



## Students' Perceptions on Using Rubrics as a Peer and Self-Assessment Tool in EFL Speaking Courses

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### ABSTRACT

This study explores how rubrics can be used as a tool for students to self-assess and peer-assess their speaking performance in English as a Foreign Language (EFL) classes by examining the perceptions of freshmen English language teaching majors (N=96). Data was collected using a survey questionnaire consisting of 38 questions organized into six clusters, covering the quality of rubrics, their usefulness in assignment preparation, peer and self-assessment, language learning, quality of feedback, and challenges in utilizing them. After completing a listening and speaking module that included practice in using rubrics for peer and self-evaluation of speaking performances, students were asked to rate their perceptions on a five-point Likert scale, ranging from "totally disagree" to "totally agree". Consistent with previous research in the same area, the findings suggest that students perceive rubrics to be of high quality and useful. However, the study also highlights the challenges that students face while using rubrics for peer and self-assessment, which is in contrast to the conclusions drawn by some other researchers.

**Keywords:** Self-assessment; peer assessment, rubrics, speaking performance

### Introduction

The transformation from traditional teaching methods into learner-centered ones creates many changes and reforms in education. The fundamental role of teachers as knowledge givers is no longer valid. Putting learners at the center of education means their roles in the learning process are more highly expected than ever before. Instead of being passive knowledge receivers, they are expected to actively discover and participate in various active studying activities such as discussing, problem-solving, creating, and even assessing their own performance (Brame, 2016). They also need to manage and decide all aspects of their learning process to fit their own demands and requirements of the innovation (Luu, 2022).

Such changes have led to innovation in every element of education, and assessment is no exception. New concepts such as "assessment for learning" and "learning-oriented assessment"

have been introduced and are more widely discussed and practiced. The teachers are no longer the only assessors who grade and evaluate learners' performances. Learners are actively involved in the assessing process, which aims to support and improve their learning. They are assigned to assess their own performance (self-assessment) and review their partners' performance as well (peer assessment). In other words, they have taken on a new role – as assessors in the class.

Regarding self-assessment, numerous studies (Thomas et al., 2011; Fathi & Youself, 2017; Ndoye, 2017; Phan & Phuong, 2017; Kusrini, 2018) were conducted to reveal its influence on student learning. The results of the studies were mostly indicated through investigations on learner participants' perceptions. However, the final outcome of effective assessment "is to improve students' learning and teachers' teaching" (Hill et al., 2017). To achieve this aim, learners should be actively involved in the assessment process. In other words, the job of teachers is to facilitate learners to engage in assessment (Hill et al., 2017). This teaching approach is infused with formative assessment, in which self- and peer-assessment is dominant in engaging learners in the assessment process.

One of the tools popularly used to encourage students to get involved in the assessment procedure with the purpose of improving their learning process and outcomes is rubrics. Rubrics have been used in education for a long time as a tool to grade students' performance (Chowdhury, 2018) and then as a kind of teacher feedback to the learners (Winterscheid, 2016). In recent decades, they have been increasingly used as instructional tools, particularly in English language learning and teaching (Stiggins, 2001; Andrade & Saddler, 2004). However, in any cases of using rubrics, most of the studies (Andrade, 2000; Maghsoudi & Haririan, 2013; Silva, 2014; Hill et al., 2017; Anh et al., 2022) have examined the effect of rubrics in different EFL contexts. Most of them confirm the positive impact of using the tool on both language evaluation and student learning outcomes.

A literature review of rubric application in language teaching illustrates that the tool is mostly used in classes that focus on productive skills such as speaking and writing, which are usually more difficult for teachers to assess fairly and accurately and challenging for learners to master (Truong & Le, 2022). In the Vietnamese context of English language teaching, rubrics have commonly been used as a scoring tool by teachers but have not commonly been used as a self-assessment tool. According to Anh, Dong, and Trang (2022), not much research has been conducted to see how learners self-assess their speaking performance based on a set of criteria. Thus, the study on learners' perceptions of rubric-based self- and peer-assessment, this self-assessment tool, and the effect of the rubrics in improving.

## Literature review

### *Peer and self-assessment*

Self-assessment is the process by which learners evaluate their own knowledge and skills (Bailey, 1998) or assess their own performances (Bourke & Mentis, 2011). According to Anh, Dong, and Trang (2022, p. 191), self-assessment is an effective tool for students to reflect on their own work. Numerous studies (Thomas et al., 2011; Heidarian, 2016; Fathi & Youself,

2017; Ndoye, 2017; Kusriani, 2018) have been conducted to reveal the impact of self-assessment on students' learning. The findings from these studies highlight the benefits of self-assessment, including promoting active participation in classroom activities (Boud, 1995), improving the ability to evaluate one's own performance accurately and monitor one's own learning (Boud, 1989), enhancing independence (Ratminingsih et al., 2018); developing self-confidence and critical thinking skills (Logan, 2009), and creating a learning environment that engages students and improves their learning responsibility (Yorke & Longden, 2004; Ratminingsih et al., 2018). Moreover, self-assessment reinforces self-regulated learning, as confirmed by O'donovan (2003), Winne (2003), Kearney (2003), and Cheng & Warren (2005), and is 'an effective instructional technique and a useful evaluation instrument' (Heidarian, 2016) in EFL learning contexts. Due to these advantages, self-assessment has become increasingly popular in various language teaching contexts.

Peer assessment involves students judging each other's work, either by giving formative reviews or summative scores (Bostock, 2009). Peer assessment is used in this study to provide feedback to learners, which is believed to have a positive effect on group work and the learning process. According to Kusriani, peer assessment encourages students to monitor each other, helps them become better at self-monitoring, and enhances autonomy, learning reflection, and independence from the teacher. Tetcher (2010) also recommends applying peer assessment in the classroom because it promotes student learning. However, to ensure the focus of the feedback, peer assessment should be employed with rubrics that illustrate the requirements of the tasks in detail and instruct students on how to prepare and assess their learning products.

Overall, self-assessment and peer assessment play a vital role in both teaching and learning. Rubrics can aid in the effective implementation of these assessment methods.

#### *Using rubrics in peer and self-assessment*

Rubrics have been defined by a number of scholars. According to Mertler (2001), rubrics are guides for marking learners' assignments by establishing a set of particular performance criteria. Scoring rubrics provide a detailed description of expectations for learners' performance in each category, with the aim that they can use this informative feedback from rubrics to improve their upcoming work (Mat & Par, 2022). Brualdi (1998), Airasian (2000, 2001), and Perlman (2002) suggested that scoring rubrics help assess learners' progress accurately and objectively in determining their learning. It is the role of rubric scoring systems in enhancing authentic assessment that has made them popular in different educational contexts.

In an effort to emphasize the powerful instructive elements of rubrics, Andrade (2000) confirmed that rubrics can be utilized as teaching tools to support student learning and improve their critical thinking skills. In other words, rubrics can be employed not only by teachers to evaluate or give detailed feedback to students but also by the students themselves to self-assess their own performance. The term "rubrics" used in this study is understood as the instructive ones, which are not only used as the guiding tool to assess students' assignments but also as their learning instructions.

The literature consulted illustrates two types of rubrics: holistic and analytic. Nitko (2001) explained that the holistic rubric allows the teacher to evaluate and score students' products

overall and not to judge each component element separately. Therefore, the implementation of holistic rubrics is probably appropriate in cases where the purpose of assessment is summative. In contrast, an analytic rubric requires the teacher to assess separate parts of the student's work, then add each individual score to achieve the total score or the overall evaluation (Saxton, Belanger & Becker, 2012; Moskal, 2000; Mertler, 2001). It means that analytic rubrics can produce a high degree of precise feedback with details about student strengths and weaknesses. This makes it possible to create a specific profile of the students and help both the teachers and the learners realize which area of teaching and learning should be improved. An analytic rubric, therefore, is suitable to apply in formative assessment where there is a need to assess student work in detail and to give students specific feedback on their performance (Mertler, 2001). The rubrics used in this study aim to provide learners with an instructional aid to self- and peer-reflect on their performance and improve it further for their final product and must belong to the analytic type of rubric.

