

# Syllabus Rubric

| The syllabus   | Undeveloped<br>(lacking / inaccurate / inappropriate)   | Evolving<br>(appropriate but partially-formed)   | Developed<br>(appropriate and adequate)  | Highly Developed<br>(precise and descriptive / nuanced / exemplary)  |
|--|---|--|--|--|
| <b>communicates the teaching philosophy of the instructor</b>            | <i>Teaching philosophy is absent or not aligned with instructor's aspirations .</i>   | <i>Teaching philosophy is partially aligned with instructor's aspirations.</i>   | <i>Teaching philosophy is well aligned with instructor's aspirations .</i>   | <i>Teaching philosophy is well aligned with instructor's aspirations . It is clear how the philosophy is used to promote students' education through course design and enactment.</i>  |
| <b>uses language of inclusivity /evokes affective domain</b>             | <i>Language is intimidating and/or discouraging. No attempt is made to appeal to students' interests nor to help students gain a feeling of agency.</i> | <i>Language is not intimidating but it is not supportive. Any attempt to appeal to students' interests or to help students gain a feeling of agency is partial and not well-developed or it is ineffective.</i>  | <i>The language is welcoming of all learners. It is clear that the instructor and course design supports the learner and appeals to her/his interests and facilitates students' feelings of agency.</i>  | <i>Not only is the language welcoming but special care is taken to communicate that all learners will be uniquely valued. The syllabus is designed to appeal to students' interests / excite them to learn / give them feelings of agency, but it does so in a creative and nuanced way.</i> |
| <b>communicates learning outcomes</b>                                    | <i>Outcomes are absent .</i>  | <i>Outcomes are unclear or unassessable.</i>   | <i>Learning outcomes are assessable and clearly stated.</i>  | <i>Outcomes are clearly stated and their relevance is communicated in the larger context of the program or degree .</i>  |
| <b>communicates course content &amp; connection to curriculum</b>        | <i>Course content disclosure is absent or completely inconsistent with the greater purpose of the curriculum / degree.</i>                              | <i>Course content is articulated but perhaps not completely. Content is not clearly connected to the greater purpose of the curriculum / degree.</i>   | <i>Content is clearly articulated and the content is connected to the greater purpose of the curriculum / degree.</i>  | <i>Content is clearly and concisely articulated together with any expected prerequisite skills and knowledge. The content connected, in a nuanced and descriptive way, to the greater purpose of the curriculum / degree.</i>  |
| <b>communicates how students will develop learning and understanding</b> | <i>Approaches to developing learning and understanding are absent or conspicuously sketchy and unclear.</i>   | <i>Approaches to developing learning and understanding are disclosed but roles and responsibilities of students are not (Students are not given full information for making informed choices that promote learning success that include the value of failure and revision in promoting their learning success.).</i> | <i>Approaches to developing learning and understanding are disclosed. Students are given information for making informed choices that promote learning success that include the value of failure and revision in promoting their learning success.</i> | <i>Approaches to developing learning and understanding are disclosed. Students are given information for making informed choices that promote learning success that include the value of failure and revision in promoting their learning success through advancing others' learning.</i>    |
| <b>communicates how students will be evaluated</b>                       | <i>Grading criteria and/or methods of evaluation are absent or conspicuously sketchy and unclear.</i>   | <i>Grading criteria are clear but evaluation methods are primitive (not conducive to reflection or deepening understanding). Evaluations only partially align with learning outcomes.</i>  | <i>Grading criteria clear. Evaluation methods are clear and promote thinking and metacognition. Evaluations align with learning outcomes.</i>  | <i>Grading criteria clear. Evaluation methods are clear, sophisticated, and promote thinking and metacognition. Evaluations align with learning outcomes in a creative and nuanced way.</i>  |

*This rubric is simply a guide for structuring a syllabus that reflects pedagogy.  
A syllabus may be quite good without achieving a Highly Developed mark in each category.  
We hope this stimulates your thought about designing and using assessment rubrics.  
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