

# Canvas Rubric

**Instructor:**

**Course:**

**Course ID:**

Criteria	Passing	Not Passing	Comments
Course Home Page	Contains introduction text, graphic, college provided email, and links to modules.	One or more of the following is missing: college provided email, introduction text, graphics, links to modules.	
Syllabus	Present and all instructor created sections filled out.	Not present, instructor created sections not filled out.	
Grading Methods	Assignments and total points included.	Present, but only contains points or assignment list.	
Gradebook	Points in the gradebook match the syllabus.	Points in the gradebook do not match the syllabus.	
Course Outline	All assignments are listed with due dates.	Some or all of the assignments do not have due dates listed.	
Welcome Letter	A welcome letter is present.	A welcome letter is not present.	
Orientation Lecture	Universal lecture is present.	Orientation is present but is missing content.	
Introduction/Hello Thread	Working thread, instructions are defined.	Not present/blank, instructions not defined.	
Pre- and Post-test	Pre- and post-test are included in the course. Tests correlate and have 4 questions minimum.	Pre- or post-test is not present, questions do not correlate, or there are less than 4 questions.	
Links	Link validation successfully ran.	Broken links identified in the course.	
Course Navigation	Modules and Orientation match course length or schedule is defined in syllabus and orientation. Five standard links visible in left-hand navigation.	Navigation is inconsistent, modules do not fit timeline, and left-hand navigation does not contain standard links (Home, Syllabus, Announcements, Modules, Grades).	
Academic Integrity	Assignment settings promote academic integrity: time limits added,	Academic integrity concerns identified.	

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	students don't see correct answer prior to the due date, etc..		
Publishing	Required content is published and access dates are set.	Required content is not published and/or access dates are not set.	
Assessment instruments	Assessment instruments are appropriate to the content being assessed.	All assessments are multiple choice or T/F questions.	
Blooms Taxonomy	Course assessments tools align with competencies with regard to Blooms Taxonomy. See BOLT 103 for more information.	Course assessments do not align with competencies with regard to Blooms taxonomy.	
Outcomes and Competencies	Outcomes and competencies are listed in the module introductions.	Outcomes and competencies are not listed on a module introduction or connected to any lesson or module.	
Module introductions	Intro text, assignments and outcomes/ competencies are listed.	Intro text, assignments or competencies/outcomes are missing.	
Module Workload/Distribution	Work is evenly distributed and listed consistently.	Work is not evenly distributed or consistently listed.	
Instructor Presentation	Each module contains instructor presentation that merges the textbook/publisher materials.	Course is limited to publisher materials.	
Content Design	Course is designed to meet the needs of varied learners.	Course contains only one type of content (i.e. audio, video, text)	
Course Features	Course features such as discussions, exams, and other applications are used to enhance learning.	Course features are present, but not working properly or appropriate to the content.	
Images, Audio, and Video	Course incorporates images, audio, and video throughout the course.	Images, audio, and video is not included in at least half of the course modules.	

Criteria	Passing	Not Passing	Comments
Text Readability	Text is readable, black and white, and chunked.	Inappropriate use or lack of font consistency, contrast, size, length, or chunking.	
Substantive Interaction	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.	Less than 50% of interaction involves a sustained, interactive communication between the student and the course instructor.	
Regular Content Interaction	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 input is not predictable, regular, substantive responsive to current course student activity.	
Instructor Facilitated Student-Student Interaction	Learner activities foster student-student interaction with instructor facilitation at least once beyond the required introduction thread.	Student-student interaction is required but not using course tool or course tool does not work. Interaction is not instructor facilitated.	
Assessment Feedback	Learner activities foster substantive instructor-student feedback at least once in each module.	Only one learner activity fosters substantive instructor-student feedback.	