



## THE IMPORTANCE OF ASSESSMENT RUBRICS IN TEACHING FOREIGN LANGUAGES

Khandamova Feruza Bakhodirovna

Teacher of Samarkand State Institute of Foreign Languages

### Abstract

Rubrics are increasingly used as tools to evaluate students' language skills. This study examined students' perceptions of the benefits and challenges of using rubrics in teaching foreign languages. The usage of rubrics in foreign language teaching has become a common practice among teachers around the world. Rubrics are useful tools for improving the teaching process in the classroom and assessing student learning outcomes. Moreover, we tried to investigate each type of assessment rubrics.

**Keywords:** rubrics, grading schemes, checklists, holistic rubrics, analytic rubrics, developmental rubrics.

Rubrics, like any other assessment tool, are useful for certain purposes and impractical in others. The major purpose of assessment rubrics is to assess performance. Assessing students' performance examiner can whether observe the process of doing something (for example, oral communication or presentation) or observe the product that is the result of students' work (for example, essay, term paper or project).

A grading rubric, usually in the form of a matrix or grid, is a tool used to interpret and grade student work against criteria or standards. Rubrics are sometimes called "reference sheets," "grading schemes," or "grading guides." You can design a rubric for each content domain. A rubric articulates a set of evaluation criteria and expected performance criteria. Raters use all of these items to assess student performance rather than assigning a single subjective score. A rubric:

- handed out to students during an assessment task briefing makes them aware of all expectations related to the assessment task, and helps them evaluate their own work as it progresses;
- helps teachers apply consistent standards when assessing qualitative assignments and promotes consistency in joint grading.

Certainly, assessment rubrics can be used for assessing learning at all levels, from discrete assignments within a course through to program-level capstone



projects and larger research or design projects and learning portfolios. Moreover, there are given a great number of benefits of assessment rubrics:

- provide a framework that clarifies assessment requirements and standards of performance for different levels. In this case, they support assessment as learning; students can see what is important and where to focus their learning outcomes;
- enable very clear and consistent interaction with students about assessment requirements and about how different levels of performance earn different grades. They allow us to give very suitable and clear feedback to students on their performance;
- when students are involved in their constructions, encourage them to take responsibility for their performance;
- when used for self-assessment and peer assessment, make students aware of assessment processes and procedures, enhance their meta-cognitive awareness, and improve their capacity to evaluate their own work;
- can result in better feedback to students, giving them a clearer idea where they sit in terms of an ordered progression towards increased expertise in a learning process;
- help teachers efficiently and reliably interpret and grade students' performance;
- systematically illuminate gaps and weaknesses in students' understanding against particular criteria, helping teachers target areas to address.

Rubrics can be both formative (ongoing) and summative (final) assessment tools for evaluating written work, projects, oral presentations, or any other class assignments. There are four types of rubrics:

- ✓ checklists;
- ✓ holistic rubrics;
- ✓ analytic rubrics;
- ✓ developmental rubrics.

**Rubrics as Checklists.** These basic rubric examples ensure that all parts of the assignment are present. They help students keep track of each element of a project. Checklists also let teachers see whether a student fully participated in an assignment, but they are not as informative as other rubrics. Checklists are



useful in all subject areas because they're versatile and easy to understand. As long as each part of an assignment is present, the student receives full credit. An example of a science project checklist includes a column for students to check their work before turning it in.

Checklists are handy to use and easy to grade. They measure participation and completion of an assignment rather than skills achieved, unlike holistic rubrics.

**Holistic Rubrics.** A general rubric that lists a few levels of performance is a holistic rubric. These rubrics usually combine criteria for a certain score into one level. Holistic rubrics include more information than a checklist and make good formative assessment tools.

The typical A-F grading system is one example of a holistic rubric in which many skills are combined for one score. Although holistic rubrics are more complex than checklists, they are not as helpful for assessing specific skills within a project. It's possible for students to score between two levels if they achieve some criteria but not others.

**Analytic Rubrics.** An analytic rubric assesses each aspect of an assignment. It awards a designated number of points to each part which adds up to the student's final score. Projects with analytic rubrics take longer to grade, but they are informative to teachers as summative assessment tools. Analytic rubrics are useful in any subjects in which the teacher needs to monitor discrete skills. Check out an example of an analytic essay for a language arts literary essay.

An analytical rubric consists of several components:

- (1) a description of the task;
- (2) a list of criteria that are evaluated;
- (3) a rating scale of levels describing the characteristics of fulfilling the criterion;
- (4) a "not applicable" column;
- (5) a comment column;
- (6) a detailed but simple description of the characteristics for each level of each criterion.

There are a lot of examples of analytical rubrics on the net. Examples of rubrics in different fields of knowledge: essay writing, group project, research work (and some other things), oral presentation, critical thinking. Academic rubrics are not universal. Naturally, it is much easier to take rubrics available and adapt it to your needs, to your work. It is difficult to come up with a rubric for each



task and each topic, but you can use an average rubric for each type of large task that the teacher assigns to students.

Rubrics are useful to adapt to your conditions and your students. Ready-made rubrics can never be applied as they are in a particular class at a particular time. To create (or adapt) a rubric, you need to remember what learning tasks students face in your subject and how a particular task relates to these tasks. Then it is necessary to highlight the criteria that are important to assess and develop in students in order to ensure the achievement of learning objectives. If on the topic "Sport" one of the learning objectives is that students at the end of the topic will be able to highlight the advantages and disadvantages of active sports, then one of the criteria for a group project or essay may be "providing different points of view".

