

# CANVAS RUBRIC

Instructor:

Course:

Course ID:

#	Section	Sub-Section	NOT PASSING		PASSING	
			Not Present	Requires Adjustment <small>*common errors listed. Details will be provided in your feedback.</small>	Passing	Excellent
4		<b>Course Home Page</b>	Not Present/Blank	No multimedia or images No written Intro No contact info	Contains text intro, graphic and college provided email address. Contains links to modules	
5	<b>Syllabus</b>	<b>Syllabus Visibility</b>	Not Present/Blank	Present, but not readable or incorrectly formatted Lacks Contact info	Link to word document or PDF with preview	Copied and pasted inline text with link to word document or PDF with preview
6		<b>Master Syllabus Sections</b>	Not Present/Blank	Present, but do not match master	Matches Master Exactly	Matches master exactly with instructor-specific additions
7		<b>Instructor Created Syllabus Sections</b>	Not Present/Blank	Present, but do not match master	Headings must match master Minor formatting issues	Headings must match master All sections filled out or addressed
8		<b>Methods of Instruction and Evaluation</b>	Not Present/Blank	Present, but contains only points or assignment list	Assignments and total points included	Specific and descriptive criteria are provided in addition to point values
9		<b>Course Outline</b> <small>*automatically created when due dates are assigned in Canvas.</small>	Not Present/Blank	Some or all assignments do not have due dates	All assignments listed at bottom of syllabus have due dates	Custom created table or list with all due dates and points added to syllabus
10	<b>Orientation Module</b>	<b>Welcome Letter</b>	Not Present/Blank	Does not match emailed welcome letter	Copy of welcome letter matching that sent to students at enrollment included as item in Orientation Module	
11		<b>Orientation Lecture</b> <small>*Passing Universal version in template</small>	Not Present/Blank	Present, but not readable or incorrectly formatted	Unmodified Universal Version	Contains all generic orientation material and course specific info
12		<b>Orientation Quiz</b> <small>*Passing Universal version in template</small>	Not Present/Blank	Incorrectly Labeled Not tied Orientation Less than 3 questions No Instructions	Unmodified Universal Version	Correctly labeled and defined Tied to orientation with a mix of 7 or more universal & instructor created questions
13		<b>College Policy Quiz</b> <small>*Passing Universal version in template</small>	Not Present/Blank	No links to policies Less than 4 questions No instructions	Unmodified Universal Version	Policy links included 7 or more pooled questions Limits & Retakes defined
14		<b>Introduction/Hello Thread</b> <small>*Passing Universal version in template</small>	Not Present/Blank	Not a working thread No instructions	Unmodified Universal Version	Working thread Instructions defined Customized version used
15		<b>Communication</b> <small>*Passing Universal version in template</small>	Not Present/Blank	No instructions/thread No helpdesk link No instructor contact info	Unmodified Universal Version	Email contact info is the Canvas Inbox or Barton-supplied email address. Link to Canvas Help Desk provided
16		<b>Pre-Test and Post-Test</b>	Not Present/Blank	Pre-test not in home module Post-test not in final module Tests do not correlate	Pre-test due by 11:59 pm first Wednesday and must have a grade in the grade book Tests Correlate, 4-6 questions Instructions defined	Pre-test due by 11:59 pm first Wednesday and must have a grade in the grade book Tests Correlate, 7 or more pooled questions Instructions defined
17	<b>Course Shell</b>	<b>Gradebook</b>	Not Present/Blank	Points don't match syllabus Not functional	Matches syllabus points Functions properly	
18		<b>Links</b>	Not Present/Blank	Image, internal or external links broken More than 30 external links	Links working but some lead students outside course shell. Link checker has been successfully run.	All links work and keep student and content within course shell. Link checker has been successfully run.
19		<b>Course Navigation</b>	Not Present/Blank	Navigation is inconsistent Modules don't fit timeframe No manageable segments	Modules + orientation match course length or schedule is explained in Orientation. 5 Standard BOL links visible as listed below 1 - Home, 2 - Syllabus, 3 - Announcements, 4 - Modules, 5 - Grades Module links on Home Page	
20		<b>Assignment/Exam Integrity</b>	Not Present/Blank	Students see correct answers after submitting	Exams are designed and scheduled to encourage academic integrity.	Additional security added: Lockdown Browser, Time limits, TurnItIn, Question Groups, Proctoring
21		<b>Publishing</b>	Not Present/Blank	Required content pages or entire course are not published Dates are not set	All content and modules are published Access dates are set for each module	Required content published Access dates set for all Modules Unpublished pages are used for course enhancement

