

Syllabus Rubric for Inclusive and Equitable Teaching

Primary Inclusive Teaching Principle	#	Criteria	Dimensions				Syllabus topic	Secondary Inclusive Teaching Principle (when relevant)
			3 - EXEMPLARY present and clear	2 - SATISFACTORY present + somewhat clear	1 - DEVELOPING present but implied/unclear	0 - <i>not assessable</i> not present		
Principle: Transparency								
Transparency	1a	Intended learning outcomes	Clearly states the subject's learning outcomes, most of which are specific, measurable, realistic, articulating what students will be able to do, know, or how their attitudes might shift by the end of the class Objectives reflect levels of learning that are appropriate to the subject and the expected student level	States the subject's learning outcomes, some of which are not measurable and/or specific; it is unclear for some of the objectives what students will be able to do, know, or how their attitudes might shift by the end of the class	States the subject's learning outcomes, which are not measurable nor specific; it is unclear for most or all of the objectives what students will be able to do, know, or how their attitudes might shift by the end of the class	Does not state any learning outcomes	Learning outcomes	Structure
Transparency	1b	Description of learning activities	Describes in detail what students will do to prepare for and engage in a class session, making connections to the typical instructional methods used in class (e.g., lecture, in-class polling, problem solving, discussion, etc.)	Describes common instructional methods and mentions briefly what students will do to prepare for and engage in a class session; description focuses on what the instructor will do rather than what the student will do, which is implied but not explicitly stated	States common instructional methods and lists pre-work, but does not provide detail about what students will do to prepare for and engage in a class session Lists, in brief titles, the topics covered in class	Does not state what students will do to prepare for and engage in a class	Learning activities	
Transparency	1c	Purpose of learning	Clearly describes the purpose of most main learning activities, instructional methods, and major assessments with explicit reference to gained skills, connections within the subject	States the purpose of some main learning activities and/or instructional methods and some assessments but lacks detail and clarity	States and/or implies the purpose of few learning activities, instructional methods, or assessments; does not articulate the purpose of one or more major learning activities and assessments	Does not state the purpose of learning activities and assessments	Assessments + Learning outcomes	
Transparency	1d	Learning tips and resources	Clearly describes actionable tips and concrete strategies on how to succeed in the course, which may also include external tools and campus resources to support students' development of the skills and knowledge in the course	Describes general tips and/or strategies on how to succeed in the course or resources to support student learning, but the tips, strategies, or resources are general and not specific to the development of the skills and knowledge in the course (e.g., ILOs or assessments)	Lists resources but does not describe the relevance of resources or additional tips or strategies for success	Does not describe what successful learning looks like, nor mention additional supporting resources	Learning activities	
Transparency	1e	Description of assessment tasks	Clearly describes what students will do to complete all major assessments in detail	Describes what students will do to complete all major assessments, but some descriptions lack detail and clarity. May not describe more traditional assessments such as psets, midterm, and final exams	Describes few assessments with minimal detail; missing description of one or more major assessments	Does not describe what students will do to complete assessments; e.g., only includes overview of % of grade for each assessment without any description of the assessment tasks	Assessments	
Transparency	1f	Grading criteria	Clearly articulates how assessments will be graded and makes available detailed criteria, rubrics, or annotated examples	Articulates how assessments will be graded with brief criteria or rubrics	Articulates how assessments will be graded without criteria or rubrics. May mention the generic criteria outlined in the MIT course catalogue.	Does not mention how assessments will be graded; May mention how much assignments are worth in a grade allocation table.	Assessments	Structure
Transparency	1g	How to participate	Clearly and concretely explains how students will participate in class	Briefly explains how students will participate in class	Mentions participation but does not explain how students will participate in class	Does not mention participation	Participation	
Transparency	1h	Purpose of participation	Clearly explains why student participation is important and linking participation with successful learning of ILOs and/or its relevance in the discipline or in other career and life-oriented contexts	Briefly explains why student participation is important, but explanation lacks specificity or connections to discipline, career, and life-oriented contexts	Mentions participation but does not explain why it is important for students to participate in class	Does not mention participation	Participation	
Transparency	1i	Instructor help and contact	Explains how and when instructor(s)/ TA(s) are available to students, how to reach out to them, and the purpose of office hours or other methods of reaching the teaching staff (e.g., Piazza, Slack). May give examples of when a student might want to visit office hours	Explains how and when instructor(s)/ TA(s) are available to students but does not describe how to reach out to them or the purpose of either office hours or other methods of reaching the teaching staff	Lists time and location of office hours but does not explain how instructors are available to them, how to reach out to them or the purpose of either office hours or other methods of reaching the teaching staff	Does not include office hours or other methods of reaching the teaching staff and contact information	Instructor(s) Interaction	
