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| **Canvas Course Review Rubric** | | | | | | |
| Course Name: | Instructor: | Date: | | | | |
| Reviewer: | Semester: | | | | | |
| DIRECTIONS FOR USE: Review the sandbox course for the criteria listed below. Select the number that most accurately indicates what the course reflects. Add comments in the area indicated at the end of the rubric.  *Note: Some features might not be used due to the nature of the course (traditional or hybrid).*  SCORING: 0 – Not present 1 - Developing 2 - Meets 3 - Exceeds | | | | | | |
|  | | | | | | |
| **I. Home:** The course Home is literally the "home" page for each course. | | | | | | |
|  | | | 0 | 1 | 2 | 3 |
| 1. Current syllabus is available (on the home page and/or syllabus link) | | |  |  |  |  |
| 2. There is some type of welcome or introduction to the course and instructor. | | |  |  |  |  |
|  | | | | | | |
| **II. Calendar:** The Calendar should have assigned and/or due dates for assignments as well as other important course dates. | | | | | | |
|  | | | 0 | 1 | 2 | 3 |
| 1. Calendar has assignment due dates. | | |  |  |  |  |
| 2. Calendar is uncluttered and it is clear when assignments are due | | |  |  |  |  |
|  | | | | | | |
| **III. Modules:** Modules is where all course content, assignments, and resources are located. | | | | | | |
| A. Initial Structure | | | 0 | 1 | 2 | 3 |
| 1. Initial instructions about how to get started in the course are present. | | |  |  |  |  |
| 2. Module content is organized logically (e.g., content is separated by Week/Chapter/Module/Unit/Etc.). | | |  |  |  |  |
| 3. Module settings are utilized correctly (Pre-requisites, open dates, etc.) | | |  |  |  |  |
| B. Interactive Elements: Discussion Forums/Blogs/Wikis | | | 0 | 1 | 2 | 3 |
| 1. There is a Welcome or Let’s get Acquainted discussion forum | | |  |  |  |  |
| 2. There is an interactive element in most (if not all) of the modules | | |  |  |  |  |
| 3. Instructions, purpose, and expectations are clear and concise | | |  |  |  |  |
| 4. The interactive element contributes to the learning experience. | | |  |  |  |  |
| 5. Discussion form settings are utilized correctly (post first, threaded, etc.) | | |  |  |  |  |
| C. Non Interactive Assignments: Dropboxes/Journals/e-mail | | | 0 | 1 | 2 | 3 |
| 1. Instructions, purpose, and expectations are clear and concise. | | |  |  |  |  |
| 2. The assignments contribute to the learning experience. | | |  |  |  |  |
| 3. Assignment settings are utilized correctly (types of submissions, etc.) | | |  |  |  |  |
| D. Assessments | | | 0 | 1 | 2 | 3 |
| 1. Instructions, purpose, and expectations are clear and concise. | | |  |  |  |  |
| 2. The assessment contributes to the learning experience. | | |  |  |  |  |
| 3. Assessment settings are utilized correctly (question at a time, etc.) | | |  |  |  |  |
| F. Use of Multimedia | | | 0 | 1 | 2 | 3 |
| 1. Images are uploaded correctly and used to enhance the learning experience. | | |  |  |  |  |
| 2. Audio is uploaded correctly and used to enhance the learning experience. | | |  |  |  |  |
| 3. Videos are uploaded correctly and used to enhance the learning experience. | | |  |  |  |  |
| G. Overall Activities | | | 0 | 1 | 2 | 3 |
| 1. Multiple methods of content delivery are used. For example, chapter readings, lecture notes, PowerPoint’s, Audio, Video, Web-sites, etc… | | |  |  |  |  |
| 2. Content delivery methods address multiple learning styles. | | |  |  |  |  |
| 3. Multiple methods of evaluation are used. For example, discussion forums, dropboxes, wikis, group assignments, and/or assessments. | | |  |  |  |  |
| 4. There is some form of evaluation/participation every week. | | |  |  |  |  |
| H. Overall Structure | | | 0 | 1 | 2 | 3 |
| 1. Content is well organized and easy to find/understand. | | |  |  |  |  |
| 3. Hyperlinks are functional (links not broken). | | |  |  |  |  |
|  | | | | | | |
| **V. Gradebook:** The Assignments link is where the course gradebook set-up is located. | | | | | | |
|  | | | 0 | 1 | 2 | 3 |
| 1. Gradebook is set-up correctly for points or percentage/weights | | |  |  |  |  |
| 2. There is a logical order to the gradebook. | | |  |  |  |  |
| 3. There is a grading scheme set-up | | |  |  |  |  |
|  | | | | | | |
| **Comments/Feedback** | | | | | | |