

T.C.
KAFKAS ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
BATI DİLLERİ VE EDEBİYATLARI ANABİLİM DALI
İNGİLİZ DİLİ VE EDEBİYATI BİLİM DALI

BİR ÖĞRETİM ARACI OLARAK DERECELİ
PUANLAMA ANAHTARI KULLANIMININ
İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN
TÜRK ÖĞRENCİLERİN YAZMA BECERİLERİ
ÜZERİNDEKİ ETKİLERİ

Ömer Şahin ÖZDEMİR

YÜKSEK LİSANS TEZİ

Danışman
Yrd. Doç. Dr. Turgay HAN

KARS- 2016



T.R.

KAFKAS UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

**DEPARTMENT OF WESTERN LANGUAGES AND
LITERATURES**

DIVISION OF ENGLISH LANGUAGE AND LITERATURE

**THE EFFECTS OF USING RUBRICS AS AN
INSTRUCTIONAL DEVICE ON THE WRITING SKILLS
OF TURKISH EFL STUDENTS**

Ömer Şahin ÖZDEMİR

MASTER'S THESIS

Advisor

Chair : Assist. Prof. Dr. Turgay HAN

Member of Committee: Assoc. Prof. Dr. Gencer ELKILIÇ

Member of Committee: Assist. Prof. Dr. Ali DİNCER

KARS- 2016



T.C.

KAFKAS ÜNİVERSİTESİ

SOSYALBİLİMLER ENSTİTÜSÜ

BATI DİLLERİ VE EDEBİYATLARI ANABİLİMDALI

İNGİLİZ DİLİ VE EDEBİYATI BİLİM DALI

**BİR ÖĞRETİM ARACI OLARAK DERECELİ
PUANLAMA ANAHTARI KULLANIMININ
İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN
TÜRK ÖĞRENCİLERİN YAZMA BECERİLERİ
ÜZERİNDEKİ ETKİLERİ**

Ömer Şahin ÖZDEMİR

YÜKSEK LİSANS TEZİ

Danışman ve Jüri Üyeleri

Danışman: Yrd. Doç. Dr. Turgay HAN

Jüri: Doç. Dr. Gencer ELKILIÇ

Jüri: Yrd. Doç. Dr. Ali DİNCER

KARS- 2016

KAFKAS UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES

This study titled **The Effects of Using Rubrics as an Instructional Device on the Writing Skills of Turkish EFL Students**, which was prepared by Ömer Şahin ÖZDEMİR, was accepted unanimously as a Master's Thesis in the Department of English Language and Literature.

Başkan : Yrd.Doç.Dr. Turgay HAN

İmza:

Üye : Doç.Dr. Gencer ELKILIÇ

İmza:

Üye : Yrd.Doç.Dr. Ali DİNCER

İmza:

APPROVAL

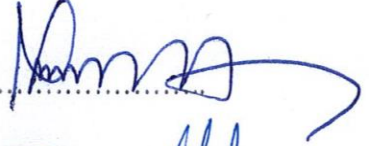
This thesis was accepted by the jury assigned by the Kafkas University, Graduate School of Social Sciences in session on/...../201.....

Assoc. Prof.Dr. Mustafa ÖZDEMİR
Director of Graduate School of Social Sciences

KAFKAS ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Ömer Şahin ÖZDEMİR tarafından hazırlanan **Bir Öğretim Aracı Olarak Dereceli Puanlama Anahtarı Kullanımının İngilizceyi İkinci Dil Olarak Öğrenen Türk Öğrencilerin Yazma Becerileri Üzerindeki Etkileri** başlıklı bu çalışma, 28. 06. 2016 tarihinde yapılan tez savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından İngiliz Dili ve Edebiyatı Anabilim Dalı'nda Yüksek Lisans tezi olarak oy birliğiyle kabul edilmiştir.

Başkan : Yrd.Doç.Dr. Turgay HAN

İmza: 

Üye : Doç.Dr. Gencer ELKILIÇ

İmza: 

Üye : Yrd.Doç.Dr. Ali DİNCER

İmza: 

ONAY

Bu Tez, Kafkas Üniversitesi Sosyal Bilimler Enstitüsü Yönetim Kurulunun/...../ 201.. tarih ve sayılı oturumunda belirlenen jüri tarafından kabul edilmiştir.

Doç. Dr. Mustafa ÖZDEMİR
Enstitü Müdürü

SCIENTIFIC ETHICS STATEMENT

I declare that I complied with the rules of academic and scientific ethics from the proposal stage to the process of completion of the study titled **The Effects of Using Rubrics as an Instructional Device on the Writing Skills of Turkish EFL Students**, which I prepared as a Master Thesis, that I obtained all information in terms of the Project within the framework of scientific ethics and traditions, that I showed sources for each quotation I made directly or indirectly in this study I prepared as a master's thesis in accordance with the writing rules and that the works which I used are shown in the bibliography.

BİLİMSEL ETİK BİLDİRİMİ

Yüksek Lisans tezi olarak hazırladığım **Bir Öğretim Aracı Olarak Dereceli Puanlama Anahtarı Kullanımının İngilizceyi Yabancı Dil Olarak Öğrenen Türk Öğrencilerin Yazma Becerileri Üzerindeki Etkileri** adlı çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

28.06 / 2016
Ömer Şahin ÖZDEMİR

TABLE OF CONTENTS

ÖZET.....	ix
ABSTRACT	x
ACKNOWLEDGEMENT	xi
LIST OF TABLES	xii
ABBREVIATIONS	xiii

CHAPTER ONE

1.INTRODUCTION

1.1. Background of the Study.....	1
1.2. Significance of the Study	2
1.3. Purpose of the Present Study.....	3
1.4. Definition of Key Terms	4

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction.....	5
2.2. The Role and Importance of Assessment and Evaluation in Education	5
2.2.1. Assessment Purposes	7
2.3. Alternative Assessment.....	8
2.3.1. Rubrics as an Alternative Assessment Method.....	10
2.4. Rubrics (Scoring Directive)	11
2.4.1. Rubric Types	13
2.4.1.1. Analytical Rubrics.....	14
2.4.1.2. Holistic Rubrics.....	14
2.5. Rubric Development	15
2.6. Uses of Rubrics	18
2.7. Rubric Components.....	20
2.8. Rubric Validity and Reliability	21

2.9. The Benefits of Rubrics	25
2.9.1. The Benefits of Using Rubrics to Students	27
2.9.2. The Benefits of Using Rubrics to Teachers	28
2.9.3. The Benefits of Using Rubrics to Parents	30
2.10. Effective Rubrics.....	30
2.11. Evidence for the Efficacy of Rubric Use	31

CHAPTER THREE

3.METHODOLOGY

3.1. Introduction	40
3.2. Research Design.....	40
3.3. Participants.....	40
3.4. Data Collection.....	41
3.4.1. The Holistic Persuasive Essay Rubric.....	41
3.4.2. Rubric Questionnaire	42
3.4.3. Face to Face Interview	42
3.5. Data Analysis	42

CHAPTER FOUR

4. RESULTS

4.1. Introduction	43
4.2. Descriptive Statistics	43
4.2.1. Descriptive statistics for the control group writing tasks.....	43
4.2.2. Descriptive statistics for the experiment group writing tasks	44
4.3. Qualitative Data Analysis	45
4.3.1. Face to Face Interview Analysis	45
4.3.2. Findings on the Five Scale Rubric Questionnaire.....	51

CHAPTER FIVE

5. DISCUSSION AND CONCLUSION

5.1. Introduction	55
-------------------------	----

5.2. Discussion of the Findings	55
5.4. Limitations of the Study	58
5.5. Conclusions	58
5.6. Recommendations for Future Research	59
REFERENCES.....	60
APPENDICES	70
ÖZGEÇMİŞ.....	73



KAFKAS ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİLİ VE EDEBİYATI BİLİM DALI
BİR ÖĞRETİM ARACI OLARAK DERECELİ PUANLAMA ANAHTARI KULLANIMININ
İNGİLİZCEYİ İKİNCİ DİL OLARAK ÖĞRENEREN TÜRK ÖĞRENCİLERİN YAZMA BECERİLERİ
ÜZERİNDEKİ ETKİLERİ
YÜKSEK LİSANS TEZİ
Ömer Şahin ÖZDEMİR
Danışman: Yrd. Doç. Dr. Turgay HAN
Eş Danışman: Yrd. Doç. Dr. Doğan SALTAS
2016, 73 Sayfa

ÖZET

Bir Öğretim Aracı Olarak Dereceli Puanlama Anahtarı Kullanımının İngilizceyi İkinci Dil Olarak Öğrenen Türk Öğrencilerin Yazma Becerileri Üzerindeki Etkileri isimli bu çalışmada, puanlama anahtarı kullanımının bir öğretim aracı olarak İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin yazma puanları üzerinde ne gibi etkileri ve sonuçları olduğunun incelenmesi hedeflenmiştir.

Bu yarı deneysel çalışmada katılımcı sayısı 60 olan deney grubundaki her bir öğrenciye değerlendirme kriterinin açık bir şekilde belirtildiği dereceli bir puanlama anahtarı verilmiştir. Verilen puanlama anahtarı üzerinde belirtilen yönergeleri dikkate alınarak altı farklı kompozisyon yazmaları istenmiştir. Katılımcı sayısı 30 olan kontrol grubuna ise her hangi bir puanlama anahtarı verilmeden aynı konuları kapsayan yazma çalışmaları yaptırılmıştır. Çalışma için gerekli olan veri öğrenci yazma ödevleri, öğrenciler ile yapılan birebir görüşmeler ve öğrenci dereceli puanlama anahtarı anketi uygulaması ile sağlanmıştır. Yazma sonuçları üç farklı puanlayıcının aynı puanlama anahtarı kullanarak yaptığı değerlendirme sonucunda elde edilmiştir.

Sonuçlar puanlama anahtarı kullanan deney grubunda öğrencilerin puanlama anahtarı kullanmayan kontrol grubundaki öğrencilere göre istatistiksel olarak daha başarılı sonuçlar aldığını göstermektedir. Aynı zamanda, öğrenciler ile yapılan birebir görüşmelerde puanlama cetvelinin yazma becerileri için kullanımının öğrencilere etkili ve güzel yazma konusunda önemli noktaları anlamalarına yardımcı olduğu sonucuna varılmıştır.

Anahtar Kelimeler: Dereceli puanlama anahtarı, öğretim aracı, dil öğretimi, yazma süreci.

KAFKAS UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
THE EFFECTS OF USING RUBRICS AS AN INSTRUCTIONAL DEVICE ON THE COMPOSITIONS BY
TURKISH EFL STUDENTS
MASTER'S THESIS
Ömer Şahin ÖZDEMİR
Advisor: Assist. Prof. Dr. Turgay HAN
Co-Advisor: Assist. Prof. Dr. Doğan SALTAS
2016, 73 Pages

ABSTRACT

This study, The Effects of Using Rubrics as an Instructional Device on the Writing Skills of Turkish EFL Students, examines the effect of rubric usage as an instructional device on the writing performance of the students who learn English as a second language.

The main aim was to free the students from the restricted image of writing centred merely on the sense of correct grammar use that is widely employed in foreign language writing. A rubric providing the criteria clearly for effective and good writing was given to the experiment group ($N = 60$) in this quasi-experimental study. They were asked to write two separate essays in line with the instructions of the rubric they were given. The control group students ($N = 30$) were also asked to write essays of the same type but no rubrics were allowed for them. The data needed for the implementation of the research was gathered through students' essays, a rubric questionnaire and separate interviews and was evaluated in the light of the rubric by three independent markers.

The results showed that the students in the control group were outdone by the students in the experimental group who drew the advantage of the rubric. Additionally, the analysis of the separate student interviews revealed that employing rubrics in writing courses gave a hand to the students in grasping the particulars of effective and good writing and applying them to their own works appropriately.

Keywords: Rubrics, instructional device, language teaching, writing process.

ACKNOWLEDGEMENT

Firstly, I would like to declare my deepest appreciation to my advisor Assist. Prof. Dr. Turgay HAN for his invaluable guidance, support and patience throughout this study. I have completed this thesis thanks to his encouragement and motivating attitude. How blessed I am to work with such a great advisor.

I feel a particularly deep sense of gratitude to Assist. Prof. Dr. Doğan SALTAŞ, Assoc. Prof. Dr. Gencer ELKILIÇ and Assist. Prof. Dr. Ali DİNCER because of their endless support and encouragement throughout my endeavours.

Also, I am grateful to the participants of the study who voluntarily attended my study. I would like to thank the staff of the Institute of Social Sciences for their support.

Lastly, lots of thanks to my family members and my beloved for being by my side all the time.

...../...../201.....

Ömer Şahin ÖZDEMİR

LIST OF TABLES

Table 1. Reviewed Studies (2000-2015).....	33
Table 2. Profile of the Participants.....	41
Table 3. Descriptive statistics for the control group writing tasks.....	44
Table 4. Descriptive statistics for the experiment group students' writing Tasks	45
Table.5... Rubric..Questionnaire	53



ABBREVIATIONS

ANOVA: Analysis of Variance

EFL: English as a Foreign Language

M: Mean

SPSS: Statistical Package for the Social Sciences



CHAPTER ONE

1.INTRODUCTION

This chapter presents the background, the significance and the purpose of the study. Then, it gives the research questions and definition of key terms respectively.

1.1. Background of the Study

Pencil and paper activities basically comprise the traditional assessment methods in Turkish higher education courses. Learners are expected to write some papers or answer the short questions generally consisting of multiple-choice, fill in the blanks, matching and true-false activities within one or more hours for a typical mid-term or final examination of an undergraduate course. Additionally, homework assignments or some research projects are given to the students by some of the instructors instead of a mid-term or final examination. Students in different courses usually prepare different kinds of assignments or projects. The instructor generally forms a kind of personally determined weighting to grade each of these tasks. The students can or cannot be given the criteria of the grading procedure. Conventionally, most of the instructors write comments on the papers, tests and projects prepared by the students as some ways of evaluation. Clear-cut and detailed feedback may be included in these comments. The comments can be formed according to the students' performance quality (Good point! Excellent! Well done!) or may just be on the material. They can also include the marks of the rater which identify the errors of writing. Each of the students is frequently expected to interpret this kind of written comments about their tasks. The decision, if these written comments are critical, instructive, praiseworthy, informative or a mixture, is left up to the students. What is more to the point, the comments of the instructors on the tests and papers cannot serve guides to the learners because they are not written before the task. The undergraduate programs in Turkey aim to help the learners become lifelong learners, to supply them with critical thinking and problem-solving abilities.

