



## Rubric for Assessing Course Learning Outcomes (CLOs)

Program Name: \_\_\_\_\_ Iteration #: \_\_\_\_\_ Date: \_\_\_\_\_

*Instructions: Please use this rubric to reflect on your draft CLOs. You may wish to complete this individually and then share with colleagues to generate discussions around strengths and aspects that need further work. In Part 1, check the appropriate box (yes or no) whether the **CLOs overall** meet the 5 criteria (Number, Domains, Scope, Vetted, Shareable) and add corresponding notes to qualify your answer. In Part 2, write in your CLOs, **reflect on each CLO individually** with respect to all 4 criteria (Focus, Construction, Language, Usability), and add corresponding observations for “strengths” and “actions to improve.”*

| PART 1: Reflecting on the overall list of CLOs  |     |    |
|---|-----|----|
| Criteria  | YES | NO |
| <b>Number:</b><br>List includes between 4-6 CLOs.   |     |    |
| <b>Domains:*</b><br>List reflects both low and high-order skills or <b>most domains</b> in chosen framework.  |     |    |
| <b>Scope:</b><br>List covers full range of learning achieved in course; is devoid of redundancies; includes all relevant degree-level requirements and standards, and any relevant institutional priorities.  |     |    |
| <b>Vetted:</b><br>List has been reviewed by students/faculty & revised using feedback.  |     |    |
| <b>Shareable:</b><br>List is ready to be added to syllabus as clear description of what students will learn in this course.   |     |    |
| <small>*Domains are the types of learning that your program has collectively decided would be the most relevant and appropriate for your discipline. These can include adaptations of domains from various frameworks of learning (Bloom’s Taxonomy, Fink’s Taxonomy of Significant Learning, 6 Facets of Understanding, etc.), existing typologies (HEQCO, Degree Qualifications Profile, AAC&amp;U VALUE rubrics), or other knowledge/skill/disposition/perspective-based categories.</small> |     |    |

**PART 2: Reflecting on each individual CLO**

| CLO # 1:<br>Statement | Criteria  | Strengths | Actions to Improve |
|-----------------------|---|-----------|--------------------|
|                       | <p style="text-align: center;"><b>Focus:</b></p> <p>Is student-centered not teaching-centered; aligned with needs of students, course, program, and degree; transferable to other contexts outside the institution</p>  |           |                    |
|                       | <p style="text-align: center;"><b>Construction:</b></p> <p>Has an operational verb (preferably limited to 1 behaviour) with statement that explains <b>what</b> students <b>can do</b> or <b>how</b> they approach a task and the <b>context</b> in which they demonstrate it</p>   |           |                    |
|                       | <p style="text-align: center;"><b>Language:</b></p> <p>Uses clear and easy-to-understand language for all stakeholders (no jargon, acronyms, product names); balances level of detail (more specific than PLOs but not as detailed as task-level objectives)</p>  |           |                    |
|                       | <p style="text-align: center;"><b>Usability:</b></p> <p>Describes something measurable (consider the mapping scale) &amp; demonstratable; attainable by students within scope of the course; includes realistic targets for milestones, frequency indicators, and/or end-goal; can be mapped to program learning outcomes</p> |           |                    |

PART 2: Reflecting on each individual CLO

| CLO # 2:<br>Statement | Criteria   | Strengths | Actions to Improve |
|-----------------------|--|-----------|--------------------|
|                       | <p><b>Focus:</b><br/>Is student-centered not teaching-centered; aligned with needs of students, course, program, and degree; transferable to other contexts outside the institution</p>  |           |                    |
|                       | <p><b>Construction:</b><br/>Has an operational verb (preferably limited to 1 behaviour) with statement that explains <b>what</b> students <b>can do</b> or <b>how</b> they approach a task and the <b>context</b> in which they demonstrate it</p>   |           |                    |
|                       | <p><b>Language:</b><br/>Uses clear and easy-to-understand language for all stakeholders (no jargon, acronyms, product names); balances level of detail (more specific than PLOs but not as detailed as task-level objectives)</p>  |           |                    |
|                       | <p><b>Usability:</b><br/>Describes something measurable (consider the mapping scale) &amp; demonstratable; attainable by students within scope of the course; includes realistic targets for milestones, frequency indicators, and/or end-goal; can be mapped to program learning outcomes</p> |           |                    |

