ASSESSING STUDENT LEARNING RESULTS THROUGH RUBRICS: A SURVEY AT THE NATIONAL ACADEMY OF PUBLIC ADMINISTRATION

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Abstract:

Assessment in higher education plays an important role, in helping lecturers evaluate student learning effectiveness and support training program management. To ensure fairness and reliability, assessment tools need to adhere to criteria of validity, reliability, and discrimination. Rubrics are an appropriate way to do this, especially when assessing students' high standards and soft skills. Other assessment tools often rely on the subjective assessment of the rater, which does not ensure fairness and reliability. This article presents the process of creating Rubrics and provides information about Rubrics writing techniques and instructions on how to use them in assessing students at the National Academy of Public Administration.

Keywords: Evaluate; Rubrics; Learning outcomes; Student; The law; National Academy of Public Administration.

1. INTRODUCTION

Assessment in higher education has multidimensional importance. First of all, it supports lecturers in assessing the level of students' achievement of subject learning outcomes, thereby determining whether educational goals have been achieved or not. In addition, assessment also plays an important role in improving the quality of educational activities and improving educational programs.

At the same time, assessment in higher education is also the foundation for program managers and management teams to make decisions related to programs and human resources in the academic unit. The Circular regulating the quality accreditation of higher education institutions of the Ministry of Education and Training addresses standards for assessing learners in higher education, with an emphasis on value, reliability, and feasibility. fairness of assessment methods and tools.

For output standards corresponding to low cognitive levels according to Bloom's Scale, traditional tests (multiple choice or essay) and assessment tools such as answer keys or scoring sheets are often used. However, with output standards corresponding to high cognitive levels, using tests with answers becomes difficult and it is necessary to use open-ended tests instead.

In addition, for outcome standards related to skills and attitudes, assessment must often be based on students' actual activities and cannot rely solely on written exams. However, evaluation based on the subjective feelings of the examiner often leads to low reliability and unfairness among candidates.

Using Rubrics to assess students in such situations can help overcome these limitations. A well-designed Rubric not only ensures consistency in testing and assessment by instructors but also helps guide students to a clear understanding of learning expectations and goals.

2. THEORETICAL OVERVIEW

1.2.1. Concept of Rubrics

Rubrics is a concept defined quite diversely by many researchers. Despite differences in language usage, fundamentally, the definitions from these researchers share many similarities. According to Natalie Pham (2010), Rubrics are an evaluation system based on predetermined criteria, helping to clearly define what the rater evaluates and describe the level of these criteria. Dannelle D. Stevens (2005) describes Rubrics as a method of grading students, often charted in the form of a table describing assignments or tasks. Heidi Goodrich, an expert on Rubrics, defines Rubrics as a scoring tool that lists all the criteria for evaluating a lesson, assignment, or learner's work and arranges them hierarchically (Heidi & Malini, 2010). Tran Kieu and Nguyen Thi Lan Phuong (2009) view Rubrics as a complete description of what learners need to demonstrate to be evaluated and graded according to different levels of competency for subject requirements. In short, Rubrics is a tool to evaluate learners' learning outcomes by building a system of criteria based on subject outcome standards and charting them to describe the level of achievement of each criterion.

1.2.2. Develop training programs through Rubrics

Stevens identified four main elements in the Rubrics, including task descriptions, scoring scales, assessment factors, and descriptions of each assessment factor corresponding to each scale. Dannelle D. Stevens (2005) described the process of building Rubrics mainly as forming these four main elements in the above order. However, research by Kenneth Wolf and Ellen Stevens (2007) has shown that a detailed Rubric should have a scale with 6 assessment levels: Completely does not meet the requirements, does not meet the requirements, nearly meets the requirements. requirements meet requirements, better than expected, and excellent. They also proposed a sequence for building Rubrics including defining performance criteria, establishing assessment levels, and describing each assessment level for each performance criterion.

In the teaching guide document based on AUN - QA learning outcomes (2017), the Rubrics development process is described as including 7 steps: (1) Determine the output standards or knowledge to be assessed, (2)) determine the tasks used for assessment, (3) determine student performance criteria, (4) determine performance levels, (5) write descriptions for each performance level, (6) discussion with colleagues and students, (7) use and re-evaluation.