At the same time, the term 'effective rubrics' has been widely discussed by a number of scholars. William et al. (2017) reviewed the literature on rubrics and asked for advice from assessment experts to build a form of effective rubrics, which includes six groups: purposes of rubrics, marking criteria, performance descriptors, feedback narrative, rubric development, and rubrics application. The six categories illustrate 37 characteristics of effective rubrics, which since then have become not only a guide for educators to design and develop rubrics but also a tool for researchers to assess the effectiveness of the rubrics.

The roles of rubrics in language assessment have been discussed by many researchers. According to Stiggins (2001), rubrics help learners clearly know the learning outcome, and as a result, they are better able to achieve it. Wolf and Stevens (2007) stated that the assessment process would be conducted more accurately and fairly with the use of rubrics. The reason is that the teachers would be more consistent in their evaluations. Particularly when the rubrics were used among different raters, the consistency across them would likely be higher because they were all based on the same specific criteria. In the relationship between rubrics and self-assessment, it is stated that when the learners were provided with rubrics in hand, they could better critique their own performances (Hafner & Hafner, 2004). A study by Wang (2016) on university students' perceptions of using rubrics for self-assessment in their writing classes also revealed positive results. The students responded that rubrics helped them enhance their self-reflection and self-regulation, and as a result, their writing performance was improved. In 2019, Kim trained 11<sup>th</sup>-grade students in Korea to self-assess their essays by referring to a rubric. The participants kept positive attitudes toward using rubrics and found that self-assessing by rubrics was an effective learning strategy in their essay writing.

Rubrics are a powerful tool for assessment in learning. When used in peer assessment, rubrics can provide students with descriptive feedback that facilitates self-assessment and peer feedback among learners (Liu & Carless, 2007). With formative feedback from rubrics, students can identify areas where they need improvement, further develop their work, and facilitate self-monitoring (Andrade et al., 2010; Panadero & Jonsson, 2013; Brookhart & Chen, 2015).

While rubrics have been widely used in writing classes, there has been relatively little research on their effectiveness in speaking courses. García-Ros (2011) studied the use of rubrics in a

presentation skills course at a university and found that rubrics were useful for self-assessment and learning in several ways. Students reported that rubrics helped clarify assessment criteria, assisted in planning assignments, and enabled easy evaluation of their own work. Additionally, they confirmed the validity of peer and self-assessment, and teacher assessment when rubrics were used.

Given the benefits illustrated in the literature and the gaps in research, it is important to investigate the use of rubrics for peer and self-assessment in speaking classes. This study aims to fill this gap and contribute to the existing literature by investigating students' perceptions of the quality and effectiveness of rubrics used in speaking classes. In addition, it examines the challenges they have while peer- and self-assessing speaking performances with rubrics.

### *Research Questions*

The study aims to find the answer to two following research questions:

1. What are students' perceptions on the quality and usefulness of rubrics used in speaking peer and self-assessment?
2. What difficulties do the students face while using rubrics in speaking peer and self-assessment?

## **Methods**

### *Pedagogical Setting & Participants*

The study's participants are 96 first-year students (21 male and 73 female) who are majoring in English language teaching at Hong Duc University. The university's Bachelor's program lasts for four years, and students are required to complete six compulsory courses in English Listening and Speaking Skills. The courses are named 1 to 6 and correspond to levels A2, B1, B2, B2+, and C1, respectively, according to the Common European Framework of Reference for Languages (CEFR) scale. Students must pass Course 1, which is equivalent to A2 level in Listening and Speaking skills, before enrolling in Course 2, which targets a learning outcome of B1 level. However, based on the results of their final examination in English speaking and listening skills administered by the university administration, a number of students exceeded the A2 level. Table 1 illustrates their current level of English proficiency.

