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Constructing and Applying Rubrics in College-Level EFL Writing Assessment in China

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Abstract

Assessment is a critical component in the teaching of writing and plays an important role in discovering and helping to address students' writing difficulties. Therefore, it is essential for teachers to approach writing assessment in a reliable and valid way. Previous studies showed that assessment rubrics, used as a standard to describe performance evaluation, can help teachers effectively assess student writing. The reliability and validity of the use of rubrics for helping teachers in assessing writing fairly and improving students' writing ability has received much research attention; however, less attention has been paid to teacher training in the area of rubric construction and use.

This study examined the use of and attitudes towards rubrics in college level EFL writing classes in China and the effects of teacher training in the design and application of rubrics. The data for this study were drawn from Chinese college-level English teachers as well as first- and second-year undergraduate students from a medium-sized university in China, targeting the following: (1) investigating the current writing assessment method adopted in college EFL classes in a university in China and the current situation of teacher training, examined through pre-study questionnaires, (2) conducting teacher training on rubric construction and development and examining the implementation of training through two student writing assignments, (3) examining the students' and teachers' attitudes towards rubric use and teachers' attitudes towards training through post-study questionnaires.

Analysis of the pre-study questionnaires indicated that, in at least the target Chinese

institution, rubrics were not widely used by the college-level English teachers, and their primary focus in writing assessment was on grammatical and vocabulary errors. In addition, it appeared that in this context, the English teachers did not receive adequate training concerning the use of rubrics for writing assessment. Data collected during teacher training and application showed that after the implementation of teacher-designed rubrics as assessment tools, students' overall and subentry writing scoring improved, though no causal relationships can be claimed. Analysis of the post-study questionnaires indicated that both students and teachers held positive attitudes towards rubrics, which they perceived as being helpful in improving writing proficiency and gaining confidence in writing. In addition, teachers also had a positive attitude towards the training.

This thesis differs from previous research by combining teacher training and rubric implementation, with the focus both on teachers and students rather than only on one side. Results support the effectiveness of both rubrics in assessment and teacher training in rubric construction and use.

Constructing and Applying Rubrics in College-Level EFL Writing Assessment in China

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Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction

1.1 Writing Assessment in College-Level Writing Classrooms

In English language teaching, writing is one important reflection of students' competence in the second language. Writing not only reflects a student's competence in discourse and rhetorical patterns, but also the proficiency of students in more mechanical issues such as vocabulary and grammar (Todd, 2014). Therefore, in college-level English language teaching, writing and the assessment of writing are important focuses of teaching. The teacher's method and quality of assessment can have a direct impact on the effectiveness of writing instruction and the improvement of students' writing skills (Klenowski, 2009, Ene & Kosobucki, 2016). Therefore, standards of writing assessment should be given sufficient attention by English educators. A reliable sample on which assessment can be based has the potential to effect positive backwash, and the writing skills of the students may be improved accordingly (Bitchener & Cameron, 2005, Janssen, et al., 2015). Messick (1996) defined washback as "the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning" (p. 241).

However, some teachers shrink from assessment of writing (Hamp-Lyons, 2003; Weigle, 2007), claiming that its complexity is beyond their scope of understanding, and that they are confused about the statistics involved and what constitutes a good writing assessment. Many other writing teachers are often reluctant to perform assessment of writing (Weigle, 2007; Yancey, 1999) or do not recognize writing assessment as an essential part of teachers' responsibilities (Hamp-Lyons, 2003). Therefore, their assessment methods may not be systematic, and they may avoid

evaluation activities or assessments without reflection. Some teachers even believe that assessment of writing is malicious, especially when it occurs in mandated large-scale assessment of writing for placement. (Yancey, 1999). In an analysis of college-level English as a foreign language (EFL) writing instruction in China, Zhang (2012) found that teachers adopted an ambiguous assessment system, and subjective factors of teachers largely affected the assessment results. The methods of writing assessment often used by teachers simply marked the errors in grammar and vocabulary, ignoring the content, structure, and organization in students' writing, gave scores and sometimes added a brief comment. This kind of holistic assessment method ignored differences among students to a certain extent and limited the function of feedback to diagnosing students without generating motivation or promoting student learning. As a result, most teachers found it hard to improve students' writing competence. Cheng et al. (2015) proposed that when Chinese EFL students went from high school to college, the focus of college-level English language teaching should shift from the grammatical level to a more macro level, including features such as cultural knowledge and textual organization. However, Cheng et al. (2015) pointed out that due to its simplicity and convenience, many teachers preferred to use the dominant methods of writing assessment. Some teachers even only issued a score since writing comments was tedious, which made the assessment very subjective. As a result, as the author argued, students could not respond effectively. They did not know the reason for their scores, nor could they adopt targeted training. Not only did the current methods of writing assessment not reflect the writing skills of students in detail, they did not promote progress.

In a study of the diversity of instructional feedback for EFL writing, Lee (2004) found that

teachers' error correction feedback strategies were very limited. At the same time, their direct modifications or annotations of errors were dominant. Many teachers were more concerned with language issues at a more micro level such as grammar and vocabulary when correcting compositions. Few comments were made on depth of thinking and analysis, organization, etc. Similarly, after collecting a total of 500 compositions from 50 college students in China, Yan (2011) found that teachers' assessment of writing focused more on the accuracy of the language than on content. However, Yan claimed that focusing on the language is not enough. Teachers should pay attention to a paper's main ideas, organizational structure, consistency, etc., and give detailed feedback on these aspects. In addition, the questionnaires that were collected by Yan and investigated college students' attitudes and preferences regarding written feedback from teachers in China showed that students expected to have teachers write specific comments in assessment feedback to make progress. Although students in Yan's study all hoped that the teacher would carefully modify the grammatical and vocabulary errors, they expected and placed more emphasis on the teacher's assessment of the content.

1.2 Teacher Training for College-Level Writing Assessment

Dempsey et al. (2009) found in their study that although writing is a highly valued skill, it was often neglected in the EFL classroom. One reason was that teachers were often not adequately trained in writing assessments. Ferris (2007) recounted a number of stories of the methods some American teachers used to give feedback on writing assessment in the first language writing class to students. In one example, a graduate student was told by a community college teacher that not everyone was "cut out for college." Crusan (2010) also reflected on her personal experience in a

first-year English L1 writing class. The responses she received from her professor were typically brief comments such as "mediocre analysis", or "needs work", followed by a grade for her essays. She was not instructed about how she was supposed to accomplish the task even during the professor's office hour. Crusan claimed that "she failed to gain a love of writing at this particular institute" (p. 57).

In China, although progress has been made in the system of training for English teachers in recent years, there are still many problems. Quan and Wang (2017) pointed out that the contents of training materials are outdated and lacking in diversity. In addition, as Quan and Wang claimed, institutions strongly controlled the teacher training system. Due to these challenges, teachers' participation in teacher training was non-active. Yan (2009) argued that although teacher training laid a solid foundation for teacher development in China, it had several problems. First, the teacher training pattern is experience- and process-orientated rather than knowledge- and outcome-oriented. In other words, teacher training tended to be formalized with less focus on its contents. This trend made the training time become longer than before. Second, with the gradual improvement of academic qualifications of teachers, their expectation for the training contents became higher. However, the level of training could not meet their expectations. Third, traditional training contents did not provide enough guidance for teachers. The global trends for education have become student and process oriented; however, teacher training in China has remained in the traditional stage, where lectures were the main method.

1.3 Research Purpose and Significance

EFL teachers at the college level in China appear to focus more on grammatical and

vocabulary errors when assessing students' compositions with less emphasis on content and organization. The reason for this situation includes a lack of teacher training as well as poor training mechanisms. The current methods of writing assessment in EFL contexts in China and the amount of teacher training in this area underline a need for more professional development in this area.

An assessment "rubric" for writing assessment, and indeed any kind of qualitative assessment, is a guide listing specific criteria for grading or scoring academic papers, projects, or tests. Using scoring rubrics to assess student writing is widely considered an efficient and effective way of providing information on the performance and proficiency in writing, whether under the first language or second language context (Stevens & Levi, 2005). Scoring criteria are important because they clarify the structures to be performed and measured. A rubric "helps explain terms and clarify expectations" (Skalicky, 2012).

The primary purpose of this thesis was to train a small number of college English teachers in China to construct and apply rubrics into writing assessment and examine the potential effects of teacher training by comparing students writing performance before and after using rubrics. The study might help other college-level EFL teachers in China to break out of their dominant and ineffective patterns of writing assessment and employ a technique of assessment that can make teachers' assessment transparent to students and help students make progress effectively. Through teacher training, we hope that teachers can develop their own writing assessment rubrics and gradually improve their students writing competence and confidence. As for students, the assessment criteria should no longer be abstract and unclear. Students should and will be able to

know the teachers' expectations of their writing, specifically regarding how their compositions are assessed. It should also be easier for students to make continuous progress and carry out self-assessment and peer-assessment. Although the research focus of this thesis is EFL writing in one context in China, the literature on L2 writing can also be supported by that in the other fields such as college-level academic writing in L1. Therefore, the following literature is based on studies of both L1 and L2.

Chapter 2: Literature Review

2.1 Rubric as an Assessment Tool

Rubrics are routinely used for assessment purposes. A commonly accepted definition of a rubric is that it is a document that lists criteria and describes quality levels to articulate the expectations for an assignment (Andrade, Wang & Akawi, 2009). Kohn (2006) believed that rubrics lead to a "standardization" of "how teachers think about student assignments" and play a constructive role in assessment. Rubrics are valuable assessment tools because they clarify teachers' expectations, identify strengths and weaknesses, and guide students in self-evaluation (Panadero & Jonsson, 2013). Rubrics make the teaching and learning process more detailed and purpose more specific (Cabrera, Rosario & Jimenez, 2017). Meanwhile, rubrics make feedback important since students use them to reflect and fulfill the expectations of teachers by improving their performance. In this process, students think critically and compare their work against the criteria listed in the rubric, through which they might understand the nature of the grading and assume responsibility for their own work, thereby making important improvements. As Crusan (2010) claimed, one of the most powerful reasons to use rubrics was that if a rubric was well-constructed and students participated in the creation, students were less likely to question their grade. The use of well-conceived assessment criteria could demonstrate students' performance and clearly showed what teachers expected from students' work. In addition, a rubric is a more consistent assessment tool and provides teachers with feedback on teaching effectiveness. Based on these advantages, rubrics are expected to be used widely in class to assess students' writing.

2.2 The Validity and Reliability of Rubrics

Stoynoff & Chapelle (2005, p. 216) define validity as a test measuring what it is supposed to measure while reliability refers to the consistency and stability of the test in measuring what it is intended to measure. Validity and reliability are both important. If a test is not valid, it is meaningless to discuss reliability. Similarly, if a test is not reliable, it is also not valid (Crusan, 2010). Many writing scholars have provided examples that have shown that rubrics are a valid and reliable tool in assessing students' work (e.g.: Casanave, 2004; Ferris & Hedgcock, 2005; O' Malley & Valdez-Pierce, 1996; Reid, 1993; Rezaei & Lovorn, 2010), and some assessment scholars (Brown, 2004; Weigle, 2002) provided examples of rubrics as a useful guide for both teachers and students in writing assessment. The following section investigates the validity and reliability of rubrics for assessing writing in L1 and L2 English writing classes.

2.2.1 Validity

To demonstrate the potential for rubrics to assist students to make progress in writing, Bradford et al. (2016) conducted a study on 20 first grade and 12 second grade students of different ages and races. The experiment compared the difference between teaching mini lessons alone and teaching mini lessons with provision of a rubric along with instructions on how to use it in a first language writing class. Thirty-two first and second graders, aged six to eight were divided into two groups. In the first half of study, in addition to lectures, nine writing assignments of group A were assessed and instructed with rubrics while group B was given lectures alone. In the second half of the study, the two groups switched with group B being assessed and instructed on another eight writing assignments with rubrics while group A was not. In each experiment period, students were also given a simplified (given their age) attitude survey on their opinions and attitudes towards

writing and assessment. The mean score records of the two groups showed that in the first half of the study, although group A and B had a similar mean score in the first writing assignment, group A made constant progress in the following eight assignments, and the gap with group B increased, though group B also made progress. In the second half of the study, the score of both groups kept improving; however, group B progressed faster and the gap between the two groups narrowed. At the last writing task, the two groups had basically the same score. The results indicated that rubrics could help students improve writing to a large extent. In addition, survey results showed that the initial use of rubrics promoted students' self-efficacy towards writing while using rubrics. Self-efficacy was defined as an individual's belief that they have the ability to achieve specific goals. Therefore, the author recommended applying rubrics in writing classes to help students develop high quality writing as young as first and second grade.

Zhang (2012) conducted a similar experiment in a Chinese college-level EFL class, which also supported the validity of rubrics. Zhang surveyed twelve English teachers and sixty-four English major undergraduate students in a Chinese university. Teachers and students cooperated to make a writing assessment rubric, which was used to assess students' writing during the course at different stages. A post-study questionnaire concerning their opinions about the effectiveness of the rubric was given to both students and teachers after the accomplishment of the second assessment with the rubric. Descriptive statistics collected from two writing assignments and the questionnaire results showed that more than 90% of students believed that the rubric helped them get a better grade and that it was an objective and fair assessment method. 92% of students believed that they made progress in writing quality by using rubrics. 85.9% of students thought that rubrics

could help them to submit better work, and 84.3% of students had confidence that they could complete a better writing task with a rubric as an assessment tool.

In yet another study, Thompson (2013) conducted research on first-year undergraduates in a Chinese college second language writing class by using an eight-page long writing rubric. The rubric contained more than 150 items to assess students' weekly essays in order to enhance teacher-student feedback. At the end of the semester, a survey with multiple choice questions was given to students about various aspects of rubrics along with a writing final. The author compared students' weekly essay score with the final score. Results showed that students' weekly average score increased from the beginning to the end of the semester and their final score was higher than the average weekly score. In addition, students stated in the survey that they had learned how to improve organization, content, grammar, and language by using rubrics. Their response towards the length of rubrics indicated that students prefer separated and shorter rubrics for each writing task compared with the eight-page, 150 items rubrics.

The rubric was not only an assessment tool for teachers but also for students themselves. Its validity could also be reflected through students' self-assessment. Leggette et al. (2013) conducted an experiment on graduate students in a U.S. university first language writing class by asking them to assess their own assignments using electronic rubrics. A group of 16 students from different majors were chosen to participate in the study. Students were assigned six self-assessment writing assignments throughout the semester. They assessed their assignments independently with step-by-step instructions. At the end of the semester, each student submitted a report to describe their self-assessed scores and their perceived level of confidence. By comparing students' self-assessed

scores and those of the teachers, it was found that students' ability to accurately assess their score increased during the semester by using electronic rubrics. Meanwhile, their writing scores gradually improved, and all students claimed that they had more confidence in writing.

Rubrics also appeared to be beneficial to improve self-efficacy of first language writing in both short and long term with gender difference in degree. Andrade et al. (2009) investigated 268 students on the relationship between gender, self-efficacy and long-term and short-term rubric use in a U.S. elementary and middle school. In the investigation, the authors manipulated short-term use of rubrics by using rubrics for students to self-assess three writing assignments. After self-assessing each assignment, students were required to fill in a self-efficacy chart with eleven questions concerning their self-awareness of writing content, structure and language. They would choose a score ranging from 0 to 100 for each question. Results showed that although self-efficacy ratings regarding writing all increased after using rubrics, self-efficacy among female students was higher than among male students before they began writing. The long-term self-efficacy was examined with a questionnaire and neither positive or negative relationships were shown between self-efficacy and long-term rubric use by males, but positive relationships were shown for females. Females who were previously exposed to rubrics tended to have higher self-efficacy for writing. The authors believed that this might be due to the reason that females tended to show that they were capable of mastering writing tasks, gained more confidence and satisfaction than males from self-generated evidence, and sought confirmation from others.

To explore the question whether rubrics were more valid and effective when used alone or combined with corrective feedback in teaching and assessing second language writing, Ene and

Knsobucki (2006) conducted a study in a pre-university language study center for international students in the US. In this study center, rubric usage was institutionally mandatory while corrective feedback usage was optional. The participant was a 21-year old female student from Saudi Arabia, and she was given 12 assignments throughout the whole semester. For each assignment, she was assessed with a rubric and corrective feedback in certain language accuracy areas. Results showed that the student made greater progress in accuracy of those areas where corrective feedback was offered. In the interview, she also responded that corrective feedback was useful to help her understand the reason behind the assessment and she expected more detailed comments, which she considered as useful and clear. Therefore, the author concluded that complementing rubrics with corrective feedback was the best strategy since learners showed greater improvements in accuracy when these tools were combined. Rubrics were helpful in helping teachers keep consistency in assessment while corrective feedback could additionally support language acquisition.

Lipnevich et al., (2014) also conducted an experiment to compare rubrics with another writing assessment method to examine the most valid mode of feedback in a second-year first language English class. Two forms of feedback: a detailed rubric and proposal exemplar were compared in the experiment. Students were asked to write a two-three-page proposal introducing their opinions on how to conduct research in the field of child development. After students submitted their first draft, they had two chances to revise their first writing draft according to the given feedback. Students were randomly assigned to one of three feedback conditions: (1) use of a detailed rubric (2) use of a proposal exemplar (3) use of a detailed rubric together with a proposal exemplar. Analysis of the quality of student work from the first draft to the third showed that all three kinds

of feedback led to significant improvements in the quality of writing, but stand-alone detailed rubrics led to the greatest improvement. The authors hypothesized that this is because stand-alone rubrics have the potential to engage greater mindfulness.

In conclusion, the rubric was a valid and efficient assessment method. The use of rubrics improved students' writing performance, their confidence and self-efficacy no matter what age, and race. There was slight gender difference under certain conditions. In addition, students had a positive attitude towards rubrics and they had preferences regarding the length of rubrics.

2.2.2 Reliability

Jeong (2015) investigated the impact of rubric use in assessing short EFL descriptive writing. Experienced teachers were asked to rate four writings respectively with and without rubrics to identify how ratings varied. The results showed that teachers' assessment focus was more on grammatical and vocabulary errors without rubrics and their focus expanded to comprehension issues such as the author's voice or main ideas when rubrics were used. Students' scores improved when teachers assessed their work with rubrics because the teachers' focus changed. Interviews with teachers showed that experienced teachers knew how to use rubrics accurately and they tried to follow the contents of rubrics even if they did not fully accept the criteria described in the rubrics. However, experience itself cannot make a teacher a better grader. Jeong also put forward the problem that teachers did not commonly receive specific training, which is necessary for the correct use of rubrics.

In the study conducted by Rezaei and Lovorn (2010), they found a striking result in contexts where teachers were not well trained in rubric use, namely that the teachers' usage of rubrics could

not improve the reliability and validity of writing assessment. Participant teachers were required to rate two samples with and without rubrics respectively. The first sample was good at language and grammar but weak in content, while the second sample was strong in content but weak in language and grammar. Assessment results showed that these teachers were heavily influenced by their intuitions for the first sample and by the spelling and grammar errors for the second sample even when using a rubric in assessment. A survey showed that the reason that these teachers used rubrics in class was that they believed rubrics are beneficial in assessment. However, if rubrics are not used accurately for specific purposes, using them may not be beneficial. Therefore, the authors concluded that the reliability and validity of assessment cannot be improved if the teacher raters do not have knowledge about how to design and use rubrics effectively.

In conclusion, rubrics are a reliable and valid assessment tool, which can assist teachers with grading students' writing work objectively with various focuses and can promote communication between teachers and students about the nature of grading. Subjective factors of teachers still exerted an influence on research results, which indicates that that teacher training is necessary.

2.3 The Importance of Teacher Training

Dempsey et al. (2009) emphasized the importance of teachers training in their study. The authors believed that teachers, especially preservice teachers, needed training on making detailed assessment of students' compositions. In such training, teachers could build confidence in writing assessment. However, practical reasons always constrained the time and quality for the training that teachers received. Dempsey et al. supported their argument with an empirical study. Teachers in the study received an online scaffolded training by assessing several sample writings and

justified their assessment with analytic criteria. After they finished assessment of each composition, they were able to access expert assessment, those of their peers online, and rationales for their assessment from both experienced teacher and their peers. The study results showed that teachers made great progress in their knowledge of rubrics by comparing pretest and posttest results. Teachers also made great progress in writing assessment quality since their assessment showed significant changes to match experts' ratings. In addition, a survey showed that teachers were satisfied with this online training experience and showed significantly more confidence in writing assessment.

Some studies have provided suggestions and procedures for training teachers in writing assessment. Ferris (2007) described her own approach to training future teachers for an effective writing assessment. She divided the training process into three stages: "approach, response, and follow-up". In the approach stage, Ferris started with a reflection by leading future teachers to reflect on their own experience concerning the writing feedback they had received from teachers, and future teachers put forward their concerns about future assessment. Based on the reflection, principles of response were discussed and concluded, which worked as a referable norm for future teachers in writing assessment. In the response stage, Ferris believed it is essential to articulate teachers' guiding principles in writing assessment and he emphasized the importance of rubrics in this process. In the follow-up stage, the author trained teachers on how to help students utilize teacher comments and ways to evaluate their own comments. Weigle (2007) also discussed several issues related to teacher training in writing assessment, which included the basic principles of writing assessment, how tests are developed, consideration in designing assessment, how teachers

can approach the solution to these issues, and large-scale assessment. The author believed that it was essential for writing teachers to have basic knowledge in order to provide reliable and valid assessments. He also suggested that courses of assessment should be provided in TESOL to prepare future teachers for writing assessment.

Some research explored teacher training specific to rubrics, which offered ways of making writing assessment less subjective and more consistent. Caputi (2006) discussed aspects for teachers to consider in developing and assessing written assignments. The author emphasized the importance of providing clear directions for assignments and assessment criteria. Another key aspect in writing assessment that Caputi emphasized was the consistency in assessment among faculty. Suggestions for maintaining the consistency were provided to maintain interrater reliability in writing assessment. Rakedzon and Tsabari (2017) also discussed the procedure of designing a writing rubric, dividing it into five stages: "a. developing course goals; b. choosing assessment tasks to fit these goals; c. setting the standards for these tasks and goals; d. developing criteria to assess performance; e. rating values for analytic scoring" (p. 31). Their conclusion and explanation provided a reference for teacher training concerning assessment rubrics.

In conclusion, training could help teachers make progress in the construction and application of rubrics at both a theoretical and practical level. In addition, teacher training should be conducted in different stages and follows several steps.

2.4 The Importance of Communication in Writing Assessment

Communication is an aspect that is often neglected under a classroom assessment environment although the communication among students and teachers is key to the assessment

process. (Cheng et al., 2015). Crusan (2010) claimed that rubrics were more powerful when students were involved in their creation. The following four studies examined the importance of communication in writing assessment from various aspects.