However, the reason why assessment of writing for classroom evaluation is of great importance is that it may be used for summative or formative purposes. The

instructors generally have a role as an evaluator, critic, motivator and collaborator who provide different kinds of feedback. In this process, they may face with many troubles. Şahinkarakaş (1993) mentions that learning about the arts of testing can help the teachers mitigate the troubles that they encounter as they can learn enough about writing testing to apply the appropriate one to the situation. There have been developments of different assessment tools in the world of language teaching to assess the writings of the students widely used two of which are analytic and holistic rubrics. In this context, Blaz (2001) states that a rubric is the most commonly used method for scoring, evaluating, and grading performance assessment.

In this respect, as Arter and Chappius (2006) mention rubrics can be an effective assessment tool that may engage the learners in their own learning to obtain achievement. Thus, this research seeks a way by which Turkish teachers can correlate assessment of writing with writing instruction. The point of the study is that, when there are some ways through which the assessment can be conducted better, the teachers can assist the students in writing more efficiently by making more consistent use of the results.

1.2. Significance of the Study

The process of students' writing assessment is not only a difficult task but also a time consuming one. This situation is especially indisputable in Turkey for teachers who do not possess any formative training about how writing skills should be taught or evaluated. The way of teaching and assessing the works of Turkish students mainly depends on the way that the teachers were educated as learners. Besides supplying students with the qualities of effective and good writing, the entry of rubric use to the instructional practices as an assessment device may have a role in equipping the English teachers at universities with methods and techniques to assess the writings of the students, get convenient feedback, and finally utilize the results of the assessment to better the practices of instruction. Thus, the introduction of rubrics in assessment can lead the teacher in Turkey to focus his/her teaching on the stuff that s/he appreciates in good writing. Within this context, I hope for a part of my research in providing a basis for an improvement and modification in the way that Turkish

educators and teachers ponder upon teaching and learning cases of Turkish students especially in their writings.

1.3. Purpose of the Present Study

The purpose of the study in this area is to correlate writing instruction with writing assessment. It aims to analyze the assessment ways and make the use of the results more consistently, supply students with greater comprehension about the things that make a piece of writing work, and contribute teachers with strategies and activities that they can carry out with students which can employ efficient, effective and reflective facilities for promoting writing skills. The purpose of this research is to seek a way by which Turkish teachers can correlate assessment of writing with writing instruction. As Spandel and Stiggins mentioned “without high quality assessment, it is not possible to diagnose the learning needs of individual students and student groups, to review appropriateness of curriculum goals and content, to identify students for special services, or to evaluate the quality of teaching. In effective learning environments, assessment and instruction are inexorably linked” (1990: p.9).

In correlating assessment with instruction, one of the ways resorted out is the use of rubrics. My interest about rubrics aroused as I wanted to learn more that how the rubrics can be utilized to assess the writings of the students together with enhancing teacher instruction. If the concept of rubrics is introduced to the English teachers in Turkey, the learning of the students, especially in writing, can be improved. In this context, the director of the Maryland Assessment Consortium, Jay McTighe states that “when students have opportunities to examine their work in the light of known criteria and performance standards, they begin to shift their orientation from ‘What did I get?’ to ‘Now I know what I need to do to improve’” (1996: p.8).

Therefore, this study may function as a process that can help teachers in Turkey teaching English get skills and fortitude in assuming instruction and assessment together. The teachers should not only be equipped with assessment techniques that reflect the instructional practices, but also with practices of assessment that meet the needs of the students. This study may force the teachers to have a closer look at the

writings of the students. It can also make the teachers involve students in their own works as critics which Spandel and Stiggins define (1990) “something every writer must be” (p.3).

The present study was guided through the following research questions:

1. Does the use of rubrics by students affect significantly their EFL writing performance?
2. How do the Turkish EFL students perceive of rubric use by themselves in assessing their performance?

1.4. Definition of Key Terms

The following terms are defined for the purpose of the present study.

Assessment: It is a term which can be applied to any aspects of higher education. According to Brookhart (2004), it is the process of collecting some information on a specific subject for a useful target. On the other hand, Palomba and Banta (1999) define assessment as a systematic collection, use and review of information with the aim of students learning and improvement.

Rubric: Andrade (1997) defines rubrics a scoring tool in which the quality grades of each criterion are expressed clearly through listing the criteria relating to the most important points in the study.

Analytic Rubric: The process based directive through which the evaluation of a study is carried not as a whole but in parts (Jackson and Larkin, 2002).

Holistic Rubric: The scoring directive used in cases when all parts of a study are interrelated with each other and indivisible, and the learning product is evaluated with a total score (Jackson and Larkin, 2002).

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

This chapter defines and discusses assessment itself, the importance and methods of assessment, the process and importance of rubric integration in students assessment and their impact on learners' improvement. The chapter also presents an overview of the present study briefly taking the related researches carried out within the recent 15 years (2000-2015) into consideration.

2.2. The Role and Importance of Assessment and Evaluation in Education

Assessment is an inevitable fact in education. In any educational institution, the prime expectation of teachers, students and parents is to see the learning outcomes of the students as a result of development and changes in their instruction. As Van den Akker describes (2003), assessment is a vital element in education curriculum. Assessment is the process that judges the learning of the students, the curriculum and the effectiveness of the courses. Henceforth, it is recommended by many educators and instructors that assessment be integrated with curriculum in any step of the learning teaching process. On the other hand, it is suggested by most educators that if integrated in teaching, assessment can lead the instructors to be more fertile in their work. Assessment types like portfolios, authentic assessment, performance assessment and self and peer assessment have been argued to be the procedures that coordinate with the constructivist theories of learning teaching process.

Feedbacks and reviews together with the assessment stimulate students' learning. It is needed to get an adequate amount of information in order for the assessment of the advancement and proficiency that the students gain and also to decide the rank to which students have gained the goals that are desired in the curriculum. The information for this objective is gathered through variety of practices in learning such as presentations, research projects, tests, assignments and so on. As stated by Pratt (1998), it is needed to plan and conduct assessment carefully and keep it to evaluation and progress.

As revealed by the existing assessment applications in many higher education institutions, assessment choices and implementations are in many cases influenced by the instructors. Efficient learning environments that ensure the integration of the assessment to the process of instruction should be provided by the instructors since assessment fundamentally influence the academic proficiency and occupational competence of the learners. According to Pratt (1998), productive learning environments give the chance to both students and teachers to think, discuss, experiment, exchange ideas and solve the problems together. Moreover, instructional process is directed by assessment. Widespread kinds of assessment like transaction, monitoring and observing that take place in the classrooms are also important for education. In this sense, Nitko (2004) supports that it can be determined by teachers whether the learners are catching the subjects and the lesson is going well by observing the responses of the learners and their interactions. Meanwhile, learning difficulties of the learners can be detected throughout instruction thanks to assessment, so that the instructor has the chance to determine the areas in which the learner is strong and in which he is weak. Thus, while building on the efficient side of the learner, the instructor can also make plans to better the deficient side of the learner both in formal and informal ways. On the other hand, adequate amount of knowledge about the prosperity of a study programme is provided by assessment. As Pratt (1998) suggests in programme evaluation instructors can make the use of the feedback of student learning assessment. The outcomes from classroom activities, projects, tests, quizzes and assignment sheets can be taken into consideration in grading students for a lesson or course in terms of the intended learning targets (Nitko, 2004).

An also, frequent employment of assessment stimulates learner confidence and increases his will to learn if it is directly designed to achieve upmost success in curriculum experience and learning. In this sense, to Mehrens and Lehman's part (1991) assessment promotes the motivation of the learners in courses, brings better habits of study and ensures knowledge about the plusses and weaknesses of the learners. However, assessment and learning have to be excellent both of which contribute to promote learning as they are not separable from each other.

2.2.1. Assessment Purposes

According to Earl and Katz (2006) assessment for learning, assessment as learning and assessment of learning are the three basic assessment purposes. These three concepts are inter-related and assessment of learning can be distinguished from the other two ones easy as winking. The learning of the students, generally at the end of the courses, is aimed to be checked through assessment of learning that is naturally summative. As Earl et al., (2006) argue assessment of learning summarises the things that students are able to manage and the things that they know in analogy with the awaited outcomes of learning defined in the curriculum. The data obtained from the assessment of learning can be used to observe the progress of the students, crosscheck the standards of the learning institutions and procedures of plan development (Oosterhof, 2009). According to Earl et al., (2006, p. 55) the results gathered from this kind of assessments can be accessible by the educators, student parents and students themselves as the evidence of achievement and progress.

On the other hand, assessment for learning, a formative assessment method, assists to advance learning as it proceeds through the feedback obtained from assessments. Stiggins, Arter, Chappuis and Chappuis (2004, p. 31) draw an overall image to assessment for learning who define it as an assessment method carried during teaching and learning process to determine the needs of the students, plan the instructional steps in education, supply the students with feedback which they can make the use to promote quality their work quality, give the control to the students on their way to success. Assessment for learning is much more than just running on assessments of learners' development. It also comprises by what means students can make use of the feedback to assist them to supra improve in learning (Black and Wiliam, 1998; Chappuis, Stiggins, Arter & Chappuis, 2003). Interactions of high quality between learners and teachers and between learners and their peers are required for effective assessment in learning. On condition that the responsibilities of the learners to make progress in learning are brought to their attention, learners can keep up with their learning process through reasoning the feedback obtained from their peers and teacher.

The term assessment for learning is used by many authors to synopsise the essence of assessment as learning. One distinguishing characteristic is that assessment as learning puts the focus more on the learners who are awaited to have active roles in learning process and assessment than the inactive addressees of information and feedback. If the students are made aware of the goals of learning and criteria of success, they can monitor their progress. As stated by Earl et al., (2006, p. 42) the furthestmost target for students in assessment as learning is to gain the aptitudes and frames of thinking to become metacognitively aware of the booming self-sufficiency. This component of self-review or self-regulation adds to the overlapping between assessment as learning and assessment for learning. According to Sadler (1989, p. 119) students need to:

- have an acknowledgement of work of high quality,
- possess skills of evaluation needed to assess the quality of the work that they produce, and
- improve a box of strategies and onsets that can be applied to regulate their work.

2.3. Alternative Assessment

Falk mentions (2001) that the methods of alternative assessment have turned out to be a vital issue in education by virtue of researches which indicate that student performance is influenced by quality teaching critically. Accordingly, Neill (2001) supports that the tests which are standardized are not effective as the newly formed content standards do not match with them, so depending on testing of that type results in instruction which merely puts the focus basic knowledge and comprehension. Moon, Brighton, Callahan and Robinson (2005) stated, “the standardized traditional tests fail in assessing the students’ understanding of concepts and teaching conceptually” (p. 119). On the other hand, traditional assessment types at the end of a unit like paper-and-pencil tests disempower the students and generally results in failures opposite way round the gains that have been acquired during the learning process (Lambert and Lines, 2000).

Alternative assessment gives the chance to the educators to evaluate the works of their students though using a range of methods such as rubrics, simulations, portfolios, interviews, checklists, questioning techniques, self-assessment, projects, oral quizzes, debates and the like. Kreisman, Knoll and Melchior (1995) stated, “Authentic forms of assessment actively involve students in a process that joins what is taught, how it is taught, and how it is evaluated” (p. 114). Della-Dora & Wells (1980) mentioned that self-assessment covers assessing someone’s advance towards targets such as self-discipline. It is needed to make a considerable change in learning teaching process in terms of assessment. As Shepard (2000) stressed studies in this area show that assessment in the mid of learning teaching process supplies more reliable information than student assessment at the end of instruction. Self-assessment encourages the students towards their work, involves them in the learning process, and raises their awareness about their work, which stimulates the learning motivation (Lambert & Lines, 2000).

To Stone’s part (2001), the answer to the question “What is it I want my students to know and to be able to do?” should be sought through formal assessment. There are three phases to assessment: (a) drill and practice, (b) rehearsal, and (c) authentic performance. According to Stone, authentic performance helps the teachers develop a clear picture of the thoughts of the students. In addition, Stone argued that because assessment of student thinking is time consuming and the teachers are not properly trained to implement the alternative assessment methods in the classroom, they do not put much emphasis on this issue. The best part of schools use pretty much of their budgets on professional improvement; however, the efficiency of professional improvement is in doubt as not enough focus is given to assessment strategies training. Moon et al. (2005) specifies that performance based assessment method supplies the students with opportunities to take part in real-life tasks and benefit from problem solving skills if it is utilized by the teachers properly. The students can be prepared for the outside classroom life and they can learn thinking independently and critically in this way. The students cannot be supplied with this opportunity with the traditional forms of testing.

Needham (2002) carried out a study that measures the secondary Spanish teachers' attitudes about the use of alternative assessment methods. In this study, alternative assessment methods and traditional ones were defined by the teachers and then the specific assessment strategies used in the classrooms were determined. The methods reported by the teachers as assessment techniques used in the classroom to consolidate the reading proficiency, writing, comprehension and oral skills were special projects, story retelling, portfolios, skits, and role-playing. The best part of the teachers reported that they did not know how to apply the alternative assessment methods to measure progress of the students. In a like manner, a study carried out by Mintah (2003) showed that teachers who were imposed with the use of alternative assessment techniques in teacher education referred to alternative assessment methods often more and more efficiently than the ones with less or no alike exposure. According to Mintah's study, the students showed excelsior motivation, self-concept and achievement when they were engaged in group activities, checklist, demonstrations, and self observation as alternative forms of assessment.

2.3.1. Rubrics as an Alternative Assessment Method

One of the most important aspects of alternative assessment is rubric creation for both teachers and students to benefit from in assessing students' works. Earl (2002) stressed, "When teachers work together to establish criteria for judging their students' work, set standards, locate examples of quality work, and make group decisions, the collaboration has many spin-offs" (p. 71). The engagement of teachers in collaboration promotes the confidence in the process of assessment. Through this, the teachers improve more profound apprehensions with regards to the students and the curriculum. As Earl emphasized (2002) teacher collaboration in rubric development may increase the academic self worth, self-esteem and willingness of the students through academic works. Sharing teacher decisions about assessing both decreases the grading process discrepancies and supplies the students with a clear picture showing their weaknesses and strength. Drake (1997) mentions that as students tend to perform at higher levels in some dimensions and at lower in others, for alternative assessment it is appropriate to use "history rubric". For instance, the abilities of reasoning, basic knowledge and communication are measured by the rubric at different six levels. On condition that these rubrics are analysed by the

teachers, the points in which each individual child has strengths and weaknesses can be determined easily. Time, planning and practice are required for influential use of rubrics both by the teachers and the students.

2.4. Rubrics (Scoring Directive)

Rubrics are seen as an alternative way to be used in the solution of the problems faced in grading student studies and encouraging student learning through integrating student assignments, teaching and assessment (Whittaker, Salend and Duhaney 2001). In the same sense, Andrade (1997) defines rubric as "a scoring tool in which the quality grades of each criterion are expressed clearly through listing the criteria relating to the most important points in the study". On the other hand, while Stix (1996) states rubric as a scoring map prepared with the participation of both teachers and learners, Karaca (2006) specifies it as a tool which in detail expresses the way how an activity should be scored both entirely and partly. Scoring directive, a specific type of scoring tool used in grading student performances, addresses to the following questions (Mertler, 2001):

- What are the criteria for the performance evaluation?
- What points should be taken into consideration in performance evaluation?
- What should be the point we desire to reach in performance evaluation?
- What does the classification of the performance quality look like?
- What is the difference between a good study and a weak one?
- How to assure the validity and reliability of our assessment (scoring) type?
- How to define different levels of qualifications and how they should be distinguished from each other?

