Research Journal of English Language and Literature (RJELAL)
A Peer Reviewed (Refereed) International Journal
http://www.rjelal.com; Email:editorrjelal@gmail.com

Vol.4.Issue 2.2016
(Apr-Jun)

REVIEW ARTICLE

INTERNATIONAL STANDARD SERIAL NUMBER INDIA
2395-2636 (Print):2321-3108 (online)

RUBRIC FOR ENGLISH LANGUAGE TEACHING RESEARCH

Dr. KUMARI V.R SARITHA
Assistant Professor TD Group of Institution,
Rewa, Madhya Pradesh

Dr. KUMARI V.R SARITHA

ABSTRACT
This article gives a short communication about rubric testing and evaluation. It helps the researchers to understand what is rubric, types of rubric, description about the types, application of rubric testing, reliability of rubric testing and validity of rubric testing.

INTODUCTION

Rubric Testing and Evaluation can perform better in the Indian classrooms with the specific purpose that it can test even the emotional details. It has to be understood the varied background of the students and their performance based on their involvement to test their innate ability which they acquired in English language.

Rubric

Rubric is an explicit set of criteria used for assessing a particular type of work or performance. The popularity of Rubric Scoring System is gaining because of its authentic assessment in the educational contexts. It is used to assess the progress of the students objectively and accurately in determining the learning (Airasian 2000; 2001; Brualdi 1998; Perlman 2002). Rubrics consist of a fixed standard for measurement scale and a set of criteria which help in determining the result scientifically. This also goes on to measure the degree of quality of learning and the level of proficiency.

Scoring rubrics are descriptive scoring schemes which have been developed by teachers and evaluators to guide the analysis of the products or process of the student's efforts. Rogers and Sando (1996) pointed out the goals and objectives of Rubric Scoring System. ""Goals" are broad statements of expected student outcomes and "objectives" divide the goals into observable behaviours". Rubric many will not be ideal when it comes to assessing the individual differences about performance. Sometimes the unique characteristics of the performer are not being able to be evaluated is what some of the critics feel.

Scoring rubrics describe general, synthesized criteria that are witnessed across individual performances and therefore, cannot possibly account for the unique characteristics of every performance (Moskal, B. & Leydens, J. 2000). One of the clear advantages of rubric scoring is that rubrics allow students to judge the current quality of their work and the ways in which they could develop it further (Black & Wiliam 1998; Brough & Pool 2005; Huba and Freed 2000; Huber and Hutchings 2004;

Walvoord and Anderson 1998). This helps them to prepare accordingly and achieve the target. Scoring rubrics have become a common method for evaluation in schools and colleges.

Types of Rubrics

There are two types of Rubrics. The first type is 'Holistic' rubrics and the second one is 'Analytic' rubrics (Arter & McTighe 2001; Boston 2002).

Holistic Rubrics

Holistic rubric requires the teachers to score the overall process or product as a whole, without judging the component parts separately. Nikko (2001) says that the "use of holistic rubrics is probably more appropriate when a performance task requires students to create some sort of response and where there is no definitive correct answer". Its scoring process is quicker than the analytic rubric.

If the purpose of assessment is summative in nature, holistic rubrics are used. A limited number of feedbacks are provided in this format of assessment. Holistic scoring rubrics use a single scale for assessment of the larger process. All the facets of scoring rubrics are considered and understood as combined evaluation. Holistic rubrics provide an overall appraisal of all the elements or qualities of a particular student. The performance of a student is not divided into parts, but understood as looking at the performances of various scores as a whole (Mertler 2001). The holistic rubrics are concerned about the overall quality, proficiency or understanding of the context. This type of assessment takes into consideration about the dimensional level.

A holistic rubric describes about the performance of the student on a single score as a whole. It also helps the teachers assess the whole task on one scale. For example, open-ended questions, whether they are about history, literature or mathematics is best evaluated by using the holistic rubrics.

Analytic Rubrics

The analytic rubrics evaluate the performances on various levels which at the end are summed up and their use stands for assessment on a multidimensional level (Brookhart, 1999). One of the seeming disadvantages of this scoring rubric is that the scoring becomes substantially slower and time consuming. But the advantages seem more than the disadvantage. It can provide a high degree of feedback which can work significantly for the progress of a learner. Students get precise feedback based on their specific performance and can improve in that area if needed significantly. This does not happen in holistic rubric scoring.

Analytic rubric scoring can clearly pinpoint the strengths and weakness of students. "Regardless of which type of rubric is selected, specific performance criteria and observable indicators must be identified as an initial set to development.... If formative feedback is the goal, an analytic scoring rubric should be used" (Mertler 3).