**Table 1.**

Participants' English competence level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A2	58	60.4	60.4	60.4
	B1	25	26.0	26.0	86.5
	B2	13	13.5	13.5	100.0
	Total	96	100.0	100.0	

According to Table 1, the major number of the students (58 of 96) are at A2 level, 25 are at B1 level, and 13 of them are at B2 level.

The students studied in three different groups but followed the same syllabuses. According to the syllabus for the Listening and Speaking 2 Course, there are four rubrics suggested to use for speaking activities. They are rubrics for describing a photograph, role-playing a situation, discussing solutions, and giving a presentation. All the rubrics in the syllabus were designed by a group of lecturers in the faculty of foreign languages at Hong Duc University and then censored and moderated by the Head of division and the Dean of faculty.

The procedure of implementing rubrics for self- and peer assessment was instructed in the syllabus as follows. The students were clarified about the rubrics before assigning tasks. They were also guided to use the rubrics as a reference to prepare for and then self-assess their performance. To make valuable self-assessments, they are required to record their rehearsals to look back and use the rubrics to self-reflect. Then students based their self-reflection to improve their performance before making the second record for peer assessment. Students then use the rubric feedback from their peers to refine their assignment and submit it to the teachers or to perform their products in front of the class for teacher evaluation.

### *Design of the Study*

This study employs the practices of both qualitative and quantitative research with the dominance of the quantitative approach, which is commonly used in language assessment and evaluation for its ability to validate research findings (Chapelle et al., 2008). In other words, it is a two-step sequential process explanatory design (Creswell & Plano Clark, 2007), in which the quantitative phase was conducted first and has greater weight. The quantitative research instrument is a five-point Likert scale questionnaire, and the data collected was transferred into SPSS (version 26.00) for statistical analysis. The results will be visualized using frequency tables extracted and edited from SPSS to check for trends and outliers. The qualitative approach was followed to get a deeper understanding of the findings from the first phase. The instrument for the second phase is the interview-guided questions which were designed in the discipline of providing the interviewees with plenty of 'room for variations, additions or clarifications' (Tzagari & Vogt, 2017)

### *Data collection & analysis*

In terms of the quantitative approach, at the end of the semester, 96 first-year students majoring in English language teaching at Hong Duc University were asked to complete a five-point Likert scale survey questionnaire, which includes 38 items divided into six sections. The questionnaire was adapted and developed from the form of 37 characteristics of effective rubrics introduced by William et al. (2017). The first section includes 5 items that ask students about the quality of the rubrics they used, followed by 7 questions about the usefulness of rubrics in their speaking assignments. Sections 3 and 4 contain 6 and 7 questions, respectively, on students' perceptions of the usefulness of rubrics in peer and self-assessment and in the learning process. The next 5 questions in section 5 ask about the quality of feedback students received from rubrics, and the last section, consisting of 8 questions, focuses on the challenges students might face when using rubrics. The full questionnaire can be found in the appendix

section. The three teachers who ran the English Listening and Speaking 2 courses were contacted to obtain permission to access their classes during a 10-minute break to inform students about the research project and research ethics. Student participation in the research was voluntary, and they could withdraw from it at any time. The students who agreed to participate were given a paper-based questionnaire and instructions to provide their responses. The collected feedback was then transferred to SPSS for data analysis.

In the perspectives of the qualitative approach, because interviews provide great depth and draw a vivid and clear picture (Cohen et al., 2011), semi-structured interviews with 10 participants were conducted to better understand their responses to the questionnaire and their perceptions of using rubrics in peer and self-assessment. The guiding questions for the interviews will focus on asking the participants to give an explanation for their choices in the questionnaire. The whole interview procedure was conducted in Vietnamese so that the participants could freely express their ideas without any language obstacles. The interviews were recorded with the participants' permission. They all were translated and transcribed verbatim and later coded by themes for data analysis.

## Results

### *Students' perceptions on the quality of rubrics*

The participant's responses to the questions about the quality of the rubrics (Cronbach's Alpha of 0.821) they used are summarized in Table 2 below.

**Table 2.**

Students' perceptions on the quality of rubrics

		The rubrics are easy to use.	The language in the rubrics is clear and understandable.	The criteria in the rubrics are appropriate and logical.	The descriptors in the rubrics clearly clarify the level of performance.	The format of the rubrics is user-friendly.
N	Valid	96	96	96	96	96
	Missing	0	0	0	0	0
Mean		4.13	4.32	3.92	3.92	4.06
Median		4.00	4.00	4.00	4.00	4.00

As can be seen from Table 2, most students highly evaluate the qualities of rubrics used in their course (mean from 3.92 to 4.13). The rubrics are said to be easy to use and have clear and understandable language. The criteria and descriptors in the rubrics are designed appropriately in a user-friendly format.

Analysis from interviews revealed that the students highly evaluated the quality of rubrics because of several reasons. First of all, among 10 randomly selected participants (namely from S1 to S10), eight students (except S1 and S9) reported that the language used in the rubrics is

short, simple, and mostly under their level of English proficiency. However, there are two reasons all ten of them agreed with. The first one is that their teachers always explained clearly each criterion and description in the rubrics. If they had any struggles in using those rubrics, they were free to ask their teachers for clarification. Secondly, they had plenty of time to study the rubrics before implementing them in assessing their own and peers' performances.

### *Students' perceptions on the usefulness of rubrics*

The usefulness of rubrics (Cronbach's Alpha of 0.79) is examined in four aspects: assignment preparation, peer and self-assessment, learning process, and the quality of rubric feedback. The general results of their feedback are presented in Table 3. It can be said that rubrics have an effective contribution to students' preparation for their tasks (mean: 3.84), their practice of peer and self-assessment (mean: 3.96), and their learning process (mean:3.97).

**Table 3.**

Students' perceptions on the usefulness of rubrics

		The usefulness of rubrics in preparation for assignments	The usefulness of rubrics in peer and self-assessment	The usefulness of rubrics in the learning process
N	Valid	96	96	96
	Missing	0	0	0
Mean		3.84	3.96	3.97
Median		3.86	4.00	4.00

When the students were asked about in what ways rubrics became useful in their learning process, their responses in the interviews were very similar to the answers from the questionnaire. However, they added many specific reasons why rubrics are helpful in their learning process. First of all, many students (S1, S3, S4, S7, S8, S9) stated that the requirements of the speaking tasks were stated in the rubrics in detail and clearer than the given questions. Thus, they helped them have a detailed structure for their performances. Secondly, they could keep their focus on the main points and go in the correct direction with the rubrics as references. This way, rubrics acted as 'guiding paper' (S1, S2), 'planning maker' (S3) or 'framework' (S8, S9) for the students to prepare their assignments. Additionally, when they completed their tasks, rubrics were 'effective tools' (S3,S5, S6, S10) for them to look back, self-evaluate their own work and peer assess their partners' assignments. In this stage, rubrics were like standards for them to compare and assess their speaking performances. Lastly, the process of having the performance assessed many times ensures they revise it carefully and increase their responsibility and motivation for improving their work in particular and their learning process in general.



### *Students' perceptions on the quality of feedback from rubrics*

Students also have positive opinions on the quality of feedback (Cronbach's Alpha of 0.845) they received from rubric-based peers and self-assessments. Table 4 demonstrates that the two question items that receive the most agreement from the participants are 'the rubric - feedback helps me self-correct my mistakes and improve my current performance' (mean: 4.19) and 'the rubric-feedback is easily understood' (mean: 4.10). The students also present their high level of agreement on the other question items. In other words, they all confirm the feedback from rubrics is useful for them.