Andrade supports (2000) that scoring directive consists of two main parts which are quality degrees and list of criteria, while Popham (1997) clarifies it as having three main parts as list of criteria, quality descriptor and grading strategy. The principal components that constitute the rubrics can be listed as follows:

Criterion: It is a special success representing one or more indicators to reach the intended success or target. It can be assumed that educational objectives are reached if the criteria that constitute an important component of the scoring directive are provided. Following are the criteria varieties which are available for different cases of performance.

- *Performance Effect:* Represents the performance achievement of the desired results, determined goals and objectives.
- *Qualification of the Study:* Refers to the dos and arrangements needed for an impeccable study.
- *Appropriateness of the Methods and Attitudes:* Expresses the nature of the process and the format of the understanding strength before and after performance.
- *Validity of Content:* Points the accuracy materials, skills or the ideas used.
- *Complexity of Information:* Relatively states the value and complexity of the information given.

Descriptors: Expressions that define the each level of the performance.

Indicators: Represent the markers or some abstract signs of the criteria. Indicators ease the process of assessment through defining the specific attitudes and performance monitors about the criteria.

Degree: Refers to the upper and lower points of the qualifications which are agreed in the study.

Standard: Represents the descriptive information which points how the criteria should be conducted in full for a good performance.

Besides being used as an evaluation tool for students' performance assessment, the main function of the scoring directive is to improve the academic achievement of the students by focusing on learning and teaching (Andrade, 2005). Scoring directive, used in supplying the students with descriptive feedback, defining the targeted results objectively, developing the abilities of self assessment of the students, and focusing

on teaching, is consisted in two forms as Analytic Rubrics and Holistic Rubrics (Mertler, 2000).

According to Jackson and Larkin (2002) analytical rubric is the process based rubric through which the assessment of a study or work is carried stage by stage. While revealing a product, developed rubric requires a clear and detailed identification of the performance indicators. In this respect, the analytical rubric is focused on the whole process that is effective on the performance (Kan, 2006). Analytical rubrics can be defined in two types as qualitative and quantitative. The scoring directive in which the numbers are used to assess performance degrees is entitled as the quantitative scoring directive and the one in which the words are used in assessing is entitled as the qualitative scoring directive.

2.4.1. Rubric Types

Thirty years ago grading scales began to gain a new sense among educators and the experts who grade students' compositions started to use the term 'rubrics' as guider scoring rules. However, the grading scales that they used were different from those used today as they were covering the very few features of a true scoring directive (Popham, 2000). Goodrich (2001) defines scoring directive as a tool in which the grading criteria are listed and the parts of a study are graded separately. For instance, the criteria in a rubric for grading an article can be divided and identified as purpose, organization, detail and coherence with the rules of writing. A true scoring directive also determines the degree of the characteristics which each criterion must have. Performance degrees can differ from each other. They can both be classified in 'very good, good, should be improved' and '3,2,1' formats. Accordingly, when a student performs a study correctly his study can be graded with 'very good or 3' while another one with many errors should be graded with 'should be improved or 1' (Aslanoglu, 2003).

According to Popham (1997) a rubric consists of three parts as follows:

1. Evaluation Criteria: Those criteria are used to distinguish the acceptable and unacceptable responses. As an instance, while grading

the compositions the teachers use assessable criteria like word choice, content and organization.

2. **Definitions of Criteria:** Refers to the way of definition of the qualitative differences about each criterion in student responses. For instance, if the organization of a composition will be evaluated, the composition of the student who gets the highest score regarding those criteria must not contain any errors about organization.
3. **Scoring Strategy:** In scoring, both holistic and analytical form of rubric can be used. The kind of the rubric to be used depends on the purpose of the evaluation (Popham, 1997).

2.4.1.1. Analytical Rubrics

Analytical rubrics have a structure which contains more details than holistic rubrics. In this kind of rubrics, each aspect of the student performance is defined according to different degrees. The main difference of the analytical rubrics from holistic rubrics is that it contains specific and clear definitions for each criterion rather than general definitions. Therefore, they provide more information than holistic rubrics. Analytical rubrics should be used in the cases in which the process is more important than the product. For example, in the evaluation of writing skills, all aspects of writing such as page layout, title, language and expression, spelling, content, creativity can be defined in accordance with the predetermined criteria. Thus, the writing skills of the students will be evaluated within the frame of determined criteria and a detailed scoring will be brought out. Process scoring directive, namely the analytical rubric, is the process based directive through which the evaluation of a study is carried not as a whole but in parts (Jackson and Larkin, 2002).

2.4.1.2. Holistic Rubrics

Holistic rubrics depend on the degrees/scores which specify the student performance and criteria corresponding to these scores. In holistic rubric, the performance of the student is not divided into sub-headings. The learning outcomes of the student are dealt with as a whole. Holistic rubrics are mostly preferred in evaluating the products in which the creativity of the student is at the forefront. This kind of rubric is very functional in assessing the project based studies. Because the important thing here is

the product that the student brings out and this product can be evaluated by identifying all project evaluation criteria together for each degree. In holistic rubrics, the product and/or the process is assessed as a whole without any fragmentation.

As Jackson and Larkin state (2002) holistic rubrics, more interested in outcome rather than process, are used in cases when all parts of a study are interrelated with each other and indivisible, and the learning product is evaluated with a total score. As quoted by Mertler from Nitko (2001), grading process in these kinds of rubrics is carried out in a shorter time than in analytical rubrics. While deciding the rubrics to be used in the related study, the variables such as the purpose of the evaluation, quality to be assessed, learner and the scorer have to be taken into consideration (Kan, 2006).

Holistic rubric is applied when a teacher wants to assess his pupil's response as a whole. Rather than dealing with the individual ranks gained in reaching the target as it is done in analytical scoring, holistic rubric is concerned with the total performance and outcome. Holistic scoring criteria should reflect specific and important parts of the solution of a problem. In developing holistic rubrics, the teachers initially identify the performance indicators such as 'excellent, acceptable, poor and unacceptable' (Deniz, 2007).

2.5. Rubric Development

According to Popham (1997) and Picket and Dodge (2001) the main aspects of the scoring directive with regards to its objectives and area of usage are as follows.

- Rubrics focus on measuring the target subject depending on the quality, behaviour and performance.
- Acceptable responses are distinguished from the unacceptable ones with the help of evaluation criteria.
- Rating ranges (poor ... excellent) which determine the level of the students are appealed frequently in determining the student performance.
- A scoring strategy is chosen according to the purpose of the evaluation.
- A scale is applied to classify the performance.

In this sense, the stages of rubric development have been mentioned in various ways by different experts. Moskal (2003) touched the points that should be taken into consider when developing rubrics. As he emphasized, the criteria should be appropriate and consistent to the determined targets, and they should be expressed as observable behaviours or features that must be present in the product. Moreover, as he supports, the scoring directive should be written in a clear and understandable language, and the scoring should be meaningful and understandable as well. The difference between the scoring levels which differ according to performance levels should be clearly specified and expression of criteria should be clear and understandable. On the other hand, as Andrade listed (1997), the process in developing rubrics should be as follows:

- Demonstration of Examples: Student studies related to a specific task are shown. The students are helped to define the characteristics of their works through examples.
- Listing of the Criteria: In order to provide a discussion session about the things that will be taken into consider in qualification study, we make the use of the characteristics specified in the preceding step and a list of criteria is formed.
- Application through Examples: The students are asked to score the examples given in the first step by using the scoring directive.
- Individual and Group Assessment: The students are requested to give a short break and make an assessment about their task.
- Review: The students are encouraged to assess their own tasks on the basis of the feedback from the previous step.
- Teachers' Evaluation: The scoring directive used by the students in peer and self assessment is also used by the teacher to evaluate the tasks of the students.

The process steps in developing rubrics suggested by Mertler (2001) are indicated below.

Step 1. Revision of the homeworks, projects and/or objectives of the task.

Step 2. Identification of the observable attributes of the students during the process of performance.

Step 3. Brainstorming about each particular aspect that defines each feature.

Step 4. Writing descriptive definitions that link each behaviour to the identifier.

Step 5a. (Holistic Rubrics): Completion of the rubric by showing the degrees which are ranked from excellent to poor on the qualification degree for the holistic behaviours.

Step 5b: (Analytical Rubrics): Completion of the rubric by showing the degrees which are ranked from excellent to poor on the qualification degree for each behaviour.

Step 6: Collecting student work samples for each level.

Step 7: Revision of the rubric if needed.

Based on the above mentioned rubric development stages, different kinds of rubrics are formed by the teacher depending upon the purpose of activity. If consider the stages of both holistic and analytical rubrics, students' learning should be analysed objectively by the teachers first, then decide whether the rubric will be holistic or analytical by identifying the desirable and undesirable characteristics of the students observed throughout their performance process. If a holistic rubric is determined to be used, each qualification should be mentioned whether it is excellent or poor and then sorted from excellent to poor after introducing the levels of all categories. If an analytical rubric is determined to be used, the definition of the situation for individual qualifications should be mentioned first and then the levels of all categories should be introduced and specified from excellent to poor. Finally the developed rubric for both types should be revised according to the samples collected from the students.

The common problems faced despite the preliminary tests conducted during the rubric designing process and solution advisories for those problems can be sorted as follows: (Jackson and Larkin 2002; Montgomery 2000).

Problems

Advisories

- | | |
|---|--|
| 1. The inability of the students in comprehending the evaluation criteria. | a. The students should be asked to interpret the evaluation criteria.
b. The terms used should be defined.
c. The expressions through which each level of the performance is defined should never be mentioned negatively. |
| 2. The inability of the students in comprehending the differences between qualification degrees. | a. The qualification degrees should be reaffirmed with measurable and observable terms.
b. The prominent differences between the qualification degrees should be defined definitively. |
| 3. The inability of the students in understanding what the total score means or how it is obtained. | a. Instructions about the total score should be provided.
b. The meaning of each probable score should be defined. |

2.6. Uses of Rubrics

There is a variety of reasons for using rubrics but they are divided as assisting to the teachers, the learners, or both. According to Boston (2002) rubrics are used by many teachers. When forming and developing a rubric for instructional targets, having apparent teaching purposes and intentions in mind makes the teachers more objective as they put the focus mostly on the crucial aspects of the work to be assessed (Brualdi, 1998). Perlman (2002, p. 8) supports that starting out with a sequence of keys helps to make a fair and objective judgement. Gilmore, on the other hand, (2007) specifies that behaving less subjective mitigates the annoying feelings that

teachers frequently have when they are not clear enough in their focus or expectations.

It is valuable no matter whether the teachers are using rubrics just for scoring the works of the students. Through rubrics the teachers obtain data from students that helps in planning and programming in instruction. Moreover, according to Arter (2000) rubrics aid in following the progress of the students, and help inform the others about that progress. Paralelly, Gilmore (2007) argued that rubrics help teachers put the focus on instruction and help them follow their students' progress and development more trustworthily in the course time. Well-equipped rubrics ease the identification of the learning purposes for teachers, help them in planning more effectively, and aid them in following the progress of their students systematically (Arter, 2000). Through this systematic observation and monitoring, the teachers get a great assistance in planning their courses and time for utmost efficiency and performance.

Consequently, the kind of the assessment to build within the rubrics developed is equally significant for the teachers as focus is. As Arter supports (2000) the teachers are encouraged by rubrics to involve more upper-level skills of thinking in their assessments.

Andrade (2000) supports that because the teachers are keen on involving works that require higher order skills of thinking, planning carefully is of service to the learners. This is beneficial to the learners who are even not engaged in the process of writing. Nevertheless, the more the students are given responsibilities in the process of rubric development the greater can be the benefits of it to the students. Brualdi (1998) mentions that when the students are involved in the process, it becomes easier for them get more conscious about the expectations for the task that is being assessed. Actually, the use of rubrics that students have a hand when developing fosters self-assessment and self-monitoring (Boston, 2002).

Instructional rubrics better the achievement as they clearly define the objectives of teaching. As cited in Loveland by Kachergis (2005), the rubrics have also to draw a picture of the performance level that is expected from the students in order to achieve success. Additionally, Arter (2000) specifies that if the students use rubrics they can

build up their task proficiency. At the same time, rubrics also help develop one's self reflection (Brualdi, 1998) and self-assessment (Boston, 2002).

Frequent use of rubrics as an instructional device in assessment may result in raises in performance scores. Kachergis tests (2004) this through forming a quantitative study to see whether rubric usage could be associated with the advancements on the CAPT (Connecticut Academic Performance Test). The results gained over a 6 year cycle demonstrated that schools which employ frequent use of rubrics had more achievements and raised test scores in time.

2.7. Rubric Components

There must be certain components in a rubric if it is desired to be effective. Boston (2002) and Andrade (2000) argue that despite rubrics may differ noticeably, contingent on expectations, teaching techniques, and targets, specialists are of the same mind on some facts that can assist in reaching success.

Most of the specialists share the same opinion that there should be included at least one dimension in a rubric through which the performance of the students is assessed or rated (Perlman, 2002). The part or the parts of the work that the students are being assessed on have to be stated clearly. The type of the rubric, analytical or holistic, is determined by the number of the student tasks.

Perlman (2002) clarifies that a good rubric should contain examples and/or definitions rather than solely naming the assessed dimensions. The students must completely beware of the aspects of a task that are to be rated. According to Popham (1997) acceptable works can be distinguished from the unacceptable ones by using evaluative criteria. In order for the students to be able to self-assess their own works, the criteria of assessment should directly and clearly be given to them. On the other hand, Montgomery (2002) states that it is more probable to gain success from a task on condition of definite criteria for performance and process are pointed out prominently. Rubrics which are used for classroom assessment purposes have to have absolute and coherent criteria for performance criteria to carry on their instructional principles (Tierney & Simon, 2004). These quality phases should be explained in detail within the quality degrees. For instance, the criterion of detail

may be divided into certain levels each of which lists least possible expectations specifically.

Additional details about the task could be specified on the rubric by a higher level. Each of these levels corresponds to some points that are supposed to be gained by the students. The number of points is established by the teachers beforehand. As Stix (2002) mentions specialists suggest using even numbers of levels in order not to frequently use the middle ground.

Depending on the rubric type intended to be used, the scoring strategy to be applied is often determined by the teachers. A single aggregate score can be derived from the combination of the scores of each element which according to Popham (1997) is a holistic scoring strategy. On the contrary, an analytical strategy can be preferred by the teacher in which the elements can be taken into consideration separately and the grades individually.

