

PalArch's Journal of Archaeology
of Egypt / Egyptology

RUBRIC: A MAGNIFICENT TOOL TO ASSESS, GRADE AND ENHANCE
THE COMMUNICATIVE COMPETENCE OF FRESHMEN UNDER
GRADUATES OF DR. ABDUL HAQ URDU UNIVERSITY DURING GROUP
DISCUSSION

Dr. Ch. Paul Krupakar

Assistant Professor, Dr. Abdul Haq Urdu University, Kurnool. A.P,
India, paulkrupakar.ch@gmail.com

Dr. Ch. Paul Krupakar; Rubric: A Magnificent Tool to Assess, Grade and Enhance The Communicative competence of Freshmen Undergraduates of Dr. Abdul Haq Urdu University during Group Discussion -- PalArch's Journal Of Archaeology Of Egypt/Egyptology 17(9). ISSN 1567-214x
KeyWords: Interpersonal skills, Group discussion, Assessment, Rubric

Abstract:

In the mid-1990s, the field of appraisal and assessment saw a move from conventional to elective evaluation. The move introduced various new practices on aiming connecting teaching and learning forms with the assessment process. Past studies researching the effect of scoring rubrics and peer evaluation witnessed them have a positive impact on students, teachers, and educational programs. The present paper examines the effects of rubrics and peer evaluation on the speaking skills of I year B.Sc undergraduate students of Dr. Abdul Haq Urdu University, during the GD round as a part of advanced English language lab activity. A pretest-posttest strategy is utilized between which the two practices were applied to students. A combined t-test and f-test examination was applied indicating a positive effect of the rubrics on the communicative competence of the students. Besides, the elective practices helped to make an interactive student-centered classroom with exceptionally energetic students.

Introduction:

The assessment has a significant role in education and it has a critical role in the teaching procedure. Through suitable evaluation, teachers can characterize and grade their students, give feedback, and structure their teaching accordingly. In the modern-day of teaching and learning processes, teachers and researchers have been getting progressively inspired by the prerequisites of appraisal systems in the extent of foreign language teaching and the learning procedure, as types of evaluation have been evolving. The appraisal techniques identify with legitimacy, practicality, unwavering quality, and wash back, and are viewed as the essential standards of evaluation in foreign language teaching and learning. The primary estimation of these previously mentioned standards is to distinguish the impacts of assessment and review any teaching classroom-based issues between the instructor and the students. As the assessment procedure influences both the instructors and students, significance and consideration ought to be given to assessment techniques in English language teaching. In this streamline a new way assessment techniques have been evolved to estimate and assess the learning capabilities of the students. Rubric is one such technique, which is very effective in assessing the skills. In the present study rubric technique is used to assess, grade, and enhance communicative competence of I year B.Sc students of Dr. Abdul Haq Urdu University during group discussion.

Group Discussion:

Group discussion is a crucial aspect of group communication. It is an interaction among participants to exchange their views and ideas on a given topic. It gives an opportunity to share not only their knowledge but also understand and improve their learning by observing the views of other participants. Group discussion is a creative and vibrant activity that encourages the reflective thinking of participants.

Group discussion is one of the most important criteria of an interview process. Companies often get a vast number of applications from the job aspirants. So the companies use the group discussion as an assessment tool to filter the candidates, and to understand the interpersonal skills of the job aspirants and hire potential candidates for the job.

Since the group discussion during the interview process involves the individual discussing a topic with other participants, most of the students may not have participated before and have no idea, on what basis their performance is judged upon. It also represents the employers how an individual probably displays their attitude at the workplace. As group discussion is given much importance during the interview process, students need to participate in such group discussions during their graduation. It helps them in improving their speaking skills, listening skills, and self-confidence and finally develops their attitude according to the group. Moreover it helps them to improve their critical

thinking, problem-solving, and decision-making skills which are very important for the job aspirants, to be placed in MNCs.

In order to improve their skills, they need to participate in events like formal and informal interactions and discussions, and observe various aspects such as, how to make critical comments, pose questions, agree or disagree with others, interrupt others, etc. First students need to practice this with their classmates and friends and ask them for their feedback. With such a practice, the students can develop their interpersonal and group discussion skills.

