

Clackamas Middle College Syllabus Evaluation Rubric

Criterion	Beginning	Emerging	Exemplary
Course Description	Instructor Name & contact info, class time and location	In addition: course prerequisites (if any), course description	In addition: how the course fits into the larger program/dept. curriculum, field, supplemental readings and resources
Overall Tone	Mechanical, dictatorial	Teacher-oriented	Student/learning oriented (student friendly)
Course Outcomes	Not articulated	Stated in general, but vague and unmeasurable terms	Listed with appropriate, descriptive verbs that lend themselves to measurement and seek higher levels of understanding. Outcomes include <u>A</u> udience (who), <u>B</u> ehavior (what), <u>C</u> ondition (how), <u>D</u> egree (to what extent). Includes link(s) to aligned standards.
Course Format & Student Expectations	Vague, or cryptic descriptions of course expectations and how class time will be used	Mutual role expectations for students and instructor are explained, together with various teaching methods and modes	Role expectations and class format are explained in such a way that students understand the underlying rationale and benefits for them.
Instructor Beliefs & Assumptions	Little or no accounting of instructor's teaching philosophy, beliefs or assumptions about learning	Section describing the instructor's beliefs or assumptions about teaching and learning that guide the course	Well articulated and thought out rationale that includes the values and/or experiences that guide the instructor's teaching practice. Includes growth mindset and equity statements.
Course Outline	Little or no information on what course topics will be covered each week	Topics are general or vague and no link to website included.	Course outline is fully articulated and logically sequenced with link to up-to-date information online class page. Includes directions on how to subscribe to class page and how often page is updated.
Assignments Required	No course assignments listed.	Course assignments listed with no deadlines or information on how to subscribe to class page.	Assignments listed with explanation of late work policy and other requirements that might affect grades. Includes information on how to subscribe to class page and how often page is updated with current assignment/deadline information.

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Academic Policies & Procedures	Little or no information	Description of academic integrity policy	Information about all pertinent academic policies, including academic integrity, accommodating students with disabilities, class attendance, plagiarism, computer use, phone use, behavior, attendance and late work
Assessment of Students' Learning	Little or no information about how the students will be graded; any information that is included reinforces a grade-focus	How assignments/projects/tests are graded is generally described with its relative value towards the overall course grade	Includes instructions on how to access class pages and StudentVue, ParentVue. Each assignment on class page includes descriptions of its rationale for inclusion in the course and what the student should get out of completing it; use of rubrics with quality criteria specified.
Alignment	No clear connection between stated course goals/outcomes and assessment schema	The connections between some assignments and stated course goals/outcomes are apparent	All assignments are linked with a specific course goal/outcome and are likely to provide sufficient evidence to adequately assess each goal/outcome. Includes link(s) to standards on class page.
Diversity of Teaching & Assessment Methods	Evidence that course teaching and assessment methods are similar (e.g., all lectures or all tests use same methods)	Evidence the instructor has employed a diverse set of teaching and assessment methods	Differentiated assessment methods and evidence that the instructor has taken into account the diversity of students in choosing teaching and assessment methods
Continuity of Feedback to Students on Their Learning	Little or very infrequent venues listed for giving students feedback on their progress in the course	Adequate opportunities are listed for students to get feedback on their progress in the course	All course requirements have sufficient means by which the instructor can keep students adequately apprised of their relative progress in the course. Includes link to StudentVue, ParentVue
Opportunities for Students to Provide Evaluative Course Input	Students' only opportunity to provide input on their experiences in the course to the instructor is at the end of the course (or nonexistent)	Instructor has developed and scheduled a mid-term course evaluation opportunity for students in addition to an end of the course evaluation	Students are encouraged to provide the instructor with regular input on how they are experiencing the course throughout the semester. Specific examples are listed (i.e., exit tickets, contact information, course evaluation).