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25	A s s e s s m e n t	CAT's (Course Assessment Techniques)	Not Present/Blank	Present, but content related, not a true Course Assessment	One CAT item present in course	More than one CAT item present in course
26		Assessment Instruments	Not Present/Blank	All assessments are multiple choice or T/F questions. Grades come from only one or two types of assignments.	The assessment instruments selected are appropriate to the content being assessed.	The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed
27		Blooms Taxonomy	Not Present/Blank	Course assessments do not align with competencies with regard to Blooms Taxonomy.	At least half of the course assessment tools align with competencies with regard to Blooms Taxonomy. See 103 Course for details and strategy worksheet.	
28		Outcomes and Competencies	Not Present/Blank	Outcomes and competencies are not listed on or connected to any lessons or modules.	Outcomes and competencies are listed in module introductions.	Outcomes and competencies are in module intros and connected with each assessment/content item.
29	C o n t e n t	Module Introductions	Not Present/Blank	Text only. Assignments only. Content is presented instead of a module overview.	List assignments List competencies/outcomes	Intro media and text List assignments List competencies/outcomes
30		Module Workload/Distribution	Not Present/Blank	Does not meet typical weekly workload boundaries Work not evenly distributed or consistently ordered.	Meet typical boundaries. Work evenly distributed in most modules. Most items listed consistently	Meet typical boundaries. Work evenly distributed in all modules. All items listed consistently.
31		Instructor Presentation	Not Present/Blank	Course is limited to textbook materials without instructor developed content. <b>The course should not be a holding place for textbook materials. The instructor should present, demonstrate, and/or teach the material to create substantive interaction.</b>	Each course module contains lecture materials that merge textbook/publisher materials and instructor developed content into an integrated lesson or lessons that present relevant course materials uniformly as detailed in the 103 training.	All lessons are integrated with textbook materials using two or more of the following: voice-overs, video/audio introductions, info-graphics, content-related images, detailed materials which elaborate, additional examples and/or demonstrations.
32	L e a r n i n g  S t y l e s	Content Design	Not Present/Blank	Course addresses only one learning style: text only, lecture only, video only, hands-on projects only.	Course content designed to address two learning styles. Course is ADA Compliant.	Course content designed to address the three basic learning styles: visual, auditory, kinesthetic. Course is ADA Compliant.
33		Course Features	Not Present/Blank	Course features present but not working or not appropriate to content.	Course features such as exams, file sharing, discussions or other apps enhance learning.	Features beyond LMS are added in addition to course tools.
34		Images	Not Present/Blank	Inappropriate, watermarked or only decorative images used. Images have broken links.	Content-specific images (charts, tables, info-graphics, etc.) used in the course enhance learning.	Content specific images (charts, tables, infographics, etc.) used in each module. Images are ADA Compliant.
35		Audio/Video	Not Present/Blank	Audio/video in course is not content-specific or is for only entertainment purposes. Content only in links.	Content-specific video/audio is present in the course. Content is linked.	Content-specific video/audio is integrated into lessons in every module. Content is embedded.
36		Text Readability	Not Present/Blank	Inappropriate use or lack of font consistency, contrast, size, length, chunking, graphic incorporation.	Text is readable (black and white, chunked, etc.) but not consistent from page to page.	Text is readable (black & white, chunked, etc.) and consistent throughout course. Text is ADA Compliant.
37	S I U N T  R E G U L A R  I N T E R A C T I V E	Substantive Interaction	Not Present/Blank	Less than 50% of interaction involves a sustained, interactive communication between the student and the course instructor.	Sustained, interactive communication regarding current course content and activities between student and the course instructor through assessment feedback, announcements, and in-course messages occurs weekly at a minimum. Accelerated courses require more frequent feedback.	
38		Regular Content Interaction	Not Present/Blank	Instructor input is not predictable, regular, substantive responsive to current course student activity.	Instructor provides at least weekly predictable, regular, substantive feedback, commentary or summary to current course content and/or activity in either announcements, lessons, or course emails.	Instructor provides more than weekly predictable, regular, substantive feedback, commentary or summary to current course content and/or activity in either announcements, lessons, or course emails.
39		Instructor Facilitated Student-Student Interaction	Not Present/Blank	Student-student interaction is required but not using course tools or course tool does not work. Interaction is not instructor facilitated.	Learner activities foster student-student interaction with instructor facilitation at least once beyond the required introduction thread.	50% or more of learner activities foster student-student interaction <b>with instructor facilitation</b> beyond the introduction thread.
40		Assessment Feedback	Not Present/Blank	Only one learner activity fosters substantive instructor-student feedback.	Learner activities foster substantive instructor-student feedback at least once in each module.	Learner activities foster substantive instructor-student feedback more than once in each module.