

We continue to explore how to design rubrics that work. This begins with you as a teacher. You already know what is good versus what is unacceptable, but do the students know? Are their definitions of good and unacceptable the same as yours?

Defining these terms is the teaching part of designing a rubric. Form follows function, and the function of a rubric is to make information that is valuable to student success approachable and digestible. Students need to know what is unacceptable, good, better, best and occasionally “WOW!” As a CTE teacher, you need to know what these look like.

Working with the students, find the words that describe what is unacceptable (F) so they know what that looks like in critical thinking, communication, collaboration and creativity ([the 4C’s](http://www.edutopia.org/blog/21st-century-leadership-community-consensus-ken-kay)). Repeat the process for good (C) and better (A or B). One of the keys is to use language that your students will understand:

* Critical thinking = problem-solving, interpretation, analysis, self-regulation and reflection.
* Communication= conversations, logs/journals, listening, sketches, drawings and planning.
* Collaboration= leadership, initiative, cooperation, flexibility, responsibility and productivity.
* Creativity = brainstorming, design, courage to explore, production and innovation.

When you agree what you should see when you are looking at a project (or the process), put it into a format that will make it easy to identify where a student is at any time during the activity.

So what makes a good rubric? Rubrics can be time-consuming to construct, challenging to write and sometimes hard to use effectively, yet they can transform a complex real-world project in-to an explainable set of steps. Next week, we will look at some basic steps to building a [rubric](https://www.edutopia.org/resource/editable-sample-rubric-download). When you are starting to use rubrics, use your time wisely and don’t be afraid to use created rubrics to start with, such as the ones below.

* [Creativity Rubric](https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools/pdfs/creativityrubric072418.pdf)
* [Timeline Project](https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools/pdfs/timelinerubric072418.pdf)
* [Poster Project](https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools/pdfs/posterrubric072418.pdf)
* [Multimedia Project](https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools/pdfs/multimediarubric072418.pdf)
* [Oral Presentation](https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools/pdfs/oralpresentationrubric072418.pdf)
* [Story Writing](https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools/pdfs/storywritingrubric072418.pdf)
* [Research Report Writing](https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools/pdfs/researchreportrubric072418.pdf)

I have attached a rubric that you can use when building your own rubrics. It will help you identify what aspects of the four C’s you will need to include.

[Teacher Academy Jan. 30th](https://www.eventbrite.com/e/january-30th-ct-teacher-academy-891-tickets-46147343948)