

**How to Cite:**

Waghmare, P. (2022). Rubrics in evaluation: Tool for outcome based education. *International Journal of Health Sciences*, 6(S2), 4831–4836. <https://doi.org/10.53730/ijhs.v6nS2.6166>

## **Rubrics in evaluation: Tool for outcome based education**

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**Abstract**--This research paper designs to show the quintessential importance of the rubrics in evaluation of the learners in the outcome based education. The paper attempts to communicate expectations of quality around a task. Rubrics is an evaluative criterion which can be used to measure expected levels of performance of the learners. Rubrics can make brilliant culmination in the traditional approach to assess learners. It is used to delineate consistent criteria for grading. Outcome based education is flourished with rubrics in evaluation system. Rubrics allows teachers and students alike to evaluate criteria which can be complex and subjective. Scoring rubrics can also provide a basis for self-evaluation, reflection and peer review. It aims at fair assessment, fostering understanding, motivating, indicating a way to proceed with subsequent learning. Rubrics can be classified as holistic, analytic or developmental. Holistic rubric integrates all aspects of the work into a single overall rating of the work. Learners can better be judged and revised by the teachers through rubrics in diverse kinds of evaluation. A rubric measure students work against real life criteria and is referred to as a form of authentic assessment. This research paper concentrates on the polemical interpretation of conventional methods used in the evaluation. Hence the methodology used in this paper is interpretation, analysis and description. In outcome based education rubrics in evaluation plays major role in evaluating the learners.

**Keywords**--holistic rubric, analytic rubric, formative assessment, summative assessment, outcome based education (OBE)

### **Introduction**

The purpose of learning is described in varied way. Broadly speaking, learning can be associated with diverse the experience. Learning can be connected with creation, application, production, understanding and joy of analysis. Instead learning is shortened to our syllabus and curriculum. It is compressed to rigid

syllabus. There are diverse dimensions about learning. Our learning is strictly related to the examination and assessment. Students become very keen and sometimes depressed while dealing with the legitimized questions. Examination is deeply related to the areas like class tests, quizzes, group projects, written assignments, activities, group discussions. It is big question that which will occupy the big space. Each learner is much beyond graduation, post-graduation and research. The learner is much more than a test scorer. Students are not standardized and testing is not teaching. Teacher tries to teach and their teaching crumbles down to testing.

### **Objectives of the Study**

- 1] To understand characteristics of Outcome Based Education
- 2] To apprehend the concept of conventional method of Evaluation
- 3] To figure out the proper method of evaluation
- 4] To interpret the quintessential role of Rubrics in Evaluation

### **Polemical Interpretation**

Conventional evaluation system is relatively unpleasant experience. Students do not enjoy it generally. It is least discussed area in the seminars, conferences and symposiums. It is less preferred, less discussed topic. Evaluation somehow happened to be quite anxious and nervous kind of experience to the students. Students get rid of the examination and evaluation process. Rubrics are an excellent tools to use when assessing the works of students for several reasons. A rubric is a tool for assessment which clearly designates achievement criteria across all the components of any kind of student work. It can be used for class participation, marking assignments or overall grades. Rubrics can visually track progress patterns.

Broadly, rubrics underpin the requirements and expectations of how students need to approach their assessment to achieve their learning level. For educators, rubrics can improve making objectivity, consistency, and efficiency. It decrease queries from students about assessments. It also provides the foundation of feedback to the students. For students, rubrics can provide explicit criteria and standards. It can also provide clarity in expectations of what is required. Rubric also provides guidance in identifying the performance gap between their submitted work and the desired standard. It also assist students to develop understanding and making judgments about the quality of their work. Rubrics supports our feedback process. Regular feedback is the one of the most powerful method to enhance students' learning. Students need frequent opportunities to articulate what they know ad receive suggestions for improvement. Feedback that follow during learning can be active. This supports students in realizing their progress and respond to improve their achievements. Good feedback clarifies goal, expected standards that are aligned to the course learning outcomes and the assessment rubrics. Feedback can also enable the development of self-assessment through reflection. It also encourages teacher and student conversations about learning. It enables positive motivational beliefs and self-esteem. There are alternative methods on online platforms that are easier to conduct tests. One is multiple choice questions, match the following, multiples

responses, drag and drop, fill in the blanks, sequencing or ordering, one word for phrase, true or false, select and numeric. There are many software to conduct examinations. But the problem is that how to evaluate the short answers and essays. There remains a lot of subjective response of the teachers. The exactness of the observation of the students' assignment stumbles here. There are two easy methods without using online platforms. One is use of transformations and another is use of micro-fine rubrics. Transformation is an alternative method. There is a question like "Define Empathy. Illustrate with an example." If this question is asked to the graduate students, varied answers will come out of this question. The purpose of rubrics here is to ensure our evaluation. The question can be transformed in many ways to make it more interesting rather than conventional. Rather a teacher can ask a question by using online transformations. "Identify a news item from internet that you have seen recently which you feel empathetic about. Paste the link of the news item in the space below." Again a teacher can ask one more question by using online transformation: "What the situation was and what kind of empathy it was?" Here conventional questions asked by replacing online transformations. It gives more choice and alternative to the learners. Here rubrics are best for assignments or projects that require evaluation on multiple dimensions.

