

COURSE EVALUATION CHECKLIST

The Course Evaluation Checklist is a collaborative creation from members of the Learning Services department at Instructure. By combining our expertise in Canvas, sharing our knowledge of Universal Design for Learning principles, and applying our deep understanding of pedagogical best practices, we've created a tool that will elevate the quality of Canvas courses.

How To Use The legend within each header references what type of criterion is demonstrated. A ★ rating indicates an **Essential** and standard design component to online learning; a ★★ rating is considered **Best Practice** and adds value to a course; and ★★★ is **Exemplary** and elevates learning.

Please Note: Visit the [Mobile App Design Course Evaluation Checklist](#) blog post to access an additional resource!

Course Information		★ Essential	★★ Best Practice	★★★ Exemplary
Yes ✓	Criteria			
<input type="checkbox"/> ★	Home Page is linked to syllabus or modules or provides visual representation of course; a brief course description or introduction; clear instructions for students (e.g., where to begin) and navigation to current content in less than three clicks → <i>UDL 2.5 Illustrate through multiple media</i>			
<input type="checkbox"/> ★★	Home Page (if used as actual home page) utilizes a course banner with imagery that is relevant to subject/course materials → <i>UDL 2.5 Illustrate through multiple media</i>			
<input type="checkbox"/> ★	Course card on dashboard provides visual representation of subject by adding an image in Course Settings Canvas Guide - Add Image to Course Card → <i>UDL 2.5 Illustrate through multiple media</i>			
<input type="checkbox"/> ★	Items not used are hidden from Course Navigation Canvas Guide - Navigation Links → <i>Mobile Design Consideration</i> → <i>UDL 7.3 Minimize threats and distractions</i>			
<input type="checkbox"/>	Syllabus text is accessible via the Syllabus link; the Syllabus text is entered into the Canvas Rich Text Editor on the Syllabus page and attached as downloadable PDFs or Word files.			
<input type="checkbox"/> ★	Instructor has provided learning objectives; policies for grading, late work and make-up work; communication instructions, guidelines and contact information → <i>UDL 8.1 Heighten salience of goals and objectives</i>			
<input type="checkbox"/> ★	Student is made aware of participation expectations; technology requirements; and supplemental textbooks, reading lists, and course materials			
Course Content		★ Essential	★★ Best Practice	★★★ Exemplary

Exemplary	
Yes ✓	Criteria
<input type="checkbox"/> ★	Copyright law is followed. Course breaks no copyright considerations Canvas Guide - Copyright Resources
<input type="checkbox"/> ★	All links, files, videos and external URLs are active and working Canvas Guide - Link Validation
<input type="checkbox"/> ★	Content is "chunked" into manageable pieces by leveraging modules (e.g. organized by units, chapters, topic, or weeks) Canvas Guide - Modules → <i>Mobile Design Consideration</i> → <i>UDL 3.3 Guide information processing, visualization, and manipulation</i>
<input type="checkbox"/> ★★	Text Headers and indentation are included within modules to help guide student navigation Canvas Guide - Add Text Header → <i>Mobile Design Consideration</i> → <i>UDL 2.2 Clarify syntax and structure</i>
<input type="checkbox"/> ★★	Modules and items within modules have a thoughtful naming convention (e.g. name the module "Chapter 1: Pandas in the News," not just "Chapter 1") → <i>UDL 2.2 Clarify syntax and structure</i>
<input type="checkbox"/> ★★★	Modules begin with an Introduction/Overview page and end with a Conclusion/Summary page to "bookend" each module → <i>UDL 3.1 Activate or supply background knowledge</i>
<input type="checkbox"/> ★★★	External tools (e.g., Zoom, Echo360, Turnitin and more) are embedded within modules or in the menu, a page, assignment, discussion, or quiz using the Rich Content Editor → <i>UDL 5.2 Use multiple tools for construction and composition</i>
<input type="checkbox"/> ★	Lessons include at least one of three forms: ▶ <i>Student-Student Interaction (e.g. discussions and/or collaborative projects)</i> ▶ <i>Student-Teacher Interaction (e.g. quality feedback)</i> ▶ <i>Student-Content Interaction (e.g. engaging content and resources with which students must interact and not just read or watch)</i> → <i>UDL 8.3 Foster collaboration and community</i>
<input type="checkbox"/> ★★	There is a "Module Zero" or "Welcome" or "Let's Get Acquainted" discussion or activity → <i>UDL 8.3 Foster collaboration and community</i>
<input type="checkbox"/> ★★★	Auto-open Inline Preview used thoughtfully Canvas Guide - Auto-open for Inline Preview
<input type="checkbox"/> ★★★	Personalized learning is evident (e.g., utilized module completion requirements and/or prerequisites Canvas Guide - Adding Prerequisites → <i>UDL 6.4 Enhance capacity for monitoring progress</i>
<input type="checkbox"/> ★★★	Differentiation is evident (e.g. utilized different due dates) Canvas Guide- Differentiation