These studies focus on identifying the necessary elements and steps to build Rubrics. However, in the case of more complex Rubrics, additional elements may be needed to design them more scientifically and effectively. Describing the performance levels of each assessment criterion is often a difficult step for lecturers, but the above studies have not provided detailed and specific instructions on this. This article will focus on analyzing the general structure of Rubrics, the process of building and completing them, along with techniques for constructing Rubrics, and instructing how to use Rubrics to evaluate students effectively. fruit.

3. PROCESS FOR ASSESSING STUDENT LEARNING RESULTS THROUGH USING RUBRICS

3.1. General structure of rubrics

Usually, a rubric is built in the form of a two-dimensional table. On a rubric, the following contents are shown: Name of the rubric (usually indicates the learning outcome being assessed or the activity to be assessed); evaluation criteria; the degree of achievement of the criteria; Evaluation score for each criterion and description of the level of achievement of each criterion.

Example of the general structure of a rubric:

This To be love situation history uses spectrum variable best opposite to with Rubric. Lecturers on one's build the pepper will fight What's the price? give Have compatibility with the standard head ra hope want opposite to with active dynamic learn practice need Okay fight price, important number opposite to with each pepper will and tissue description the level matter quantity according to each pepper will fight price.

Table 1: Sample Rubric fight concludes result learn the practice of people learn

Criteria fight price	**CDR**	**number**	**Describe level matter quantity**				**Point**
			Good	**Rather**	**Central jar**	**Weak**	
			10 - 8.5	**8.4 – 7.0**	**6.9 – 5.0**	**4.9 – 0.0**	
TC 1:	…	…	……	……	……	……	
TC 2:	…	…	……	……	……	……	
TC 3:	…	…	……	……	……	……	
TC 4:	…	…	……	……	……	……	
Point total							

(Source: Le Van Hao, 2021)

Depending on the complexity of the output standard, the structure of the rubric may be different. However, the main components of a rubric include Output standards that need to be assessed, expected levels of output standards, and corresponding descriptions for each level of output standards. If the output standard is general, depends on many factors, and is difficult to evaluate directly, then accompanying evaluation criteria should be built (as in the example above) so that each evaluation criterion is Measurable and only depends on 1 or 2 factors that are closely related to each other to make it easier to evaluate. Component evaluation criteria may have the same weight or different weights depending on the level of contribution to the output standard.

3.2. The process of building rubrics

In the process of developing a Rubric, there are the following important steps:

Research subject outcome standards: First, it is necessary to review the subject outcome standards to determine whether they are knowledge, skills, or attitudes. It is necessary to evaluate the level of these standards on Bloom's scale. This step is the basis for determining appropriate assessment activities to assess the level of achievement of each student outcome standard.

Determine assessment activities: Assessment activities are determined based on the corresponding subject outcome standards. It is necessary to determine which learning outcomes will be assessed by groups or individuals. Which output standards will be assessed by taking tests, and which standards will be assessed through other activities? It is necessary to determine the final product of the evaluation activities.

Determine requirements for students, evaluation criteria, and weights: For each assessment activity, it is necessary to clearly define the requirements for students, the criteria that will be evaluated, and the weight of each criterion. Evaluation criteria need to be clear and quantifiable, to avoid misleading students.

Determine the levels of response to student requirements: For each assessment criterion, it is necessary to describe the levels of student response. The number of levels can depend on the desired level of detail, but it is necessary to unify all criteria into unified levels. It is important to have a clear line between pass and fail for each criterion. This is the basis for determining whether students meet the output standards or not.

Write a description for each level: After determining the levels, it is necessary to describe them quantitatively to help instructors make a fair assessment. This ensures consistency when multiple instructors use Rubrics to evaluate the same students and ensures the reliability of the evaluation process. At the same time, there needs to be a clear distinction between levels for discriminatory assessment.

Discussion with instructors and students: After writing the description for each level, the Rubric should be discussed with the instructors who will use it to evaluate students and the students who will be evaluated by it. This step is to check the appropriateness and reasonableness of the Rubric and help lecturers and students understand the spirit and requirements of the Rubric.

Use and adjustment: The final step is to use and adjust the Rubric. During use, Rubric's limitations will be detected and adjusted as necessary. Adjusting the Rubric after use is important to make it more complete and suitable for specific situations.