It can be shared to determine the degree of consensus regarding what and how and why a certain process is being implemented. There are four basic and important steps in constructing the rubrics: 1] determining topic or task, 2] determining criteria for success, 3] learning outcomes of objectives and 4] describing assessment measure.

There are two types of rubrics: Holistic Rubrics and Analytic Rubrics. Holistic rubrics group several different assessment criteria and classify them together under grade heading or achievement levels. Whereas analytic rubrics separate different assessment criteria and address them comprehensively. In a horizontal assessment rubric, the top axis includes values that can be expressed either numerically or by letter grade or a scale from exceptional to poor or professional to poor. Rubrics should be used as a learning tool not always as an assessment tool. Rubrics always provide a comprehensive guide to the assessment. Grading policy is must not become the part of education. Targeting the student's outcome and measuring with some evidenced criteria is not a rubric. This may result into good mathematics, but bad evaluation and bad pedagogy. The target is learning outcome, not grade or marks.

Benjamin Bloom developed Bloom's taxonomy in 1948. It can be used for the tool for outcome based education. Benjamin Bloom's Taxonomy for Learning Domains has a deeper insight on the development of student. His original taxonomy focused on three domains: Cognitive, Affective and Psychomotor. The most useful domain is cognitive domain. It refers to intellectual capabilities of the students that is thinking and reasoning. Cognitive domain provides a framework for acquiring knowledge and can assist teachers while designing learning activities and assessments. Cognitive domain comprises six development categories such as creating, evaluating, analyzing, applying, understanding and remembering. These categories support the development of a student's intellectual aptitudes and skills. Bloom's taxonomy can be used to help to identify the type of assessment

which is appropriate to support the cognitive level of development in students. By using a cognitive domain, assignments can be better defined and target specific levels of the development more accurately. Cognitive domain is appropriate to the student outcome and products.

In the Blooms cognitive matrix, there are tools such as television shows, text reading, and magazine articles. A learner can use specific verbs to create something. This includes compose, create, design, prepare, arrange or produce. Another category of Blooms cognitive matrix is evaluation which comprises verbs like judge, measure, assess, predict, argue, critique etc. Learners can use these verbs in the case studies, projects, appraisals, and self-evaluation. They can use the database analogues such as video reflections, Google docs, blackboard discussion boards, Google communities etc. The next category is analyzing in which the learners can use verbs such as investigate, categorize, differentiate, examine, debate, question, compare, while, test, relate etc. They can use these verbs in tests, quizzes, assignments, class discussions, critical works, surveys, syllogisms, questionnaire and report. Applying is the important cognitive category which includes verbs such as illustrate, implement, demonstrate, discuss and use. Learners can use these verbs in demonstrations. One more cognitive category is understanding that comprises verbs like describe, identify, translate, interpret, report, summarize. Learners can use these verbs in examples, illustrations, bullets, worksheets, stories, cartoons, speeches, dramas and posters. Remembering is last category that includes verbs such as memorize, recall, recognize, retention, repeat, describe. Affective domain refers to emotions and behavior of the students. It also concentrates of attitudes and feelings. While psychomotor domain refers to manual and physical skills which basically concentrates on skills and applications of knowledge. Blooms taxonomy helps us to assess the students with concentrating on the cognitive, affective and psychomotor domains.

Benjamin Bloom talks about the taxonomy. We can certainly going to write our learning outcomes in a better way. Cognitive domain related to the mental aspect. He talks about knowledge as the first level. Bloom's model is invaluable in the field of education. Linda Dunegan raised a question on Bloom's taxonomy. Blooms theory is linear theory. Nothing innovation happens here. She says that it is doubt whether Bloom's Taxonomy fully represent the standard and outcomes for the student's in today's society. She identified five categories of learning outcomes for any course of study: Base Knowledge, Hard Career Skills, Soft Transferable Skills, Attitudes and Values and Habits of Mind. Linda focuses on professionalism, real world problems, clear communication, critical thinking, ethical judgment, working with diverse population, creativity and innovation and evaluating information for credibility. Linda goes beyond Bloom's taxonomy to include habit of mind. She says that these methods can best define and incorporate our learning outcomes and writing rubrics.

Rubrics is the alternative method which comprises portfolio creation, small group diagnosis, observation summaries, reflective student essays, interview and focus group. Cooperative experiences, discussions and its variations, caste writing or analysis, social media based assignments, Socratic Questioning and variations, working models, real world simulations, laboratory research, book reviews, take

home examinations, preparing bibliography, craft and artefact based, videos and multimedia based and event based rubrics are also useful in the holistic development of a student. These alternative methods help students to think more and to be creative.

## Conclusion

Rubric is an assessment tool that focuses on learning goals. It is not sticking to grading criteria always. Rubrics which match with intended learning outcomes are considered as best rubrics. In the rubrics teachers enable students by putting inferences before them which can be meaningful, appropriate, and fair to all relevant subgroups of students. Rubrics can use patterns of success to assess the strength and weaknesses of the process. Rubrics as a way of generating valid and reliable data at the institutional level. Changing our model of assessment is not based on the curricular but on the intersection of creativity, technology, and the logic or learning. Rubric can help faculty measure meaningful outcomes of the students at classroom or department level. Rubrics are powerful tool for both teaching and assessment. It provides clarity for both the academicians and students.

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