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| --- | --- | --- | --- | --- |
| **Criteria** | **Quality** | | | |
| Novice | Basic | Proficient | Advance |
| Process | Description- | Description | Description+ | Description++ |
| Understanding | Description- | Description | Description+ | Description++ |
| Product | Description- | Description | Description+ | Description++ |

The parts for [creating a rubric](http://www.edutopia.org/blog/designing-using-rubrics-andrew-miller) are seen above.

Across the top are the levels of **quality**. Be careful not to use too many different levels; three to five levels are acceptable. Usually, the quality descriptors also have a point value.

Along the left side are the **criteria**. The criteria can be broken down into as many descriptors as you need. You and your students can adjust or create the descriptors together. As you move across the row of criteria, the descriptions will change. When you write the descriptions for each column, make sure you use similar syntax and wording (having or not having, for example).

As a CTE teacher, you will also want to make sure you include items describing the criteria that are easy to circle or highlight as you witness evidence. The students may not be able to help you with the descriptions, but they will let you know if your description is too subjective.

Tips

* Use parallel language: Make sure the language is similar from column to column. The rubric needs to be easily read from left to right. Using models, describe the best and the worst qualities. The main thing is to make it clear and transparent to students, parents and administrators.
* Use student-friendly language: If the students don’t understand the rubric, how do you expect them to use it to guide their work?
* Use the rubric with your students: If you only use the rubric on the students, not with them, how will they ever know what you expect of them? Show students examples of unacceptable work and good work. Point out on the rubric how you and they can make that decision. Have them use rubrics to assess themselves and peers regularly.
* Don’t use too many columns: Fewer columns of **quality** make it easier for you to use and for the students to understand the rubric.
* Use a common rubric template: If you are using several rubrics to score projects over the entire course, use a common template with the same **quality** and points and similar descriptions.
* Rely on descriptive language: Avoid using descriptions that have subjective words such as good or excellent. Go through the list of criteria while you are looking at models. Make sure you use precise numbers or descriptions.

I have attached a rubric for evaluating rubrics and a sample rubric. They will help you as you start to build your own rubrics and can also be used to evaluate rubrics found on web-sites. As a CTE teacher, you are trying to create a rubric that you and the students can access throughout the entire scope of the project to give feedback and formative assessment. Many websites offer free rubrics that you can use to generate your own rubrics, such as [Teacher Planet](http://www.teacherplanet.com/rubrics-for-teachers?ref=rubrics4teachers) and [BIE](http://www.bie.org/results/search&keywords=rubrics).

Were the Teacher Tips on rubrics useful?

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