

Developing English Rubrics for Describing the Student's Basic Language Skill Competence in Student's Report Card

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Abstract

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The recent learning trend in language education has been so complex that requires extra administration beside the learning activity itself. The challenge for many language schools and administrators is then, how to establish a proper organizational management to the rising number of educational institutions which administer EFL learning. The issue becomes significant due to the feedback obtained from various surveys regarding the quality of language schools or educational institutions administering EFL learning. The results show a considerable amount of organizational management existence which requires improvement to optimize the EFL learning administration. The study is going to map a pattern of organizational management be applied in the educational institution. The findings are to contribute the pattern of EFL learning administration in any educational institutions, especially in South East Asia. Locus of this research are three institution in Widya Mandala Surabaya Foundation. The Faculty of Teachers Training and Education (FKIP) shows that the best score is Relationship Variabel. The second institution is Widya Mandala Secretarial Academy Surabaya (Akse UKWMS). The result shows that Attitude Towards Change has the best score. The third institution is Widya Mandala Language Institute. The result shows that the Variable *Purposes* has the best score.

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Introduction

In the school teaching and learning activities, there are some matters that should be conducted by the teacher and institution toward the students and stakeholders. One thing that quite being a centre of interest for them is the report of the student's assessment. The report covers numerical score and descriptive explanation as the qualitative report. (Education, 2010). The result reported in the student's card report should be supportive to have another

consideration for the next step taken (Abedi, 2010). The proficiency should be clear enough, objectively and subjectively.

Based on the writer's experience as a teacher, there arose a problem when parents that are quite careful to their child's report ask for more descriptive explanation about the result in the student's report card in the matter of English as a subject taught in senior high school. Some of them are quite sure that their child is quite capable enough in having

a conversation in English as they practice it together at home. They believe there should be a satisfying or at least objective explanation about the single score printed in the report card. The verbal descriptive as the subjective qualification is not enough.

From the problem elaborated in the previous paragraph, the writer tries to discuss the gap between what the corresponding sides concerns and the government leading standards in qualifying the student's proficiency. As for a teacher, there are some limitations and guides from the government to do the teaching activities and assess the student's proficiency. Especially, there is a statement mention in the Guidance for Evaluation by Educator and Educational Institution in Senior High School (Panduan Penilaian oleh Pendidik dan Satuan Pendidikan SMA, 2017) that "*Description covers the learner's best achievement of the competence and/or the competence need to improve*" (Muhammad, 2017). It doesn't seem enough to put the description only from the guide aforementioned, considering that English teaching should cover at least based on the language skills taught in class.

To deal with the matter mentioned above, it can be implied that there are two issues needed to be concerned for;

- (1) What is the evaluation model like in the students' report cards, especially in the English subject?
- (2) How should the student's proficiency of the basic competence in the English

language be described in the student's report card?

In this case, teacher as the agent can give a feedback as information of a student learning experience regarding the performance or understanding (Hattie & Timperley, 2007) covering all language skills given during the learning process. This feedback, later on, can be used for the sustainable development of a student in the next stage of the education year.

In the matter of assessing the students' results, teacher should rely their scoring on the assessment process and the indicators determined in the preliminary process of the school year activities. There should also be a minimum passing grade as a consensus under the school policy. To apply all of these aspects, a rubric that complies all of the required assessment is also important to generate. The rubric should measure a set of performances of a student learning (Brookhart, 2005). This research starts from the fact that a student only manages to get their single score of their achievement together with a very limited and somewhat lack of descriptive explanation about the score itself. In fact, a student that gets a score of, let us say, 80, may have different qualification with another student having the same score. The presence of a rubric may eliminate an oversimplification, equivocation or begging the question fallacies to the intended reader (Anderson, 2005).

Literature Review

The underlying theory used in this research is theories of assessment (Abedi, 2010; Brookhart, 2005; and l'Anson, 2014). Assessment itself is where a teacher can give a feedback from, either to the student or himself (Wiesnerová, 2012). The way teaching and learning are connected through

assessment is one important thing. It is expected to lead all the activities of gathering information, deliver the report of giving instructions and the result of the intended target based on them (William, 2013).

Language assessment is not merely relied upon one aspect of language skill. The

skill taught during the learning process should encompass the basic four language skills that can be divided into two cycles; Receptive (Listening and Reading) and Productive (Speaking and Writing). This plan is already set basically by the government. The standard of measurement is called competency base. All the assessment should not be driven away from the competencies affirmed legally. These competencies are broken down into indicators to make the learning activities narrowed into acceptable measured activities.

Since the result of all assessment is reported into single card report, and it is done once in a semester, then it becomes a summative report. This assessment usually is executed few weeks in the end of a term (Surgenor, 2010). The assessment gathered and measures the student's final result of subject learned of a term, so it is a little bit accredited result.

Another aspect put into consideration is about language learning itself. The nature of it is quite obvious as a mean of communication in some ways or, in this case, the language skill conducted. The skill are listening, speaking, reading and writing. The teaching learning experience will become

more comprehensive, and can be applied for real-life setting as the language use for daily communication. In fact, the ability of communicating in English may involve at least a combination of two or three skills, in some cases it needs all of them (listening, speaking, reading and writing) reasonably (Power, 2010).

Considering the previous consideration, a rubric with each description of the proficiency assessed can be designed. The rubric can be set up as eclectic form of any kinds of rubric. It should notice the structure of the rubric itself that accommodates the need of developing the aspects of each section of the rubric. According to CARLA (Center for Advanced Research on Language Acquisition), a rubric can be a more objective qualification on student's achievement to decide the quality and judge the gap between expectation and the achievement (Ayhan & Türkyılmaz, 2015).

In short, the theory of assessment, evaluation construction, four language skill and rubric design are some important elements to pay attention for. By combining these, this research can create a tool with a user-friendly interface to support a teacher with a communicative score and the description as a useful feedback or even feed forward.

Method

This research was done preliminarily by assessment development case study design. By selecting the argumentation in which the examined material is an original text of a student's report, the research tried to find the gap between what was already applied and the expectation of an explainable result. The steps covered formulating the research questions to be answered, selecting the sample to be analysed, defining the categories to be applied, outlining the coding, implementing the coding, determining the reliability, and analysing the results of the

coding process (Hsiu-Fang Hsieh, 2005).

The study also used a Likert scale questionnaire to ponder the gathered authentic responses from the stake holders accordingly (Table 1). The data sources in this research were the students' scores on English subject, the verbal description of the scores and the questionnaire results obtain from the colleagues.

One of the critical points related to this research is the rules related to the describing the student's achievement qualitatively that described "*the learner's best achievement of*

the competence and/or the competence need to improve”(Muhammad, 2017). Close and open-ended questions were used in the semi-

structured questionnaire to acquire experts’ responses to start the analysis. It can be observed in Table 1.

Table 1
Questionnaire for the Stake-holders and Experts

| Question | 1 | 2 | 3 | 4 |
|--|----------------|-----------|----------------|-------------|
| 1. Does the scoring describe the student’s English proficiency in detail specifically? | Very clear | Clear | Less clear | Unclear |
| 2. Is it required to have a rubric describing the details of student’s score for each language skill? | Very important | Important | Less important | Unimportant |
| 3. Rubric as an attachment describing the student’s proficiency in language skill based on the basic competence in the student’s report card . | Very useful | Useful | Less useful | Not useful |
| 4. The description of student’s proficiency in the report card is adequate to describe precisely the student’s progress. Adequate: (Give a reason !) _____ Inadequate: (Suggestion?) _____ | | | | |
| 5. Suggestions about the rubric content or description: _____ | | | | |

This research was done using the data from Santa Maria Senior High School by the names of Language class program and scores. Based on the school policy, this

research divided the scores range, the descriptive remark for each score range of each indicator as well. The following figure may illustrate them:

Table 2
Rubric for Qualitative Description

| Listening and Reading | | | | | |
|-----------------------|---|--|---|---|---|
| 3.1 | 90-100 | 85-89 | 80-84 | 75-79 | 72-74 |
| 3.1.1 | Excellent! You managed to find the text structure of self introduction and get all the information well with barely no mistakes | Very Good! You managed to find the text structure of self introduction and get some of the information fairly by having a few mistakes | Good! You managed to find the text structure of self introduction and get quite a lot of the information fairly by having some mistakes | Adequate! You managed to find the text structure of self introduction and get the information acceptably by having several mistakes | Fail! You didn't managed to get most of the material given and have difficulties in presenting them |
| | Indicator | Descriptive Remark | Score Range | | |

Finding and Discussion

The score given in the student’s report book may not be adequate to show on what skill and what competence they are successful or vice versa, since it is only delivered as one score for all. Most of the collaborative teachers find it important and

useful to have describing details in a certain form to show what area they managed to achieve and how far they get the intended ability as it is stated in the achievement indicators for a certain competence (IPK). The result of the questionnaire in table 1 is

described as follows: **For question no 1:** 3 out of 10 interpret the scoring is clear enough to describe the student's English proficiency in detail specifically. The rest of them think that the scoring is less clear. **For question no 2:** mostly all of them consider that it is important to have a rubric describing the details of student's score for each language skill. **For question no 3:** all of them agree to insert the rubric as an attachment describing the student's proficiency in language skill based on the basic competence in the students' report card. **For question no 4:** they find it should be adequate enough to show the progress of the student, in any circumstances. **For question no 5:** the suggestion for the rubric is more to the criteria to show the student's achievement clearly and explanatory head or title to let the

Table 3.