As Becker (2016) stated, although students were an important part in writing assessment, they were rarely involved in rubric design and use. Becker conducted an experiment in which four classes completed two writing tasks in different ways. Class A created a rubric while class B practiced scoring with a rubric.; class C only saw the rubric while class D served as a control group. Writing scores were compared and it was found that there was a positive effect of students from class A and B, who created or used the rubric for writing. Compared with class D, students from the other three classes all made progress in the overall writing quality while students from the control class did not. The experiment results tried to raise awareness for including students in the assessment process.

Li and Lindsey (2015) believed that discrepancies would occur if there was no communication between students and teachers in the first language writing assessment process, which would influence students' application of the rubric. Lin and Lindsey conducted an experiment among five teachers and 119 first-year undergraduate students in the U. S. Quantitative data was collected by providing a rubric during end-of-course assessment asking students to identify the frequencies of focal points highlighted in the rubric. Teachers and students also used this rubric to assess a sample of student work. Qualitative data was collected through an interview with open questions to a focus group of students and teachers. Statistics showed a noticeable difference between students and teachers in the selection of focal points from the rubric. In addition,

when teachers and students were asked to assess a sample student paper which had already been assessed by other teachers before, a great difference in score appeared. Suggestions were made on how to address these differences in a writing class: a. negotiation with students in rubric construction and application processes; b. use of simple language in describing rubric criteria.

The importance of communication between students and teachers was also tested by Wollenschläger et al (2016). They conducted an experiment with the purpose of identifying the essential factors that made teacher-given rubric feedback effective. 120 students were randomly assigned to three groups. For group A, an assessment rubric was provided to each student; for group B, the rubric and individual information about students' real performance was provided; for group C, not only the rubric and individual information about real performance but also an individual cue on how to improve was provided. A survey for students showed that group C perceived themselves as competent. Assessment scores also showed that group C had a better performance than the other two groups on the writing assignment since the individual information and cue served as a way of communication with their teachers.

Not only was communication between students and teachers important, but it was also important among teachers. Trace et al. (2016) stressed the importance of communication among faculty in the writing assessment in his study. Six raters living in different places were asked to assess ten of the same essays, which meant that for a single essay there could be five discussions. All negotiations were carried out through skype. In this process, each rater rethought the assessment and considered the ideas of other teaches. For most of the discussion, raters reached a consensus while in some cases difference remained since raters were not interchangeable "score

machines". Raters agreed that negotiation was an effective method to make assessment decisions and reduce teachers' tendencies to be either unexpectedly severe or lenient in scoring specific categories.

In conclusion, communication between teachers and students as well as among teachers during the assessment process was a key factor in writing assessment which made feedback more effective.

2.5 Conclusion

A rubric, as an effective assessment method, has the potential to influence students writing positively. Research has shown that the use of rubrics improves students' writing performance and confidence. In turn, students hold a positive attitude towards rubrics. They believe that it is a fair assessment tool which helps them make progress and gain confidence in writing. For teachers, a rubric is a reliable and valid assessment tool that helps them to grade students' work transparently. Through using rubrics, students understand teachers' expectations, which promotes communication between students and teachers on the nature of grading. Students understand which aspects they should work on and thus make progress. However, teachers' subjective factors can still have an impact on the assessment results, which indicates that teacher training is necessary and important. Thus, training could help teachers make progress in rubric construction and application.

Chapter 3: Methodology

3.1 Overview

This classroom-based study incorporated three phases. In phase one, a survey was conducted to investigate the existing situation of writing assessment in a group of EFL college-level classes in China, targeting students and teachers through pre-study questionnaires. In the questionnaires, both students and teachers' attitudes towards the current situation of writing assessment were studied. Phase two was the training study. The aims of training included providing volunteer English teachers with a basic knowledge of rubrics and a basic ability to construct writing rubrics based on that knowledge. In addition, a discussion about how to involve students in the development of rubrics was conducted. Phase three was the implementation of the training. In this phase, volunteer teachers applied what they had learned from teacher training in their real practice. Two writing tasks were assigned to students at different times with teacher-designed rubrics as an assessment tool. Students' scores were analyzed to test whether there is an association between the use of rubrics in writing assessment and grade changes. Teachers' and students' attitudes towards assessing writing with rubrics were surveyed in post-study questionnaires.

3.2 Participants

All participants in this study were recruited through E-mail on a voluntary basis. Participants were 56 freshmen and sophomores majoring in social work and 19 EFL college English teachers at a medium-size comprehensive university in China. In phase one, all 56 students (31 freshmen and 25 sophomores) and 19 teachers participated voluntarily by completing a pre-study questionnaire. In phase two, two out of the 19 English teachers additionally volunteered to

participate in the training process with one female teacher and one male teacher. The female teacher was the English teacher for freshmen in the social work major and the male teacher was the English teacher for sophomores in the social work major. In phase three, the two teachers being trained worked together with volunteer students from their classes to implement training knowledge into practice by completing two writing tasks with rubrics as an assessment tool. 23 out of the 31 freshmen from the female English teacher's class and 8 out of the 25 sophomores from the male English teacher's class volunteered to participate in the writing practice. The two English teachers as well as the 31 college students also completed post-study questionnaires.

Although all participants were drawn from a single institution – a medium-sized university in the northeast of China, there were a number of characteristics representative of the wider population of students and teachers. All college students need to pass the CET-4 (College English Test Band Four) and CET-6 (College English Test Band Six) during their college years, which is a language requirement for most hiring companies. Therefore, instructing students to pass these tests is an important teaching goal of all college English teachers in China. In addition, college-level English teacher training is generally institutionally-controlled, and there are often seminars among different institutions with the purpose of exchanging ideas. Therefore, teacher training among college-level English teachers in different institutions exhibits some similarities.

3.3 Materials and Procedure

3.3.1 Phase One: Measuring Baseline Assessment Practices

Materials used in this phase included two pre-study questionnaires with one for students and one for teachers in order to investigate the current situation of writing assessments in these Chinese

college level English classrooms. Teachers' pre-study questionnaires were completed in person after a teaching and research conference. Nineteen volunteer English teachers from the College of Foreign Language stayed and completed the questionnaires with the attendance of a researcher to answer questions. After participants had completed the questionnaires, the researcher collected them. Students' questionnaires were completed in person after one of their English classes. Volunteer students stayed and completed the questionnaires with the attendance of the researcher to answer questions. After students completed the questionnaires, the researcher collected them.

A. Pre-study Questionnaire for Students

The pre-study questionnaire for students (Appendix 1) consisted of two parts. Part one was the demographics, which asked for basic information on students including name, age, gender, major, college year, first language, second language and years of English learning. Part two contained nine multi-choice questions on three aspects. Questions one and three surveyed the current writing assessment method adopted in the Chinese college EFL class. Questions two, four, five, six and nine surveyed students' attitudes towards the current method of writing assessment from the perspectives of intelligibility (Q 2), effectiveness (Q 4 & Q 9), objectivity (Q 5) and fairness (Q 6). Questions seven and eight surveyed students' degree of recognition and expectation on writing assessment.

B. Pre-study Questionnaire for Teachers

The pre-study questionnaire for teachers (Appendix 2) contained two parts. Part one was demographics, which asked for basic information on teachers including name, age, gender, position, teaching subject and years of teaching. Part two contained nine multi-choice questions

on three aspects. Questions one and three surveyed the current method of writing assessment adopted in Chinese college EFL class. Question two, four and five survey teachers' attitudes towards the current writing assessment method from the perspectives of effectiveness (Q 2 & Q 5), objectivity and fairness (Q 4). Questions six, seven, eight and nine surveyed the use condition of rubrics in Chinese college EFL class (Q 6), teachers' basic knowledge of rubrics (Q 8 & Q 9) and teachers' attitude towards rubrics (Q 7). Some of the questions asked teachers to be critical of themselves; therefore, before the survey, confidentiality was emphasized in order to make teachers give honest answers.

3.3.2　Phase Two: Teacher Training in Rubric Types, Design, and Implementation

Two English teachers from the College of Foreign Language at a medium-size comprehensive university volunteered to participate in the teacher training process. The training was given in English. There were three parts to the teacher training. Part one was the general knowledge of rubrics. Part two was the procedure of developing rubrics. Part three was a discussion.

A. Teacher Training Part One: General Knowledge of Rubrics

General knowledge about the category of rubrics was given to the two volunteer teachers in this part. They were trained to be able to identify and distinguish two kinds of rubrics: holistic and analytic rubrics. Training material came from section two of Sundeen. (2014) (Appendix 3) and section five of Caputi. (2006) (Appendix 4). First, the two English teachers answered four questions based on the training material. Second, the two teachers practiced the knowledge by identifying the category of provided rubrics. The practice material can be found in Appendix 5.

B. Teacher Training Part Two: Procedure of Developing Rubrics

At the very beginning, the two English teachers discussed the stages of creating a rubric. Based on their discussion, the researcher raised several questions for the two teachers to think about. With these questions in mind, two teachers were given two reading materials which included the following: section three of Rakedzon & Tsabari. (2017) (Appendix 6) and section six of Caputi. (2006) (Appendix 7). Combining the content of these references and practical teaching experience, the two English teachers designed their own procedure for developing a scoring rubric and the procedure was used by the two teachers in the implementation phase when they designed rubrics for assessing students' work.

C. Teacher Training Part Three: Discussion

In this part, the researcher led the two teachers in a discussion of the students' role in assessing writing with rubrics. The material that was used in this part was Becker. (2016) (Appendix 8). Based on the reading material and teachers' teaching experience, three sub-topics were discussed.

3.3.3   Phase Three: Implementation of Rubric Design and Application

In this phase, two trainee teachers applied the content of training to practice. Two English teachers worked together with volunteer students from their classes. Students were assigned two writing tasks. Before each task, students received instructions on writing types, themes, and requirements from their teachers. After each task, the teachers designed an assessment rubric based on the knowledge they learned from training and used it to assess students' work. The feedback students received included their corrected assignments and assessment rubric, which teachers also explained in class. A post-study survey was given to both teachers and students at the end of the implementation phase to survey their attitudes towards rubrics as well as teachers' attitudes

towards teacher training.

A. Post-study Questionnaire for Students

The post-study questionnaire for students (Appendix 9) contained five multi-choice questions that surveyed students' attitudes towards the effectiveness, objectivity, and fairness of writing rubrics as well as their expected assessment method in future study.

B. Post-study Questionnaire for Teachers

The post-study questionnaire for teachers (Appendix 10) contained five multi-choice questions on two aspects. Questions one and two surveyed teachers' attitudes towards the effectiveness of teacher training. Questions three, four and five surveyed teachers' attitude towards the effectiveness of rubrics.

Chapter 4: A Survey of Existing Writing Assessment Practices

A pre-study survey was conducted to investigate the existing situation and attitude towards writing assessment in the target institution. 19 college English teachers and 56 college students participated in the survey.