In analytic rubric scoring, teachers usually write 'excellent' for good work and 'poor' for unsatisfactory workers. Excellent to poor work become the criteria for judging the performance of the students in a continuum. This type of scoring indicates the level of performance of a student's work on two or more separate elements of quality. He also goes on to say that this is preferred when a focused response is required and individual creativity is not expected. Analytic scoring rubric gives specific criteria for each performance level. It aims at the separate evaluation of each of the factors of learning. Each criterion is scored on a different descriptive scale. The main focus is on two factors, i.e. quality of written expression and persuasiveness.

Holistic scoring rubric and analytic scoring rubric have their distinct way of testing and evaluation of performance. One aims at the overall performance for learning, whereas the other aims at mastering different levels and come out comprehensively at the end of the learning process. Both are important ways of assessment and can be effectively employed by teachers depending on the specific group of students.

Application of Rubric Testing

Testing and Evaluation is part and parcel of the assessment process in any institutions. It helps to know how the progress of a candidate taking place in a particular environment. Rubric testing and evaluation has become a way of assessing the progress of students in many educational institutions. A rubric is a scoring guide used in

Subjective assessments. Rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale. It is used to provide formative feedback to students, to grade students and to assess programs.

Students come from various complex and multi-cultural backgrounds. This diversity has a bearing in their learning process. Rubrics can effectively examine the complex products or learning behaviour of the students. Moreover, developing a rubric helps to precisely define faculty expectations. This method of testing and evaluation involves all the students in a particular classroom set up. Rubrics are criterion referenced, rather than homo-referenced. Rubric schemes classify products or behaviour into a continuum. It helps in classifying essays, research reports, portfolios, and works of art, recitals, oral presentations, performances and group activities.

The implementation of rubric does not depend on the grade level or a particular subject as such, but rather on the purpose of the assessment. A rubric is a scoring guide that seeks to evaluate a student's performance on the sum of a full range of criteria rather than a single numerical score. Recent publications contain some rubrics (Brewer 1996; Marzano et al 1993). Creating rubrics are the hard part — using them is relatively easy. The following table is an example of applying a rubric score.

Table 1

Template for analytic rubrics					
	Beginning	**Developing**	**Accomplished**	**Exemplary**	
	1	**2**	**3**	**4**	**Score**
Criteria #1	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #2	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #3	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #4	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	

(Mertler, Craig A. 2001)

Before developing a specific rubric, a teacher must decide whether the performance will be scored holistically or analytically (Airasian 2000 & 2001). A step-by-step process for designing scoring rubrics for classroom use is presented below. Information about these procedures was compiled from various sources (Airasian 2000 & 2001; Mertler 2001; Montgomery 2001; Nitko 2001; Tombari & Borich 1999). The steps will be summarized and discussed, followed by presentations of analytic sample scoring rubrics.

1. Re-examine the learning objectives to be addressed by the task. This allows matching the scoring guide with the objectives and actual instruction.
2. Identify specific, observable attributes that the teacher wants to see and the students demonstrate in their product, process, or performance. Specify the characteristics, skills, or behaviors that the teacher will be looking for, as well as common mistakes the teacher does not want to see.
3. Brainstorm characteristics that describe each attribute. Identify ways to describe above average, average, and below average performance for each observable attribute identified in Step 2.
4. Analytic rubrics write thorough narrative descriptions for excellent work and poor work for each individual attribute. Describe the highest and lowest levels of performance using the descriptors for each attribute separately.
5. Analytic rubrics complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for each attribute. Write descriptions for all intermediate levels of performance for each attribute separately.
6. Collect samples of student work that exemplify each level. These will help the teacher score in the future by serving as benchmarks.
7. Revise the rubric, as necessary. Be prepared to reflect on the effectiveness of the rubric and revise it prior to its next implementation

The use of rubric helps in finding out what is the purpose of learning and how much degree of it has been achieved. It is made known to the parents, teachers and students alike. It is an evaluation tool that speaks about the criteria for performances at various levels. Thus, it is a performance based assessment process that accurately reflects exact skills, work habits and learning results.

Reliability of Rubric Testing

Reliability of rubric testing refers to the process of achieving consistency of assessment scores. In other words, if the test is administered over a period of time to a group of students, it should yield the same consistent results. If the test fails to record with the same result, then it is called to be an unreliable test. Rubric scoring should be made reliable, became, it should consistently reap the same results when it is administered to a group of students over a period of time.

Most of the instructors are probably familiar with the terms (statistical methods), "test/retest reliability", "equivalent-forms reliability", "split half reliability" and "rational equivalence reliability"(Gay, 1987). All these terms are used to establish consistency of student performances with a given test or across more than one test. To make a rubric scoring reliable, two forms of reliability should take on into consideration with broad name "rater (scorer) reliability. The rater reliability refers to the consistency of scores that are assigned by two independent raters and reassigned again at a different point of time. The first rater is known as Inter-rater reliability and the second one is known as Intra-rater reliability.