2.8. Rubric Validity and Reliability

The rubrics used for different instructional purposes cannot be created equally and the ones with poor designs may not be beneficial to anyone. According to Andrade (2005) fairness may not be guaranteed by a rubric. In order to provide the fairness, the rubric in question should be designed with respect to the curriculum of the unit and reasonable and appreciable standards. Further, as quoted by Han, Huang & Schnapp (2012) from Huang, in order to ensure fairness in evaluation, assessment needs to be valid and reliable. That is to say, it is needed to ensure the validity. Nonetheless, many attributes which make a rubric of good quality are covered by validity which makes it a broad term. Moskal and Leydens (2000) simply define validity as being the degree to which the interpretations are supported to be correct by the evidence and the manner where the interpretations are applied suitably.

There is a number of attributes relating to rubric validity which include content-related evidence, structure-related evidence and criterion-related evidence.

Moskal and Leydens (2000, p. 2) argue that content-related evidence is demonstrated by the degree to which the feedback from a student to a specific assessment device

shows the knowledge of the student about the content field. Factually, the rubric of a teacher asks what is all important for the student to transmit the apprehension of the subject and intentions of concern, and if the criteria of evaluation refer to any extrinsic or inappropriate criteria. Do they refer to all features of the content intended? Can something lacking be included? Reyes (1990) specifies that the rubrics developed poorly cannot determine the significant gains and/or differences in the writing tasks of the students. As mentioned before in order to provide the fairness and validity the rubric in question should be designed with respect to the curriculum of the unit and reasonable and appreciable standards.

Moskal and Leydens (2000, p. 3) support the idea that structure-related evidence copes with the opinion that a rubric comprehensively and merely measures the intended structure and they believe that it is shown by the degree to which an assessment precisely demonstrates a student's interior fulfilment evidence. This is mainly carried by requesting for evidence via responses and expressions. A student is required to provide both development and achievement. On condition that the rubric gets off the intended structure, the development of the course may become more bothersome for the teacher and the assessment procedure less apprehensible for the student. Montgomery (2002) implied that a well-equipped rubric may aid both the instructors and the students. It should be checked by the instructor that whether all of the significant aspects of the structure are being evaluated according to the criteria of scoring. Any evaluative criteria should not be any criteria of evaluation that is irrelevant to the structure of interest. Immediately upon the clear criteria for achievement and development are determined, it will be more likely for the completion of the task to take place successfully.

On the other hand, criterion-related evidence is defined by Moskal and Leydens (2000, p.6) as being reflected by the degree to which assessment results associate with an existing or coming up circumstance. Accordingly, the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education (1999) mention that it is the degree to which the performance of the students on a specific work can be induced to more applicable tasks. When the achievement of the students on an evaluation is merely correlated with the only work that is being carried out and may not be applied to another task,

that time, as an assessment, the work itself cannot be valid or relevant. It has to be controlled that the criteria of scoring measure the significant constituents of the coming up correspondent achievement which is named as generalizability. At the same time, as Perlman (2002, p. 12) states if a rubric of high quality is applied, through the evidence of scores obtained from one task assessment the performance of the students of a future assessment of the same outcome can be predicted.

Nantheless, some other components can better or batter the rubric validity. Many of the specialists agree that the rubrics have to be fair. As stated by the AERA, American Psychological Association, and National council on Measurement in Education (1999) one approach to manage this is to provide the usage of just explicit criteria. Most of the teachers have in mind that the criteria which they apply in their course assessments are universal and easily understood by the students but they are not mentioned in rubrics. For instance, a rubric for math course can be designed to solve some sums. Explicit criteria such as scores for accuracy, usages of some proper formulas and explanations might be included in it. The criteria of the task should not be implicit. It may be assumed by the teacher that students knew something and does not put it on the rubric. On condition of some students' failure because of such a situation, that will not be fair as it was not included in the rubric, just implied. All of the students cannot be accustomed to meanings which are implied, so anything has to be emphasized.

Moreover, when designing a rubric, everyone should be taken into consideration. In short, the quality indicators should be described clearly for all learners in the rubric. As Arter (2000) mentions, although some of the students may not be able to prevail the uppermost achievement degrees, an acceptable and reasonable level should be achieved by all of the students as stated in the rubric.

Han et al., (2012) mention that "fairness", with its broad meaning, can be defined and used in many diverse ways in educational assessments. Arter (2000) emphasizes that it is vital for fairness that a rubric doubtlessly be free from the biases such as gender, race or culture. Accordingly, as stated by Mertler (2001) while forming rubrics, educators must have all their students in mind. That is to say, the students of minority, ones who are immigrant, or the ones learning English as a second language

may not be acquainted with some certain usages, idioms, lingos or vocabulary which are not included in the rubric.

One of the other most important aspects of a rubric is reliability. However, ensuring the fairness of a rubric takes more time and effort than the rubric itself. The key here is people, if one relies on a rater team or just one instructor.

AERA, American Psychological Association, and National council on Measurement in Education (1999) specify that intra-rater reliability refers to the raters' internal factors that affect. On condition that the time is prolonged while scoring many students at the same time, some factors like fatigue emerge and disturb the score reliability. Also the mood of the rater may have an effect on scoring. At the time that instructors get more tired or combative, scores may be scaled down from the point that they actually should be under normal circumstances. On the contrary, an eccentric good mood may make the rater more generous. According to Kohn (2006) any of the abovementioned factors strengthen the significance of rubric's scoring criteria.

It is possible that there will be some other unlooked-for effects when a teacher scores an assessment. The rater of the assessment may be influenced by students' expectancies and past achievements. If a student performs a high or low quality performance in the course of time continually, then it becomes difficult for the instructor not considering that situation in the process of rating. Perlman (2002) supports the idea that the raters should exclude any inconsequential thoughts about the students at scoring time. It can be beneficial to mention again that the bias in the criteria should be reduced to a maximal extent.

On the other hand, another hypersensitive point in rubric use is inter-rater reliability. As Moskal and Leydens (2000) define the score of a student may differ from one rater to another. A frequent complaint from students about tests is that they believe them to be dependent more on the evaluation the instructor than on clear criteria. This situation is especially in effect in writing grading. Without the guidance of specific criteria, it is highly likely that there may not be equal scoring for the same responses by two independent raters. Each rater owns individual evaluation criteria. Rubrics for scoring can mitigate and suppress this negative situation as they

standardize the criteria at each scoring level. The rater should be guided and directed through the process by the criteria responding to each level of scoring.

The rater reliability is of great importance, thus dealing with not only rubrics but with also raters assist to guarantee that ratings are reliable, coherent and applicable to multiple writing samples and to distinctive populations of student. Maki (2004) states scoring reliability establishing process is termed as calibration. The question is that whether the works of the students are scored consistently in the same way by the raters. This process develops in time through using multiple populations of student and scoring applications. Most probably, it may take years to put it on the right track.

The following steps suggested by Maki (2004, p.127) should be taken to promote this process.

1. Ask for an independent scoring for students' samples that show the products that students bring out in return to a direct method.
2. Band the raters together to check the responses thoroughly to determine the patterns of coherent and incoherent responses.
3. Consider and strike a happy medium for the incoherent responses.
4. Do the independent scoring again on another set of samples.
5. Band the raters together to check the responses thoroughly to determine the patterns of coherent and incoherent responses, again.
6. Consider and strike a happy medium for the incoherent responses.

2.9. The Benefits of Rubrics

The assessment of writing can be carried out through rubrics. (Baker, Cooperman and Storandt 2013). Scoring and measuring procedure of the works produced by students both let the teachers intimately evaluate students' proficiency and contribute as a beneficial form of professional learning. This professional achievement takes place as long as the teachers make their apprehensions of good quality student tasks of writing deeper through forming rubrics and taking the exact type of task that a proficient student is expected to produce into consideration. To Wolf and Stevens's part (2007), because they (1) clearly define the learning goals, (2) conduct instruction design and delivery, (3) bring in validity and mitigate unfairness of the assessment

process, (4) supply the students with a device through which they can make self-assessment and provide peer feedback and (5) provide students with academic skills in order to determinate the effective features which other learners unintentionally apprehend resulting from culture, backdrop, and other advantages, the rubrics are what the doctor ordered. In addition, as Allen and Tanner (2006) mention the students are provided with clear expectations to show a performance of high quality and the criteria to achieve the abovementioned expectations through rubrics. These debates supporting the rubric usage propose that beginning writers should make the use of rubric implementation.

Archer and Hughes (2011) state that the ones who work with very young students for sometime distinguish the significance of delivering clear-cut instruction to supply a robust foundation for anew content. In regard to writing, the teachers can be provided with an opinion for the needs to cause the students grasp, and the students can be provided with aims for things they intend to possess. In this context, Beaglehole (2014) points that out short lessons are outstandingly effective as they exactly refer to specific criteria and provide the students with time for writing tasks.

Besides performing as a standard assessment tool for student writing tasks, rubrics can motivate students to self-direct themselves as learners. Andrade (2010) clarifies that learning and comprehension promote if the students become aware of their strong and weak sides. Considering the above mentioned statement by Andrade, I can say that this can be provided through teacher and/or peer critiques in the direction of comments and comments included in a rubric. What makes rubrics so beneficial is that although they can be co-constructed by learners and teachers, they can be utilized as a learner-centred assessment method.

Through rubrics the students are provided with a success vision that enables them to make trustworthy conclusions of their work quality (Andrade and Du 2005). A more independent opportunity of learning can be provided through using rubrics. On condition that the students are supplied with the advantages, benefits and guidance of a rubric which can help them reach the desired potential, they will not be merely dependent on their teacher hereafter, and also will make the use the rubric as a device to self-assess the process of writing. According to Andrade (2000) this rubric based

opportunity to self-monitor and assess one's performance in the course of an assignment completing process lies behind the inclusive learning as well as helping the teacher clear the assessment criteria and justify the students' grades. The debates supporting the rubric usage in writing assessment are exceedingly corroborated when the benefits that rubrics provide for both learners and teachers are considered. In this study, we gathered data to determine whether applying writing rubrics could promote the learning of the students and better their writing scores. The language learners were comprehensively informed and supported about using writing rubrics during instruction period in the current study.

2.9.1. The Benefits of Using Rubrics to Students

Despite rubrics are often thought of as an assessment tool used by teachers, in fact, it is a good alternative and authentic assessment tool for students because it allows them to assess their own performance. The students can better understand the task to be done and decide what to do more clearly thanks to the information provided for them in rubrics. As a result of this, according to Andrade (2005) it becomes less likely to hear the responses from students like "I did not know what I was wanted to do". Rubric applications provide students with the opportunity to self assess themselves. Thus, students also develop a different point of view to the concept of evaluation. Shepard (2000) mentions that rubrics help students see assessment not only as a reward of punishment but also a source of understanding and comprehending. Preparing a detailed feedback becomes much easier for the teachers through rubrics. On the other hand, Black and William (1998) state that research indicates that feedback increases learning of the students especially when it provides detailed information about the strong and weak sides of the students. Accordingly, through rubrics students make the use of feedback applications to develop their performance.

Below Yıldız (2005) and Erdem (2007) list the benefits that rubrics provide for the students in a performance based study which enables students to exhibit their problem solving and creative thinking skills.

- The students understand the qualifications and characteristics related to a specific task.
- They know what the performance impact before starting an assignment, expectations may be determined by the teacher himself or through class discussions.
- Rubrics, supply the students with knowledge about the criteria against which they are subject to be evaluated and what is expected from them about their work. Knowing these criteria beforehand both gives some guidance to students about their work and makes them focus on the expected information and attitudes.
- Rubrics allow students to assess themselves and their classmates. Through rubrics, they follow their own development in line with the tasks given.
- While directing the students about the work they are expected to carry out, the rubrics can enable the students to realize their weaknesses and show them concrete ways to develop themselves.
- The students develop an objective vision about the performance level of their own or of their peers within the framework of the standards set out in the scoring directives.
- Rubric implications have an important role in gaining skills such as critical thinking, establishing cause and effect relationship, commenting through making the use of data and openness to new insights.
- Students use the scoring directive as an audit tool in their studies.
- Rubrics provide a suitable setting for the students who need special requirements.

2.9.2. The Benefits of Using Rubrics to Teachers

Duhaney et al. (2001), Yıldız (2005) and Erdem (2007) specify that rubrics provide the following benefits to teachers.

- Rubrics help teachers act more objectively while assessing the students' work, and give them knowledge about student progress and the areas that need improvement.

- Rubrics allow teachers to realize teaching methods they use, and to express the objectives and criteria more clearly.
- Rubrics reduce the time spent by teachers in assessing students.
- Scoring directives combine teaching and assessment.
- Through rubrics evaluation and grading process of student work is carried out simultaneously.
- Rubrics enable clear identification of learning objectives.
- Rubrics help the targets and objectives to be correctly transferred to the students.
- Rubrics guide to prepare studies, projects and activities in line with the expectations.
- They save time in determining the feedback and provide a more detailed individual feedback.

As follows, Andrade (2000) determines the reasons why teachers and students prefer rubrics beside the abovementioned benefits that they provide.

- Easy to use and disclosure.
- Offering opportunity to express the expectations clearly.
- Supporting teaching and the development of student skills.
- Enabling students to judge their own and their peers' works more accurately and objectively.
- Providing feedbacks to students that help them develop their weaknesses and improve their strengths.
- Reducing time spent assessing student work.

In this context, it can be mentioned that within modern assessment approaches there is an orientation focusing on knowledge and skill practices. In accordance with the criteria set out in the form of performance tasks, rubrics as an assessment tool in performance based evaluation process in which students give some responses or produce something can be regarded as an effective assessment and grading tool that combines teaching and learning.

2.9.3. The Benefits of Using Rubrics to Parents

Rubric applications also have positive returns in terms of parents. Fullan (2001) states that teachers want parents to keep up with the studies their children carry out. But in this regard many families are not able to adequately respond to the expectations of the teachers as they do not have much knowledge. Through rubric applications parents also get aware of those expectations. This shows an enhancing effect on students' motivation in the course.

Some points should be paid more attention in order for the rubric applications to be more efficient. First, the students need to understand rubric applications and their purpose. Before practicing in the classroom, the purpose and the contentment of the rubric should be clearly explained. It is observed that students do not always seem to be very good when evaluating as they behave ruthless against their peers and deceptive when evaluating themselves. Falchikov (1986) supports that to avoid this, the importance and value of the work should be well described and some practicing should be put into action. Another important point about rubrics is that they are not just a means of scoring. Andrade (2005) states that rubrics bear learning and teaching functions as well as their evaluative functions.

As rubrics allow a very quick and clear evaluation of performance levels, they serve as a valuable application for both teachers and students, and are a tool used in evaluating various facilities such as oral or written presentations, laboratory activities, projects, in-class group works and on. According to the scope of the intended use, they can be applied before teaching, during teaching or after teaching. They may have various arrangements with regards to practice purposes. But as Andrade (1997) and Popham (1997) specify the evaluation criteria are listed and the nature of the criteria is rated from good to bad during rubric practice.