4.1 Pre-study Questionnaire for Students

In students' pre-study questionnaire, three aspects were investigated. The results are shown in Figure 1 as follows:
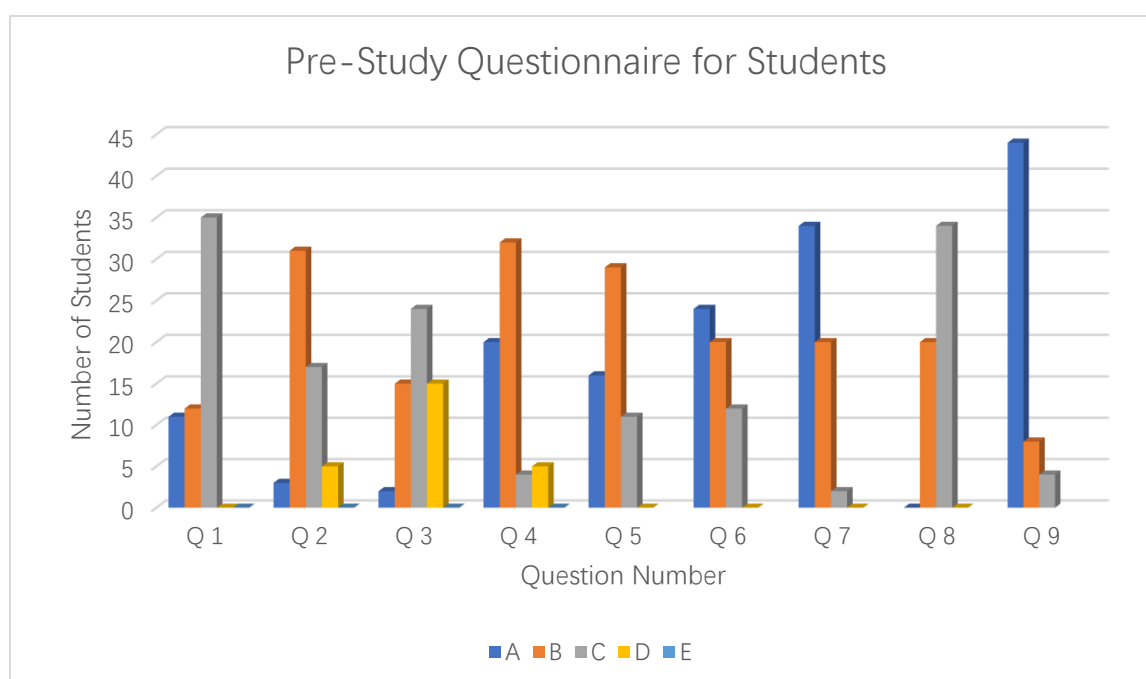
Fig. 1. Pre-study Questionnaire for Students

Questions one and three surveyed the current writing assessment method adopted in these Chinese college level EFL classes. In question one, students were asked what was normally shown on their graded composition. According to the responses, the current main writing assessment method adopted by the Chinese college English teachers being surveyed was option C, a score

with some underscoring of grammar and vocabulary mistakes (60%), followed by option B, a score with comments (21%) and option A, only a score (19%). No student thought their teachers use rubric to grade their composition (option D) and students did not give any response to "others" (option E). The teachers' focus of writing assessment was mainly on language forms such as grammar and vocabulary with less focus on content and organization. In addition, a rubric was not used to assess writings in Chinese college EFL class.

In question three, students were asked whether their English writing teachers explained how the grade was given on their compositions. According to the responses, 43% students thought that their teachers "sometimes" (option C) explained the grading, which occupies the highest percentage. There was an equal percentage of students (27%) who believed their teacher always explained the grading (option D) and students who believed their teachers explained the grading only when they asked (option B). Only 3% thought that their teacher never explained the grading (option A). Students did not give any response to "others" (option E). Based on these responses, it could be seen that in these college EFL classes, English teachers do communicate with their students about their way of writing assessment but not always actively and not all the time.

Questions two, four, five, six and nine surveyed students' attitude towards the current method of writing assessment from the perspectives of comprehensibility (Q 2), effectiveness (Q 4 & Q 9), objectivity (Q 5) and fairness (Q 6).

Question two asked students whether they knew the teachers' grading criteria of their composition in order to survey the comprehensibility of their teachers' current method of writing assessment. Comprehensibility in this context refers to whether teachers' grading is capable of

being understood by students. According to the responses, only 5% of students fully understood teachers' grading criteria (option A) and 55% of students believed that they almost understood it (option B), which indicates a relatively good comprehensibility of the current writing assessment method. However, 31% of the total number thought that they did not understand teachers' grading criteria very well (option C) and 9% of students did not understand it at all (option D). Students did not give any response to "others" (option E). The sum of these two percentage is 40%, occupying a large amount, which indicated that with the current writing assessment method and the current state of writing assessment communication between teachers and students, there was a large number of students who did not always understand their teachers' grading criteria.

Question four asked students whether they thought their teachers' assessment helped them make progress in writing, in order to survey students' attitude towards the effectiveness of the current method of writing assessment from the perspective of improvement in writing performance. Effectiveness in this context refers to whether the assessment can produce the expected outcome. According to the responses, 57% of the students, occupying the highest percentage, believed that their teachers' assessment helped them make progress in many aspects (option B) while 36% of students thought it helped them in certain aspects (option A). Only 7% of the students thought teachers' assessments were useless (option C). Students did not give any response to "others" (option D) and "in which aspects" (option E). Descriptive statistics indicated that teachers' assessments had a great impact on students' progress in writing and the majority of students (93%) believed that teachers' current ways of assessing them were helpful in one or more aspects.

In question nine, students were asked whether they had the confidence to perform a task better

after receiving the teachers' grades, in order to survey the effectiveness of the current method of writing assessment from the perspective of confidence. Based on the responses, 79% of students felt more confident after receiving a teacher's assessment (option A), occupying the highest percentage. On the contrary, 14% of the students believed that teachers' assessments did not give them confidence (option B). For the other 7% of students who chose "other" (option C), they expressed their uncertainty by using words such as "maybe", "just so so", "maybe in some areas" and "sometimes". In general, these descriptive statistics showed that most students believed that they made progress and had more confidence in writing after receiving teachers' feedback.

In question five, students were asked whether they thought teachers' current ways of assessment were subjective. The process of writing assessment itself shows teachers' personal perspectives on students' work. Here the distinction between subjectivity and objectivity reflected whether the assessment method can make teachers' personal perspectives more detailed and transparent in contrast to the use of a wholistic impressionistic score. According to the responses, it is apparent that students thought current writing assessment method used in their Chinese college EFL class cannot make teachers' subjectivity transparent since 28% of the students believed it was very subjective (option A) and 52% of students thought it was subjective in certain areas (option B) while only 20% thought it was objective (option C). Students did not give any response to "others" (option D). In total, 80% of students doubted the objectivity of the current writing assessment method, which indicated that the transparency of subjectivity is quite a serious problem in the current writing assessment method.

In question six, students were asked whether they thought the grade for their composition was

fair. Fairness in this context means that teachers' assessment results truly reflect students' writing proficiency. Descriptive statistics for fairness show that 43% of students believed that the current writing assessment method was fair (option A); however, for the majority of students, 36% of them believed it was only fair to a certain extent (option B) and 21% regarded it as not fair at all (option C). Students did not give any response to "others" (option D). Since only 43% thought it was fully fair, we can say that perceived fairness is also a problem that exists in the college writing assessment methods at least in this institution.

Questions seven and eight surveyed students' degree of recognition and expectations of writing assessment. In question seven, students were asked whether they cared about teachers' assessment of their writing. According to the responses, 61% of students did care about teachers' assessment of their work (option A) and 36% cared about it to a certain extent (option B). Only 3% of students did not care about it (option C). Students did not give any response to "others" (option D). Descriptive statistics indicated that students really cared about teachers' assessments since the number of students who chose option A and B in total occupied 97%.

In question eight, students were asked what they expected to be shown on their graded compositions. According to the responses, 63% of students expected an explanation of each criterion in their composition assessment (option C), which occupied the highest percentage. A writing rubric was a method of assessment that could meet students' expectation since it contains all criteria used in the assessment process. Students' response to this question also indicated the necessity and importance of training teachers to use rubrics in writing assessment. 37% of students expected an explanation of grammar mistakes to be shown on their work (option B). These students'

choices might be due to the influence of current writing assessment methods. Language form has long been the main criteria for writing assessment. Gradually, the teachers' focus might also become the students' focus. Bearing this in mind, students expected a more detailed explanation for their grammatical mistakes. No students expected only a score on their writing (option A). Students did not give any response to "others" (option D).

In conclusion, rubrics were not used in these college English EFL classes in China. The current main writing assessment adopted by these English teachers was a score along with underlining grammatical and vocabulary mistakes. Teachers explained the grading criteria to students but not always or actively. Not all students believed that they understood teachers' grading criteria and that they could make progress and gain confidence through teachers' assessment under the current system. The two biggest problems with the current writing assessment method used in these EFL classes were the lack of the transparency of subjectivity and fairness. Students did care about teachers' assessment and their most frequently expected form of assessment was showing each criterion in their feedback, which could not be realized by using rubrics in writing assessment.

4.2 Pre-study Questionnaire for Teachers

In the teachers' pre-study questionnaire, three aspects were investigated. The results were shown in figure 2 as follows:
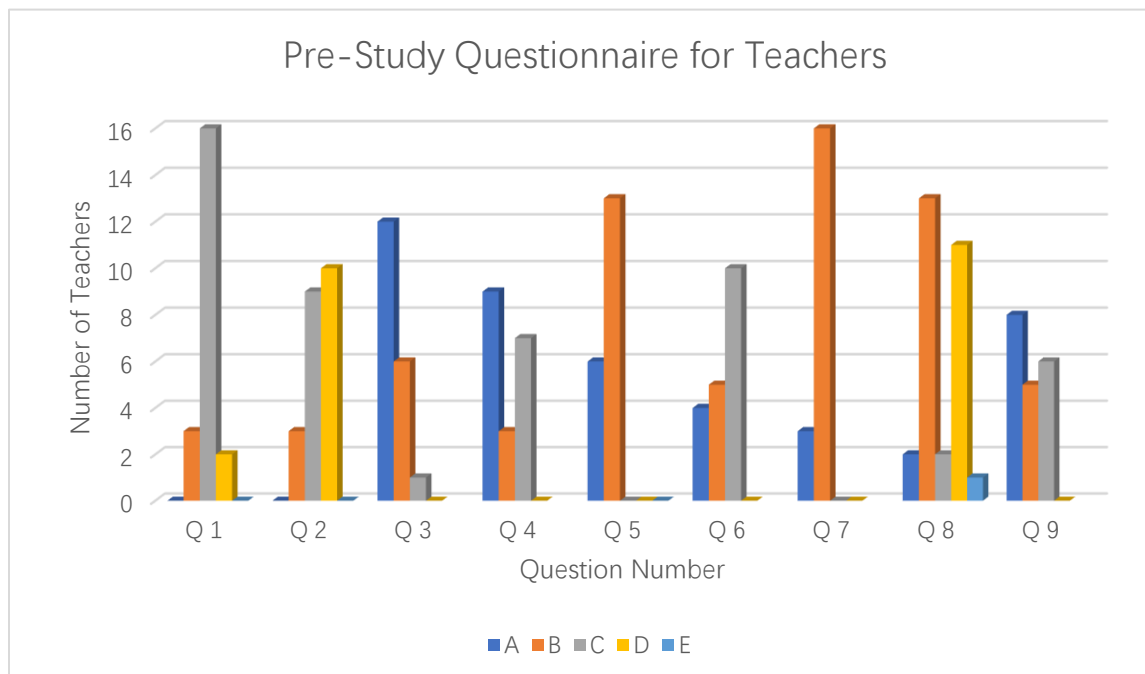
Fig. 2. Pre-study Questionnaire for Teachers

Questions one and three surveyed the current method of writing assessment adopted in these Chinese college level EFL classes. In question one, teachers were asked how they normally graded students' compositions. Descriptive statistics showed that the main current writing assessment method adopted by the Chinese college English teachers being surveyed was to assign a score with some underscoring of grammar and vocabulary mistakes (option C), which occupied 76% of responses. 14% of the teachers assessed compositions by assigning a score with comments (option B). These responses matched the results of question one for students' pre-study questionnaire, in which a score with underscoring of grammar and vocabulary mistakes also occupied the highest percentage, followed by a score with comments. In contrast to students' responses that no teachers used a rubric to assess writing, 10% of teachers claimed to assign the score with a rubric as their assessment method (option D). Reasons for the difference might be (1) that this 10% of teachers

were not the English teachers who taught the volunteer students or (2) these teachers understood the advantages of using a rubric and believed it should be used in writing assessment, which meant that they might choose a correct answer, not their real answer. However, 10% was quite a small amount, which also indicated that rubrics were rarely used in Chinese college EFL class as writing assessment tool. No teachers chose option A "only by score" and teachers did not give any response to "others" (option E).

In question three, teachers were asked whether they normally explained their grading criteria to students. According to the responses, 63% of teachers believed that they always explained their grading criteria to students (option A) and 32% of them claimed that they sometimes explained it (option B), which totaled 95% of all teachers. This result also matched question three from students' questionnaire, in which 97% of them believed their teachers explained the grading criteria. However, among the 97% of students, 27% thought that their teachers explained the criteria to them only when asked. This indicated that some teachers might lack initiative in explaining. 3% of teachers thought they seldom explained their grading criteria and no teacher thought they "never" explained the grading criteria (option D).

Questions two, four and five surveyed teachers' attitudes towards their current writing assessment method from the perspectives of effectiveness (Q 2 & Q 5), objectivity and fairness (Q 4). In question two, teachers were asked what they thought was the most effective method of writing assessment. According to the responses, teachers who believed that a score with a rubric was the most effective manner of assessment occupied 45%, the highest percentage (option D). This was followed by a score with underscoring of grammar and vocabulary mistakes (option C).

It occupied 41% of the answers. A score with some comments (option B) occupied 14%. No teacher thought a score alone was an effective type of assessment (option A) and teachers did not give any response to "others" (option E). The results showed that some of the teachers had knowledge of writing rubrics and they acknowledged the efficiency of rubrics as an assessment tool. This result seemed to be contradictory with the current assessment methods adopted by these teachers. Two reasons might account for the nonuse of rubrics in their real writing classes: (1) Chinese college EFL classes normally have high enrollment and each teacher typically taught more than three classes. Designing and applying rubrics for writing assessment might take more time than the traditional method of assessing writing, which would bring an extra burden to teachers. (2) Teachers only had a theoretical knowledge of rubrics; however, due to the lack of training, they did not know how to design and use rubrics in assessment. In addition, there were 41% of teachers who believed that giving a score combined with underscoring grammar and vocabulary mistakes was an efficient type of assessment based on their teaching experience, which also occupied a large percentage.

In question five, teachers were asked whether they thought their assessment could help students make progress in writing. According to the responses, 68% of teachers believed that their assessment was effective in helping students make progress in many aspects of writing (option B) and 32% of them believed that the assessment was effective only in certain aspects (option A). No teachers denied the effectiveness of assessment (option C). Teachers did not give any response to "others" (option D) and "in which aspects" (option E). Descriptive statistics indicated that teachers believed that their assessment had a great impact on students' writing and it helped them to make

progress. This result also matched students' response to question four, in which 93% of students believed that teachers' assessment helped them make progress in one or more aspects.

In question four, teachers were asked whether they thought their current way of assessment was objective and fair, namely whether their assessment method can make their personal perspectives on students work transparent and whether their assessment method truly reflects students' writing proficiency. According to the responses, although 47% of teachers claimed that their assessment was both objective and fair (option A), the total percentage of option C "it is fair but not objective" (37%) and option B "it is objective but not fair" (16%) occupied 53%, which outweighed 47%. This indicated that many teachers recognized that fairness and objectivity were two issues of concern in their current methods of assessment. No teachers believed their assessment was neither objective nor fair (option D) and teachers did not give any response to "others" (option E). Given that this was a self-critical question, it might have been hard for teachers to choose negative answers. Despite that difficulty, although no teachers chose option D, the total percentage of teachers who chose B and C occupied more than half, which indicated that objectivity and fairness are two existing problems in the current writing assessment method in the target university. The descriptive statistics on questions five and six from the students' questionnaire showed that 80% of the students thought the current assessment was subjective, at least to a certain degree. As for fairness, 36% of the students thought it was only fair to a certain degree and 21% of the students believed it was not fair at all. It was clear that students considered subjectivity and unfairness of the current assessment method to be more serious than their teachers did, although more than half of the teachers also realized this was a problem.

Questions six, seven, eight and nine surveyed the conditions of rubric use in these college level EFL classes (Q 6), teachers' basic knowledge of rubrics (Q 8 & Q 9) and teachers' attitude towards rubrics (Q 7).

In question six, teachers were asked whether they normally designed rubrics before grading and used them in the process of grading. According to the responses, 53% of the teachers never designed and used rubrics in writing assessment (option C), occupying the highest percentage. 26% of the teachers did it sometimes (option B) and 21% of the teachers did it every time (option A). Teachers did not give any response to "others" (option D). It was clear from the descriptive statistics that more than half of the teachers never used rubrics in assessment. Even for teachers who claimed to use a rubric, the number of teachers who used it sometimes outweighed those who used it every time. The result indicated that rubrics were not widely and frequently used in these classes.

Descriptive statistics collected from question eight and nine were used as references for teacher training. In question eight, teachers were asked their opinions about how rubrics should be created to survey the existing method of making rubrics adopted by the teachers either in reality or in theory. According to the responses, only 7% of teachers believed that rubrics should be created based on the teachers' experience (option A). On the contrary, 45% thought rubrics should be designed according to the type of writing (option B) and 38% chose to refer to knowledge in a textbook (option D). These descriptive statistics showed that when designing rubrics, the teachers considered and relied more on objective elements than subjective elements. Only 7% of teachers believed a rubric should be designed by negotiating with students (option C), which reflected the

phenomenon that students rarely participated in the teaching process and teachers did not consider students opinions very much. There was a comment in the others column (option E), occupying 3%, which said that the rubric should be designed based on the rules of examinations. This answer reflected the fact that there were some teachers who placed emphasis on an examination and that its rules influenced their teaching design.

In question nine, teachers were asked where they obtained their knowledge about rubrics. The purpose of this question was to survey teachers' knowledge source regarding rubrics. According to the responses, 42% of teachers claimed that they did not have too much knowledge about rubrics (option A). 26% of them said that their knowledge of rubrics came from teacher training (option B). 32% of the teachers received their knowledge of rubrics by reading relevant books (option C). Teachers did not give any response to "others" (option D). Results showed that many English teachers in this survey lacked knowledge about rubrics and they also lacked sources for receiving the relevant knowledge since their main source was a textbook, which indicated the necessity of teacher training.

In question seven, teachers were asked their opinions on whether rubrics were helpful for students to understand teachers' grading. According to the responses, 16% of teachers thought rubrics were very helpful for students to understand the teachers' grading (option A) and 84% of believed that rubrics were helpful in certain areas (option B). No teachers thought rubrics were not helpful at all (option C) and teachers did not give any response to "in which area" (option D). It could be seen from the descriptive statistics that the teachers in this survey recognized the effectiveness of rubrics in helping students understand teachers' grading, at least in certain aspects,

which showed a positive attitude towards rubric.

In conclusion, the main current writing assessment method adopted by these Chinese college English teachers was a score with some underlining of grammar and vocabulary mistakes, which therefore placed emphasis on language forms. Rubrics were not widely and frequently used in their EFL classes. Despite the latter, teachers showed a positive attitude towards rubrics. Many of the teachers being surveyed acknowledged the efficiency of rubrics as assessment tools and their effectiveness in helping students understand the teachers' grading. Under the current assessment method, these English teachers did explain their criteria to students; however, combining descriptive statistics from the students' questionnaires, some teachers might not take the initiative in explaining. Although all teachers being surveyed believed that their current assessment was effective in helping students make progress in writing, more than half of them recognized that fairness and objectivity were two major issues. When asking about the source being referred to when designing rubrics, these Chinese college teachers considered and relied more on objective elements than subjective elements and did not think too much about students' opinions. In addition, these English teachers lacked knowledge of rubrics and they also lacked sources for receiving the relevant knowledge, which indicated the necessity of teacher training.

Chapter 5: Implementation of Rubric Training

Teacher training was conducted in English three times with different topics. The first training section lasted for one hour and a half and gave teachers general knowledge about rubrics. The second training section lasted for two hours and a half during which teachers discussed and produced their own procedure for developing rubrics. The last training section was a discussion concerning an important and most-overlooked aspect of writing assessment: the participation of students. This discussion lasted for one hour and a half.

5.1 General Knowledge of Rubrics

This section contained two parts: training and practice. The purpose of the training part was to enable the two teachers to identify and distinguish holistic and analytic rubrics. The researcher gave the teachers four questions concerning the two kinds of rubrics. Teachers read and found answers in the given material: section two of Todd H. Sundeen. (2014) and section five of Caputi. (2006). The following answers given by the teachers combined their understanding of the training material and their teaching experience.

Q 1: What is the characteristic of holistic and analytic rubrics?

"*A holistic rubric provides a single score and individual writing elements are not evaluated. An analytic rubric provides feedback on specific elements and writing criteria are scored separately*", said the freshman English teacher.

Q 2: What are the advantages and disadvantages of holistic and analytic rubrics?

The sophomore English teacher commented: "*I think by using a holistic rubric, scoring is more efficient. This method is used in school unified examinations due to the large amount*

of work. However, individual elements are not evaluated. Experienced teachers can handle it well, while inexperienced teachers may be somewhat subjective. As for an analytic rubric, scoring requires more time, which is a big challenge for Chinese university English teachers, but it is specific to individual elements. Students can benefit from studying the detailed rubric criteria".

Q 3: What kind of situation is suitable for the use of these two kinds of rubrics?

"*According to the material, a holistic rubric is used when the overall performance of the student is primary and when errors in specific parts of the assignment can be tolerated. An analytic rubric is used for grading papers with individual sections when the scores of each section are tallied for a final grade,*" commented the freshman English teacher. *"In a test, the choice of rubric type depends on the focus of the test while in a writing class, the choice of rubric depends on the teaching goal,*" added by the sophomore English teacher.

Q 4: Which one do you prefer to use in your current teaching stage and why?

"*Well, we definitely choose the analytic rubric*", said the sophomore English teacher "*because it accords with the grading criteria in Chinese college examinations as well as the writing style students are learning.*" "*And I believe that based on their current writing proficiency, students can learn more from analytical rubrics since they need to improve in various aspects in writing*", the freshman English teacher added.

The purpose of the practice part of the training is to test whether teachers have grasped the characteristics and differences between the two different kinds of rubrics. Meanwhile, these rubrics work as examples for teachers to study and imitate. Six examples of rubrics were provided for the

two teachers to identify (Appendix 5). These examples came from well-known language tests, such as the TOEFL, IELTS and GRE as well as internet sources. Both teachers gave correct answers for the types of the six rubrics presented and the researcher led the teachers to discuss what they liked and disliked about each rubric.

Q 1: Which one of the three holistic rubrics do you like most? Why?

"*We like the TOEFL independent writing rubric best*", said the freshman English teachers. "*Yes, because the concluding sentence in each level gives a clear explanation of the expectation of raters and in each level, the grade criteria are itemized, which makes it easier for raters and students to read and understand the expectation*", commented the sophomore English teacher. "*I agree. In addition, the contents of the criteria are consistent in each level, which makes the grade fair and objective. The grade criteria contain different areas in writing, such as task response, organization, unity and coherence, language use, which test comprehensive aspects of students' writing competence*" added by the freshman English teacher. She continued on to point out some disadvantages of the other two rubrics. "*For holistic rubric 2, it does not have subitems for grade criteria; it takes them a long time to read and understand the rate requirements. I needed to go back many times in the real rating process. For holistic rubric three, the concluding sentences in each level are vague. Different teachers may have different interpretations, which makes the grade criteria subjective*".

Q 2: What are your comments on the three analytic rubrics?

"*I think all the three analytic rubrics were good! We need to learn from these examples*",

said the sophomore English teacher. He continued to comment: "*although named differently,*

all the three rubrics contain criteria concerning content, organization, lexical resources,

and grammar. A big difference between the rubric for the GRE & GMAT (analytic rubric 1)

and the other two analytic rubrics was in the content part. The GRE & GMAT focus on the

quality of ideas, that is whether the writer had insightful opinions on the topic, while the

other two analytic rubrics focus on task achievement and development, that is, whether the

writing satisfies the requirements of the task. Therefore, the names and contents of the

criteria are different. Our conclusion is that rubric criteria should be made according to

qualities that needed to be evident in the test focus". The freshman English teacher said:

"*An advantage of the IESOL writing rubric (analytic rubric 2) over the other two rubrics*

was it had more detailed grade levels. The words used in the descriptions were quite exact,

which made the assessment more objective and the score more accurate. An advantage that

the GRE & GMAT rubric (analytic rubric 1) had over the other two was that it had a

summary column which is used to give a summary of the grade criteria. It was like

combining the holistic and analytic rubric together, which gave raters and writers both a

general and detailed description of the grade criteria."

5.2 Procedure of Developing Rubrics

Development of the scoring rubric is extremely important to ensure consistency in grading.

Teachers should contribute efforts to the development of the rubric (Caputi, 2006). This section of

teacher training contained two parts: part one was a review of two papers, which respectively were

section three of Rakedzon and Tsabari. (2017) and section six of Caputi (2006). Rakedzon and

Tsabari (2017) concluded the procedure of developing a rubric designed by Crusan (2010) in chapter three, which included five steps: "(1) developing course goals, (2) choosing assessment tasks to fit these goals, (3) setting standards for these tasks and goals, (4) developing criteria to assess performance and (5) rating categories for analytic scoring." The two teachers thought the above procedures helped them build a very logical framework for rubric development. They fully agreed that "developing course goals" and "choosing assessment tasks based on students' needs and level to fit these goals" should be the very first steps in rubric development. Since in Chinese college classes, the course goal was institutionally formulated, their job started with step two. For steps three and four, two teachers had different opinions about the sequence. One teacher fully agreed with the author about the order for developing rubrics while the other teacher believed that standards for the assignment should be set after the criteria were made since then teachers understood what they expected students to concentrate on and could give students a clear standard about what they expected in the writing. Therefore, the two teachers had a discussion concerning the procedure with the result that standards should be set immediately after choosing the task since assessment criteria should be developed based on the task. In addition, it was difficult to develop criteria without standards for writing. Section six of Caputi (2006) concluded with steps for developing a scoring rubric in a more detailed way. The first step was to decide the type of rubric. Steps two to four discussed the selection of criteria and levels as well as narrative descriptions for each level. Steps five and six discussed how to write descriptions, in which the author proposed that it is better for teachers to use descriptions of acceptable work instead of judgments about the work. He also suggested that samples of students' past work can be used to exemplify each level.

The last step is to revise rubrics as needed. In the discussion, two teachers talked about the advantages and disadvantages of the two papers. They thought that the Rakedzon and Tsabari (2017) gave a general picture of the whole procedure in writing assessment and it is especially important at the very beginning to develop course goals and design assignments that fits the goals. Regarding the steps in Caputi (2006), they focused on the process of making rubrics, which was the period after course goals and assignments had already been set. In addition, Caputi (2006) went into more detailed procedures for making rubrics that had great reference value. Combining the content of these references and practical teaching experience, the two English teachers designed their own steps for developing a scoring rubric as shown in Table 1.

Table 1. Steps of Scoring Rubric Development

No.	Procedure	Description
1	Choose assignments	Assignments should fit the course goal for writing in the present semester
2	Set standards for the assignment	Write standards that teachers want students to achieve
3	Choose the category of rubric	Decide if the rubric will be holistic or analytic
4	Developing criteria (rating category) to assess performance	Qualities that need to be evident in the students' work
5	Set the assessment level	Write narrative descriptions for each level
6	Assessment	Assess students' assignments with teacher designed rubrics
7	Reflection	Return both assignment and rubric to students. Explain the rubric and answer

		students' questions. Listen to students' opinions and take these opinions into consideration while developing rubrics in the following tasks.

This procedure was used by the two teachers in the implementation phase when they designed rubrics for assessing students' work.

5.3 Discussion

Some researchers have discussed students' roles in writing assessment (e.g. Becker, 2016; Li & Lindsey, 2015) and have found that involving students in assessment could benefit both students and teachers. However, as Becker (2016) stated, students have rarely been involved in the process of rubric design and use. This was also confirmed by the two trainee teachers. As they pointed out, students were never considered a part of the assessment. In this part of the study, the researcher had the two teachers re-examine and discuss the students' role in assessing writing with rubric. Three questions were raised, which the teachers could answer from the training materials. Answers from the materials follow.

Q 1: Is it necessary to involve students in writing assessment?

"*It is beneficial for students to get involved in writing assessment. By seeing rubrics, their awareness of learning the goal was enhanced and by developing and applying rubrics students became active learners and showed a significant higher score in writing*". (P. 15)

Q 2: When and to what extent should students be involved in writing assessment?

According to Becky's experiment, "*comparing the pre- and post-test, students who had access to rubrics, no matter to what extent, had a better performance in post-test summary writing*

than the control group of students. Among all groups of students who had access to rubrics, students who developed or applied rubrics had a significantly higher score for the post-test than students who only saw the rubrics. In addition, students who were trained in a workshop to create a rubric had a better mean score in post-tests than students who used a rubric to practice assessing written work. The results indicated that students had a better performance by gaining access to rubrics. The more they were involved, the higher the score they could gain". (P. 18-21)

Q 3: How can teachers involve and communicate with students in this process?

According to Becker (2016), "*there are three ways of involving students in writing assessment. The most actively involved one is to teach students how to develop a rubric and let them design their own rubrics. The second one is to instruct students to practice assessment with rubrics. The third one is to give students a copy of the assessment rubric and ask them to review the copy. Understanding the benefits of involving students in writing assessment and considering the practical situation in China, the two teachers decided to involve students in the implementation phase with the assessment method fitting their class*".

After learning the training material, the two teachers had a discussion concerning involving students in writing assessment. According to the sophomore English teacher: "*It would be valuable to students if they are involved since this process increases the transparency of assessment criteria and thus might help students have a better performance in writing*". "*I do agree with you*", said the freshman English teacher. "*However, in practical writing teaching, I never involved my students in writing assessment before because as you know, we were told by our teachers that assessment was only the teacher's job. In addition, teachers never talked about the topic of*

involving students in assessment. It is time to make some changes!" "*My main concern is the who, and how can we involve students in our class*," said the sophomore English teacher. "*Normally we have thirty to forty students in one class and each of us teaches three to four classes; it is difficult for us to manage the process. However, since we have already learned the benefit of involving students in assessment, I will try to include it little by little in my class and try to find an efficient and valid way of involving them*".

In conclusion, the teacher training was conducted in English three times on three different topics. It took five hours and a half in total with two Chinese college level EFL teachers participating in the whole process. With this training knowledge in mind, teachers moved to the implementation phase described in the next chapter.

Chapter 6: Post Implementation of Rubric Training

In this phase, two trainee teachers applied the contents of the training to practice by assigning volunteer students two writing tasks and assessing these tasks with designed rubrics to test whether there is an association between using rubrics as assessment tool and students' grade. The two English teachers from the medium-size comprehensive university who had undergone rubric training as well as 23 freshmen and eight sophomores volunteered to participate in this phase. The students had one writing practice per week for two weeks. For the research, the following data were collected: (1) The students' overall and subentry scores from each practice; (2) post-study surveys on both teachers' and students' attitudes towards rubrics; (3) post-study survey on teachers' attitudes toward the training.

6.1 Data Collection

Writing tasks were chosen according to the institutional syllabus for writing. The English teacher for freshman decided to give students two tasks of practical writing while the English teacher for sophomores chose two argumentative writing tasks. Each task went through five steps: Giving instructions; In-class writing; Rubric design; Writing assessment with designed rubrics; Feedback and discussion.

A. Giving Instructions

Task one for freshmen: Letter of complaint

If you are Li Hua. You found some problems with the cellphone that you have just bought. Please write a letter of complaint based on this situation. The following content should be included in your letter: a. the problems with the cellphone; b. The inconvenience caused by the cellphone;

c. the solution that you expect. The word count requirement is at least 150 words and your composition will be assessed on contents, organization and format, and language use.

Task two for freshmen: Letter of apology

If you are Li Hua. You had an appointment with Prof. Wang, but you did not come. Please write a letter of apology based on this situation. The following contents should be included in your letter: (1) express your apology (2) explain the reasons for failing to make the appointment (3) rearrange an appointment with Prof. Wang. The word count requirement is at least 150 words and your composition will be assessed based on contents, organization and format, and language use.

Task one for sophomores: Should museums charge for admission?

Many museums charge for admission while others are free. Do you think the advantages of charging people for admission to museums outweigh the disadvantages? Give reasons for your answer and include any relevant examples from your own knowledge or experience. The word count requirement is at least 200 words and your composition will be assessed based on contents, organization, and language use.

Task two for sophomores: My view on distance learning

With the development of technology, distance education based on networking comes into our lives. Compared with traditional classroom education, which one is better? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

B. In-class Writing

For in-class writing tasks for both freshmen and sophomores, students were required to complete them within 30 minutes without referring to any materials or dictionaries, after which

their compositions were collected for assessment. The second tasks were completed one week after the first tasks.

C. Rubric Design

Teachers followed the procedure for rubric design they made during the teacher training phase. Decisions were made with reference to four factors: the requirements of the institutional syllabus for writing ability development, the students' real writing proficiency, writing style and topic, and college English test writing instructions. College English test bands four and six are nation-wide English tests for Chinese college students, which can be used as language proficiency certification for job seeking in China. Both teachers preferred an analytic rubric in assessment since it delineates specific levels of proficiency, which they believed could help students understand their defects in individual sections. The categories they chose included content, organization, and language. These three aspects were the writing teaching focus in the syllabus as well as the test criteria in CET four and six. The sub-category varies according to the topic and writing style of each task and each sub-category was set at assessment level three. For the details of the rubrics for freshmen see Appendix 11 (for task one) and Appendix 12 (for task two). For the detailed rubrics for sophomores see Appendix 13 (for task one) and Appendix 14 (for task two). The main difference between the rubrics of the second task and the ones of the first task for both freshmen and sophomore lay in the addition of a comment section at the end of the rubrics. The comment section showed the teacher's holistic and subjective judgment of the whole composition compared to the standard criteria. It also contained teachers' comparisons between students' first and second tasks as well as some encouraging words. This change in the rubric came as the result of feedback and discussion.

The detailed process was stated in the following "feedback and discussion" part.

D. Writing Assessment with Designed Rubrics

For each composition, teachers read it twice. During the first reading, they underlined grammatical and vocabulary mistakes as usual. Teachers decided to keep this process and they explained it with two reasons. Firstly, students were used to and valued getting feedback in this way. Secondly, this process was regarded as a supplement for the rubric since the rubric only showed the level and relevant description of language use, but it did not reveal the specific mistakes. During the second reading, teachers gave scores on different sections of the rubrics. Their focus of assessment was on the criteria of the rubric. After each assessment, teachers recorded the students' score, including the total score and scores of each criterion. The average time teachers spent on each assessment was seven minutes.

