various parts of syllabus.
	Levels of Learning	Appropriate levels of learning are not reflected or unclear.	Adequate levels of learning are reflected.	Higher levels of learning are reflected such as evaluation, application, or learning how to learn.
	Measurable Verbs	Little or no information on student learning objectives are included or information is unclear.	Three to five learning objectives are included; some are clear, measurable, and use an action verb to describe expectations in students' knowledge, skills, or beliefs.	Three to five learning objectives are included; all are consistently clear, measurable, and use action verbs to describe expectations in students' knowledge, skills, or beliefs.
Assessment Activities	Methods	Assessment methods are inadequate or not implemented and/or do not support learning objectives.	At least one assessment method is implemented to support each learning objective but information on description, purpose, and rationale for use in course is not provided.	Assessment methods are used to support each learning objective; information on description, purpose, and rationale for use in course is provided.
	Alignment	Little or no information regarding connection between assessment activities and learning objectives is provided.	Some information regarding connection between assessment activities and learning objectives is provided.	All assessment activities are mapped to learning objectives and likely to provide evidence to assess learning outcomes.
	Measures	Rubrics or evaluation criteria is not included and it is not clear that rubrics or assessment criteria <i>will be</i> made available.	Some rubrics or evaluation criteria is included; if not present, it is not clear that rubrics or assessment criteria <i>will be</i> made available.	Rubrics or evaluation criteria is included for all assessment activities; if not present, it is clear that rubrics or assessment criteria will be made available.
Class Environment	Instructor Beliefs and Attitudes toward Teaching and Learning	Little or no information on instructors' beliefs or attitudes toward teaching or learning are included.	Some information on instructor's beliefs or attitudes toward teaching are included; it is not clear how beliefs influence aspects of the learning environment or teaching practices.	Instructor's beliefs and attitudes toward teaching and learning is included. It is clear how beliefs are related to teaching methods, assessment activities, and/or learning environment.
	Teaching Strategies	Little or no description of teaching strategies is provided.	Instructor uses a variety of teaching strategies but does not include a rationale for teaching strategies.	Instructor uses a variety of teaching strategies and connects with course activities as well as provides rationale for use of different teaching delivery methods.
	Tone	Mechanical, distant, and/or uninviting tone is used throughout the syllabus; personal pronouns are not used (e.g., "the students," "the course," or "they" are used).	Positive and respectful tone is used in a few parts of the syllabus; some or no personal pronouns are used (e.g. you, we, us).	Positive, respectful, and inviting tone is conveyed throughout the syllabus; personal pronouns are used (e.g. you, we, us).

	Positive Motivation	Little or no evidence of a learning environment that fosters positive motivation.	A learning environment that fosters positive motivation is promoted in a few parts of the syllabus.	A learning environment that fosters positive motivation, learning versus performance, and encourages lifelong learning is promoted throughout the syllabus.
Course Schedule or Calendar	Course Schedule or Calendar	No course schedule is provided or course schedule is vague.	Schedule provides a list of readings, class meeting dates, class activities, and assessment due dates in chronological order and allows for flexibility where appropriate.	Course schedule includes readings, class meeting dates, or assessment due dates in chronological order and allows for flexibility where appropriate. Course schedule also provides additional information to guide and help students prepare for each class session with focus questions or themes. Schedule requires students to interact.
Policies	UTRGV policies and Procedures	UTRGV policies and procedures are not provided.	All UTRGV policies and procedures are provided.	All UTRGV policies and procedures are provided. Instructor makes an attempt to connect policies and procedures with course content, teaching beliefs, and/or pedagogical practices.

Adapted from: Palmer, M. S., Bach, D. J., & Streifer, A. C. (2014). Measuring the promise: A Learning-Focused syllabus rubric. *To Improve the Academy*, 33, 14-36. doi:10.1002/tia2.20004