4. APPLICATION OF RUBICS TECHNIQUE IN ASSESSING LEARNING RESULTS OF LAW STUDENTS, NATIONAL ACADEMY OF ADMINISTRATION

In regulation submit build build rubric, step write tissue description give each level degree Have perhaps To be step difficult towel best. When catching headWrite a description for each level in the rubric. 2 particularly important levels need to be determined head fairy. There To be level degree "obtain" and level degree High best “export sharp". LIVE level degree "obtain" needs tissue description clear the Love bridgeThe minimum that the lecturer expects students to be able to do for a certain criterion after completing the subject learned. In When there, level degree “export sharp" tissue description socks chief the weak element and Love bridge High best but lecture pellets expect wantborn pellets do Okay opposite to with one pepper will after learn finished subject learn. Pine often threshold "obtain" and level degree“export sharp" To be High good short extra depending on level degree wall proficient belong to born pellets when caught head learn the subject and extradepends on how similar criteria or learning outcomes are taught and assessed in previous subjects there.

For example, for the criteria for preparing presentation materials in the outcome standards on presentation skills, when it is the first timefairy carefully power This Okay teach give born pellets year rank 2, level "obtain" Okay body determined To be "Born pellets Have history use theSpecialized software to design presentation documents, the content presented in the document is concise and reflective reflect the correct content". Meanwhile, this same criterion but in subjects appears in the 4th year, when Students who have practiced many times will have a higher "pass" level: "Do students use the software?" Specialized in designing presentation documents, the content presented in the document is complete and concise, and the layout is presentedpresent Balanced, usable reasonable multimedia”.

To tissue description, the level degree replied response belongs to born pellets opposite to with each pepper will Have can use one in 3 carefully art spectrum variablefollowing: Define the level of support needed to complete the task and describe the requirements for each level degree belong to criteria Evaluate

Each level will be associated with a number or a corresponding value from the lowest level to the highest level. When using the accounting technique, it is necessary to determine the amounts at different levels continuously, and continuously any one value any also only live in one single clause.

For example Come back carefully definition of Clause:

Table 2. Part of the Rubric for evaluating graduate thesis Faculty of Law, National Academy of Public Administration

The standard head goes out	**Export sharp**	**Obtain**	**In progress broadcast development**	**Catch head**
Identify ants awake tool can belong to State and law	Identify the correct word 80% of states and laws need set give one question topic law protection activities	Identify the correct word from 50% to less than 80% the state and the law need necessary for a matter of legal protection activities	Identify the correct word 20% to less than 50% the state and the law need necessary for a matter of legal protection activities	Corpse determined correctly below 20% the state and the law need necessary for a matter of legal protection activities

(Source: author's construction, year 2023)

The advantage of this technique is that the quantitative levels between levels are clear and easy to distinguish, ensuring high reliability when used to evaluate students. Besides, the obvious disadvantage is that because the calculation technique is based on quantity, it sometimes does not reflect the quality distinction between levels.

Describe the level of support needed to complete the task

This technique is often applied to write descriptions for rubrics about soft skills or attitudes. Which describes the level of independence the student demonstrates during the assessment process or in completing the task. The higher the level of independence, the higher the student scores on this type of scale.

Technical examples describe the level of support needed to complete the task.

Table 3: Part of the rubric for evaluating the implementation of Project-based learning at the Law Department, National Academy of Public Administration

Pepper will Fight price	**Level 4 (Very Good)**	**Level 3 (Good)**	**Level 2 (Obtain Love bridge)**	**el 1 not obtained)**
Calculate accumulation pole belonging to SV to submit a real current project (can presently via Japan sign attend judgment).	Born pellets complete full owner dynamic in job real presently responsibility service belong to attend judgment, try notch dress difficult towel When real presently attend judgment.	Born pellets owner dynamic in job real presently project mission, but it is necessary to support belong to teacher pellets in job notch dress difficult difficulty in implementing the project judgment.	Born pellets invite occasionally need lecture pellets prompt remember in job real presently responsibility service of the project, and if encountered difficult towel When real current projects, students often wait arrive time meet lecture pellets next according to to submit present.	Born pellets extra belong on the reminder and pedestal governor belong to teacher The pill is so transparent Project implementation process judgment.