2.10. Effective Rubrics

The features of a perfect product, project or essay are provided to learners through effective rubrics. They also allow the learners to assess their own works with regards to these standards as long as they develop and to get a detailed evaluation for their eventual Works through scoring by the teacher. Rubrics have to remark the

evaluation criteria and supply the quality gradations. The gradations on a rubric which are lower often demonstrate poor work deadfalls or common errors which aid the learners to concentrate on and stand aside those potential challenges.

In case the students are involved in the construction process of an assessment rubric they get the chance to think thoroughly through the issues of quality and criteria at full length. Andrade (2000) implies that it is a beneficial method to provide two widely different feedbacks to the assignment and afterwards look through their weaknesses and strengths. Then, decide what criteria should be associated with each category, making certain that everything really significant gets into the right category. Wolf and Stevens (2007) stress that to get the best effect three to six categories should be employed. Subsequent to appointing the categories, try to define the quality levels in detail by attracting attention to the lower levels of facets which are lacking or added inadvertently. Wolf and Stevens (2007) clarify that all criteria have to be defined in measurable and observable terms. Lastly, a draft rubric should be created, tried out, and revised.

On the other hand, instructors may make use of the ready-made assessment rubrics from published articles, Internet or teaching manuals. They can also be modified or edited to better meet the expectations from a different or revised assignment. Publishers of textbooks often reconcile rubrics with the national standards and curriculum, distribute such rubrics schools as a pilot practice and then supply professional advancement. It is very beneficial for students especially who have difficulty in comprehending the application procedure of the criteria to be involved in rubric applying to poor and good completed work samples even when using a ready-made rubric. Also “student-friendly” rubrics can be created by teachers which are more suitable for reading comprehension out of complex, technical and formal rubrics. For student appeal, that kind of rubrics can be modified with clip arts, and levels of performance animated with hearts, stars, and/or some other symbols.

2.11. Evidence for the Efficacy of Rubric Use

A small number of recent studies have been carried out, particularly at elementary level, to refer to rubrics usage to assist learners to produce writings of good quality. One research carried out by Elsawafy (2012) searched for ways in which assessment

rubrics could be applied to promote the Egyptian students' Arabic writing skills. The data analysis of this study proved that the experimental group students, who were introduced to assessment rubric, performed significantly higher in the post-test when compared with the control group students. The rubric used by the students in that study was formed of five categories as organization, vocabulary selection, reasoning, fluency in sentences, and conventions. Another research study (Andrade et al. 2009) which investigated the relation between short term and long term use of rubrics and self-sufficiency for students of middle-school and elementary found that gender had an important role in self-sufficiency. In this study, female students who were introduced to a rubric to use performed higher self-sufficiency than the other female participants who were not given any rubrics, but there observed no significant gains in self-sufficiency for males.

Reviewing the literature about writing instruction to learners, Mastropieri and Scruggs (2014) found that these learners needed a much longer duration of instruction and more concentration and as a result that they developed their skills of writing thanks to systematic meta-cognitive strategy teaching with enclosed self-regulation methods. That kind of strategies may be applied by rubric use or by mnemonic tools which provide alike aim through checkpoint or step listing. As proved by researches that the learners with behavioural and emotional disorders do not do any preparations before writing and the works performed generally turn out to be disorganized and lack of detailing, Mason et al. (2011) mention that meta-cognitive strategies may offer a framework to guide organization, writing planning and idea generation of the students. Within this context, Mastropieri et al. (2010) suggest the use of mnemonic POW-TREE rubric that represents the Planning, Organizing, and Writing - Topic, Reasons, Explanations, and Examine steps.

In another study in which a mnemonic acronym was used to guide the behavioural and/or emotional disordered learners for a paragraph writing Ennis et al. (2013) found significant positive effects in the works of these learners when compared with the control group consisting of similar learners. The mnemonic acronym used by the students was STOP and DARE (Suspend judgment, Take a side, Organize ideas, Plan more, Develop topic, Add ideas, Reject opposing view arguments, and End with conclusion. Although they were not delivered a formal assessment rubric, the

mnemonic acronym aided the learners to pick up the required parts of the essay in a similar way to rubric use.

Table 1 below briefly goes through the studies, their settings and goals, scopes, proficiency levels and results which were carried out between the years 2000 and 2015 with different participants within the scope of rubric implementation in assessment of students' writing tasks.

Table 1. Reviewed Studies (2000-2015)

Study	Participants	Setting/ Goal	Proficiency Level	Scope of the Study	Results
Angela Crumpton Jenkins 2014	8 English language teachers	Foreign language	High School Language Teachers	A comparison of teacher evaluation rubrics	Results indicated that there are score differences between evaluation rubrics which oblige us to select the appropriate evaluation rubric for each task.
Adena S. Miller 2014	53 Schools (Foreign Language Teaching)	Foreign language	Mixed Levels	Rubric implementation for measuring the effectiveness of Response to Intervention	Data gained from the study reflected that there is a strong relationship between curriculum, instruction and assessment. The reliability to rubric use was found to be strong.
Bryan L. Duke 2003	184 Students (predominantly Caucasian) 5 Language teachers	Foreign language	Mixed Levels	The influence of using cognitive strategy through writing rubrics on students' writing self-efficacy, achievement goal orientation, and	The evidence provided from this study indicated that using cognitive strategy instruction coupled with a rubric teaches students how to regulate their

				writing achievement	writing behaviors and encourage them develop the content and quality.
Chena Williams Cayton 2015	190 Teachers 22 School Principals	Performance Grading	Mixed Levels	The impacts of proficiency-based rubric usage on students grading	The cumulative review of the data from the participants in this study revealed that proficiency based rubrics had a positive impact on student grading
Gözde Atmaz 2009	50 Students 17 Teachers	Performance Grading	Middle School Students	The examination of the inter-rater reliability when grading through scoring rubrics	The results show that the consistence and reliability in grading by the teachers who use a specific rubric is much more than the others when compared.
Hasan Savaş 2013	351 University students	Foreign language	Mixed Levels	The development and evaluation of essay scoring rubrics in terms of validity and reliability	It is concluded as a result by the teachers who used assessment rubrics in this study that rubrics have an advantageous contribution to the assessment and evaluation process and they provide a common criterion both for teachers and students for learning goals and outcomes.

Ilya M. Goldin 2011	58 University students	Peer Review	Mixed Levels	Rubrics assist both to students and instructors in peer review	Results of the research show that peer review may be guided through different kinds of rubrics and instructors may be informed about the cues of peer review effectively through rubrics.
Joan Rae Neukom 2000	56 Elementary school students	Performance Grading	Mixed Levels	The impacts of using scoring rubrics as an alternative assessment method for students' self assessment process	The findings of the study revealed that using rubrics as an assessment method largely contributes to students' perceptions about academic writing and fulfill content objectives and writing objectives
Joseph A. Cirio 2014	2 Foreign Language Instructors 3 Students	Foreign language	Mixed Levels	Situating rubrics in writing assessment to see how the value from a rubric is constructed, represented and introduced to students	It is revealed by the results of this study that students become better writers even outside the classroom as rubrics represent teachers' values and course values to students and they become dependent upon the rubrics

Kathy Ann Green 2001	141 High School Students	Foreign language	Mixed Levels	The effects of student developed rubrics on writing performance and correlation of factors related to writing behaviors	The findings of the study affected student attitudes towards writing positively, there were significant differences between student writing performances prior to, during, and after the implementation of student developed rubrics
Min Yuan 2015	44 participants (22 teachers 22 nonteachers)	Foreign language	Mixed Levels	Investigation of how people apply quality rubrics, how they perceive the utility of the rubrics and do they differ in terms of applications and perceptions	Rubric applications showed some convergent validity and reliability, there were significant correlations between participants' average ratings, and also an obvious agreement between participants' perceptions and applications of rubrics.
Michael Gerritson 2013	82 Foreign Language Teachers	Foreign language	Middle School Language Teachers	Rubric use as an instrument to mitigate the bias in student writing assessment	Results of the study indicated that the bias depending on various factors can be mitigated through rubric use and justice can be ensured in assessment process

Sahoko Usuda 2013	16 Writing Classes	Foreign language	Mixed Levels	Rubric implementation to formative assessment to explore how it improves student motivation and encourage ownership of learning	The results clearly show that student motivation and achievement improve through rubrics and discouraged learners become aware of their progress, rubric usage also foster the teacher-student communication
Stephanie Paul Doscher 2012	225 Students (132 Global Learning 93 Non-global Learning)	Foreign language	Mixed Levels	Measurement of the global awareness and global perspectives of the undergraduate students through rubric development	The results of the research suggested that rubrics are highly reliable and could be used to validly detect the differentiated effects of global learning courses on student development of global awareness and global perspective
Stephen Sweigart 2012	54 High School Students	Performance Assessment	Mixed Levels	Addressing the differences between teacher generated and teacher-student generated rubrics on cognitive and affective learning domains	Results showed that students' grades were relatively close together as a result of a project carried throughout the study, so rubrics have effects on student achievement and help them gauge progress and set goals

Susan Dabney Creighton 2006	Students from 14 middle schools	Performance Assessment	Mixed Levels	Examining the value of different types of performance assessment scoring guides	It is concluded from the results of the research that inter-rater reliability and selection of the most reliable rubric are based on the item complexity, analytical rubrics were found to give more reliable results with less complex items
Shelby Stoewsand Borden 2008	Works of students from different levels different tasks.	Performance Assessment	Mixed Levels	Analyzing the formats and variations of the rubrics in order to best define the most effective and appropriate rubric uses	According to the findings rubrics are approved of being excellent evaluation tools on condition that they are created correctly with definitive goals and objectives in mind
Tenzin Dorji 2000	5 language teachers as a focus group	Foreign language	Language Teachers	Exploring how English teachers respond and utilize assessment rubrics to modify their instruction and assessment practices	The results and the feedbacks showed that language teachers were able to cite many benefits derived with the introduction of rubrics and it was concluded that teachers need to be trained about rubrics, and schools need to adopt a new outlook towards writing and assessment

Vicki Alane Strunk 2011	100 English Composition Class Students	Foreign language	Mixed Levels	Teaching the students how to evaluate student model papers according to rubric guidelines and to analyze student perceptions about rubric effectiveness	Results indicated that rubric use in assessment and informing students about the criteria eliminate the variables which are beyond the control of the teacher, and is helpful and beneficial for the students throughout writing process
Vicki L. Scmitt 2007	154 Schools	Performance Assessment	Mixed Levels	Investigating the quality of teacher developed rubrics for assessing student performance	According to the results of the study the quality of the rubrics developed by teachers were above average and they provided some promise with regard to understanding the impact that measurement training may have on teacher competency in assessment

CHAPTER THREE

3.METHODOLOGY

3.1. Introduction

In this chapter, the research design will be presented and the participants will be identified. Then, the data collection materials and the process of data analysis will be explained in detail.

3.2. Research Design

This study is comprised of qualitative methods of data collection. In order for the problem to be more clearly defined, an investigatory research design was engaged. The data and findings obtained from research analysed and interpreted in detail. The experiment group students of the research were introduced with a writing rubric and were asked to write separate four tasks within eight weeks, their experiments in writing were observed. On the other hand, the participants of the control group were also asked to write the same tasks but they were not introduced with any kind of writing rubric. Accordingly, face to face interviews, discussions and a survey were included to contribute to the data provided in the research.

3.3. Participants

The current study targets all foreign language education receiving students in Turkish state universities. The participants of the study were students charged with a far-reaching English education studying at Erzincan University. They were all first year students within three sub sections and were obliged to undertake several content-based English courses. The number of the research participants was 90 consisting of 35 female students and 55 male students, and the ages of the participants ranged from 18 to 48. The number of the participants in the control group and experiment group was determined according to the classroom sizes. The profile of the participants is given on Table 2 below.

Table 2. Profile of the Participants

Sub sections	f	%	m	%	age
Sub section A	12	13.34	18	20	18-48
Sub section B	10	11.11	20	22.22	
Sub section C	13	14.44	17	18.89	
Total	35	38.89	55	61.11	

3.4. Data Collection

Data collection instruments for the present study consist of a holistic persuasive essay rubric according to which the experiment group students were asked to produce their writing tasks, a face to face interview thanks to which the participants specified their minds about rubric integration, and a questionnaire which aimed to measure the consciousness of the students about rubrics in some sense. The information about the research tools are presented in detail in the following sections.

Data collection process lasted eight weeks within spring term by courtesy of Deanery of Erzincan University Faculty of Engineering. Of the total four writing tasks, the participants were asked to write one in each two weeks. The assignments were graded by three different raters who were introduced with the writing rubrics beforehand. Face to face interviews were conducted by the teacher of the course at his office. Randomly chosen ten students specified their minds about rubric integration in assessment. Their replies to the questions were recorded and saved.

3.4.1. The Holistic Persuasive Essay Rubric

One of the data collection instruments benefited from in the present study is a holistic persuasive essay rubric (see appendix A). Being an appropriate tool for any kind of writing, the holistic persuasive essay rubric has seven main writing components (outlines, ideas and content, organization, voice, word choice, sentence fluency, and conventions) which are presented through four performance levels with the concepts described in detail at 100 points maximum score scale. Scoring flexibility and more absolute authentication of student writing development are allowed thanks to the numerical range for each performance level. The numerical

parameters employed in the rubric were modulated according to the objectives of the research. Each piece of writing papers was evaluated by three instructors in order to acquire reliable evaluation results when scoring through the target rubric.

3.4.2. Rubric Questionnaire

A five point rating scale (from totally disagree to totally agree) rubric questionnaire (see appendix B) was directed to the participants in which they were requested to respond to the expressions related to rubric usage. There were three major categories showing the distribution of the questions: rubric usage, positive and negative effects, and standards.

3.4.3. Face to Face Interview

An interview covering 10 students who were chosen randomly among the participants was held in order for obtaining a better student understanding and interpretation of performance description in the rubric. The conducted interviews per participant took approximately 10 minutes. The participants were asked three open-ended questions. In order to provide a relaxing atmosphere for the students, the interview was carried out in Turkish. The researcher repeated the questions which the participants had difficulty in apprehending.

3.5. Data Analysis

The analysis of the data obtained from the research was carried out through three individual levels. The first level data analysis included descriptive statistics (mean and standard deviation) by participant sub sections. Second step was the employment of ANOVA tests in order to find out the significant differences between the groups. Individual *t*-tests, through the items on the Rubric Questionnaire, were the final analysis step applied to go through student perceptions and understandings of rubric use. Open ended question analysis was carried out through categorizing the participant responses.

