Rubric for Assessing Course Objectives

Good course objectives are specific, measurable, clear and related. This rubric was designed for a peer review of course objectives or student learning outcomes that will result from course participation.

4=Very Good, ready for distribution   2=Fair, needs significant revision
3=Good, some revisions suggested   1=Poor, start over

Specific	Measurable	Clear	Related
4 Each objective is distinct from the others and highlights learning that will result by the end of the course. Even larger goals are distinct from the others. The reader has a good idea about what is expected of students and why.	4 The objectives utilize only active verbs that can be measured and that are not redundant. No nonfunctional verbs are present. The reader can map the objectives to various levels of skill on Bloom's Taxonomy of Educational Objectives.	4 Taken together, the objectives present a very clear picture of course purpose and learning outcomes. The objectives present a set of actions that students would understand and could readily agree to.	4 Although distinct, the objectives provide a sense of how knowledge and meaningful learning will accrue in the course. There is a logical order to the objectives, e.g., higher-order objectives build upon lower-order objectives.
3 Most objectives are distinct, but one or two may have some overlap that can be eliminated with some additional rewriting. The reader has a good idea about what is expected of students and why.	3 The objectives utilize many active verbs that are measurable and not redundant. Some verbs are nonfunctional, but most could be easily mapped to levels on Bloom's Taxonomy.	3 With one or two exceptions, the objectives present a clear picture of course purpose and outcomes. The objectives present a set of actions that students would understand and could readily agree to, although they may ask for a few clarifications.	3 Objectives provide a sense of how knowledge and meaningful learning will accrue in the course. Although one or two objectives don't quite fit into the larger picture, there is a logical order to the objectives, e.g., higher-order objectives build upon lower-order objectives.
2 There is a fair amount of overlap in objectives, and many are not specific enough to be distinguishable from the others or to give a sense of what the course is about. Significant rewriting needed.	2 The objectives utilize a mix of measurable and nonfunctional verbs, many of which could not easily be mapped to levels on an educational taxonomy. Significant rewriting needed.	2 Taken together, the objectives present a somewhat vague or confusing picture of course purpose and outcomes. Students would need more information for understanding and buy in.	2 The reader must exert some effort or guesswork to discern a logic to the arrangement of the objectives, although the relation between some of them is explicit.
1 Course objectives are so broad and vague that one has no idea what this course is really about. The objectives could apply to almost any learning situation.	1 The objectives use few if any measurable verbs that could be mapped to levels on an educational taxonomy.	1 It is unclear what students would be doing in this course, or why. They would lack confidence in the purpose of the course and would likely drop it.	1 Objectives seem to be unrelated and in random order. The reader would have no sense of how knowledge and learning will accrue.

Your comments for the writer: