THE PURPOSE OF SCORING RUBRICS

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Scoring rubrics are monitored among the students in order to determine what to expect in processing or creating their outputs and activities in the teaching-learning process. They are necessary as the basis for the evaluation of products and process of creation as well. Pinantoan (2013) mentioned that scoring rubrics serve as a guide in reaching the expectations to the tasks at hand. They are the necessary tools for grading the performances of the students as they provide clues on what to measure and what to observe.

However, one of the drawbacks in using scoring rubrics is the teacher’s subjectivity in giving grades. There are factors that teachers are just looking on what they want to focus on. They tend to have a mismatch from process to rubrics or from products to expectations. Holistic and analytic are the two types of rubrics where holistic scoring gives students a single scale or overall assessment score for the performances while analytic scoring provides the students with at least a rating score for each criterion that allows the teachers to offer some feedbacks. It is believed that holistic rubric is easier than the analytic as the rater assigns a single score based on the overall judgment of the students’ works. Jonsson & Sving (2007) claimed that rubrics are expensive in terms of the time and energy they require to design and implement. Hence, its creation must be weighed carefully. They are best suited for situations where a wide range of variations exist between what is considered very proficient and what is considered needs improvement. Rubrics are useful in providing guidance and feedback among the students where skills and processes are being monitored.
Grading rubrics are valuable among the students. They help to communicate particular requirements and acceptable performance standards. Rubrics let the students to assess their progress as they work towards a clearly defined goals. Therefore, the teachers should always provide in activities during instruction as it gives direction towards assessment.

References:
