

We have mentioned assessment only in passing in the tips thus far and will look at them more in-depth after the Christmas break.

I would like to introduce you to an assessment that can be used in a wide variety of situations, including allowing students to self-manage their own assessing. [Rubrics](http://www.rcampus.com/rubricshellc.cfm?mode=gallery&sms=publicrub&sid=32&) can make assessing student work quick and efficient and objectify what might be seen as a subjective grade. The rubric allows you, as a CTE teacher, to be able to explain to parents, administrators and students why the students received specific grades.

Rubrics are a set of scoring guidelines that can be used to create consistency in student evaluations. Rubrics list scoring criteria so that when multiple teachers score an assessment using the same rubric, the student would receive the same grade.

Rubrics are used during the formative part of a project and can also be used to find the summative grade for a project. The more complex the work experience, the more complex the rubric must be.

Rubrics, when used by students, let them know what is expected of them and of the project. Rubrics can also show students where they might need additional skills to complete a project, as well as give them the chance to gain those skills.

Rubrics can also be used as an instructional tool during the formative learning process. This allows the teacher to be consistent in instruction, especially in a CTE classroom where there is more group and project work.

The next step in the evolution of using rubrics is to teach the students how to use the rubrics. I have given rubrics to students and found students lost them or never used them, but when you go through the rubric with students and show them how it works with an old project (not a great one), the students will refer to it as a formative tool to shape their work. The next evolutionary step with rubrics would be to let students help design a new rubric or tweak the old one.