**Table 4.**

Students' perceptions on the quality of feedback from rubrics

		The rubric-feedback is formative.	The rubric-feedback is easily understood.	The rubric - feedback helps me realize my weaknesses and strengths.	The rubric - feedback helps me self-correct my mistakes and improve my current performance.	The rubric – feedback provides me lessons to improve my future performance.
N	Valid	95	96	96	96	96
	Missing	1	0	0	0	0
Mean		3.92	4.10	4.19	3.35	3.84
Median		4.00	4.00	4.00	3.00	4.00

Data from interviews presented that rubric feedback was helpful for the students in several ways. Firstly, it was easy for the feedback receivers to understand the level of their achievement (S2, S3, S5, S6, S8, S9) because it included not only the grades but also the descriptions. This way, they could easily self-correct and improve their performance. Secondly, the participants (S1, S2, S5, S8, S9, S10) thought that the written feedback in the rubrics ensured them plenty of time to learn about it and have a document to revise their performances whenever they wanted without worrying about missing any points from feedback givers. The third benefit was that rubrics provided equal number of feedback to all students' work (S3, S4, S8, S9, S10). It means in the same amount of classroom time, all students received feedback with the use of rubrics, while in some other cases, such as when the teachers gave oral feedback, only a few students got the chance to get feedback.

### *Students perceptions on challenges in rubric-based peer and self-assessment*

Although the rubrics are useful in peer and self-assessment, students had several difficulties in using them. Table 5 below illustrates students' opinions on the challenges of using rubrics (Cronbach's Alpha of 0.87).

Among 8 hypothesis difficulties, students disagreed with 4 and agreed with 4 of them. Particularly they did not think that using rubrics is too complex to use (mean: 2.35) or prevented

them from creativity (mean: 2.30). In addition, in their point of view, their English competence (mean: 2.01) and assessment skills (mean: 1.88) do not challenge them to practice using rubrics in peer and self-assessment. However, 4 difficulties a large number of students face when using rubrics are in time consuming (mean: 3.50), understanding feedback (mean: 3.49) how to correct mistakes (mean: 3.39), and how to improve their weaknesses (mean: 3.39).

**Table 5.**

Student's difficulties in using rubrics in peer and self-assessment

Question items	N		Mean	Median
	Valid	Missing		
It is time consuming to use rubrics.	96	0	3.50	4.00
It is too complex to have peer and self-assessment.	96	0	2.35	2.00
It is difficult for me to understand all feedback from the rubrics.	96	0	3.49	4.00
I realize my mistakes but do not know how to correct them.	96	0	3.39	4.00
I realize my weaknesses but do not know how to improve them.	96	0	3.39	4.00
My English competence level is not high enough to peer and self-assess speaking performance.	96	0	2.01	2.00
I do not have sufficient assessment skills to practice using rubrics for peer and self-assessment.	96	0	1.88	2.00
It is difficult for me to be creative in my assignment.	96	0	2.30	2.00

However, one important finding from interview data analysis showed a surprising aspect of the problem with time-consuming. What they actually meant from their explanation was that they needed more time to conduct their assignments with the use of rubrics than usual. It was because the learning process included many stages: studying the rubrics – preparing the first draft – self-assessment – revising the first draft – peer assessment – revising the second draft – final submission. According to 9 of them (except S9), this process was really helpful in improving the quality of their speaking performance. This way, 'time-consuming' was not really a problem, but it turned out to be beneficial for their learning process. For the issue of understanding feedback, the student pointed out that they (S1, S2, S4, S5, S6, S9) sometimes did not know or were not sure about what the feedback givers meant in their responses in rubrics. They thought it would be more useful if they could discuss with the rubrics givers about their feedback (S1, S4, S5, S6, S9) or if the teacher could provide them with some more explanation (S1, S2, S4, S5, S6, S9). In terms of correcting mistakes and improving their weaknesses, most of the students (except S2, S10) admitted that they mostly realized their mistakes and weaknesses from rubric feedback but usually did not know how to correct or improve some of them. This way, they need 'the suggestions from the feedback givers' (S2, S4, S5, S6, S7) and/ or 'a hand from the teacher' (S3, S4, S5, S7, S8, S9, S10) to correct and improve them.