CHAPTER FOUR

4. RESULTS

4.1. Introduction

This chapter will present the research findings that aimed to determine the effects of rubric use in Turkish university students' writing assignments, and their perceptions and understandings of rubrics. First of all, the findings from the pre-tests and post-tests will be presented, secondly the data gathered from rubric questionnaire and open-ended questions will be given and finally the data obtained from face to face interviews will be revealed.

4.2. Descriptive Statistics

4.2.1. Descriptive statistics for the control group writing tasks

The mean scores obtained from pre tests and post tests of both control group and experiment group clearly showed that the students in the control group were outdone by the students in the experiment group who drew the advantage of the rubric. These results help promote the separate student interviews revealing that employing rubrics in writing courses gave a hand to the students in grasping the particulars of effective and good writing and applying them to their own works appropriately.

Table 3 below shows the descriptive statistics for the control group writing assignments. The control group participants were not introduced with any kind of rubrics. The mean score for the first writing assignment of the 30 participants from the control group was 57.40 (M=57.40) (without the use of rubric) (out of 100) and the mean score for the second writing assignment of the same group was 57.46 (M=57.46) (without the use of rubric which revealed that the group did not demonstrate any development within the time between these two writing assignments. The mean scores of the subsequent third (M=60.4) and the fourth (M=59.6) writing assignments of the control group definitively prove at the same time that the experiment group participants outscored the control group participants when compared with regards to the mean scores of the pre-tests and post-tests.

Table 3. Descriptive statistics for the control group writing tasks

	N	Min.	Max.	M	SD
t1	30	40.00	72.00	57.40	7.65
t2	30	42.00	74.00	57.47	8.05
t3	30	44.00	78.00	60.40	8.65
t4	30	44.00	74.00	59.60	8.14

4.2.2. Descriptive statistics for the experiment group writing tasks

Table 4 shows the descriptive statistics for the experiment group writing assignments. The participants in this group were introduced a writing rubric with seven main writing components (outlines, ideas and content, organization, voice, word choice, sentence fluency, and conventions) which are presented through four performance levels with the concepts described in detail at 100 points maximum score scale. When the mean scores of each individual writing assignment is taken into consideration, it is evidently seen that there has been a gradual development within the writing period. The mean score for the experiment group sample's first writing assignment ($N=60$) was found 58.63 ($M=58.63$) (without the use of rubric) (out of 100) while the mean score for same sample's second ($N=60$) was 66.13 ($M=66.13$) (with the use of rubric) (out of 100) which revealed that there was a difference between these two results. The same difference and the improvement in the quality of the participant group writing is again experienced when we compare the first assignment with the following five writing assignments sequentially. There turned up to be a gap of 7.5 points between the mean score of assignment 1 and assignment, a point gap of 9.68 between the assignment 1 and 3, 11.78 between 1 and 4, 12.42 between 1 and 5 and finally 14.38 between the first writing assignment and the sixth one. Thus, the post-test mean scores gave the pave to the conclusion that after all of the students from experiment group were exposed to a writing assessment rubric, they showed great development in terms of their overall scores when compared to the pre-test mean scores.

Table 4. Descriptive statistics for the experiment group students' writing Tasks

	N	Min.	Max.	M	SD
t1	60	42.00	72.00	58.63	7.71
t2	60	46.00	84.00	66.13	9.23
t3	60	44.00	84.00	68.32	8.15
t4	60	50.00	84.00	70.41	8.29

The results showed that the experiment group achieved larger gains from pre- test to post-test writing scores than did the control group. These analyses determined that experiment group students achieved significant gains from pre- test to post-tests.

4.3. Qualitative Data Analysis

4.3.1. Face to Face Interview Analysis

Completing the last writing assignment using the rubric, ten students among the experiment group participants were chosen and interviewed. At the beginning, the interviewees were asked to give their comments on rubric use in general as the first open ended question of the interview. There was nearly an overall satisfaction and agreement about the advantages of rubric use in a writing task among the participant students.

The comments of the respondents on the first open ended question: (What are your thoughts about rubric use and its integration in your writing process in general?) are as follows:

"At first, I was not aware of the criteria that my works were assessed through. I was writing my assignments indiscriminately. After I was introduced the rubric, I became aware of the criteria and paid more attention. It bettered my writing." [SA]

"My writing was just an average one before I started using rubrics. As far as I judge myself and my work as a result of using rubrics, I see that there is an improvement in my writing." [SB]

"I was getting anxious when I get low marks from my assignments because I did not know why the teacher graded in that way, or why I got those results. Now it is easier to see my mistakes and errors that I did beforehand." [SC]

"The period that we were exposed to rubric use in our writing tasks was not a long one so I cannot say that I have improved my writing largely, but I now know what to take into consideration when writing." [SD]

"Rubrics make us aware of the process that our writing works undergo. I think there appears little or no doubt whether the teacher is fair or not while grading thanks to rubrics." [SE]

"Through rubrics I learnt many things that my teachers expected from me when I was writing. Now I think my assignments became more quality works to turn in." [SF]

"When I use rubrics in writing, I feel relaxed and feel less anxiety because I know what to do." [SG]

"Rubrics tell you what to do, what to add or what to not. You achieve your duty without killing or babbling it. I started to follow the instructions given in the rubric and got higher grades as a result." [SH]

The aforementioned comments of the respondents on rubric use in general show that eight of the randomly chosen participants from the experimental group specify their satisfaction and agreement about rubric use in writing assignment which encourages and guides us to employ rubrics more in our teaching classes. The participants of the interview are of the opinion that rubrics provide positive outcomes related to writing assignments such as fairer and better assessment, development in the work quality and decreasing anxiety.

The following two comments of the participants about rubric employment in writing indicate that rubrics can cause some troubles in terms of student writers when not introduced them thoroughly. Accordingly, they state that the rubrics may not usually

assist in clarifying the requirements. One of them mentioned that rubrics sometimes can be confusing about what was expected, and they can affect the way that the students think.

"I think there are positive points that rubrics provide us, but in general I think they limit us, when we strictly focus on the instructions given in the rubric, it prevents us from the way we think and limits our imagination in some sense." [SI]

"In my opinion, writing within the framework of a rubric is just to meet the expectations and standard, use of rubrics does not help us in writing, so it does not give us much for our growth and development." [SJ]

This section also gives the analysis of the responses given by the same participant ten interviewees to the following two open ended questions as well. The interviewees were selected randomly among the experiment group. Two of the interviewees had shown little or no improvement with regards to rubric use. By analysing the responses given by those participants, the researcher aimed to find out the student perceptions and attitudes towards rubric use and get a deeper understanding. In order to ensure a stress free and relaxing atmosphere, the interviews were carried out in participants' native language.

The analysis on the responses of the participant students to the second open ended question (What is the most beneficial aspect of rubric use in writing for you?) revealed that the most part of the respondents are satisfied with the integration of rubrics to writing assessment as they mentioned their agreement and listed their reasons for their satisfaction. There also found out some students' dissatisfaction about rubric employment. In general, most of the interviewees mentioned that using rubrics urged them to produce higher quality assignments, get much better grades, and lower the anxiety level from which they suffer when producing an assignment. Below are the responses of the participants to the first question.

"Feedback, of course. When I have the rubric it guides me. I know the areas that I should focus on. Without rubric it is impossible to catch everything and correct your mistakes, but rubric use encourages you to see the lacking areas and focus on it." [SA]

"To me, rubric is like a checklist. You are given the instructions, the target is specific, only thing you have to do is to follow the instructions. It eases my work and I produce better." [SB]

"Rubrics serve as a guideline I think. The most useful side is that for me. It tells me what to do or not. When writing I do not spend much time on planning my assignment, I just look through and write." [SC]

"Rubrics prevent teachers' bias in assessing our assignments. That is the most important thing for me I can say. They take the instructions into consider and lower our anxiety about unfair judgment." [SD]

"When I judge myself, I can bravely say that there is a huge gap between my assignments before and after I used rubrics. The quality of my production increased, so the most important side of a rubric for me is its help in organizing my work." [SE]

"Assistance! A writing rubric assists you in a great deal. I see it as my assistant as it helps me remember to check and do all the things required for a quality work." [SF]

"Rubrics provide me with the criteria that my teacher takes into consideration when assessing my paper. Before I submit my paper, I have the chance to self-assess my product to some degree. I think that is the most important thing for me about rubric use." [SG]

"Guiding! Rubrics guide me while writing. I do not have to struggle with trivial things so much, I just try to abide by the criteria, after we started using rubrics I started to use my time efficiently and began to get higher grades ." [SH]

The comments of the students for the first interview question above indicate that they support the idea of integration rubrics to writing assessment. They all agree that rubrics contribute to their writing in some sense.

"In my opinion, using rubrics is not so necessary so I do not see any points that can be advantageous for me. Concentrating on rubrics just take my time. If a B score is enough for me, why should I read the whole rubric?" [SI]

"I do not think they are very useful. Rather they limit my way of thinking. Through rubrics, I think, teachers just direct us towards their expectations." [SJ]

On the other hand, some of the interviewed students pointed out their dissatisfaction about rubric employment in writing assessment. They mentioned that rubrics were neither necessary for developing the writing skills nor contribute to their way of thinking, rather they think rubrics limit their horizon and consume time in vain.

The third question of the face to face interview was "Would you like the other teachers to employ rubrics in the assessment of their own courses? Why or why not?" The responses to that question proved that most of the participants were eager to have the chance of being aware of the procedure and criteria that their works undergo. The interviewees replied to the question as follows:

"In my opinion, integrating rubric use to our other courses can work similarly. As rubric use improved my achievement in writing, I am in the opinion that it will do the same with my other courses. It would be helpful if they do so." [SA]

"Of course I would. If they do this, we will be aware of everything about the evaluation procedure and that will I think trigger our success." [SB]

"Rubric use eased our work in writing assignments. We did not spend much time on thinking what to write or do, or how to organize our papers. I think it will provide the same convenience with the other lessons." [SC]

"I can say that it would be great. The instructions given in the rubrics direct us towards the target. Without getting stressed or anxious I perform much better with rubrics." [SD]

"When I compare my previous works which I produced with and without rubrics, I come to the answer easily. The most important reason why I would prefer the employment of rubrics within the other courses is certainly that it reduces my anxiety." [SE]

"It was the first time that our English teacher gave us information about rubric use and evaluated our assignments according to rubric instructions. There are many of my classmates who got really higher grades after we were introduced the rubric. So I think it can be beneficial for some of our courses." [SF]

While the abovementioned comments of the participant students supported the idea of being assessed through rubrics in their other courses to some degree, the responses below show the reluctance of some of the participants about this issue.

"My assignment scores did not improve in English writing course. I do not think rubrics are very helpful to students in their assignments or exams. So, I am a little bit mistrustful about this idea." [SG]

"I got stressed when I was writing my assignment according to the rules of the rubric because in my opinion rubrics prevent you from developing your ideas and expressing your feeling about any subject. They just want us to meet the expectations of the teachers. I can express my ideas and feelings in a very different way in some courses. Rubrics should not limit us, that is why I do not have a positive look on rubric use." [SH]

"Throughout our writing courses I saw that rubrics helped us in improving our writing and scores. But I do not think using rubrics can be as beneficial in other courses as it is in writing skills. How can rubrics guide us in maths for, example?" [SI]

"Rubrics confused me when our teacher introduced it to us. The criteria and the flow of the actions should be decided by the writer himself/herself I think. When interfered in by someone else, it loses its originality I think. So, I do not find the idea of including rubrics in any courses reasonable." [SJ]

4.3.2. Findings on the Five Scale Rubric Questionnaire

The second instrument used for data collection in the present study was a five point rating scale (from totally disagree to totally agree) rubric questionnaire (see appendix B). There were fifteen statements directed to the experiment group participant students to respond through a five point scale running from totally disagree to totally agree (1–Totally Disagree, 2–Disagree, 3–Neutral, 4–Agree, 5–Totally Agree). All of the sixty students (100%) of the participant experiment group responded to the statements in the survey. The first statement in the questionnaire (*If there is a rubric available for a writing assignment, I make the use of it to improve my work*) received 11.66% neutral scores, 35% agree scores and 53.33% totally agree scores. The second statement (*I like having a rubric to help me in my duty*) received 1.66% disagree, 10% neutral, 45% agree and 43.33% totally agree scores. The 31.66% of the experiment group participants totally disagreed, 40% disagreed, 18.33% stayed neutral, 6.66% agreed and 3.33% totally agreed with the third item (*I would prefer to do my work without using a rubric so I could design my ideas freely*) in the questionnaire. The fourth statement (*I do not ever use a rubric to assist me in organizing my work*) received 6.66% totally agree, 10% agree, 11.66% neutral, 43.33% disagree and 28.33% totally disagree responses. There was a great gap between the positive and negative replies to the fifth item (*The standards of my work lower when I use a rubric*) as totally disagree average was 56.66%, disagree 23.33%, neutral 13.33, and agree 6.66. The item six (*The standards of my work improve when I use a rubric*) received 6.66% disagree, 13.33% neutral, 23.33% agree and 56.66% totally agree replies. The seventh statement in the questionnaire (*Rubrics prevent my creativity*) received 51.66% totally disagree scores, 30% disagree scores, 15.00% neutral scores, and 3.33 agree scores. The eighth statement (*Rubrics are helpful in organizing my work*) received 1.66% disagree, 21.66% neutral, 30% agree and 46.66% totally agree scores. The 18.33% of the experiment group participants stayed

neutral, 35% agreed and 51.66% totally agreed with the ninth item (*The rubric helps me assess my own work before submitting it to the teacher*) in the questionnaire. The tenth statement (*A rubric is too general in helping me assess my own work*) received 40 % totally agree, 36.66% agree, 18.33% neutral, 3.33% disagree and 1.66% totally disagree responses. The gap between the positive and negative replies to the eleventh item (*My work became better when I started using rubrics*) was huge as totally disagree average was 1.66%, disagree 3.33%, neutral 15, agree 43.33 and totally agree 38.33. The item twelve (*My work was much better before I started using rubrics*) received 38.33% totally disagree scores, 35% disagree scores, 20% neutral scores, 3.33% agree and 3.33% totally agree scores. The thirteenth statement (*Using rubrics made no difference in my work quality*) received 1.66% totally agree, 5% agree, 16.66% neutral, 41.66% disagree and 35% totally disagree responses. The fourteenth item in the questionnaire (*In my class the rubric helped the teacher grade more fairly*) received 13.33% neutral scores, 48.33 agree scores, and 38.33 totally agree scores. The last item, item fifteen (*If I become a teacher, I will use rubrics on a regular basis*) received 16.66% neutral, 40% agree and 43.33% totally agree replies.