Transparency	1j	Rationale for course policies	Clearly explains rationale for all course expectations, logistics (subject requirements, pre-requisites, deadlines), and policies in constructive terms, highlighting the reasons for policies rather than the consequences	Explains rationale for some but not all course expectations, logistics (e.g., subject requirements, pre-requisites, deadlines), and policies Rationales may be unclear or the consequences do not align with the provided reasons for policies and requirements	Lists policies and describes logistics without a rationale	Does not describe course expectations, logistics (subject requirements, pre-requisites, deadlines) or include policies	Policies	
Principle: Belonging								
Belonging	2a	Student - instructor engagement	Clearly describes frequent opportunities and specific, as well as easily accessible, structures of engagement with instructor(s) (beyond office hours) (structure) and encourages and invites students to engage with instructor(s) (belonging)	Includes some opportunities for engagement with instructor(s) (beyond office hours) with some general descriptions of structures for engagement	Includes opportunities for engagement with the instructor(s) (beyond office hours) but does not describe the structure of engagement	Does not include any opportunities or structures of engagement with instructor(s)	Instructor(s) Interaction	Structure; Transparency

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Belonging	2b	Peer support and collaboration	Includes learning activities that provide opportunities for students to interact as peers, identify shared interests in subject content, and collaborate, while acknowledging the value of students learning from one another (belonging) and/or provides opportunities for students to reflect on their collaboration (structure)	Includes some learning activities that provide opportunities for students to interact as peers and few options to collaborate and some reflections of the value of collaboration	Includes some learning activities that provide opportunities for students to interact as peers but no options to collaborate	Does not include any learning activities that provide opportunities for students to interact or collaborate as peers	Participation	Structure
Belonging	2c	Relevance of coursework	Emphasizes relevance of coursework to career and life-oriented contexts with a specific and detailed explanation of how concepts and skills gained in the course will connect in these contexts OR provides multiple opportunities for students to self-reflect on the relevance of the coursework to their contexts	Emphasizes the relevance of subject material to career and life-oriented contexts OR provides a single, perhaps summative, opportunity for students to self-reflect on the relevance of the subject material (e.g., in a written assignment), but does not elucidate a clear link between these contexts and the concepts and skills gained in the course	Implies the relevance of subject material to career and life-oriented contexts (e.g., "this will help you in your future career") but does not explain the relevance of subject material to career and life-oriented contexts nor how skills and knowledge gained will help solve/address them	Does not include relevance of coursework to contexts outside of classroom		
Principle: Structure								
Structure	3a	Embedded practice opportunities	Describes frequent and consistent class activities and formative assessments that allow students to practice with key concepts and skills that are clearly aligned with learning outcomes and/or the summative assessments	Describes some class activities and formative assessments that allow students to practice with concepts and skills; alignment with learning outcomes and/or summative assessments is unclear	Describes few class activities and formative assessments; it is unclear whether or how students will gain practice with concepts and skills	Does not describe class activities or formative assessments	Learning activities	
Structure	3b	Alignment: Learning outcomes and assessments	Assessments measure student knowledge and skills that are taught in the class and are explicitly linked to learning objectives Learning outcomes are clearly aligned with learning activities	Assessments and learning activities (if mentioned) seem to correspond with learning objectives but are not explicitly linked	Assessments, learning activities, and learning objectives are mentioned but the link between them is not stated and difficult to infer	Learning outcomes are disconnected from the learning activities and assessments	Assessments + ILOs	Structure
Structure	3c	Feedback and revision of assessments	Describes multiple opportunities throughout the course for TWO of the following: - low-stakes assessment (formative) - feedback from instructors or peers - students' reflection on their own learning	Describes multiple opportunities throughout the course for ONE of the following: - low-stakes assessment (formative) - feedback from instructors or peers - students' reflection on their own learning	Describes a single opportunity in the course for ONE of the following: - low-stakes assessment (formative) - feedback from instructors or peers - students' reflection on their own learning	Does not employ any formative assessments or describe opportunities for feedback or students' reflection on their own learning (content or skills)	Assessments	Flexibility