Assessment of Student Learning

★ Essential ★★ Best Practice ★★★

Exemplary	
Yes ✓	Criteria
<input type="checkbox"/> ★	Multiple methods of assessments are used (e.g. discussion, assignments (individual or group) and quizzes) → UDL 4.1 Vary the methods for response and navigation
<input type="checkbox"/> ★	Detailed instructions and guidelines for completing assignments and discussions are provided → UDL 4.2 Optimize access to tools and assistive technologies
<input type="checkbox"/> ★★	Sample assignments are provided to illustrate instructor expectations → UDL 5.3 Build fluencies with graduated levels of support for practice and performance
<input type="checkbox"/> ★	SpeedGrader used to score and provide feedback Canvas Guide - SpeedGrader → UDL 8.4 Increase mastery-oriented feedback
<input type="checkbox"/> ★	Rubrics used to evaluate assignments and/or discussions Canvas Guide - Rubrics
<input type="checkbox"/> ★★★	Outcomes (if used) are tied to assessments Canvas Guide - Outcomes → UDL 8.1 Heighten salience of goals and objectives
<input type="checkbox"/> ★★★★	Learning Mastery Gradebook or just the Gradebook used to communicate grade information Canvas Guide - Learning Mastery Gradebook

Course Accessibility

★ Essential ★★ Best Practice ★★★

Exemplary

Yes ✓	Criteria
<input type="checkbox"/> ★	Accommodation Statement is present and easily located (e.g., on Home Page or Course Overview) → UDL 4.2 Optimize access to tools and assistive technologies
<input type="checkbox"/> ★	Color does not overpower the course information; sufficient contrast between text and background makes information easy to read; and color is not used in isolation to convey meaning (e.g., color and bold are used to indicate importance) Canvas Guide - Accessibility Checker → UDL 7.3 Minimize threats and distractions
<input type="checkbox"/> ★	Images are used to support course content (e.g., banners, headings and icons) and accompanied by text descriptions (Alt text) or captions for more complex descriptions Canvas Guide - General Accessibility Design Guidelines → UDL 1.3 Offer alternatives for visual information
<input type="checkbox"/> ★	Styles (e.g. Paragraph, Heading 2, etc.) are used to format text Canvas Guide - General Accessibility Design Guidelines → UDL 4.2 Optimize access to tools and assistive technologies

☐ ★	<p>Hyperlink text incorporates the hyperlink destination/purpose (avoid raw URLs, e.g., https://www.canvaslms.com) and includes words and phrases to provide context for screen-readers (e.g., use "Canvas Guide - Hyperlink" rather than "Canvas Guide") WebAim - Introduction to Links and Hypertext</p> <p>→ UDL 4.2 Optimize access to tools and assistive technologies</p>
☐ ★	<p>Audio materials (mp3, wav, etc.) are accompanied by a transcript and videos / screencasts are closed-captioned Canvas Guide - Create Caption Files</p> <p>→ UDL 1.2 Offer alternatives for auditory information</p>
☐ ★★	<p>Tables are only used for tabular data</p> <p>→ Mobile Design Consideration</p>

RESOURCES

Universal Design for Learning: External Resources

- [National Center on Universal Design for Learning](#)
- [Best Practices for Building Universal Design Principles into your Canvas Courses](#)

Universal Design for Learning: Canvas Community Resources

- [Commons Course: Universal Design of an Online Course](#)
- [Share UDL Course Design Tips, Tricks, and Techniques](#), Kelley L. Meeusen, Clover Park Technical College
- [Universal Design for Learning Principles in Canvas](#), John Martin, UW-Madison
- [Implementing Universal Design for Learning on Canvas](#), Eric Moore, University of Tennessee

CITATIONS

1. CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.
2. Noblesville Schools Quality Course Checklist [Google Doc]. Noblesville Schools.
<https://docs.google.com/document/d/1OWrUISUYVIsD78K4w-nldfnpNrzcqKIaGuo5oRxnMw>
3. Online Course Best Practices Checklist [PDF]. (2012). Palomar College Academic Technology Department.
<http://www2.palomar.edu/poet/BestPracticesChecklistSP12.pdf>

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