Table 5. Rubric Questionnaire

Question	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
1. If there is a rubric available for a writing assignment, I make the use of it to inform my work.	0	0	7 11,66%	21 35%	32 53,33%
2. I like having a rubric to help me in my duty.	0	1 1,66%	6 10%	27 45%	26 43,33%
3. I would prefer to do my work without using a rubric so I could design my ideas freely.	19 31,66%	24 40%	11 18,33%	4 6,66%	2 3,33%
4. I do not ever use a rubric to assist me in organizing my work.	17 28,33%	26 43,33%	7 11,66%	6 10%	4 6,66%
5. The standards of my work lower when I use a rubric.	34 56,66%	14 23,33%	8 13,33%	4 6,66%	0
6. The standards of my work improve when I use a rubric.	0	4 6,66%	8 13,33%	14 23,33%	34 56,66%
7. Rubrics prevent my creativity.	31 51,66%	18 30%	9 15%	2 3,33%	0
8. Rubrics are helpful in organizing my work.	0	1 1,66%	13 21,66%	18 30%	28 46,66%
9. The rubric helps me assess my own work before submitting it to the teacher.	0	0	8 13,33%	21 35%	31 51,66%
10. A rubric is too general in helping me assess my own work.	1 1,66%	2 3,33%	11 18,33%	22 36,66%	24 40%
11. My work became better when I started using rubrics.	1 1,66%	2 3,33%	9 15%	26 43,33%	23 38,33%
12. My work was much better before I started using rubrics.	23 38,33%	21 35%	12 20%	2 3,33%	2 3,33%
13. Using rubrics made no difference in my work quality.	21 35%	25 41,66%	10 16,66%	3 5%	1 1,66%
14. In my class the rubric helped the teacher grade more fairly.	0	0	8 13,33%	29 48,33%	23 38,33%
15. If I become a teacher, I will use rubrics on a regular basis.	0	0	10 16,66%	24 40%	26 43,33%

According to the results obtained from the rubric questionnaire 80.1% of the participating experimental group students stated their satisfaction and agreement with regards to the opportunity of working with a fair, objective and specific assessment device. These participants from the experimental group welcomed the idea of having

rubrics and expressed that it was really helpful to benefit from a rubric in completing the assignment task. Another 4.68% of the experimental group participants argued that rubrics limit their way of thinking and approaching, and narrow their thought flow in many ways. 15.22% of the participants stayed neutral with regards to using or not using the rubrics. They stated that more time was needed to try it out and get more knowledge about how the rubrics operate.



CHAPTER FIVE

5. DISCUSSION AND CONCLUSION

5.1. Introduction

Discussions of the findings, limitations and suggestions for the future research will be presented in this chapter.

5.2. Discussion of the Findings

The aim of the present research was to identify the advantages and disadvantages of rubric use as an instructional device on the writing performance of the Turkish higher education students who study English as a second language and examine the effects of it on students' writing tasks.

Discussion of the first research question: To what extent does rubric use affect the proficiency of Turkish higher education students in writing tasks?

The results gained from the rubric questionnaire showed that Turkish higher education students who were involved in the present research felt pleased with the integration of rubrics in their task evaluation process. Taking the results of the rubric questionnaire into consideration, it was found that most of the Turkish university students who replied to the questionnaire were satisfied with the results that they got from their recent writing tasks when compared with the ones which they had prepared beforehand.

However, the comments of the participants to the first open ended question (What are your thoughts about rubric use and its integration in your writing process in general?) in the rubric questionnaire revealed that there was nearly an overall satisfaction with rubric integration in students' writing assessment process. Besides the consistently positive comments of the students about rubric use, the results of the pre-test and post-tests briefly support the great improvement in the success in writing course as the mean difference between the pre-test (the writing assignment without rubric integration) and the first post-test (the writing assignment with rubric integration) was found to be -7,500, the mean difference between the pre-test (the writing assignment without rubric integration) and the second post-test (the writing

assignment with rubric integration) was found to be -9,683, the mean difference between the pre-test (the writing assignment without rubric integration) and the third post-test (the writing assignment with rubric integration) was seen as -11,783, the mean difference between the pre-test (the writing assignment without rubric integration) and the forth post-test (the writing assignment with rubric integration) was -12,414, and the mean difference between the pre-test (the writing assignment without rubric integration) and the fifth post-test (the writing assignment with rubric integration) turned out to be -14,383. Meanwhile, there observed no wide difference between the mean scores of both the control group participants' task scores as they experienced no rubric integration, and of the post-test scores of the experiment group participants. In a word, rubric use greatly affected and supported the improvement of the students' writing skills as they liked the fact that rubrics made them beware "what is expected", and guided them. Therefore, the results obtained show that there is a uniformity with the results of the study carried out by Miller (2014) in which it was shown that there was a strong relationship between curriculum, instruction and assessment and he reliability to rubric use was found to be strong.

Discussion of the second research question: What are the Turkish higher education students' perspectives on rubric employment in assessing and evaluating their tasks?

The second open ended question (What are the Turkish higher education students' perspectives on rubric employment in assessing and evaluating their tasks?) was analysed with regards to the results obtained from the rubric questionnaire and the replies that the experiment group participants gave in the face to face interview. According to the results obtained from the rubric questionnaire most of the participating experiment group interviewees (80.1%) stated their satisfaction and agreement with regards to the opportunity of working with a fair, objective and specific assessment device. They welcomed the idea of having rubrics and expressed that it was really helpful to benefit from a rubric in carrying out a task. Although another 4.68% of the participants from the experimental group argued that rubrics limit their way of thinking and approaching, and narrow their thought flow in many ways, the general results reveal that integrating rubrics in writing assessment greatly contribute to the success of the learners. It may be useful to state that the 15.22% of the participant interviewees stayed neutral with regards to using or not using the

rubrics. According to their point of view more time was needed to try it out and get more knowledge about how the rubrics operate.

On the other hand, the comments stated by the respondents in the interview to the three open ended questions briefly represent the perspectives of the students about rubric use. The general thought of the interviewees was that integrating rubrics in their writing assessment encouraged and guided them within the writing process. In other words, most of the participants of the interview are of the opinion that rubrics provide positive outcomes related to writing assignments such as fairer and better assessment, development in the work quality and decreasing anxiety. On the contrary, little percent of the participants specified that employment of rubrics in writing process can cause some troubles in terms of student writers when not introduced thoroughly.

Accordingly, they state that the rubrics may not usually assist in clarifying the requirements. One of the participants mentioned that rubrics sometimes can be confusing about what was expected, and they can affect the way that the students think. Despite the fact that some of the participant students showed their dissatisfaction about rubrics, most of them agreed with the idea that rubrics could help them improve their way of writing and contribute to their success. Thus, it can be concluded that the results of the research by Neukom (2000) support the idea that implementation of rubrics in assessment promotes the student learning and appreciation of language as it revealed that using rubrics as an assessment method largely contributes to students' perceptions about academic writing and fulfill content objectives and writing objectives.

On the other hand, according to the data obtained from the research carried out by Strunk (2011) in which the results indicate that rubric use in assessment and informing students about the criteria eliminate the variables which are beyond the control of the teacher, and is helpful and beneficial for the students throughout writing process also represents the fact that integration of rubric based assessment in writing correspondingly has advantageous sides both for teachers and students.

Consequently, I would like to mention that the findings based on the current research to some extent support the application of rubrics in the classroom within writing

courses as both the improved scores of the students' writing assignments throughout the academic term and the enhanced expressed reasons by the participants for rubric implementation in assessment evidently encourage this application.

5.4. Limitations of the Study

Some limitations related with the current study remains to be pointed out. The limitations include the short time for the treatment (10 weeks/one semester) and a small number of participants (30 students in the control group and 60 students in the experiment group). Also, the subjects of the present research do not cover the whole higher education students in Turkish universities that is why the results gained from this study should not be generalized. I recommend that the length of time be extended and the number of the participants be enlarged for the future research.

5.5. Conclusions

The results obtained from study bring out a potent cause for implementing rubrics in Turkish higher education classrooms. Supplying information about how to use rubrics and how to integrate them in writing showed the students the way to produce writings of high quality. The writing scores of the students improved dramatically when the students were provided with writing instruction paired with a rubric and knowledge about how use it as this study demonstrates. Moreover, rubric introduction substantially removed the students' uncertainty of the criteria through which their assignment were assessed and they became aware about the expectations of their teachers. Rubrics also supplied the young authors with the opportunity to control their own success and process of writing. Thus, I strongly recommend correlating rubrics in daily writing education for learners as early as possible.

In order for us to be able to improve the writing skills of the students we teach, we need to escape from our traditional teaching and assessment practices, so that the students come by with the writing ability that will make it possible for them to be able to write in various genres confidently and make the use of writing as a tool of thinking and learning. Implementation of rubrics is one way to put this change in action. The results obtained from this study confirm that a reform of assessment an assessment reform like rubrics can stimulate some changes teaching practices in the

classroom which can enable teachers to function as facilitators, coaches and standard-setters. As a result, the students will be provided with performance models of high quality and examples, and what is more important, they will be encouraged to be involved in their own learning and deciding their own work quality.

Therefore, it is necessary to introduce rubric implementation and make some changes with regards to the instruction of writing in Turkish educational institutions in order to ensure persistence and improvement.

5.6. Recommendations for Future Research

The findings obtained from the current study are encouraging but a larger size of sample may have resulted in different research findings. Presumably not, but statistically and scientifically it will be worth carrying out the same kind of research within a larger scale. In this present research, a relatively small sample limited with a single educational institution was used.

Anyhow, the introduction of rubrics to the students and implementation of them within the assessment process stimulated students to change their techniques in evaluating their own writing assignments which finally did greatly affect their performance of writing. The learners showed deeper understanding of the expectations and criteria of high quality works thanks to the engagement of rubrics in their evaluation.

I suggest that rubric integration may be applied to other tasks of writing and other areas of subject as well, depending on the successful results obtained from the present study. An alike research design to my study may also be conducted to determine the rubric effects on EFL students' performance with regards to gender, disability, age and so on. Performing this can promote the study carried out by Andrade et al. (2009) which revealed that boys had lower self-efficacy than the girls when exposed to rubric use, and the research carried out by Ennis et al. (2013) in which they benefited from rubric-like mnemonics to better the writing tasks of emotionally and behaviorally disordered learners.

REFERENCES

- Akker, J. van den (2003). Curriculum Perspectives: An Introduction. In J. van den Akker, W. Kuiper & U. Hameyer (Eds), *Curriculum Landscapes and Trends*, 1-10.
- Allen, D., & Tanner, K. (2006). Rubrics: Tools for making learning goals and evaluation criteria explicit for both teachers and learners. *Cell Biology Education-Life Sciences Education*, 5, 197–203.
- American Educational Research Association, American Psychological Association, National Council on Measurement in Education (1999). *Standards for education and psychological testing*. Washington, DC: American Educational Research Association.
- Andrade, H. (1997) Understanding rubrics. *Educational Leadership*, Dec 1996/Jan 1997: 14 – 17.
- Andrade, H. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57 (5), 13-18.
- Andrade, H. & Du, Y. (2005). Students perspectives on rubric-referenced assessment. *Practical Assessment, Research & Evaluation*, 10 (5),
- Andrade, H. G. (2005). Teaching with rubrics: The good, the bad, and the ugly. *College Teaching*, 53(1), 27-30.
- Andrade, H. L., Wang, X., Du, Y., & Akawi, R. L. (2009). Rubric-Referenced Self-Assessment and Self-Efficacy for Writing. *Journal of Educational Research*, 102(4), 287-302.
- Andrade,H. (2010). Students as the definitive source of formative assessment: Academic self-assessment and the self-regulation of learning. In H. J. Andrade & G. J. Cizek (Eds.), *Handbook of formative assessment*, 90-105. NewYork: Routledge.

- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.
- Arter, J., & Chappuis, J. (2006). *Creating and recognizing quality rubrics*. Princeton, NJ: Educational Testing Service.
- Arter, J. (2000). Rubrics, scoring guides and performance criteria: Classroom tools for assessing and improving student learning. Retrieved from <http://www.eric.ed.gov/PDFS/ED446100.pdf>
- Aslanoğlu, U.A.E., & Kutlu, Ö. (2003). Öğretimde sunu becerilerinin değerlendirilmesinde dereceli puanlama anahtarı (rubric) kullanılmasına ilişkin bir araştırma. *Ankara University, Journal of Faculty of Educational Sciences*, 36 (1-1).
- Atmaz, G. (2009). *Examining the inter-rater reliability, when using scoring rubric*.
- Baker, L., Cooperman, N., & Storandt, B. (2013). Reading, writing, and rubrics. *Journal of Staff Development*, 34(4), 47–49.
- Beaglehole, V. (2014). Assessing writing using rubrics. *Practically Primary*, 19(2), 13.
- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, pp. 139-148.
- Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages* (First ed.). New York: Eye on Education.
- Borden, B. S. (2008). Rubrics as an Assessment and Evaluation Tool for Art Education.
- Boston, C. (2002). *Understanding scoring rubrics: A guide for teachers*. College park, MD: ERIC Clearing House on Assessment and Evaluation.
- Brookhart, S. M. (2004). *Grading*. Upper Saddle River, NJ: Pearson Merrill Prentice

Hall.

Brualdi, A. (1998). Implementing Performance Assessment in the Classroom. *Practical Assessment, Research & Evaluation*, 6(2). Retrieved from <http://PAREonline.net/getvn.asp?v=6&n=2>

Cayton, C. W. (2015). The impact of the use of proficiency-based rubrics on student grading.

Cirio, J. A. (2014). *The promise of negotiation: Situating rubrics in the fourth wave of writing assessment*. Doctoral dissertation. The Florida State University, Florida.

Creighton, S. D. (2006). *Examining alternative scoring rubrics on a statewide test: The impact of different scoring methods on science and social studies performance assessments*. ProQuest.

Della-Dora, D., & Wells, J. D. (1980). Teaching for self-directed learning. *Theory into practice*, 19(2), 134-140.

Deniz, Z. (2007). Alternatif Değerlendirme Yöntemleri. Retrieved from <http://www.logomotif.com.tr/öğretmenler/makaleler/Detay.asp>

Dorji, T. (2000). *Rubrics assessment as an Instructional Illumination of Bhutanese Student Writing*. University of New Brunswick (Canada).

Doscher, S. (2012). The development of rubrics to measure undergraduate students' global awareness and global perspective: A validity study.

Drake, F. D. (1997). Using Alternative Assessments to Improve the Teaching and Learning of History. ERIC Digest.

Duhaney D., Salend, S.J. & Whittaker, C.R. (2001). Creating Instructional Rubrics for Inclusive Classroom. *Teaching Exceptional Children*, 34(2), 8-13.

Duke, B. L. (2003). *The influence of using cognitive strategy instruction through writing rubrics on high school students' writing self-efficacy, achievement*

goal orientation, perceptions of classroom goal structures, self-regulation, and writing achievement. Doctoral dissertation.

Earl, L. M. (2002). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, California: Corwin Press.

Earl, L., & Katz, S. (2006). *Rethinking classroom assessment with purpose in mind*. Western and Northern Canadian Protocol for Collaboration in Education. Retrieved from <http://www.wncp.ca/media/40539/rethink.pdf>.