The group discussion activity is selected to assess the skills of the I B.Sc students of Dr. Abdul Haq Urdu University students because in this activity, there is abundant scope for improving the multi-skills of the students to make them get ready for the job interview. By conducting the group discussion, the teachers can develop and assess the following skills of the students.

- Initiative ability
- Effective communication skills
- Group dynamics
- Leadership qualities
- Body language
- Analytical skills
- Time managing skills
- Logical ability
- Interpersonal skills
- Tolerance
- Listening skills
- Motivational skills

Rubric as an assessment tool:

A rubric is an assessment tool that has a depiction of the expected performance for every rule so as to accomplish an evaluation or certain results. A rubric is a systematic technique to gather data viewing information and abilities as expressed by Churches (2015) in his investigation. Garfalo (2016) agreed that rubrics can be utilized to quantify certain conduct. In detail, the rubric is a scale rating survey with chosen reaction things (Haladyna and Rogriguez, 2013). The particular or standard desires for an exhibition to assess learning results (Aiken, 1996; Company et al., 2017; Stevens and Levi, 2013) are a key piece of the rubric as it doesn't just fill in as a device of evaluation yet additionally fills in as a learning device as cited by Andrade and Du (2005). "Rubrics can both educate assess the skills the learner" Therefore, the well-designed rubric application can profit any discipline (Montgomery, 2002). This instrument works in various manners to propel students' learning and has incredible potential specifically for first-generation, non-traditional, and minority students. Moreover, rubrics improve teaching, add to effective assessment, and are a significant source of data for program improvement. In this article, we examine key highlights of a quality rubric; present a case of a rubric for evaluating the speaking skills of engineering students.

Justification of Designing process adopted for creating the rubric:

While designing the scoring rubric for group discussion, it is important to decide which parameter is to be given much priority in the discussion. As group discussion requires various skills of the candidates, it is difficult to assess the performance of the participants without the evaluation rubric. Hence the researcher has designed the following scoring rubric to assess the several skills of the students which are very important for them to score more points during the discussion.

S.NO	CATEGORY	IMPORTANCE	MARKS (30)
1	Content	Subject/ topic knowledge: To participate in group discussion, the participants must have sound knowledge on the given topic. The purpose of the employers in conducting group discussion is to test, whether the candidates have updated worldly knowledge or not. Hence it is given more marks for the interview.	5
2	Fluency in English	After the awareness on the given topic, the employers give much importance to the English fluency of the participants, because every employee needs to communicate with their colleagues, superiors, customers and clients in English. The fluency in English includes <i>Spontaneity, Vocabulary, Grammatically correct structures, and good pronunciation.</i>	5
3	Body language (Non-verbal communication)	Non-verbal communication is very important during the group discussion, because one uses non-verbal communication much compare to verbal. Positive body gestures are sign of self-confidence and security. Employers depend much on the non-verbal behavior of the participants to understand the attitude and behavior of the candidates during the group discussion. Body language includes <i>Posture, gestures, eye contact, and facial expression.</i>	5
4	Group behavior	Group discussion includes the participation of group of candidates. Employers expect proper group behavior from the candidates. Being a part of an organization every employee should respect other's opinions, cooperate them to maintain good working environment. it includes <i>good Cooperation, motivation, support .</i>	3
5	Leadership qualities	Leadership skill is one of the most demanded qualities of the employers. During the group discussion also those who show the leadership qualities, will be awarded more points. This skill includes <i>Assertiveness, emotional stability, self-confidence, discretion, patience, adaptability, persuasiveness.</i>	2
6	Analytical skills	It is also one of the most important skills required for every employee. In order to deal with the job work and problematic situations in the organization one must hone fine analytical skills. During the GD in interview process, employers hunt for this skill in candidates. It includes	2

RESEARCH METHOD

The application of the Rubric-based assessment model

The objective of this research is to examine how the rubric application model impacts the performance of the students during group discussion and their learning results. The research design is basically experimental in nature accordingly; the researcher divided the students into two small equivalent groups which the researcher had taken as a research test. Twenty (20) students were randomly chosen by the instructor out of forty (40) students of the I B.Sc program in Dr. Abdul Haq Urdu University, Kurnool (Dt) Andhra Pradesh.

Type of Group	No. of Students	Percentage
Experimental group	10	50
Control group	10	50
Total	20	100

Table :(01) Equal distribution of student groups

First of all, the researcher gave a demonstration on group discussion skills, discussed dos and don'ts of GD and gave tips for effective participation in group discussion. After few days the researcher conducted Group discussion without implementing rubric as a part of pre-test to both the experimental and control groups before the start of the study, and assessed the individual and group performance of the students based on five main parameters, afterward, the student's individual scores and group wise scores were kept as a record for the additional procedure. Next the researcher introduces rubric model to the experimental group and guide them on what basis their performance will be assessed during the group discussion, he circulates a copy of rubric template to all students of experimental group for detailed understanding of assessment. Finally group discussion is conducted to experimental group as a part of post-test and their individual and group scores are recorded. The scores which are gathered through pre-test and post-tests are analyzed by using the statistical methods of mean, standard deviation, t-test and f-test. Finally the resulted information is arranged in appropriate manner and highlighted the end result for easy understanding of the reader.

Methodology: Teachers' role

Step-1

The investigator selected I.B.Sc-II Semester students (40 members) for this investigation, and conducted a face-to face interactive class to teach group discussion skills, importance of GD round during recruitment process, and the skills required for getting through group discussion round. The next day the investigator conducted a small interactive session to all the 40 students to identify 20 active speakers for the investigation.



Image: 1 Interactive session in IB.Sc classroom, Dr. Abdul Haq Urdu University before Pre-test

Step-2

After the interactive session in the classroom the investigator has identified 20 active students for the pre-group discussion test. These 20 students are again divided into experimental and control groups with equal number of 10 students in each group.

Step-3

Students of both the groups were given instructions to participate in group discussion and given a topic for self-preparation for 10 minutes. After the given time pre-group discussion test was conducted to both experimental and control groups and both individual and group scores were recorded for the further study.

Step-4

After the pre-group discussion test experimental group was introduced rubric-based assessment model for their better understanding of assessment of their performance for further post-test group discussion.

Rubric for Group Discussion:

S.No	Category	Exemplary 8-10 points	Effective 5-7 points	Minimal 2-4 points	Poor/unsatisfactory 0-1 points
1	Level of engagement	<ul style="list-style-type: none"> Actively engages in GD & Contributes highly qualitative ideas on a regular basis. Constructively arrange the statements and summarizes main points 	<ul style="list-style-type: none"> Contributes good ideas and asking questions on a regular basis. Often engages in the discussions & summarizes main points. 	<ul style="list-style-type: none"> Occasionally contributes ideas to the GD by sharing a few points. Sometimes engages Identifies and summarizes a few main points. 	<ul style="list-style-type: none"> Fails to contribute ideas to GD. Fails to engage and does not identify or summarize any points.
2	Topic awareness	<ul style="list-style-type: none"> Demonstrates very good knowledge on the topic. Very much relevant to the topic 	<ul style="list-style-type: none"> Demonstrates good knowledge on the topic. Good relevance to the topic. 	<ul style="list-style-type: none"> Shared knowledge on the topic. A little relevance to the topic. 	<ul style="list-style-type: none"> Doesn't share any knowledge. No idea about the topic
3	Fluency in English	<ul style="list-style-type: none"> Excellent fluency in English. Rich, precise & impressive use of vocabulary and grammar. Beautiful accent clear to understand 	<ul style="list-style-type: none"> Good fluency in English. Used appropriate vocabulary and grammar. Good accent easy to understand. 	<ul style="list-style-type: none"> Speech was slow and often hesitant to express. Sentences were left uncompleted Slightly unclear with pronunciation. 	<ul style="list-style-type: none"> Poor in English. Committed many grammatical mistakes. Difficult to understand & unclear pronunciation.
4	Non-verbal communication	<ul style="list-style-type: none"> Consistently uses good facial expressions, natural gestures. Uses appropriate Postures and movements throughout the 	<ul style="list-style-type: none"> Uses good facial expressions, & gestures. Postures Communicates good confidence. 	<ul style="list-style-type: none"> Facial expressions are neutral & convey little meaning. Postures are nondescript and slovenly. 	<ul style="list-style-type: none"> Speaker's Face is void of expressions. Postures are inappropriate.
5	Listening	<ul style="list-style-type: none"> The participant was able to concentrate completely and 	<ul style="list-style-type: none"> The participant was mostly attentive and was able to 	<ul style="list-style-type: none"> The participant found it difficult to concentrate on 	<ul style="list-style-type: none"> The participant was inattentive & was not able to concentrate

Step-5

In the final stage of rubric-based assessment model, the experimental group was conducted post-test group discussion and was assessed individually and group wise. Their score were recorded for the final investigation of the study.



Image:02 Post-test Group discussion round of experimental group in Dr.Abdul Haq Urdu University

DATA ANALYSIS

The information which was gathered by the researcher through pre-test and post-test (inquire about instruments) was effectively dissected through clear insights like Mean, Standard Deviation, T-test, and Co-efficient of variance had been utilized to quantify the information in an appropriate and methodical manner and discover the noteworthy distinction between the Mean scores of Experimental group and Control group.

Graph:1 Mean & standard deviation values of experimental & control groups of pre-test

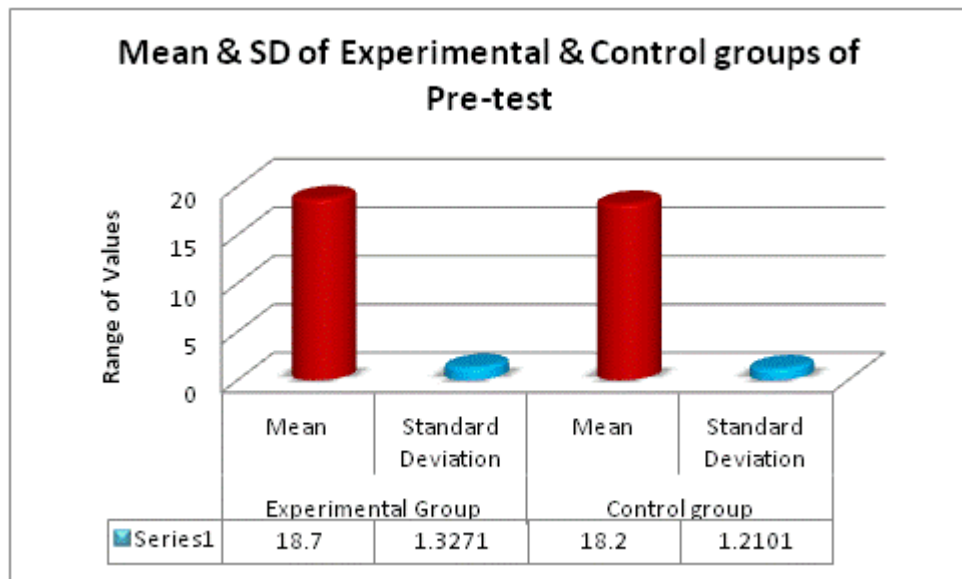


Table: 1 Mean & standard deviation values of experimental & control groups on pre-test

S.No	Group Name	Mean	Standard Deviation
1	Experimental Group	18.7	1.3767
2	Control Group	18.2	1.2101

The above table-1 indicates that both the experimental and control group are relatively near in values in pre-test scores. The Mean value of experimental group is 18.7 and Standard Deviation is 1.3271, on the other side the Mean value of Control group is 18.2 and Standard deviation is 1.2101

Graph: 2 Mean & standard deviation values of experimental & control groups of post-test

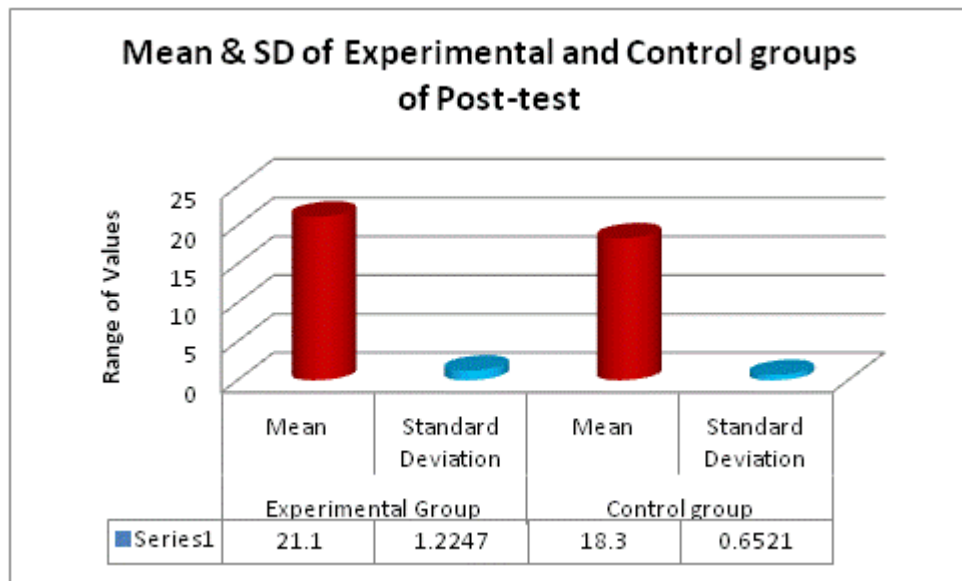


Table: 2 Mean & standard deviation values of experimental & control groups of post-test

S.No	Group Name	Mean	Standard Deviation
1	Experimental Group	21.1	1.2247
2	Control Group	18.3	0.6521

The above table-2 indicates that performance of experimental group is better than control group during the group discussion. The performance of those students whom the investigator had given rubric for assessment was better than those students whom the investigator simply gave instructions without rubric

during the lab session. Hence the Mean score of experimental group is 21.1 and Standard deviation is 1.2247 and on the other side the Mean Score of control group is 18.3 and Standard Deviation is 0.6521. This table indicates the reasonable difference between the performances of experimental group and control group in a legitimate way during the group discussion.

Graph: 3 Mean, SD, T&F values of experimental & control groups of pre-test

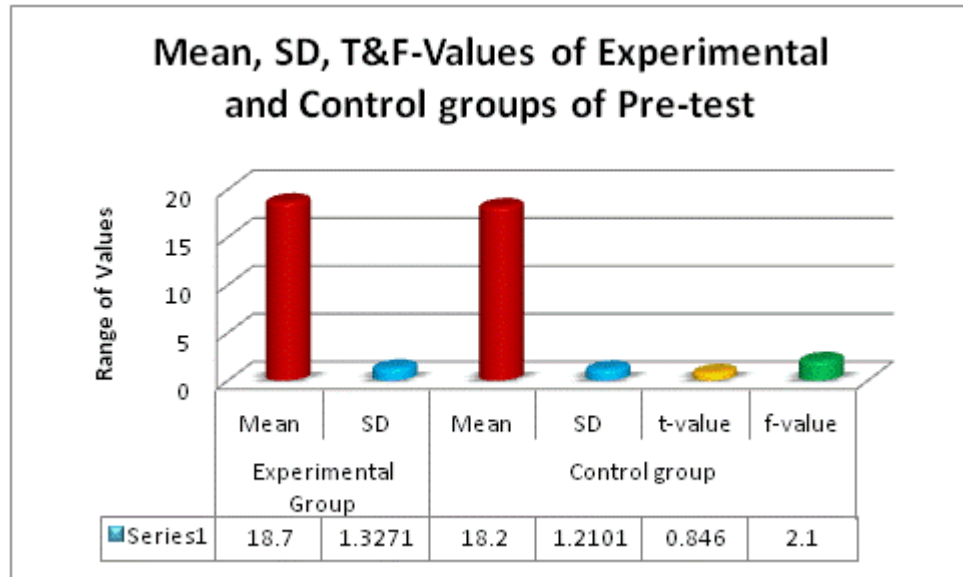


Table: 3 Mean, SD, T&F values of experimental & control groups of pre-test

S.No	Group Name	Mean	SD	t-value	f-value
1	Experimental Group	18.7	1.3271	0.846	2.1
2	Control Group	18.2	0.2101		

In the above table-3 t-determined value and f-determined values are introduced along with Mean value and Standard Deviation values of pre-test scores of both experimental and control group in a detailed way to highlight the t-determined and f-determined estimations of both experimental and control groups. Since the t-determined and f-determined values of both the experimental and control group scores clearly shows that there is significant difference between the experimental group and control group in pre-test scores however these are nearly equal. The Mean score of Experimental group is 18.7 the standard deviation is 1.3271, and control group Mean score is 18.2 and the standard

deviation is 0.2101. Also, the t-determined estimation of both of the groups is 0.846, and f-determined estimation of both the groups is 2.1.

Graph: 4- Mean, SD, T&F values of experimental & control groups on post-test

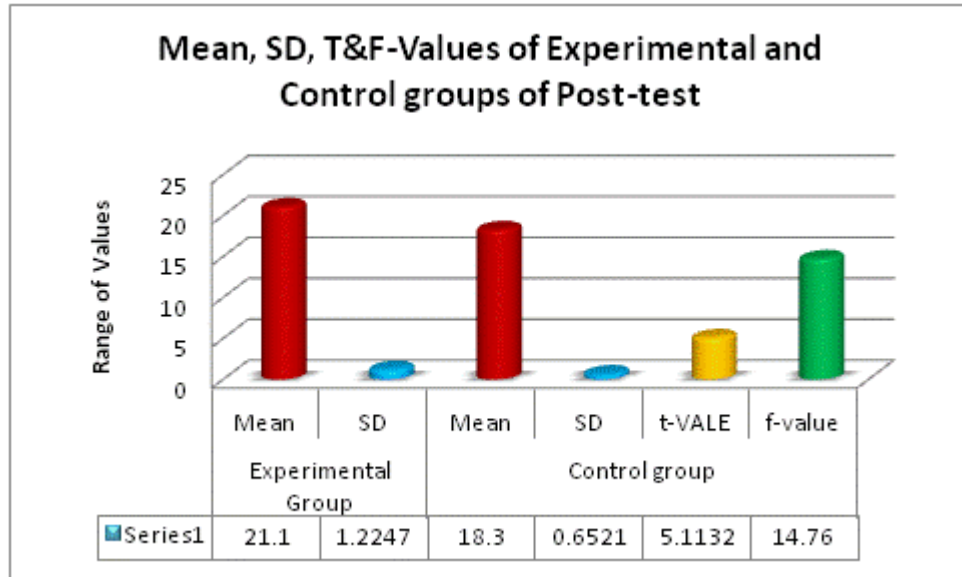


Table: 4- Mean, SD, T&F values of experimental & control groups of post-test

S.No	Group Name	Mean	SD	t-value	f-value
1	Experimental Group	21.1	1.2247	5.1132	14.76
2	Control Group	18.3	0.6521		

In the above table-3 t-determined value and f-determined values are introduced along with Mean value and Standard Deviation values of post-test scores of both experimental and control group in a detailed way to highlight the t-determined and f-determined estimations of both experimental and control groups. Since the t-determined and f-determined values of both the experimental and control group scores clearly shows that there is huge difference between the experimental group and control group in post-test scores. The Mean score of Experimental group is 21.1 the standard deviation is 1.2247, and control group Mean score is 18.2 and the standard deviation is 0.6521. Also, the t-determined estimation of both of the groups is 5.1132, and f-determined estimation of both the groups is 14.76.

Graph: 5- Comparison of T-value & F-values of pre & post tests

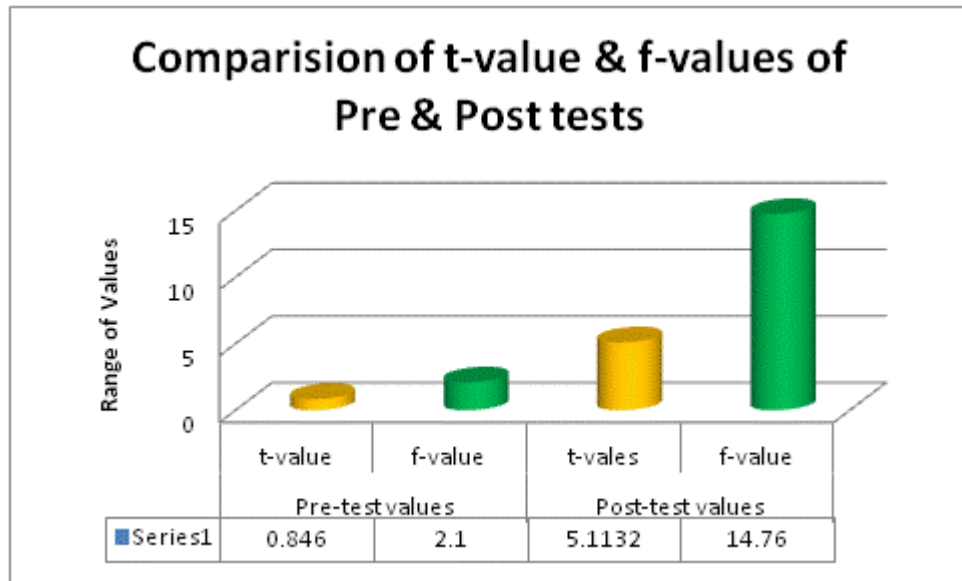


Table: 5- Comparison of T-value & F-values of pre & post tests

S.No	Value type	Pre-test	Post-test
1	t-value	0.846	5.1132
2	f-value	2.10	14.76

The above table-5 clearly indicates the great difference between t-value and f-values of pre-test and post-test group discussions. The t-values of pre-test and post-tests are 0.846 and 5.1132 simultaneously. The f-values of post-test are 2.10 and 14.76 simultaneously. Hence it is found that the performance levels of experimental group after the post-test are very impressive. So the rubric-based assessment has helped the students a lot in understanding the criteria of assessment and made them prepare themselves according to the rubric.

Discussion and Conclusion:

The results of the present investigation clearly indicated that the experimental group which received rubric-plus explanation and the criteria of assessment of group discussion performed significantly better than that of the control group. The experimental group showed a great positive effect of the awareness of rubrics on students’ interpersonal skills and communicative competence at post-test. As Andrade (2005) points out, “rubrics are not transparent to understand and students require support in understanding rubrics and their use”. The results of the present study support this point of view. According to the investigator who guided the experimental group, the students showed high level of performance during the group discussion as the rubric helped them to understand the parameters taken for assessment and plan their preparation accordingly. In the end of the study the investigator took the feedback from the experimental group regarding the implementation of rubric-

based assessment for group discussion and its impact on their preparation and performance and received positive responses from all the students.

Thus, the investigation shows that cautious planning of rubrics and meticulous clarification and constant support and direction given to the students of Dr. Abdul Haq Urdu University undoubtedly brings outstanding results in grading, assessing and enhancing the communicative competence of students during group discussion.

References:

- Andrade, H.G. (2005). Teaching with rubrics. *College Teaching*, 53(1) 27-30. Retrieved from http://www.uri.edu/assessment/uri/guidance/documents/Andrade_2005_Teachingwithrubrics.pdf on 17th May 2013.
- Andrade, H.L., Du. Y., & Wang, X. (2008). Putting rubrics to the test: the effect of a model, criteria generation, and rubric-referenced self-assessment on elementary school students' writing. *Educational Measurement: Issues and Practice* 27(2): 3-13.
- Brown, H. D. & Abeywickrama, P. (2010). *Language assessment, principles and classroom practices* (2nd ed.). White Plains, NY: Pearson Education, Inc.
- Jonsson, A., & Svingby, G. (2007). The use of rubrics: Reliability, validity and educational consequences. *Educational Research Review* 2: 130-144.
- Schafer, W., Swanson, G., Bené, N., & Newberry, G. (2001). Effects of teacher knowledge of rubrics on student achievement in four content areas. *Applied Measurement in Education*, 14(2), 151-170.