



ABSTRACT

Name of Institution: De La Salle University - Dasmariñas
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Title: **The Development Of Rubrics for the Learning Competencies in Communication Arts English**
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STATEMENT OF OBJECTIVES:

GENERAL

The study aimed to develop rubrics for the learning competencies in Communication Arts English.

SPECIFIC

1. To identify the English learning competencies with corresponding learning tasks for development of rubrics.
2. To develop rubrics for the identified learning competencies in Communication Arts English.



3. To validate the developed rubrics for the learning competencies in Communication Arts English.

3.1 Initial phase

3.2 Final phase

SCOPE AND COVERAGE:

This study focused on the development of rubrics for the learning competencies in Communication Arts English in the Secondary level in Dei Gracia Academy and other schools of the same level in Trece Martires City and was conducted during the SY.2004-2005. The evaluators were the English teachers from both the private and public schools in the City of Trece Martires. The selected faculty members were the ones who are currently teaching the English subject that covers the specified learning competencies based from the Basic Education Curriculum.

The cognitive type of learning competencies that could be assessed through the use of teacher-made paper-and -pencil types of tests were no longer included. The learning competencies included are those that require performance – based task. The study focused on the use of rubrics as authentic assessment tool. The instructional delivery and the affecting academic achievement on the learning competencies were not within the scope of the study.



Likewise, this study is more on the development and validation of rubrics that deal more on the feedback and recommendations of the respondents. The development of rubrics was based from the learning competencies in Interactive Secondary English Language Curriculum under the Basic Education Curriculum. The comparison of the use of rubrics as an assessment tool to the forms of assessment that the participants previously used/currently use was only limited to whether it is excellently used, more than being used to assess the learning competencies whether as replacement to the forms satisfactorily used, satisfactorily used, less than satisfactorily used or needed an improvement. This did not necessitate statistical treatment that would prove significant differences on the effects of the assessment forms being compared but rather a conclusion that could be arrived at using the frequency count and percentages of the gathered data. Similarly, this also holds true to varying recommendations by the validators. They were made to give recommendations on how to use rubrics vis a vis the previous / current forms, as an additional form, as an alternative form, or as reference form to the ones that they previously used or currently use.

The format of the rubrics was only limited to one “generic” type with listing of five (5) graduated performance indicators for consistency and for computation purposes.



METHODOLOGY:

The study employed the descriptive developmental type of research.

It utilized document analysis, self-devised survey questionnaire and follow up interviews. The statistical measures primarily used were mean, weighted mean and percentage.

MAJOR FINDINGS:

The validation of the sets of rubrics involved getting the feedback from the participants on the use of rubrics and their recommendations on how to use the rubrics in the assessment of the particular learning competencies in their respective classes. The following are the results of the validation:

The sets of rubrics based on the over all mean of 3.86 were found more than satisfactory in terms of applicability of the set of rubrics to the learning competencies. No sets of rubrics for LCs in Listening, Reading, and Writing had the mean within the range of 2.50 –3.49 which is satisfactory.

The sets of rubrics were found to be useful in assessing the identified English learning competencies with their corresponding learning tasks as reflected on the results of the usability of the use of rubrics in terms of (a) directly examining the students' performance



where the sets of rubrics for LCs in Speaking, Reading; and Writing got the respective mean higher than 3.50 which is more than satisfactory while the sets of rubrics for the LCs in listening got the mean of 3.33 that the sets of rubrics are considered satisfactory in assessing the identified LCs; (b) accurately and reliably assessing the learning tasks where the set of rubrics for L:Ts in Writing and LT 1.2 in Listening got the mean of higher than 3.50 which is more than satisfactory while the LT 1.1 for Listening , LTs for Speaking and Reading got the respective mean of higher than 2.50 which is satisfactory that indicates that the sets of rubrics for the four macro skills are generally considered satisfactory for it has an over all mean of 3.39; (c) clearly directing students to how their performance is being evaluated where the sets of rubrics for LCs in the four macro skills got the respective mean of higher than 3.50 which is more than satisfactory and gained an over all mean of 3.99 which means that the validators considered the sets of rubrics very useful to clearly direct the students to how their performance is being evaluated; (d) having included particular form, formats or features related to LC measured where the sets of rubrics for LCs in Speaking and Reading and Writing got respective mean higher than 3.50 which is more than satisfactory while those for LCs in Listening and LC 3.2 in Reading got the mean within the range of 2.50 – 3.49 with an over all mean of 3.75



which shows that the sets of rubrics are very satisfactory when it comes to usability for they include particular form, formats or features related to LC measured; (e) clearly pointing out students' strength and weaknesses where the sets of rubrics for LCs in the four macro skills reached the mean higher than 3.50 and with an over all mean of 3.89 which indicates that the validators considered the sets of rubrics as very useful in pointing out students' strength and weaknesses; (f) easily giving feedback on the result of the assessment where the sets of rubrics for LCs in Speaking, Reading and Writing as based on the range used to interpret the computed mean had respective mean within the range of 3.50 – 4.49 which is very satisfactory and the LCs for Listening had a mean within the range of 2.50 – 3.49 which is satisfactory, and with an over all mean of 3.72 which shows that the sets of rubrics are very useful to easily get the feedback on the result of the assessment; (g) reflecting the criteria levels of the performance and the score where the sets of rubrics for LCs in Speaking, Reading, and Writing had respective mean within the range of 3.50 – 4.49 which is more than satisfactory while the LCs in Listening had a mean within the range of 2.50 – 3.49, and with an over all mean of 3.79 which shows that the sets of rubrics are very useful in reflecting the criteria levels of the performance and the score; (h) teaching the students evaluate their own



performance where the sets of rubrics for LCs in the four macro skills had mean within the range of 3.50 –4.49 which is very satisfactory, and with an over all mean of 3.82 which means that the sets of rubrics are very useful in teaching the students evaluate their own performance.