Structure	3d	Participation structure and variety	Clearly presents structures to support equitable participation (that is, methods to engage all students), describing multiple, specific ways to participate	Presents some structures to support equitable participation, with either multiple or specific ways to participate	Presents little structure to support equitable participation, with few ways to participate and vague descriptions	Does not present any room for or ways of participating	Participation	Critical engagement with difference
Structure	3e	Policies' structure and support	Provides clear policies and detailed information on accommodations, and pathways to secure them, if students need to be absent, turn in work late, leave class early, etc Explains how these are designed to support student learning when unforeseen circumstances arise and proactively invites student requests for accommodations	Provides policies that include information on accommodations but pathways are not clearly described Does not explain how policies relate to student learning	Course policies are framed as punitive, without connections to student learning, and it is unclear how to secure accommodations	Does not provide policies or any information on securing accommodations	Policies	Flexibility
Principle: Critical Engagement with Difference								
Critical engagement with difference	4a	Affirming student diversity	Explicitly acknowledges and affirms students' different identities, experiences, strengths, and needs and describes diversity as an asset in the classroom; instructor articulates that they will be responsive to student diversity by seeking feedback and responding to students needs	Acknowledges students' differences and communicates efforts to create a welcoming, inclusive learning experience for all students	Briefly mentions diversity and implies its importance in the classroom	Assumes/addressed one type of student in the classroom		Belonging
Critical engagement with difference	4b	Affirming diverse perspectives	Explicitly acknowledges and affirms the value of considering and/or sharing different viewpoints; provides opportunities for students to build relevant skills to critically engage with different viewpoints, such as active listening, respectful disagreement, and/or clear expression of dissenting or alternative ideas	Explicitly acknowledges and affirms the value of considering and/or sharing different viewpoints; does not provides opportunities for students to build relevant skills to critically engage with different viewpoints	Mentions different viewpoints but does not affirm their nor provide opportunities for students to build relevant skills to critically engage with different viewpoints	Does not mention considering and/or sharing different viewpoints		
Critical engagement with difference	4c	Variety of assessments	Employs a wide variety of assessments for students that draw on different skills to showcase their learning. May also offer multiple, specific ways to complete an assessment	Employs some varied assessments that go beyond traditional assessments, but several draw on similar skill sets.	Employs a couple of varied assessments (e.g., traditional assessments such as psets and midterm/exams) that draw on limited skill sets.	Employs one type of assessment	Assessments	Flexibility
Critical engagement with difference	4d	Autonomy in assessments	Builds in multiple opportunities for student choice in assessments (e.g., multiple options for topics or modalities for assignments, optional opportunities for instructor or peer feedback on drafts)	Includes and describes opportunities for student choice that are either restricted, such as choosing a topic from a list, or isolated to a single major assessment	Implies opportunities for student choice on a single assessment but does not fully explain	Does not include any opportunities for student choice in assessments	Assessments	Flexibility
Organization & Accessibility								

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Organization & accessibility	5a	Clarity & organization	Clearly presents topics, schedules, deadlines, and assessments with headers, descriptive sections, and easy to read lists and/or tables. Utilizes unembellished and clear font size and type, making them friendly for readers	Presents topics, schedules, deadlines, and assessments with headers but descriptive sections lack detail and clarity and/or the document does not reflect a clear visual hierarchy. Font size and type are friendly for readers	Includes some information of the subject's content but does not provide headers or descriptions, and does not reflect a clear visual hierarchy. Utilizes font size and type that are somewhat easy to read	Does not include topics, schedules, deadlines, and assignment descriptions, and it is difficult to find important information		
Organization & accessibility	5b	Visuals ("Visual accessibility"?)	Text and tables are screen-reader friendly, and all images, charts, and diagrams include captions and alt text Color is not on the red-green spectrum, has enough contrast, and is not the primary method of conveying meaning or emphasis	Visuals are included with captions but without descriptions	Includes vague visuals and link titles, and no captions for any included diagrams	No visuals, not screen-reader friendly		
			Note regarding the Conceptual Overlap of Principles: There is conceptual overlap for some criteria across the four principles, which is noted in the column labeled "Secondary Inclusive Teaching Principle." For example, the criterion "opportunities for student engagement with instructor" is categorized under the principle of belonging based on the literature indicating the importance of students feeling connected to instructors to support their sense of belonging (Rainey et al., 2018; Polmear et al., 2024). However, the qualitative description of the criterion also reflects concrete, defined opportunities for students to interact with instructors (e.g., required meetings with instructors during class time or using piazza or slack to ask questions), aligning with the principle of structure.					