Rubric for Creating & Aligning Student Learning Outcomes

Criteria	Emerging	Developed	Highly Developed
Syllabus Categories	Syllabus contains a category for course goals. *Student learning outcomes present but not necessarily separately categorized.*	Syllabus contains *specific, separate categories for goals and student learning outcomes.*	*Student learning outcomes (SLOs) clearly articulate what students will be able to do in order to meet course goals. That is, outcomes and goals are 'aligned'.*
Explicitness of Student Learning Outcomes (SLOs)	SLOs suggest what the instructor expects students to do. SLOs are sufficiently inexplicit as to be mostly difficult to measure meaningfully; relevant skills or knowledge are not clearly described.	SLOs state with some specificity what the student *will be able to do*. Most SLOs are measurable; relevant skills and knowledge are acknowledged or mentioned.	Using specific, active verbs,SLOs describe what the student will be able to do. All SLOs are measurable; *key* skills and knowledge are clearly specified.
Alignment (Matching course work & activities to student learning outcomes)	Assignments, assessments and weekly or daily topics are not connected (aligned) with the student learning outcomes.	Assignments, assessments and weekly or daily topics may be connected (aligned) to the student learning outcomes.	Most assignments, assessments weekly or daily topics, and course activities (ex. labs, discussion sections) are clearly connected (aligned) to specific outcomes.