(Source: author's construction, 2023)

The advantage of describing using this technique is that it is easy to use the rubric after design, the distinction between levels is relatively clear and the reliability of the tool is high. At the same time, the obvious disadvantage is that this description is based on external manifestations, so it sometimes does not reflect the internal quality at all levels. According to this description, it can be seen that a student who, with the support of a teacher, produces a high-quality product will be evaluated at a lower level than a student who works independently and produces a product of high quality. products of lower quality.

Describe the requirements for each level of assessment criteria

For each criterion, the lecturer will describe all the requirements he wants at the highest level of the rubric ("excellent" level). After completing this step, lecturers consider what characteristics their minimum requirements for students in this criterion include. Based on those two basic levels, instructors proceed to determine the characteristics that must be present at intermediate levels.

Table 4. Part of the rubric used to evaluate General Law - Jurisprudence Program

The standard head goes out	**Least**	**Weak**	**Central jar (pass)**	**Rather**	**Good**
Legal documents; phenomena of law violations and enforcement measures against law violators; content of basic and important legal branches of the Vietnamese state today	Are not Remember, remember basic concepts incorrectly	Remember the concept basic	Remember basic concepts, analyze *some* basic characteristics and content of basic and important branches of law of the Vietnamese state today	Remember basic concepts, analyze basic *characteristics* of the basic and important legal branches of the Vietnamese state today	Remember and understand basic concepts. Analyze and apply *the* basic characteristics of the content of the basic and important branches of law of the Vietnamese state today

(Source: author's construction, year 2023)

The advantage of this technique lies in the focus on the quality of the student's performance, so there is a clear distinction between different levels of "quality".

Many studies have examined the role and impact of using rubrics in student assessment. According to research by Md. Julhas Uddi (2014) and the authors Y. Malini Reddy and Heidi Andrade (2010), survey results of lecturers and students in classrooms using rubrics show that users say rubrics help make assessment easier. more trustworthy, fair, and transparent (Julhas, 2014), (Malini & Heidi, 2010). Md. Julhas Uddi also pointed out in his research that using rubrics helps students focus more on learning and achieve better learning results. According to the survey, up to 80% of respondents think that rubric should be applied in all subjects (Julhas, 2014). However, it should be noted that a rubric is not a universal tool and is not always effective in all situations.

In higher education, for subjects where the learning outcomes are only at the low level of Bloom's scale, such as remembering, understanding, and applying at a low level, the assessment method is for students to take tests. If there is a closed answer, the use of rubrics may not be necessary. To ensure reliability, transparency, and fairness in assessing students in these subjects, lecturers can unify the structure of the test for students at the beginning of the course and ensure consistency. in answers among lecturers participating in teaching that subject.

Rubrics are often needed for subjects with learning outcomes at high levels of Bloom's scale, such as analysis, evaluation, or creativity, and learning outcomes for soft skills or attitudes. In this case, students cannot be assessed only by taking tests with closed answers but need to require students to write essays with open answers or participate in small research and writing activities. essays or conduct research projects. Therefore, to ensure validity and reliability in assessment, lecturers and students need to agree on assessment methods, assessment criteria, and requirements that students need to meet to achieve different levels of results. assessment results.

Instructors must develop rubrics appropriate to each assessment activity and discuss these rubrics with students before conducting assessments.

It can be seen that not all subjects need to use rubrics for assessment or in a subject, we can only use rubrics to assess some specific output standards without the need to build Build rubrics for all output standards. The development and use of rubrics need to be reviewed and adjusted after each course to better meet the specific requirements of assessing the level of student learning outcomes. At the same time, as lecturers and students become more familiar with assessing the level of meeting learning outcomes using rubrics, they both have a clearer direction for teaching and learning activities to achieve output standards and improve course quality.

CONCLUDE

Innovating university teaching and learning activities towards meeting output standards is an inevitable trend not only in Vietnam but also in other countries in the region and the world. In that context, there is a need to strongly innovate student assessment activities from traditional methods through exams to non-traditional assessment methods through student activities, experiences, and expressions. is an indispensable job. To do this, assessment tools need to be improved and one of the effective assessment tools in the current situation is the rubric. However, building a good rubric requires a lot of time and effort. This article focuses on the rubric construction process, basic techniques used to build a rubric, and notes on using rubrics in assessing student learning outcomes.

The steps in the process and techniques in rubric construction are general and can be used for different courses in different programs of study. These are the theoretical basis for building good rubrics that meet the requirements of student assessment based on output standards.

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