

This Week's Focus: Rubrics

I get asked this question a lot: How do I create a rubric to assess my students, especially when they're all doing different things on their publications staff(s)? While there are a myriad of different ways to assess, over the years I have created a method to help. While not perfect, the process is pretty streamlined and it keeps me from spending an undue amount of time grading and allows for more time for me to teach and meet with kids. Feel free to use and modify this as you see fit.

HOW IT WORKS

The process starts with students completing [this Google Doc](#), which they fill out throughout each of our monthly cycles. As you can see, the document allows students to fill in their assignments as well as their deadlines. It also provides a spot for them to ask me about specific questions or concerns they can't figure out on their own. Finally, and most importantly, it provides a space for students to set long-term goals for themselves and then to document their progress toward those goals.

Grading involves using [this rubric](#), which is based on the [Indiana Department of Education Student Media Standards](#), and doesn't take very long. To help, I get a list of missed deadlines from my management team as well as our monthly "HiLite of the Month" award winners. I apply these to the rubric by either subtracting or adding points to their respective categories. You'll note the rubric emphasizes being "at standard," which equates to a score of 3 on the 4-point scale. If students meet the standard, they can still earn an "A," but the scale encourages students to strive toward a higher standard of work.

FIND IT AT JEA.ORG:

Analyzing Student Work to Create Rubrics

Description

The best way for students to decide the direction in which they want to take their program is to analyze the work of others. This lesson will help students walk through the work of other high school broadcast programs, set goals for their own work and create rubrics for assessment of that work.

Objectives

- Students will explore the work of award-winning high school broadcast programs.
- Students will create a list of characteristics that award-winning programs have in common.
- Students will create a rubric for self-analysis.



The link

The link to the full lesson is [HERE](#).

NOTE: This lesson is available free to **everyone** during the dates listed at the top of this page. If you're not a member yet, consider joining JEA today for access to all of the resources.

Team Builder

Phillip Caston, CJE, Wando High School, Mount Pleasant, South Carolina

FUN AND GAMES

We do a field-day style competition between the different sections on staff called Sectionlympics. Editors in chief come up with games and a scoring system, and we serve as the referees. Sections (sports, academics, student life, etc.) make matching uniforms and they compete for a trophy, a catered lunch and other prizes. Games cater to both physical and mental abilities.



ADVISER ADVICE

Be patient. This job does not reap overnight success. It takes time to recruit the kind of kids you want and build a culture. This operation won't truly be "yours" until year three or later. And put your priority on recruiting the first few years. Get the bodies in the classroom before aiming for big goals for the publication.

You've Got Style

*Suggestions from Cindy**

PRESIDENT

Capitalize president only as a formal title before one or more names:

President Joe Biden, former Presidents Donald Trump and Barack Obama.

Lowercase in all other uses:

The president said Monday he will look into the matter. He is running for president.

VICE PRESIDENT

Capitalize or lowercase following the same rules that apply to *president*. Notice there is no hyphen.

* Style pro Cindy Horchem, CJE, is a retired adviser and the current JEA business and projects coordinator