Elsawafy, W. S. M. S. (2012). The effect of using integrated instruction with evaluation through the use of performance tasks and rubrics on Arabic writing skills for fifth-grade students. *International Journal of Instructional Media*, 39(3), 213-225.

Ennis, R. P., Jolivet, K., & Boden, L. J. (2013). STOP and DARE: Self regulated strategy development for persuasive writing with elementary students with E/BD in a residential facility. *Education and Treatment of Children*, 36(3), 81-99.

Erdem, Ş. A. (2007). *Ortaöğretim 9. Sınıf Matematik Dersinde Öğrenci Performansına Dayalı Verilen Sözlü Puanlarının Geçerliliğinin İncelenmesi*. Yüksek Lisans Tezi. Hacettepe Üniversitesi, Ankara.

Falchikov, N. (1986). Product comparisons and process benefits of collaborative peer group and self assessments. *Assessment and Evaluation in Higher Education*, 11, 146–166.

Falk, B. E. V. E. R. L. Y. (2001). Professional learning through assessment. *Teachers caught in the action: Professional development that matters*, 118-140.

Fullan, M. (2001). *The new meaning of educational change*. New York: Teachers College Press.

Gerritson, M. (2013). *Rubrics as a Mitigating Instrument for Bias in the Grading of Student Writing*. Doctoral dissertation. Walden University, Washington.

- Gilmore, B. (2007). Off the grid: The debate over rubrics and what it's missing. *California English*, 13(1), 22-25.
- Goldin, I. M. (2011). *A focus on content: The use of rubrics in peer review to guide students and instructors*. Doctoral dissertation. University of Pittsburgh, Pittsburgh.
- Goodrich, H. (2001). The effects of instructional rubrics on learning to write. *Current issues in education*, 4.
- Green, K. A. (2001). *Correlation of factors related to writing behaviors and student-developed rubrics on writing performance and pedagogy in ninth grade students*.
- Huang, J., Han, T., & Schnapp, K. (2012). Do High-Stakes Test Really Address English Language Learners' Learning Needs?—A Discussion of Issues, Concerns, and Implications. *International Journal of Learning and Development*, 2(1), 499-508.
- Jackson, C. W., & Larkin, M. J. (2002). Rubric: Teaching students to use grading rubrics. *Teaching Exceptional Children*, 35(1), 40-45.
- Jenkins, A. C. (2014). *Identifying teacher effectiveness using classroom observations: A comparison of teacher evaluation rubrics*. Doctoral dissertation. University of Louisiana Monroe, Monroe.
- Kachergis, T. (2004). *Instructional practices among science departments with high, moderate, and low gains on the Connecticut academic performance test*. Doctoral dissertation. University of Bridgeport, Bridgeport.
- Kan, A. (2006). *Eğitimde Ölçme ve Değerlendirme*. Ankara: Anı Yayıncılık.
- Karaca, E. (2006). *Öğretimde Planlama ve Değerlendirme*. Ankara: Nisan Kitapevi.
- Kohn, A. (2006). The trouble with rubrics. *English Journal*, 95(6), 9.
- Kreisman, S., Knoll M., & Melchior T (1995). Toward More Authentic Assessment.

- Lambert, D., & Lines, D. (2000). *Understanding assessment: Purposes, perceptions, practice*. London: Routledge Falmer.
- Loveland, T. R. (2005). Writing standards-based rubrics for technology education classrooms: the use of rubrics goes beyond the simple need for objective grading in classrooms. *The Technology Teacher*, 65(2), 19-23.
- Maki, P. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling VA: Stylus Publishing L.L.C.
- Mason, L. H., Kubina, R. M., & Hoover, T. (2011). Effects of quick writing instruction for high school students with emotional disturbances. *Journal of Emotional and Behavioral Disorders*, 21, 163–175.
- Mastropieri, M. A., Scruggs, T. E., Cuenca-Sanchez, Y., Irby, N., Mills, S., Mason, L., & Kubina, R. (2010). Persuading students with emotional disabilities to write: A design study. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Literacy and learning: Advances in learning and behavioral disabilities*, 237-268. Bingley: Emerald.
- Mastropieri, M. A., & Scruggs, T. E. (2014). Intensive instruction to improve writing for students with emotional and behavioral disorders. *Behavioral Disorders*, 40(1), 78–83.
- McTighe, J. (1996). What Happens Between Assessments? *Educational Leadership*, 54(4), 6-12.
- Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and Evaluation in Education and Psychology*. Fort Worth, TX: Holt, Rinehart and Winston.
- Mertler, C. A. (2001). *Using performance assessment in your classroom*. Unpublished manuscript, Bowling Green State University.
- Mertler, C. A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research and Evaluation* 7,25. Retrieved from <http://pareonline.net/getvn.asp?v=7&n=25>

- Miller, A. S. (2014). A Validation Study of the Colorado Department of Education Response to Intervention Rubrics.
- Mintah, J. K. (2003). Authentic assessment in physical education: Prevalence of use and perceived impact on students' self-concept, motivation, and skill achievement. *Measurement in physical education and exercise science*, 7(3), 161-174.
- Moon, T. R., Brighton, C. M., Callahan, C. M., & Robinson, A. (2005). Development of authentic assessments for the middle school classroom. *Prufrock Journal*, 16(2-3), 119-133.
- Montgomery, K. (2000). Classroom rubrics: Systematizing what teachers do naturally. *The Clearing House*, 73(6), 324-328.
- Montgomery, K. (2002). Authentic tasks and rubrics: Going beyond traditional assessments in college teaching. *College teaching*, 50(1), 34-40.
- Moskal, B., and J. Leydens. (2000). Scoring rubric development: Validity and reliability. *Practical Assessment, Research and Evaluation*, 7 (10), <http://ericae.net/pare/getvn.asp?v=7&n=10>.
- Moskal, B. M. (2003). Recommendations for developing classroom performance assessments and scoring rubrics. *Practical Assessment, Research & Evaluation*, 8(14). Retrieved from <http://PAREonline.net/getvn.asp?v=8&n=1>
- Needham, H. (2002). The Use of Alternative Assessment Strategies in Secondary Spanish. *Studies in Teaching 2002 Research Digest*, 81.
- Neukom, J. R. (2000). *Alternative Assessment: Rubrics-students' Self Assessment Process*.
- Nitko, A. J. (2004). *Educational assessments of students*. Englewood Cliffs, NJ: Prentice Hall.
- Oosterhof, A. (2009). *Developing and using classroom assessments* (4th ed.). Upper Saddle River, NJ: Pearson.

- Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey Bass.
- Perlman, C. (2002). An introduction to performance assessment scoring rubrics. In Boston, C. (ed.) *Understanding scoring rubrics: A guide for teachers*. ERIC Clearinghouse on Assessment and Evaluation, 5-1, University of Maryland, College Park.
- Pickett, N., & Dodge, B. (2001). Rubrics for Web Lessons. Online: <http://edweb.sdsu.edu/webquest/rubrics/weblessons.htm>
- Popham, J. W. (1997). What's wrong—and what's right—with rubrics. *Educational Leadership*, 55(2), 72–75.
- Popham, J. W. (2000). *Modern Educational Measurement*. Needham: Allyn & Bacon.
- Pratt, D. D. (1998). The research lens: A general model of teaching. In D. D. Pratt & Associates (Eds.), *Five perspectives on teaching in adult and higher education*, 3-14. Malabar Florida: Kreiger Publishing Company.
- Relearning by Design, Inc. (2000). Rubric Sampler Retrieved from <http://www.relearning.org/resources/PDF/rubric>
- Reyes. M. D. (1990, April). *Comparison of L1 and L2 pre and post writing samples of bilingual students*. Paper presented at the annual meeting of the American Educational Research Association Conference, Boston.
- Sadler, D.R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119 – 144.
- Savas, H. (2013). A study on the evaluation and the development of computerized essay scoring rubrics in terms of reliability and validity.

- Schmitt, V. L. (2007). *The quality of teacher-developed rubrics for assessing student performance in the classroom*. Doctoral dissertation. University of Kansas, Lawrence.
- Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29 (7): 4–14. doi: 10.2307/1176145.
- Spandel, V., & Stiggins, R. J. (1990). *Creating writers: Linking assessment and writing instruction*. White Plains, NY: Longman. instructional decisions.
- Stiggins, R., Arter, J. A., Chappuis, J., & Chappuis, S. (2003). Assessment Training Institute.
- Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2004). *Classroom assessment for student learning: Doing it right—using it well*. Portland, OR: Assessment Training Institute, Inc.
- Stix, A. (1996). *Creating rubrics through negotiable contracting and assessment*. Paper presented at the National Middle School Conference, Maltimore, MD.
- Stix, A. (2002). Creating rubrics through negotiable contracting and assessment. In C. Boston's (Eds.) *Understanding Scoring Rubrics*, 66-71. University of Maryland, MD: Baltimore, MD. ERIC Clearinghoues on Assessment and Evaluation.
- Strunk, V. A. (2011). *Career College students' perceptions of Rubrics Orientation*. (Spalding University)
- Sweigart, S. (2012). *The Effect of Teacher-Generated and Teacher-Student-Generated Rubrics on Project-Based Learning* (Doctoral dissertation).
- Şahinkarakaş, Ş. (1993). *The reliability of holistic and analytic evaluations of EFL essays by Turkish university preparatory students*. Ph. D. Thesis.
- Tierney, R., & Simon, M. (2004). *What's still wrong with rubrics: Focusing on the consistency of performance criteris across scale levels*, 9 (2). <http://PAREonline.net/getvn.asp?v=9andn=2>

Usuda, S. (2013). *Implementing Rubrics as Formative Assessment in English Writing Classes in Japan*.

Whittaker, C.R., Salend, S.J. & Duhaney, D. (2001). Creating instructional rubrics for inclusive classrooms. *Teaching Exceptional Children*, Nov/Dec 2001, 8 – 13.

Wolf, K., & Stevens, E. (2007). The role of rubrics in advancing and assessing student learning. *The Journal of Effective Teaching*, 7(1), 3–14.

Yıldız, N. (2005). 6. Sınıf Fen Bilgisi Dersinde Rubrik Yöntemiyle Özdeğerlendirme Çalışması. Retrieved from www.erg.sabanciuniv.edu/iok2005/bildiriler/nida-yildiz.doc

Yuan, M., Recker, M., & Diekema, A. (2015). Do rubrics help? An exploratory study of teachers' perception and use of rubrics for evaluating open educational quality. In *Proceedings of the 2015 Society for Information Technology & Teacher Education International Conference* (pp. 1314-1321).

APPENDICES

Appendix A: Persuasive Writing Rubric

Persuasive Essay Rubric				
Criteria	3	2	1	0
Outline (15)	Uses proper outline format and reflects the content of the paper.	Uses proper format and reflects most of the content of the paper.	Errors in formatting &/or significant mismatches b/w outline and paper.	No outline or just a token outline.
Ideas and Content (25)	The topic is focused and main thesis is clear. Relevant, accurate facts & details provide evidence for the thesis. The author explains how the facts support the thesis, and addresses opposing views.	The topic is evident but broad and lacking in detail. The writing stays on topic but doesn't address minor parts of the assignment.	There is a very general topic but the writing strays off topic or doesn't address major parts of the assignment.	The topic and main ideas are unclear. The writing may be repetitious or disconnected thoughts with no main point.
Organization (40)	Essay has an interesting motivator, developed middle, and scintillating conclusion that restates the thesis and blueprint in new words. There are at least 3 middle paragraphs with a topic sentence and concluding sentence. The order of ideas makes sense.	The paper has a beginning, middle and end. Sequencing is logical.	The paper has an attempt at an intro &/or conclusion. Some ideas seem out of order.	There is no real introduction or conclusion. Ideas seem strung together in a loose fashion.
Voice (5)	The writing matches the purpose and audience. The author seems to care about the topic. Tone and style are engaging.	The writing seems sincere but the author's voice fades in and out.	The writer seems to be aware of an audience but does not attempt to engage it.	The writing is inappropriate for the purpose or audience, & bland or mechanical.
Word Choice (5)	Uses specific, powerful words, striking phrases, and lively verbs.	Words used are adequate, with a few attempts at colorful language.	Words used are ordinary but generally correct.	Limited, repetitive vocabulary. Words are sometimes used incorrectly.
Sentence Fluency (5)	Sentences are well-constructed and have different beginnings and lengths. Easy to read aloud.	Sentences are usually correct. Some variety in beginnings and length.	Many poorly constructed sentences. Little variety in beginnings/length.	The paper is hard to read because of incomplete, run-on and awkward sentences.
Conventions (5)	Double spaced. Few errors in spelling, punctuation, capitalization, grammar. Numbers < 11 or starting sentences spelled out. Uses third person. No slang.	Conventions are usually correct. Some problems with grammar, syntax and/or paragraphing.	Errors are frequent enough to be distracting.	Frequent errors make the paper almost impossible to read.

Appendix B: Five Scale Rubric Questionnaire

Question	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
1. If there is a rubric available for a writing assignment, I make the use of it to inform my work.					
2. I like having a rubric to help me in my duty.					
3. I would prefer to do my work without using a rubric so I could design my ideas freely.					
4. I do not ever use a rubric to assist me in organizing my work.					
5. The standards of my work lower when I use a rubric.					
6. The standards of my work improve when I use a rubric.					
7. Rubrics prevent my creativity.					
8. Rubrics are helpful in organizing my work.					
9. The rubric helps me assess my own work before submitting it to the teacher.					
10. A rubric is too general in helping me assess my own work.					
11. My work became better when I started using rubrics.					
12. My work was much better before I started using rubrics.					
13. Using rubrics made no difference in my work quality.					
14. In my class the rubric helped the teacher grade more fairly.					
15. If I become a teacher, I will use rubrics on a regular basis.					

Appendix C: Face to Face Interview Questions

III. Open-Ended Questions

1. What are your thoughts about rubric use and its integration in your writing process in general?
2. What is the most beneficial aspect of rubric use in writing for you?
3. Would you like the other teachers to employ rubrics in the assessment of their own courses? Why or why not?



ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı	Ömer Şahin ÖZDEMİR
Doğum Yeri	Tortum
Doğum Tarihi	16/03/1987

LİSANS EĞİTİM BİLGİLERİ

Üniversite	Atatürk Üniversitesi
Fakülte	Edebiyat Fakültesi
Bölüm	İngiliz Dili ve Edebiyatı

YABANCI DİL BİLGİSİ

İngilizce	YDS (X) ÜDS (....) TOEFL (....) IELTS (....)

İŞ DENEYİMİ

Çalıştığı Kurum	Erzincan Üniversitesi
Görevi/Pozisyonu	Okutman
Tecrübe Süresi	7 Yıl

İLETİŞİM

Adres	Erzincan Üniversitesi Yabancı Diller Yüksekokulu
E-mail	o.sahinozdemir@gmail.com