The sets of rubrics for LCs in Speaking, Reading and Writing were found as more than satisfactory than the ones previously/currently used for the identified learning competencies covered in the study for they had the respective mean higher than 3.50 while the sets of rubrics for the LCs in

Listening were found as satisfactory for they only reached the mean within the range of 2.50 – 3.49. The over all mean of 3.63 showed that the sets of rubrics are more than satisfactory as compared to the ones previously/currently used.

There was no set of responses for an LC that focused on a particular problem as the responses were distributed to the different problems that were cited in the survey. A higher number of responses indicated that the validators did not encounter significant problems while using the rubrics with an average percentage of 32.43 %. The problems encountered by the validators in using the sets of rubrics for the corresponding learning competencies yielded an average of, 24.32% on the specificity of some performance indicators, and 21.26% for some



gradations of performance indicators are not well differentiated as well as for some areas of students learning competency were not covered. The specific marginal notes that the validators wrote on the rubric sheet as well as the additional feedback they offered and the comments they gave on the survey form served as references for the researcher in revising the sets of rubrics.

Based on the averages of percentage, the recommendations of the participants in terms of using the sets of rubrics for the specified LCs were mostly on additional form of assessment to the one currently use with 48.48% followed closely by using them as alternative form of assessment to the one currently in use and as reference form of assessment with 24.24% respectively. Only 3.03% recommended for replacement to the form of assessment currently in use.

The support needed by the participants in terms of using the set of rubrics varied according to the learning competencies where they would be used for with implications to their background on uses of rubrics. There were more expressed needs on identification of specific instructional strategies that are aligned with the sets of rubrics with 30.91%. It was followed by the need of development of instructional materials that are aligned with the set of rubrics with 25.45%, more training on how to use the set of rubrics with 23.64%, and more training



on how to use the set of rubrics with 20%. No one gave the answer for specific support needed in using the rubrics.

Conclusions:

Based on the results of this research, it is concluded that

1. The use of rubrics is an appropriate form of assessment for learning competencies that require performance or skill and output or product of the students.

2. Specific processes guided by the methodology framework as employed in this study can serve as a useful reference in the development and evaluation of rubrics as an assessment tool for learning competencies.

3. From the feedback and recommendations given by the participants on the usefulness of rubrics to the learning competencies in relation to the form of assessment currently used/previously used, the following were concluded:

3.1 The sets of rubrics are more than satisfactory in terms of applicability to the learning competencies identified in this study.

3.2 The sets of rubrics are useful in assessing the students performance



on the learning tasks covered in the study as well in teaching them on how to evaluate their own performance.

3.3 The sets of rubrics are more than satisfactory as compared to the form of assessment previously / currently used.

3.4 The problems encountered by the users of the sets of rubrics vary according to the set of rubrics as applied to a particular learning competency.

3.5 The sets of rubrics could be used as an additional form or as an alternative form of assessment to the ones currently/previ-ously used.

3.6 The support needed by the users in terms of using the sets of rubrics would vary in accordance to the learning competencies where they would be used for with implications on their background on the use of rubrics.

3.7 The comments and suggestions of the participants support the usefulness of the sets of rubrics for the assessment of the learning competencies in the study.

3.8 The output of the study that contains the sets of rubrics, which were developed and evaluated for assessing the identified leaning competencies covered in the study can serve as a reference for use of specific rubrics for identified learning competencies and for future initiatives on rubrics development for the prospective users.



Recommendations:

Based on the findings and analysis made by the researcher, the following are recommended:

1. Training on rubrics and the specific use of a set of rubrics as a form of assessment for a particular learning competency should be provided.

The teachers could be trained on the following steps:

1.1 Orientation on the use of rubrics as an assessment tool for identified learning competencies

1.2 Engaging the teachers in a continuing workshop to examine the sets of rubrics for possible modifications including format to suit particular sets of learners/curricular levels and aligning them with the curricular contents.

1.3 Making the participants try them out to their respective classes for feed backing to the group or team for needed revisions.

1.4 Designing counterpart student self -assessment forms by teams with students' participation to involve them in designing as well as in the actual assessment of their own learning.

1.5 Sharing the rubrics with parent representatives to gather feedback and input; and



1.6 Making it a dynamic development process over time to make the sets of rubrics more valid and reliable source of assessment of learning.

2. A follow up study could be conducted on trying out these sets of rubrics in other school settings.

3. The developed rubrics in this study could be used as a reference for constructing related rubrics.

