

**Peer Feedback on Syllabus  
Narrative/Scaled Rating Form**

**Instructor's name:**

**Course & section number:**

**Observer's name:**

**Date of observation:**

Focus on providing comments that provide a meaningful description of your assessment.

Scale: Yes (A); To a degree (B); No (C)

Observation categories and items	Evidence	
<b>1. Currency of Content</b>		
<ul style="list-style-type: none"> <li>• Does the course portray the current state of the field in this area?</li> <li>• Does it use readings or other materials that reflect the latest scholarship?</li> </ul>	A	
	B	
	C	
<b>2. Fit within the curriculum</b>		
<ul style="list-style-type: none"> <li>• Does the course fulfill expectations of the academic unit for content and process skills needed for subsequent courses?</li> <li>• Does it evidence inclusiveness with respect to culture and ability?</li> <li>• Does it match the catalog description and expected overall fit within the curriculum of the institution?</li> <li>• Does it duplicate other courses or is it undesirably idiosyncratic to one topic area or school of thinking?</li> </ul>	A	
	B	
	C	
<b>3. Level of challenge</b>		
<ul style="list-style-type: none"> <li>• Does the course require students to do an appropriate amount of reading and other assignments?</li> <li>• Are these at an appropriate level of challenge?</li> </ul>	A	
	B	
	C	



4. Pacing		
<ul style="list-style-type: none"> <li>• Is the course calendar realistic?</li> <li>• Has the instructor selected a reasonable amount of content for the time allotted?</li> <li>• Are the due dates for assignments distributed well?</li> </ul>	A	
	B	
	C	
5. Testing and grading		
<ul style="list-style-type: none"> <li>• Do students receive frequent feedback?</li> <li>• Are grading policies fair and appropriate for the goals?</li> </ul>	A	
	B	
	C	
6. Student - centeredness		
<ul style="list-style-type: none"> <li>• Do office hours or other information portray that the instructor is accessible for help?</li> <li>• Are other resources available to the student?</li> <li>• Do activities show a concern for active student engagement?</li> </ul>	A	
	B	
	C	
7. Other		
	A	
	B	
	C	

Adapted from Chism, N. (2007). *Peer review of teaching: A sourcebook* (2nd ed.). San Francisco: Jossey-Bass.