Rubric Title: Self -Assessment for the Introduction to Teaching Online Course.
Use this rubric to assess whether you meet all the requirements for creating a well structured, online learning course.

Criteria	**Ready to teach** 4	**Can do all essential parts** 3	**Knows essential parts, can only do some** 2	**Starting** 1	**Assess where you are at the beginning of the course and then again at the end**	
					Pre-course	**Post-course**
Considerations for remote and online teaching	I have made decisions for my online course based on the implications of my choices and what I have prioritized using the checklist.	I have thought through all of the elements for the considerations for online teaching and learning checklist and made decisions about what I hope to do.	I have started to think about how I will need to alter what I do for an online environment and how I will need to structure my course.	I use and re-use course content I already have. I have not altered it for online and remote teaching.		
Course outcomes and learning objectives are clearly stated and include a verb, noun (content) and context.	I choose verbs for outcomes carefully and connect them to the assessments in my course. I have all my course outcomes completed.	I use a verb, noun (content) and context to write a course outcome and a learning objective.	I can identify the verb, noun (content), and context in an outcome. I sometimes use the right verb or noun (content) and describe the context, when writing my outcomes and objectives.	I know some of the parts of an outcome and I know about a taxonomy, like Bloom's.		

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Formative assessments give prompt feedback, clearly used as an assessment FOR learning, built into the module.	I embed (formative) assessments throughout the course that provides actionable feedback automatically or by self/peers.	I put assessments mostly at the end of the modules. As the instructor I check the assessments and provide feedback.	I know feedback can be used to help students practice and learn content, but I am not sure how to state it actionably or make activities to provide it.	I know that feedback is important, but I need help to distinguish between summative and formative assessments. I am more focused on giving students information than having them practice.		
The summative assessment chosen as assessment OF learning easily determines student's success in achieving expected learning outcomes.	I can identify the action verbs in my course outcomes and module learning objectives and am able to select a summative assessment that is aligned to my goals, is appropriate for learning online and measures student learning. My summative assessment is	I can identify the action verbs in my course outcomes and module learning objectives and am able to select a summative assessment that is aligned to my goals, is appropriate for learning online and measures student learning.	I have identified the action verbs in my course outcomes and module learning objectives for the course, but it is still unclear to me how to turn these into appropriate assessments for an online environment.	I plan to have a final exam which is timed and is intended as closed book. I will use a proctoring tool to maintain exam integrity.		

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	resistant to academic misconduct.					
Online instructional strategies are aligned to module objectives	My activities help students with the key skills and understanding they will need to do well in the assessments.	My activities help students with some skills and understanding they will need to do well in the assessments.	I know that it is important to articulate my course outcomes and learning objectives, but I am not sure that my learning activities are designed to help my students achieve them.	I am finding learning activities that might relate to my course. I am using activities from my face-to-face course without much modification.		
Reflection of online learning experience	I have built things into my own online course to give me good information about how my course design is impacting my student's learning and engagement.	As I am taking ITO, I am finding examples of what I want to do or not do in my own online course and I am changing my plan accordingly.	While I can see some things to do or not do based on my experience in ITO, the changes are too large or complex, so I have only made a few.	Many of the examples in ITO will not work in my discipline.		
TOTAL / 24						

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