# Peer Evaluation Checklist for Online Courses

## Using the Checklist

The Peer Evaluation Checklist for Online Courses can be used for peer evaluation of an online course before, during, or after the course runs. The checklist is organized into five sections that reflect content modules offered in the Online and Blended Teaching Program. Items that are numbered relate to course development and are most often done by the instructor before the semester begins. Items that are lettered are related to course delivery and are usually performed by instructors during the semester.

## Scoring

For the purposes of peer and certificate evaluation, each item can be given a score in the Score column. Clicking on the field to the right of each checklist item will reveal a drop-down menu that allows evaluators to choose a score. The Peer Evaluation Checklist for Online Courses uses a 3-star system, as follows:

| | |
|---|---|
| ★★★ | Exceeds expectations |
| ★★ | Meets expectations |
| ★ | Needs improvement |
| ○ | Missing from the course |
| ? | Unknown or can't be determined |

## Help

If you click on the number or letter associated with each item on the checklist, you will be taken to relevant help materials. Evaluators can also visit the CETL website to access the full suite of help materials.

## Comments

Within each section, evaluators can provide written feedback to instructors about the course. Comments that specifically address how the course exceeds expectations or needs improvement are particularly helpful. Two or three paragraphs in each section is often enough to convey meaningful feedback.

## About the Course

| Course Title | | | |
|---|---|---|---|
| Canvas Course ID | | Evaluation Date | |
| Instructor Name | | Evaluator Name | |

## Assessing Students

| | | |
|---|---|---|
| 1 | Learning objectives are specific, measurable, and clear | |
| 2 | Frequent, low-stakes assessments are assigned to regularly engage students | |
| 3 | Summative assessments are scaffolded | |
| 4 | Assignment and activity prompts include a purpose and use clear language | |
| 5 | Workload is appropriate for the discipline and course level | |
| 6 | Rubrics are used for grading and to clarify assignment expectations | |
| 7 | Strategies are incorporated that promote academic integrity in the course | |
| | | |
| A | Instructor provides grades in Canvas in an appropriate timeframe | |
| B | Instructor provides personalized feedback on assessments | |

## Comments about Assessing Students

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## Delivering Content

| 8 | Content prepares students to complete assessments and activities | |
|---|---|---|
| 9 | Content is delivered using the appropriate medium for its purpose | |
| 10 | Effective visual design is used to communicate the content clearly | |
| 11 | Instructor adds expertise and relevant examples to contextualize the content | |
| 12 | Content reflects diverse social identities and life experiences | |
| 13 | Videos and presentations are generally no longer than 15 minutes each | |
| 14 | Open educational resources are used to promote student access and success | |
| 15 | Videos, documents, pages, and images meet Universal Design standards | |
| | | |
| C | Instructor adds content in response to student needs and current events | |

## Comments about Delivering Content

## Building Community

| | | |
|---|---|---|
| 16 | Instructor provides a welcome to students in the Canvas course site | |
| 17 | Students have an opportunity to introduce themselves to their peers | |
| 18 | Instructor describes their role in online discussions | |
| 19 | Guidelines are provided for constructive participation in online discussions | |
| 20 | Online discussion prompts encourage meaningful peer interaction | |
| 21 | Students collaborate via shared documents, peer review, or group projects | |
| | | |
| D | Instructor participates regularly and meaningfully in online discussions | |

## Comments about Building Community

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## Supporting Students

| | | |
|---|---|---|
| 22 | Syllabus meets university guidelines and reflects the online modality | |
| 23 | Canvas modules are well-organized and properly named for easy navigation | |
| 24 | Orientation is provided for how to navigate the Canvas course site | |
| 25 | Student success strategies for online learning are provided | |
| 26 | Instructor uses supportive language in their course materials | |
| 27 | Canvas Due Dates are assigned for assessments and activities | |
| 28 | Academic and technology support resources are provided | |
| 29 | Canvas course site is free of broken links, typos, and outdated information | |
| | | |
| E | Instructor posts frequent, informative, and supportive announcements | |

## Comments about Supporting Students

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## Evaluating Teaching

| 30 | Instructor asks students for feedback about the course early in the semester | |
|----|------------------------------------------------------------------------------|---|
| | | |
| F | Instructor responds to student feedback in the Canvas course site | |

## Comments about Evaluating Teaching

## General Feedback about the Course