## Discussion

According to the study conducted at Hong Duc University, the rubrics designed by the lecturers and used in the English Listening and Speaking 2 course were found to be of high quality and were well-received by the students. The use of rubrics in the course provided numerous benefits to the students, as shown in previous studies (Kochiyama et al., 2013; Phan & Phuong, 2017; Nsabayezi et al., 2022; Mat & Par, 2022). Rubrics helped the students to prepare better for their speaking tasks, as they provided detailed requirements of the assignments and expectations of the teachers (question item 6), and helped them to make a clear plan (question item 8) and appropriate structures for their performance (question item 9).

The use of rubrics in peer and self-assessment helped the students to focus on the main points of the tasks (question item 7) and not miss any important elements of the performance (question item 10). Rubrics also enabled the students to practice revising and refining their performance to meet the established criteria (question item 12). The use of rubrics also facilitated fair evaluation (question item 17) in classroom assessments and provided specific evidence for each evaluation (question item 18).

The study also found that the use of rubrics in the learning process improved the students' motivation (question item 20), responsibility (question item 24), and confidence (question item 25), making their learning more effective (question item 19). Rubric-based peer and self-assessment helped the students to enhance their teamwork skills (question item 21), assessment skills (question item 22), and critical thinking skills (question item 23). These findings are consistent with those of Ratminingsih, Marhaeni, and Vigayanti (2018), who found that students developed a sense of responsibility in assessing their own work and evaluating others' performance according to the criteria in the rubrics.

The rubric feedback that the students received provided them with valuable information about their performance, particularly their strengths and weaknesses. Based on the rubric feedback, the students were able to self-correct their mistakes and refine their performance, and learn valuable lessons for future assignments. These findings are consistent with those of Chye et al. (2014), who found that self-assessment checklists helped students diagnose their weaknesses and improve their performance, and Heidarian (2016), who demonstrated that learners practicing self-assessment are encouraged to identify their errors to avoid repeating them in the future.

However, the study also identified some challenges that the students faced when using rubrics in peer and self-assessment. Unlike the results of a study by Phan and Phuong (2017), which found that high school students did not recognize any challenges and disadvantages of using rubrics in speaking self-assessment, the current research identified four main struggles: time consumption, deeply understanding all the feedback from rubrics, lack of suggestions on how to fix mistakes, and the need for additional practice and guidance (Mat & Par, 2022). These difficulties could be partly explained by the findings of Phan, Ho, and Nguyen (2022), who stated that students could not self-correct many of their mistakes and errors in pronunciation, grammar structures, and word choices.

## Conclusion

In conclusion, the findings of the study once again confirmed the benefits and usefulness of rubrics in language assessment. Particularly, when rubrics are used as a tool for students to peer and self-assess their speaking performance, learners take many advantages of them not only in preparing for their assignments and practicing valuable and fair assessments but also in making their learning process become more effective. However, this study discovered some difficulties students encounter while using rubrics in peer and self-assessment. They are matters of time-consuming, understanding feedback and fixing mistakes, and avoiding weaknesses. The results raised the ideas for further studies on cooperating rubric-based peer and self-assessment with teacher's assessment or cooperating between written rubric feedback with oral discussions afterward. In addition, this study only examined the students' perceptions on using rubrics in peer and self-assessment in a general way. A closer comparison of those aspects in different groups of learners according to their genders, English language competencies, or majors could be investigated, showing further findings for employing rubric-based peer and self-assessment.

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### **Biodata**

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**Appendix 1:**

**SURVEY QUESTIONNAIRE ON RUBRIC-BASED ASSESSMENT**

*Thank you very much for participating answering this survey questionnaire. Please let us know your experience with using rubrics in self-and peer assessing your speaking performance. This survey is anonymous, so feel free to answer the question honestly. Many thanks for your co-operation.*

1. Your name: .....
2. Your final speaking and listening course 1 band score: .....
3. How many rubrics have you used to self-and peer-assess speaking performance.....