PART 2: Reflecting on each individual CLO

| CLO # 3:<br>Statement | Criteria   | Strengths | Actions to Improve |
|-----------------------|--|-----------|--------------------|
|                       | <p><b>Focus:</b><br/>Is student-centered not teaching-centered; aligned with needs of students, course, program, and degree; transferable to other contexts outside the institution</p>  |           |                    |
|                       | <p><b>Construction:</b><br/>Has an operational verb (preferably limited to 1 behaviour) with statement that explains <b>what</b> students <b>can do</b> or <b>how</b> they approach a task and the <b>context</b> in which they demonstrate it</p>   |           |                    |
|                       | <p><b>Language:</b><br/>Uses clear and easy-to-understand language for all stakeholders (no jargon, acronyms, product names); balances level of detail (more specific than PLOs but not as detailed as task-level objectives)</p>  |           |                    |
|                       | <p><b>Usability:</b><br/>Describes something measurable (consider the mapping scale) &amp; demonstratable; attainable by students within scope of the course; includes realistic targets for milestones, frequency indicators, and/or end-goal; can be mapped to program learning outcomes</p> |           |                    |

**PART 2: Reflecting on each individual CLO**

| CLO # 4:<br>Statement | Criteria  | Strengths | Actions to Improve |
|-----------------------|---|-----------|--------------------|
|                       | <p style="text-align: center;"><b>Focus:</b></p> <p>Is student-centered not teaching-centered; aligned with needs of students, course, program, and degree; transferable to other contexts outside the institution</p>  |           |                    |
|                       | <p style="text-align: center;"><b>Construction:</b></p> <p>Has an operational verb (preferably limited to 1 behaviour) with statement that explains <b>what</b> students <b>can do</b> or <b>how</b> they approach a task and the <b>context</b> in which they demonstrate it</p>   |           |                    |
|                       | <p style="text-align: center;"><b>Language:</b></p> <p>Uses clear and easy-to-understand language for all stakeholders (no jargon, acronyms, product names); balances level of detail (more specific than PLOs but not as detailed as task-level objectives)</p>  |           |                    |
|                       | <p style="text-align: center;"><b>Usability:</b></p> <p>Describes something measurable (consider the mapping scale) &amp; demonstratable; attainable by students within scope of the course; includes realistic targets for milestones, frequency indicators, and/or end-goal; can be mapped to program learning outcomes</p> |           |                    |

**PART 2: Reflecting on each individual CLO**

| CLO # 5:<br>Statement | Criteria   | Strengths | Actions to Improve |
|-----------------------|--|-----------|--------------------|
|                       | <b>Focus:</b><br>Is student-centered not teaching-centered; aligned with needs of students, course, program, and degree; transferable to other contexts outside the institution  |           |                    |
|                       | <b>Construction:</b><br>Has an operational verb (preferably limited to 1 behaviour) with statement that explains <b>what</b> students <b>can do</b> or <b>how</b> they approach a task and the <b>context</b> in which they demonstrate it   |           |                    |
|                       | <b>Language:</b><br>Uses clear and easy-to-understand language for all stakeholders (no jargon, acronyms, product names); balances level of detail (more specific than PLOs but not as detailed as task-level objectives)  |           |                    |
|                       | <b>Usability:</b><br>Describes something measurable (consider the mapping scale) & demonstratable; attainable by students within scope of the course; includes realistic targets for milestones, frequency indicators, and/or end-goal; can be mapped to program learning outcomes |           |                    |

PART 2: Reflecting on each individual CLO

| CLO # 6:<br>Statement | Criteria   | Strengths | Actions to Improve |
|-----------------------|--|-----------|--------------------|
|                       | <p><b>Focus:</b><br/>Is student-centered not teaching-centered; aligned with needs of students, course, program, and degree; transferable to other contexts outside the institution</p>  |           |                    |
|                       | <p><b>Construction:</b><br/>Has an operational verb (preferably limited to 1 behaviour) with statement that explains <b>what</b> students <b>can do</b> or <b>how</b> they approach a task and the <b>context</b> in which they demonstrate it</p>   |           |                    |
|                       | <p><b>Language:</b><br/>Uses clear and easy-to-understand language for all stakeholders (no jargon, acronyms, product names); balances level of detail (more specific than PLOs but not as detailed as task-level objectives)</p>  |           |                    |
|                       | <p><b>Usability:</b><br/>Describes something measurable (consider the mapping scale) &amp; demonstratable; attainable by students within scope of the course; includes realistic targets for milestones, frequency indicators, and/or end-goal; can be mapped to program learning outcomes</p> |           |                    |