Inter rater reliability focuses on the concerns of students whose performance may be judged based on the subjective experience of the rater. Traditionally, inter-rater reliability has been measured by the correlation between two sets of grades assigned to a group of students by two different raters (Hafner, & Hafner, 2003; Newell, Dahm, & Newell, 2002). The result of their exam would vary from the rater to rater. Without a set criterion to guide the rating process, two independent raters may not assign the same score to a given response. Scoring Rubric gives attention to this aspect of the dubious rating system. Scoring

rubrics set the criteria at each level of scoring. The descriptions of the score levels are used to guide the evaluation processes. The concern of students may not be eliminated completely by scoring rubrics, but it minimizes the discrepancies.

The intra-rater reliability concerns about the disposition of the rater, which can also affect the rating process. The mood of the rater and whose paper he/she is rating can also have an impact on scoring process. A well designed scoring rubric responds to these intra-rating reliability concerns. It tries to deal these problems so that the rating is reliable and genuine. During the scoring process, the rater ought to revisit the established criteria in order to ensure that consistency is maintained. While developing rubrics; reliability is given a topmost priority alongside validity of the scoring rubrics**.** Another method of knowing the reliability of scores is anchor paper which is a set of scored responses that illustrates the nuances of the scoring rubric. The next concern is the appropriateness of the scoring rubrics when given to a population of students responding. A scoring rubric that consistently measures the performances of one set of students may not consistently measure the performances of a different set of students. When the cause of variation in performance and the resulting scores is unrelated to the purpose of the assessment, the scores are unreliable.

The role of teacher in the entire process is also very important. He has to identify implicit criteria which can help in refining the scoring rubric for future assessments. Establishing reliability is the prerequisite for establishing validity. Sometimes an assessment can be reliable but may not be valid; however, a valid assessment is necessarily being reliable.

Validity of Rubric Testing

The term validity means the degree to which the evidence supports that the interpretations are correct and the means taken to the interpretation is appropriate and reliable. There are three things which determine the validity of rubric test interpretation. They are content, construct and criterion.

The first one is content-related evidence. It is related to the response of the students to a specific content and his knowledge about this specific content. The assessment reflects student's knowledge of the content area that is of interest. It is also concerned with the extent to which the assessment instrument adequately samples the content. When a person develops the scoring rubrics, he considers about the content related evidence and sees how many students could grasp it at a time.

Construct-related evidence is the internal processes of individuals. In other words, it is the reasoning process of human beings. When the purpose of an assessment is to evaluate reasoning, both products (that is the answer) and the process (that is the explanation) should be requested and examined. This aspect of validity supports that an assessment measures only the intended constructs of mind.

Criterion-related evidence aims at measuring the results of an assessment which would correlate with a current or future event. This would determine whether the candidate is able to perform the given task or not after having completed the learning process (Rafilson, 1991). If the learner is scoring high in the assessment then he would be able to perform better in activities outside the classroom in the future. On the other hand, if the learner is not scoring well in the classroom set of assessment, and then he would not be able to perform well in the workplace because the adequate learning has not taken place.

Validity of rubric scoring is a vital concern. While developing the scoring rubric, it is important to take into consideration that the results should accurately measure the learning. Many a times, the learning taking place in the classroom setup becomes redundant in the world of workplace. The teachers should give extra care to design the rubric which would help in the transition of students from classroom set up to workplace with adequate learning and skills. The teacher should consider the purpose of the assessment and clearly state what he wants from students. This will help the teacher to give the objectives for the students and the students will also know what is expected of them in the process of learning. In turn, the teacher should also

keep the purpose and objectives while developing the scoring rubrics.

Henry (2000) recommended numbering the intended objectives of a given assessment and writing the number of the appropriate objective next to the question that addresses the objective. This method of examining an assessment instrument may be modified to evaluate the appropriateness of a scoring rubric.

It becomes very important to clearly state the purpose and objectives of the assessment. Moreover, it is important to develop scoring criteria that address all the objectives. If any of the objectives is not addressed by the criteria, then it is unlikely that it is going to produce the desired result. If the criteria are not related to the objectives, then again one can question the validity of the rubric scoring.

Content related evidence is considered when the intention of an assessment is to examine the knowledge such as historical facts. Construct related evidence is taken into consideration when designing the scoring rubrics for reasoning which requires more indirect examination. Criterion related evidence is taken into consideration to design the scoring rubric to assess how the student would face outside classroom situation (work place environment).