*Please put a tick on the degree of your agreement on the following statement.*

<b>Your opinions on rubric-based peer and self-assessment</b>	<b>Totally agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Totally disagree</b>
<b>I. The quality of the rubrics</b>					
1. The rubrics are easy to use.					
2. The language in the rubrics is clear and understandable.					
3. The criteria in the rubrics are appropriate and logical.					
4. The descriptors in the rubrics clearly clarify level of performance.					
5. The format of the rubrics are user-friendly.					
<b>II. Usefulness of rubrics in preparation for assignments</b>					
6. Rubrics help me know more about the requirement of the tasks.					
7. Rubrics help me remain focussing on the main points of the tasks					
8. Rubrics help me make a clear plan for my performance.					
9. Rubrics help me make an appropriate structure of my performance.					
10. Rubrics prevent me from missing any important elements of the performance.					
11. Rubrics help me save time in preparing and conducting my performance.					
12. Rubrics help me revise my performance and refine it to the established criteria.					
<b>III. Usefulness of rubrics in peer and self-assessment</b>					
13. Rubrics help me self-assess my work appropriately after each rehearsal.					
14. I can evaluate my peer’s performance appropriately with rubrics.					
15. Rubrics allow me more objective in self- assessment.					
16. Rubrics allow me more objective in peer- assessment.					
17. Rubrics facilitate a fair evaluation in my class.					
18. Rubrics provide specific evidence for each evaluation.					
<b>IV. Usefulness of rubrics in learning process</b>					
19. My learning has been more effective.					
20. I have been encouraged to learn and complete the tasks.					
21. My teamwork skills have been improved.					
22. My assessment skills have been improved.					
23. My critical thinking skills have been improved.					
24. I have more responsibility in doing the tasks and in my learning.					
25. My confidence in performing my work has been improved.					
<b>V. Quality of feedback from rubrics</b>					



26. The rubric-feedback is formative.					
27. The rubric-feedback is easily understood.					
28. The rubric - feedback helps me realize my weaknesses and strengths.					
29. The rubric - feedback helps me self-correct my mistakes and improve my current performance.					
30. The rubric – feedback provides me lessons to improve my future performance.					
<b>VI. Challenges in rubric-based peer and self-assessment</b>					
31. It is time consuming to use rubrics.					
32. It is too complex to have peer and self-assessment.					
33. It is difficult for me to understand all feedback from the rubrics.					
34. I realize my mistakes but do not know how to correct them.					
35. I realize my weaknesses but do not know how to improve them.					
36. My English competence level is not high enough to peer and self-assess speaking performance.					
37. I do not have sufficient assessment skills to practice using rubrics for peer and self- assessment.					
38. It is difficult for me to be creative in my assignment					

**Appendix 2:****INTERVIEW GUIDE ON RUBRIC-BASED ASSESSMENT****I. Introduction**

Hello, I am Nguyet – a lecturer at Hong Duc University. I am conducting research on using rubrics in self-and peer assessing speaking performances. Thank you for your argreement to join the interview with me today. The interview will last about 10 minutes. It will be recorded and remain strictly confidential. Extracts from the interview may appear in my research report but under no circumstances will your name or any identifying characteristics be included. Your participation is totally voluntary; you are free to withdraw from the interview at any time or decline to answer any of the questions.

**II. Background Information**

1. What is your name?
2. Which class are you in?
3. Do you use rubrics for peer ans self- assessment in your English speaking classes?

**III. Content Information**

4. What do you think about the quality of rubrics (the language, the criteria, the format ect.)? Why?
5. Do you think the rubrics is useful for your speaking learning process? If yes, in what way?
6. How do the rubrics help you in assignment preparation?
7. How do the rubrics help you in peer and self- assessment process?
8. How is the rubric feedback helpful for your learning process?
9. Are you sastified with the rubric feedback from your peer? Why?
10. Do you want to receive any other types of feedback apart from rubric feedback? If yes, when and why?
11. What are the difficulties you face when using rubrics in peer and self- assessing your speaking performaces?
12. What have you done to deal with such kinds of difficulties?
13. Do you have any comments/ suggestions/ requirements in using rubrics in peer and self- assessing your speaking performaces?