

Peer Review of the Syllabus, Form 2*

Name:

Reviewer:

Date:

Course:

Criterion

Component

Assessment

Above
Standard

Standard

Below
Standard

LEARNING GOALS AND OBJECTIVES	1. Learning goals encompass a wide range of significant forms of learning (e.g., foundational knowledge, application, integrating ideas, developing attitudes)			
	2. Student learning objectives are clearly articulated through the use of specific action verbs.			
ASSESSMENT	3. Objectives and assessments are aligned.			
	4. Grading methods are clearly described.			
	5. Assessments are spread out across the semester			
SCHEDULE	6. Course schedule is fully articulated and logically sequenced.			
ENVIRONMENT/ EXPECTATIONS	7. Syllabus tone is positive, respectful, and inviting.			
	8. Syllabus is well organized/easy to navigate.			
	9. Syllabus communicates high expectations			
LEARNING ACTIVITIES	10. Classroom activities and student learning objectives are aligned.			
	11. Learning activities are likely to challenge students appropriately			

Additional Comments:

- **Adapted from:** Palmer, M., Bach, D., & Streifer, A. (2014). Measuring the promise: A learning focused syllabus rubric. *To Improve the Academy: A Journal of Educational Development*, 33(1), 14-36.