While designing the scoring rubric, if the teacher is aware of all these things, then the validity of rubric development would be better. The results which are determined would be more appropriate.

There is another form of validity evidence which is discussed often i.e. 'Consequential evidence'. Consequential evidence refers to examining the consequences or uses of the assessment results. Consequential evidence refers to examining the outcomes of an assessment and using these outcomes to identify possible alternative interpretations of the assessment results.

Validity generalization is a process and part of personnel selection and Psychometric literature. It is usually done when the correlation between the result and the work outcome is satisfactory. Validity of Rubric scoring is very important in determining whether the test is authentic or not. It helps in finding out the relationship between learning and the outcome of the work.

Reference

1. Airasian, P.W. *Assessment in the Classroom: A Concise Approach.* 2nd ed. Boston: McGraw-Hill, 2000.Print.
2. Airasian, P.W. *Classroom Assessment: Concepts and Applications.* 4th ed. Boston: McGraw -Hill, 2001. Print.
3. Arter, J., and McTighe, J.*Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance*. Thousand Oaks, California: Corwin Press, Inc, 2001. Print.
4. Black, P., and Wiliam, D. "Inside the black box: Raising standards through classroom assessment". *Phi Delta Kappan*80.2(1998):139-148. Print.
5. Brookhart, S. M. (1999). *The Art and Science of Classroom Assessment: The Missing Part of Pedagogy*. ASHE-ERIC Higher Education Report (Vol. 27, No.1). Washington, DC: The George Washington University, Graduate School of Education and Human Development.
6. Boston, C. *Understanding Scoring Rubrics.* University of Maryland: ERIC, 2002. Print.
7. Brewer, R. (1996). A Teacher's Solution. Underhill: Exemplars, 1996. Print.
8. Brough, J.A., and Pool, J.E. "Integrating learning and assessment: The development of an assessment culture". *Curriculum integration K-12:Theory and practice*. Ed. J. Etim. Maryland: University Press of America, 2005. 196 –204. Print.
9. Brualdi, A. "Implementing performance assessment in the classroom." *Practical Assessment, Research & Evaluation*, 6.2 (1998): n.pag.*PAREonline.net*. Web. 13Nov.1999.
10. Huba M.E., and Freed, J. E. *Learner centered assessment on college campuses: Shifting the focus from teaching to learning.* Needham Heights: Allyn & Bacon, 2000. Print.
11. Huber, Mary Taylor., & Hutchings, Pat. *Integrative learning: Mapping the terrain*.

Washington: Association of American Colleges and Universities, 2004. Print.

12. Marzano, R., D. Pickering, and J. McTighe. (*Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria: ASCD, 1993. Print.
13. Mertler, Craig A. "Designing Scoring Rubrics for Your Classroom". *Practical Assessment, Research & Evaluation* 7. 25(2001): 1-10. *PAREonline.net*. Web. 12Nov. 2001.
14. Montgomery, K. *Authentic assessment: A guide for elementary teachers.* New York: Longman, 2001. Print.
15. Moskal, Barbara M., and Jon A Leydens. "Scoring Rubric Developing: Validity and Reliability". *Practical Assessment, Research & Evaluation* 7. 10 (2000): n. pag. *PAREonline.net*. Web. 11 Jun. 2000.
16. Nitko, A.J. Educational Assessment of Students 3rd ed. Upper Saddle River, New Jersey: Merrill, 2001. Print.
17. Perlman, C., "An introduction to performance assessment scoring rubrics". *Understanding Scoring Rubrics*. Ed. C. Boston. University of Maryland: ERIC, 2002. 5-13 .Print.
18. Rogers, G., and Sando, J. *Stepping Ahead: An Assessment Plan Development Guide*. Terra Haute, Indiana: Rose-Hulman Institute of Technology, 1996. Print.
19. Tombari, M. & Borich, G. Authentic Assessment in the Classroom: Applications and practice. New Jersey: Merrill Prentice Hall, 1999. Print
20. Tombari, M., and Borich, G. *Authentic assessment in the classroom: Applications and practice.* Upper Saddle River, NJ: Merrill, 1999. Print.
21. Walvoord, B. E. F., and Anderson, V. J. *Effective grading: A tool for learning and assessment*. San Francisco: Jossey-Bass, 1998. Print.
22. Hafner, J. C., and Hafner, P. M. "Quantitative analysis of the rubric as an assessment tool: An empirical study of student peer-group rating". *International Journal of Science Education*. 25.12 (2003): 1509–1528. Print.
23. Rafilson, F. "The case for validity generalization." *Practical Assessment, Research & Evaluation.* 2 .1 3 (1991): N. pag. *PAREonline*.net. Web.12nov.2012.