Rubric for Receptive Cycle

| 3.1 | 90-100 | 85-89 | 80-84 | 75-79 | 72-74 |
|-------|--|---|--|---|---|
| 3.1.1 | Excellent! You managed to find the text structure of self-introduction and get all the information well with barely no mistakes | Very Good! You managed to find the text structure of self-introduction and get some of the information fairly by having a few mistakes | Good! You managed to find the text structure of self-introduction and get quite a lot of the information fairly by having some mistakes | Adequate! You managed to find the text structure of self-introduction and get the information acceptably by having several mistakes | Poor! You haven't managed to accomplish the instruction |
| 3.1.2 | Excellent! You managed to find the social function of self-introduction and get all the information well with barely no mistakes | Very Good! You managed to find the social function of self-introduction and get some of the information fairly by having a few mistakes | Good! You managed to find the social function of self-introduction and get quite a lot of the information fairly by having some mistakes | Adequate You managed to find the social function of self-introduction and get the information acceptably by having several mistakes | Poor! You haven't managed to accomplish the instruction |
| 3.1.3 | Excellent! You managed to identify the language features of self-introduction and get all the information well with barely no mistakes | Very Good! You managed to identify the language features of self-introduction and get some of the information fairly by having a few mistakes | Good! You managed to identify the language features of self-introduction and get quite a lot of the information fairly by having some mistakes | Adequate You managed to identify the language features of self-introduction and get the information acceptably by having several mistakes | Poor! You haven't managed to accomplish the instruction |

student knows the usage of the rubric inserted into the report card.

Based on the previous result, it is helpful to have such an instrument to deal with student's achievement in some competences broken down into some indicators as a rubric with different descriptor in each aspect. Based on that leading indicator, it is needed a scoring rubric with the scoring system as well that respectfully showing the achievement of the students performance. Each part of the rubric is deliberately composed based on the student's achievement including the score range that, in this case, adjusted into the school policy that limits the lowest score into 72 to apply for the report card print out. It is shown in the table 3 and 4.

Table 4
Rubric for Productive Cycle

| 4.1 | 86-100 | 66-85 | DEVELOPING ENGLISH RUBRIC FOR DESCRIBING | 76-79 | 72-75 | 105 |
|-------|---|--|---|--|---|-----|
| 4.1.1 | Excellent! You managed to complete self-introduction grammatically correct and meaningfully acceptable | Very Good! You managed to complete self-introduction by having a very slight mistake in grammar and coherent sentence structure | Good! You have a few difficulties to complete self-introduction using grammar and coherent sentence structure properly | Adequate! You showed some difficulties to complete self-introduction fluently using grammar and coherent sentence structure properly | Poor! You haven't managed to accomplish the instruction | |
| 4.1.2 | Excellent! You managed to create text about self-introduction grammatically correct and meaningfully acceptable | Very Good! You managed to create text about self-introduction by having a very slight mistake in grammar and coherent sentence structure | Good! You have a few difficulties to create text about self-introduction using grammar and coherent sentence structure properly | Adequate! You showed some difficulties to create text about self-introduction fluently using grammar and coherent sentence structure | Poor! You haven't managed to accomplish the instruction | |

The score is inadequate just by scoring range directly, it should be started by giving the score independently that can automatically include the score itself into the scoring

range under some automation instructions that can help the teacher in the scoring cycle by giving a tool to process the score such as the following table 5;

Table 5.
Score Input for Receptive Cycle

The screenshot shows an Excel spreadsheet for a language assessment system. It includes fields for course name, teacher, semester, class, and year. A 'Bobot' (weight) of 76 is entered. The spreadsheet is divided into sections for 'VALIDASI' (validation) and 'PENILAIAN' (assessment). The 'VALIDASI' section includes fields for 'KMM' (76), 'PENGISIAN MASIH SALAH!' (No, NIS, NISN, Nama), and 'PENGISIAN TANGGAL / BULAN (dd/mm) ==>'. The 'PENILAIAN' section is a table with columns for 'No.', 'NIS', 'NISN', 'Nama', and 'Nilai' (NLS, RLS, NRD, RRD, NH1) for each student. A 'PETUNJUK' (instructions) section is also present, with a 'KLIK PADA MENU DIBAWAH INI !' (Click on the menu below!) instruction. A 'HOME' button is visible in the background.

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