

**Secondary Course Outline Evaluation For: \_\_\_\_\_**

<b>Outline Component</b> (If a component is omitted, it receives a rating of 0)	<b>Rating Scale</b>				<b>Weight</b>	<b>Points Earned (Rating X Weight)</b>
	<b>Level 1 “Unacceptable” Level of Performance</b>	<b>Level 2 “Unacceptable” Has Major Problems</b>	<b>Level 3 “Acceptable” Needs Some Refinement</b>	<b>Level 4 Target</b>		
<b>Cover Page</b>	Contains fewer than five of the elements identified in the target range	Contains five or six of the elements identified in the target range	Contains all but <u>two</u> of the elements identified in the target range	Contains the following elements: institution name, department, instructor, term, year, location, days & hours, prerequisites, course description, required materials	2	
<b>Course Schedule</b>	Course schedule is sketchy at best	Contents of the course schedule are not specific	Outlines the course schedule, but needs refinement	Clearly lists dates of activities, topics and/or pages to be covered, due dates for reading and written assignments and projects	4	
<b>Standards and Benchmarks</b>	Standards and benchmarks are not clearly identified	Does not differentiate between standards and benchmarks	The appropriate standards and benchmarks are included but need refinement	The appropriate standards and benchmarks are clearly identified	3	
<b>Course Objectives</b>	Objectives are not written in proper format	Objectives are written, but not specific to the course content	Objectives are specific to the course content but do not include specific student behaviors	Objectives are specific to the course content and include specific student behaviors	3	
<b>Content Outline</b>	Outline of units, chapters, or lessons is in appropriate for the course	Outline of units, chapters, or lessons is not consistent with objectives	Outline of units, chapters, or lessons to be covered is mainly consistent with course objectives	Outline of units, chapters, or lessons to be covered is consistent with objectives	2	
<b>The Basis for Assessment and Evaluation</b>	Evaluation is inappropriate for the course or the content	Evaluation is partially connected to course objectives or content	Evaluation is mainly based on course objectives but there are some misconceptions about appropriateness	Evaluation is based on course objectives and is appropriate to the content	3	
<b>Course Requirements</b>	Requirements are lacking or inappropriate for the course or for the students	Major requirements are lacking or most are not appropriate for the course or the students	The course requirements are appropriate for either the course or the students	Appropriate treatment is given to course requirements including: attendance procedures, class participation, rules & procedures, late work policy, description of projects and other assignments, dishonesty, deadlines, special programs	4	
<b>Learning Activities</b>	Learning activities are inappropriate for content and students	Most learning activities are inappropriate for content and/or students	Learning activities are appropriate for either content or students	Quantity and quality of learning activities are appropriate for content and students	2	
<b>Bibliography</b>	Bibliography is inappropriate for student ability and/or content	Bibliography is somewhat connected to student ability and content	Bibliography is connected to student ability or content	Bibliography is connected to student ability and content	2	

	<b>Totals</b>	25
<b>Your Average Rating</b> (your total/25)		