

RUBRIC AS ONE OF THE CRITERIA-BASED ASSESSMENT TOOL

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Abstract

This article deals with the peculiarities of using rubrics. The author describes the rubric as one of the efficient means of assessing students' learning outcomes.

Key words: criteria, descriptor, assessment, evaluation

Assessment is an integral part of the educational process; the main functions of which are to obtain information about students' degree of development, provide feedback and identify difficulties and gaps in the process of learning. The purpose of the assessment is not only to measure the results, but also to improve them. Today there are a number of unsolved problems in the system of assessment. One of these problems is the subjectivity. There are no clear and precise criteria for selecting mark, which would be understandable not only to the teacher, but also to all students. Obtained marks do not give a concrete idea about students' knowledge, abilities and skills. These requirements necessitate the search for new approaches to the organization of control and appraisal activities, to the use of various forms and methods of assessment.

This issue has been actively studied by Sh.A. Amonashvili, V.L. Bepalko, V.V. Davydov, A.I. Lipkina, A.N. Mayorov, A.A. Vertyanova and by other scientists. As a result of their research, the need for the development of students' control and assessment activities by means of the criteria-based assessment technology has been identified. Therefore, the need to resolve existing contradictions determines the

relevance of implementation of criteria-based assessment of students' academic achievements in the educational process. Criteria-based assessment can be one of the most effective tool for solving this actual problem.

The purpose of the criteria-based assessment technology is to increase students' educational activities through the use of certain criteria. Criteria-based assessment allows students to demonstrate their competence; more precisely determine the amount of content to be learned by students; to take into account the procedural, conceptual and behavioral aspects of learning; to assess learning process as a holistic process, as a set of content or interrelated competences.

The technology of criteria-based assessment has certain functions. Among those we can find the controlling, educational, tutorial, diagnostic, developing and motivational.

The controlling function provides:

- to determine the level of educational achievements of students;
- to assess students' academic achievements objectively;
- to identify the effectiveness of used methods and means.

The educational function helps:

- to create a sense of responsibility among students for the results of their own activities;

- to develop students' such qualities as curiosity, honesty and cognition.

The tutorial function allows:

- to identify the degree of assimilation of the studied material;
- to systematize, expand and consolidate students' knowledge.

- The diagnostic function makes it possible:

- to determine the quality and quantity of the learning material;
- to identify difficulties, errors and their causes.

Developmental function helps to develop students' attention and memory.

Motivational function allows:

- to develop students' cognitive activity;
- to improve the quality of knowledge and skills [1, 57].

One of the type of criteria-based assessment is the assessment by using rubrics. Assessment by using rubrics is considered to be one of the modern teaching methods. According to foreign researchers in the field of criteria-based assessment, main feature of rubrics is improvement of students' knowledge. The term «rubrics» refers to the process based on comparison of students' academic achievements with certain criteria. The criteria are collectively developed and known in advance to all participants in the process of learning. These criteria are consistent with the goals and content of education, contributing to the formation of students' learning and cognitive competence.

Rubrics show the reason why a student learns, criteria show what he has to learn, and the descriptors show how he can do it. Moreover, the rubric shows the student what he will learn as a result of studying this topic and, accordingly to what he should pay particular attention during learning the topic [2, 62]. Many surveys have proven that rubrics improve students' products and thus increase their overall learning.

The goal of assessment by rubrics is to instill in students a desire to participate in the process of their own learning, and to improve the quality of education. The rubric offers information about the highest level of achievement possible, the strengths of their work and areas for improvement. The use of rubrics in teaching makes it possible:

- to determine the level of training of each student;
- to differentiate the significance of marks for different types of work;
- to demonstrate with the help of an assessment the amount of labor invested by the student;
- to increase the objectivity of assessment of students' knowledge [3, 56].

Also using rubrics provides an opportunity to determine how well the learning material has been learned; to determine whether a particular practical skill has been formed.

The main elements of assessment by rubrics are: analysis of the assessment process and feedback. Rubric assessment is a feedback tool for both teacher and

student, which allows to assess the current state of learning and determine the prospects for further development [4, 34]. Feedback is an important basis for making adjustments to the process of learning to improve its content, methods and forms of organization of students' educational and cognitive activity, consequently use of this assessment contributes to the effectiveness of their learning activities [5, 178].

In the process of assessment by rubrics the character of the teacher, his level of professional training and his motivation to use this technique play a very important role. Competently organized monitoring and appraisal activity creates conditions and opportunities for enhancing students' mental activity. In addition, rubrics encourage critical thinking by showing expected levels of performance.

Thus, the criteria-based assessment technology contributes to the development students' critical thinking and to the formation of the system of values; to the interaction of students with each other, the development of their individuality, creativity. Therefore, rubric is an efficient mean of assessing students' learning outcomes.

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