

Creating Student-Centered Course Materials: A Rubric

Directions:

Are your materials student centered? What is the evidence for this? Materials may include the syllabus, published online course environments such as Canvas, assignments, test questions--even writing prompts. Students interact with your course materials as a proxy for the course. Using the rubric below, find the evidence that your course materials show students how much you care.

Criterion	Component	Strength of Evidence		
		Strong	Moderate	Low
Learning Goals & Objectives	1. Materials remind students of a course learning goal. Goals tell students what they will be able to observably do by the end of the class			
	2. Course goals use specific action verbs like <i>Explain, Discuss, Evaluate, Predict</i>			
	3. Learning goals are appropriate to the course level and characteristics of students taking the class			
Language	4. Written directions are clear and concise			
	5. Language is student centered, inviting, optimistic, and written for students (novices)			
	6. Avoids legalese and distancing—such as speaking of students in the third person			
	7. Fosters positive motivation, describes the value of course, and how the course is relevant to the future			
	8. Communicates confidence that student can achieve course success with work			
	9. Assignments follow the TILT format* with a clearly defined purpose and specified criteria evaluation			
	10. Tell students how you can support them in your course, your availability, and how they can access you			
Learning Activities	11. Objectives and assessments (assignments and tests) are aligned so students know exactly why they are being asked to do something			
	12. Major assessments (final/midterm/big project) each count for no more than 30% of the course grade			
	13. Include low-stakes activities so students can practice and fail without penalty			
	14. Feature prompt feedback—or reflection to build awareness			
	15. Are varied so students can show you how they learn in multiple ways			
	16. Are relatable to students, if not personally meaningful			
	17. Scaffolded for gradual practice to build competency			

* <https://tilthighered.com/assets/pdf/files/faculty.pdf>

Adapted liberally from: Palmer, M.S., Bach, D.J., & Streifer, A.C. (2014). Measuring the promise: A learning-focused syllabus rubric. *To improve the Academy: A Journal of Educational Development*, 33(1), 14-36. <http://cte.virginia.edu/wp-content/uploads/2014/05/Syllabus-Rubric-Guide-11-24-14.pdf>