E. Feedback and discussion

Students received both their composition and an assessment rubric as feedback. Since this was the first time for most students to receive a rubric, the two teachers gave a detailed explanation. They explained the usage of rubric in writing assessment, their assessment process in each criterion, and what students should focus on in writing. In order to familiarize students with the assessment process as well as improve students' attention to the assessment criteria in future writing, a peer assessment practice was conducted. Students worked in pairs using the given rubric to assess each other's compositions without referring to the teacher's scores, after which they compared their scores with the ones from their teacher. Teachers walked around to answer students' questions during the process. Teachers then had a discussion with students about their opinions on using

rubrics in writing assessment. Some students considered the rubric a good way for them to know the teachers' expectation in writing as well as to provide them with a channel to "see" the assessment process. They hoped their teachers would keep this assessment method in the future. Some students commented that in addition to these standard criteria, they still hoped to receive teachers' comments on their writing. Based on this advice, a comment section was added in the second assessment. After the second task, teachers repeated the above process.

6.2 Descriptive Statistical Analysis

The four designed rubrics used in assessment had the same score distribution. For each rubric, the full total score was 50 points with 20 points for content, 10 points for organization and format, and 20 points for language use. Descriptive statistics on total scores and sub-section scores of the two different tasks for each student was collected for analysis. The mean and median values of total scores and sub-section scores were calculated taking the whole class as a unit to compare and observe the change.

6.2.1 Total Score Analysis

Scores were collected from the compositions of 23 freshman and eight sophomore participants. Since these two groups were in different stages of EFL study and received different tasks, no comparison was made between them. Descriptive statistics were used to analyze changes brought after using the rubric in writing assessment, though no causal claims were sought. The analysis of total scores is shown in Fig. 3., Fig. 4, and Table 2. The score gap showed the changing trend of the median score between task one and two. The symbol "+" indicated a rising tendency while the "-" indicated a declining tendency.
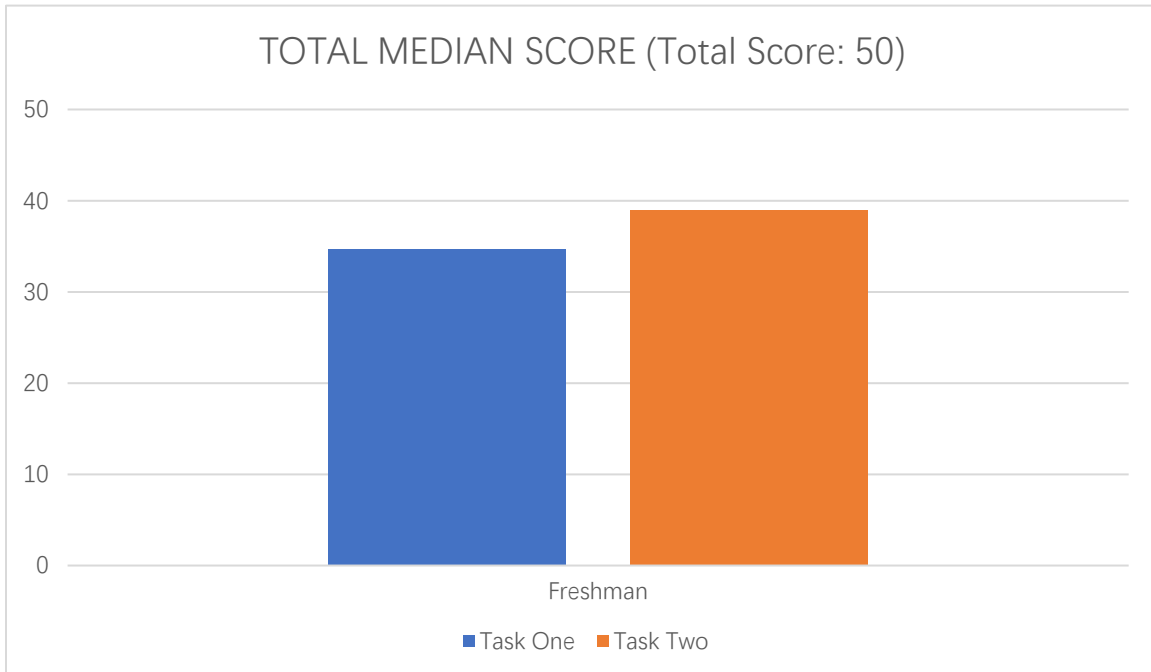
Fig. 3. Total Median Score Change in Two Writing Tasks for Freshmen
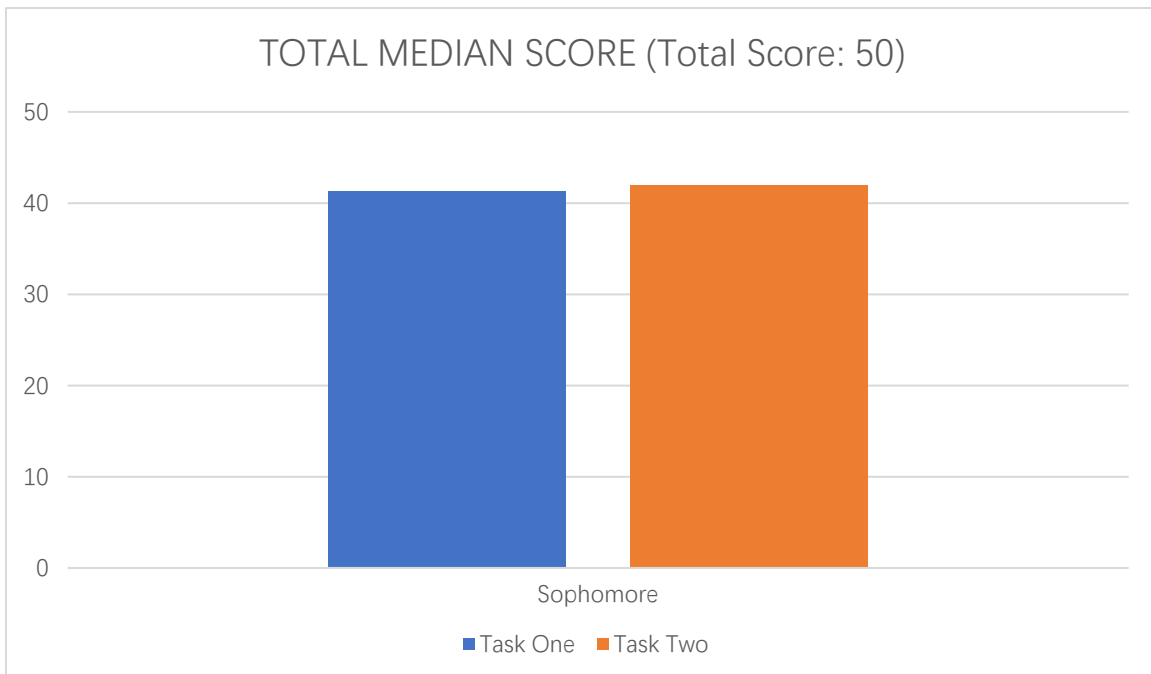
Fig. 4. Total Median Score Change in Two Writing Tasks for Sophomores

Table 2. Total Mean Score

	Sample Size	Task 1-TMS	Task 2-TMS	Score Gap
Freshman	23	34.7	39	+4.3
Sophomore	8	39.8	41.4	+1.6

It can be seen from the descriptive statistics that the total median score of both freshmen and sophomore showed an upward trend. The median score of freshmen rose 4.5 points and the one for sophomores rose 0.75 points. Meanwhile, mean score of freshmen rose 4.3 points and the one for sophomores rose 1.6 points. The results showed that both classes made progress after applying the rubric in writing assessment since the median and mean score of the first task revealed students' previous writing proficiency while the ones of the second task was achieved after the rubric had been applied, though we cannot attribute a causal relationship.

6.2.2 Sub-section Score Analysis

Analysis of the sub-section scores was useful in understanding in which aspects rubrics might be more effective. The results may be used by teachers to formulate teaching strategies. For example, in areas where not as much progress was made, other teaching and assessment methods might be added to optimize teaching results.

A. Content

The analysis of content scores is shown in Fig. 5., Fig. 6., and Table 3.

Fig. 5. Content Median Score Change in Two Writing Tasks for Freshmen
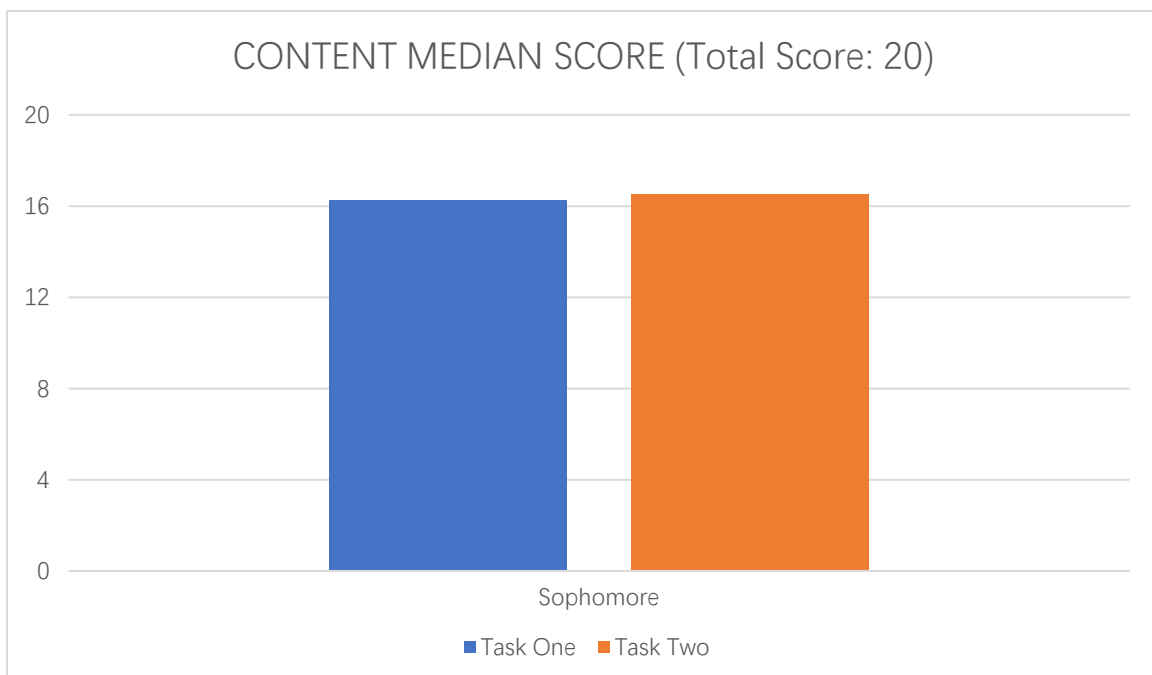
Fig. 6. Content Median Score Change in Two Writing Tasks for Sophomores

Table 3. Content Mean Score

	Sample Size	T1-CMC	T2-CMC	Score Gap
Freshman	23	13.6	15.7	+2.1
Sophomore	8	15.4	16.3	+0.9

The full score for the content section was 20 points. According to the descriptive statistics, the content median scores for both freshmen and sophomores showed an upward trend. The content median score of freshmen rose 2 points and the one for sophomores rose 0.25 points. Meanwhile, the content mean score of freshmen rose 2.1 points while the one for the sophomores rose 0.9 from task one to task two. Results indicated that in general students made progress in content after using rubrics.