That's why, the student's fulfillment of this criterion will indicate that the learning task has been completed.

The breakdown into levels and their description is perhaps the most difficult thing when creating a rubric, because you need to clearly define what is a bad, average and good level of mastery of one or another criterion. There is no single point of view, but I like the one in which it is best to first describe the simplest (lowest) level of mastery of the criterion - the minimum that is acceptable to the teacher and which will not allow the student to "fail" the task. If we further develop the criterion of "providing different points of view" for an essay on the topic of sports, then the level of "beginner" (i.e. weak) could be: "Acknowledges that there are several points of view on the problem, but does not give any other details" . The "medium" level can be expanded: "Recognizes that there are several points of view on the problem. Gives a short summary of what points of view exist. And the "high" level might be: "Recognizes that there are several points of view on the problem. Describes exactly what points of view exist. Openly accepts one of the points of view in his essay. This is how a continuum of competencies is born. It becomes clear what exactly this criterion "providing different points of view" means. In a slightly expanded form, this way you can describe all the criteria (grammar, structure of the work, etc.) for a particular task.

The rubric must be shown to the students before they begin to complete the task. It is worth recalling that this rubric should be used both for control ("Did you include everything you need in your work?"), And for finding your weaknesses in order to determine where you need to direct more efforts for work. When



checking the assignment, the teacher should use such a rubric and evaluate only according to the criteria that are stated in this rubric - commenting in writing to the student where there are weak points. This written form can be given to the student when the grades are reported. The completed comment field in the rubric will be detailed feedback to help the student in their learning.

The use of a rubric is a high level of providing each student with feedback that says much more than a simple assessment expressed as a number or letter.

**Developmental Rubrics.** While other types of rubrics measure one assignment or project, a developmental rubric tracks a student's overall progress toward proficiency. These continuum rubrics can span one standard, one subject, or one skill. Developmental rubrics are more time-consuming for teachers than analytic rubrics, but they are the most informative type of assessment tool.

Unlike other rubrics, developmental rubrics indicate an ongoing learning process. They measure skill rather than participation and effort levels. Students will ideally start at the progressing level at the beginning of the unit or school year and will end at the proficient level.

No matter which type of rubric we use, there are several ways to ensure that it's an effective learning tool. Here are some tips for creating a rubric:

- ✓ Be detailed. Students are more likely to meet requirements when they know exactly what you're expecting.
- ✓ Provide rubrics at the very beginning of the project. No one likes surprises.
- ✓ No rubric can replace your own comments. While rubrics allow you to measure skills, students still need positive reinforcement about their work.
- ✓ Make rubric scores align directly with student grades. Parents and students can easily see why they lost a specific number of points.
- ✓ Use student-friendly language. Some academic language is helpful, but rubrics are just as valuable for students as they are for you.
- ✓ Ensure that assessment rubrics are prepared and available for students well before they begin work on tasks, so that the rubric contributes to their learning as they complete the work.
- ✓ Discuss assessment rubrics with students in class time. Use these discussions to refine and improve rubrics in response to students' common misunderstandings and misconceptions.



- ✓ Practise using rubrics in class. Have students assess their own, their peers' and others' work.
- ✓ Involve students in developing assessment rubrics, and involve them more as they become competent in doing so. This encourages them to be independent and to manage their own learning.
- ✓ Frame your assessment feedback to students in the terms laid out in the rubric, so that they can clearly see where they have succeeded or performed less well in the task.
- ✓ Provide the assessment rubric for a task to students early, to increase its value as a learning tool. For example, you might distribute it as part of the task briefing and guidelines presentation. This helps students understand the task, and allows them to raise any concerns or questions about the task and how it will be assessed.
- ✓ Write rubrics in plain English, and phrase them so that they are as unambiguous as possible.

Certainly, concerning students' English skills performance, such as reading, writing, listening and speaking, rubrics offer useful guidelines for grading students' performance based on specific criteria.

## References

1. Airasian P. W. Classroom assessment: Concepts and applications (4th ed.). Boston: McGraw-Hill. 2001.- 301 p.
2. Knight B. "Assessing Speaking Skills: A Workshop for Teacher Development", *ELT Journal* 46(3), 1992.- p. 294-302.
3. Khandamova F. BODY LANGUAGE AND TEACHERS' ATTITUDE IN TEACHING PROCESS // *Science and Education*. – 2020. – T. 1. – №. 8. – C. 314-317.
4. Khandamova Feruza Bakhodirovna. (2022). The Importance of TPR (Total Physical Response) Method in Teaching English for beginners. *Eurasian Journal of Learning and Academic Teaching*, 8, 156–158. Retrieved from <https://www.geniusjournals.org/index.php/ejlat/article/view/1588>
5. Luft J. A. Rubrics: design and use in science teacher education. *J. Sci. Teach. Educ.* 10, 1999.- p. 107–121.
6. MacKenzie W. Constructing a rubric. Washington, DC: International Society for Technology in Education, 2004. – p. 24 –30.
7. Montgomery, K. Authentic assessment: A guide for elementary teachers. New York: Longman, 2001.- p. 36-48.



8. Moskal B. M. Scoring rubrics: what, when, and how? Practical Assessment, Research, Evaluation, 7(3), 2000. – 12 p.
9. Хандамова Ф. Б. INGLIZ VA O'ZBEK TILIDA SO'ZLASHUV FRAZEOLOGIK BIRLIKLARNING FUNKSIONAL XUSUSIYATLARI //МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА. – 2022. – Т. 5. – №. 1.