B. Organization and format

The analysis of organization and format scores is shown in Fig. 7., Fig 8., and Table 4.
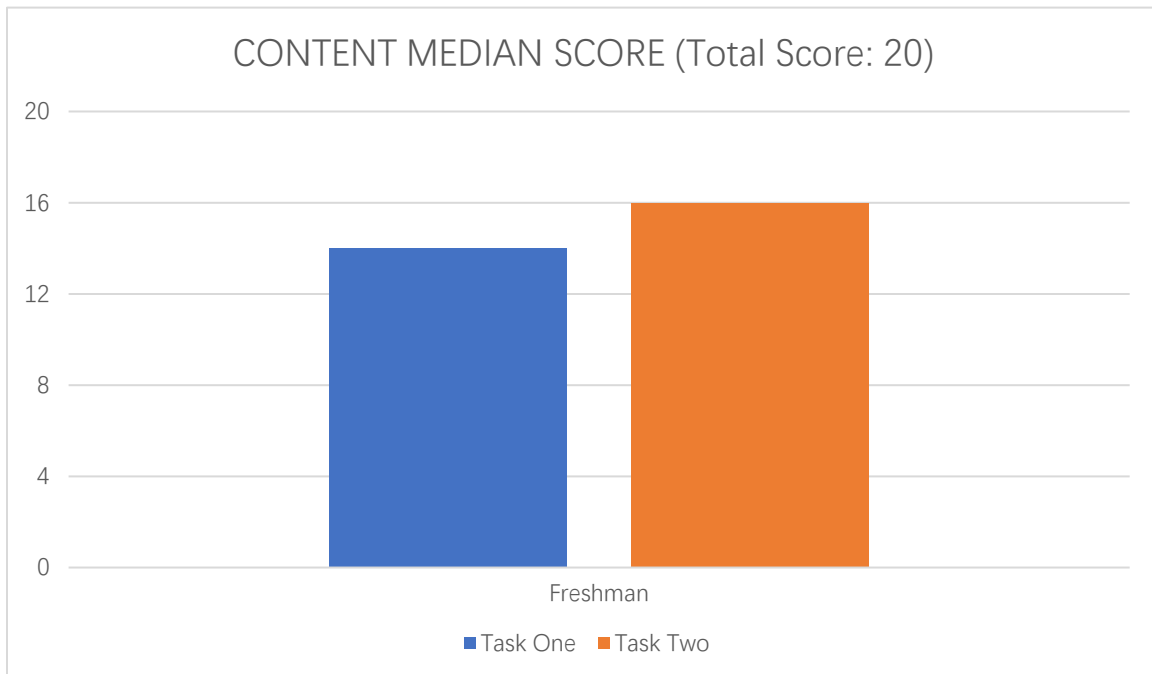
Fig. 7. Organization Median Score Change in Two Writing Tasks for Freshmen
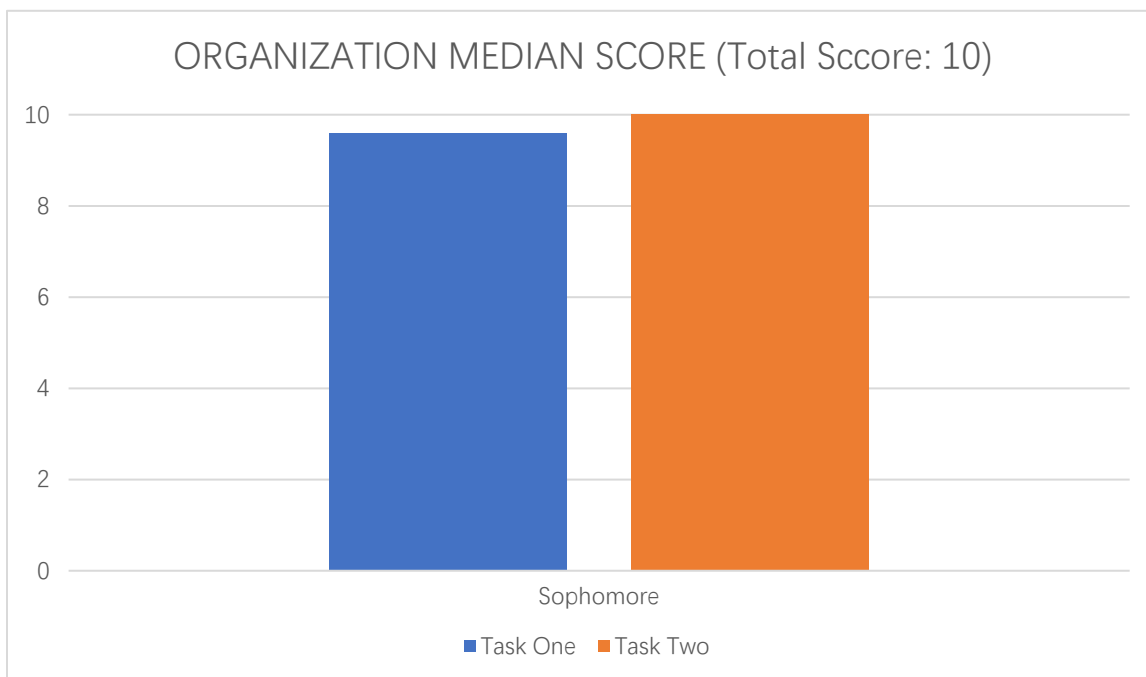
Fig. 8. Organization Median Score Change in Two Writing Tasks for Sophomores

Table 4. Organization and Format Mean Score

	Sample Size	T1-OMC	T2-OMC	Score Gap
Freshman	23	7.5	9.2	+1.7
Sophomore	8	9.6	10	+0.4

The full score for the organization section was 10 points. According to the descriptive statistics, the organization median scores for both freshmen and sophomores showed an upward trend. The organization median score of freshmen rose 1 point and the one for sophomores rose 0.25 points. Meanwhile, the organization mean score of freshmen rose 1.7 points while that of sophomores rose 0.4 points from task one to task two. Results indicated that in general students made progress in organization after using the rubric. Although from viewing the organization median and mean

score descriptive statistics, the sophomores made less progress in this section, we should pay attention to the original values. The students' organization median score in the first task was 9.75 out of 10 while the mean score was 9.6 out of 10, which was close to ceiling levels. Therefore, it made sense that small progress was made in this section.

C. Language use

The analysis of language scores is shown in Fig. 9, Fig. 10, and Table 5.
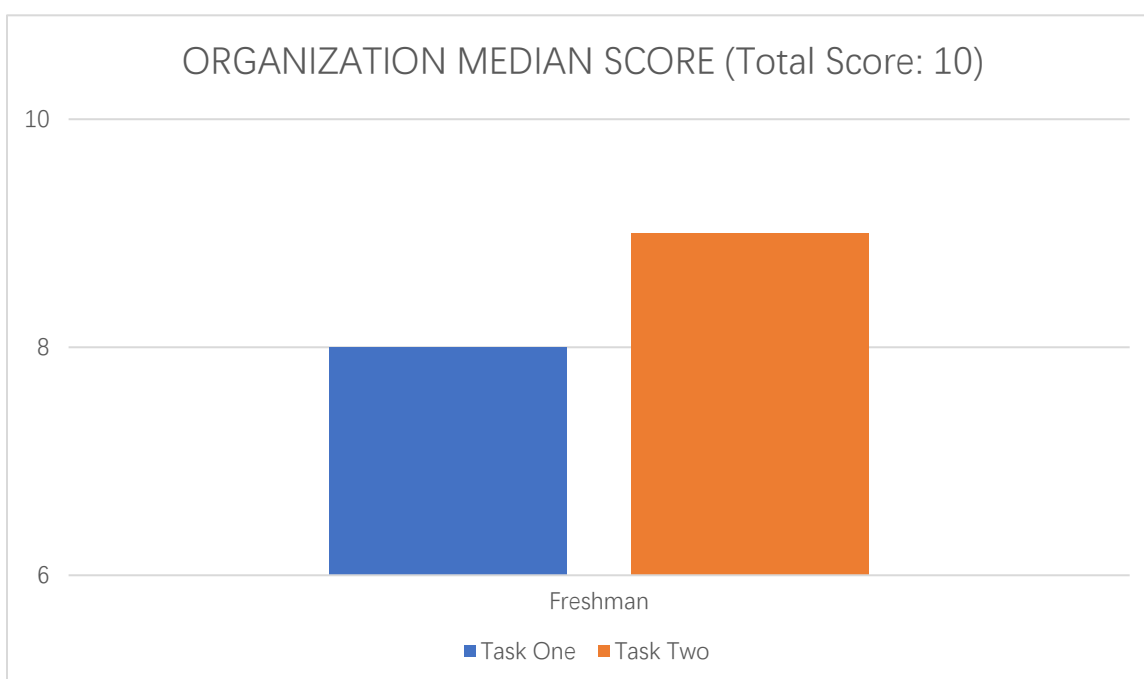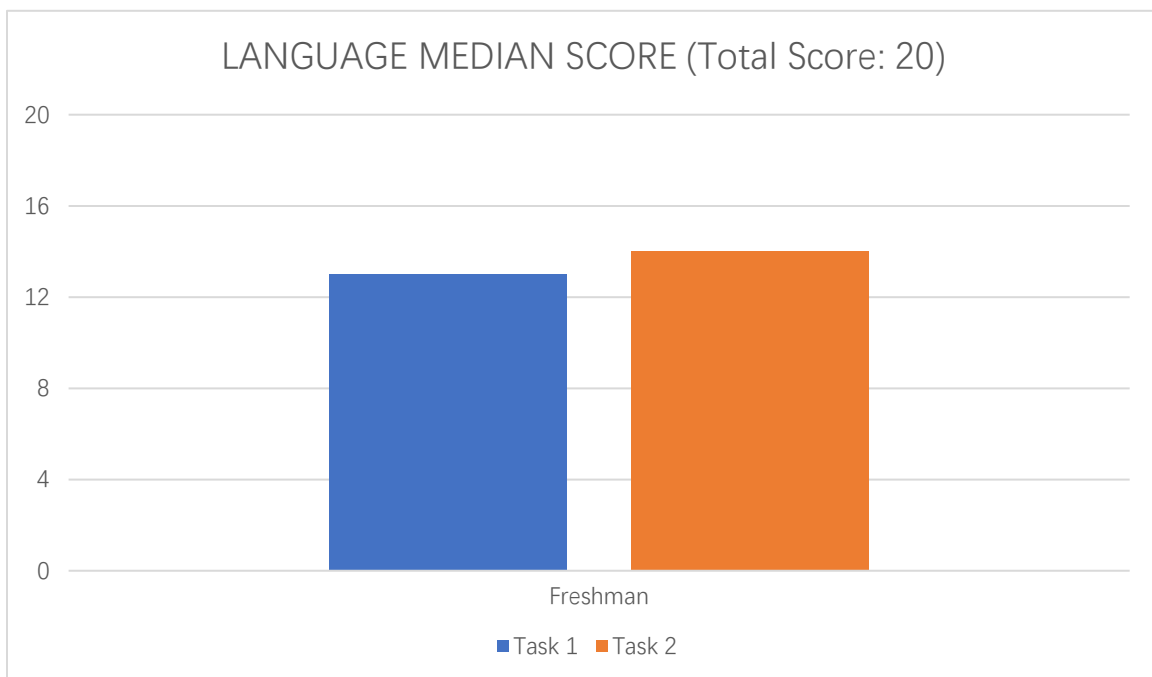

Fig. 9. Language Median Score Change in Two Writing Tasks for Freshmen
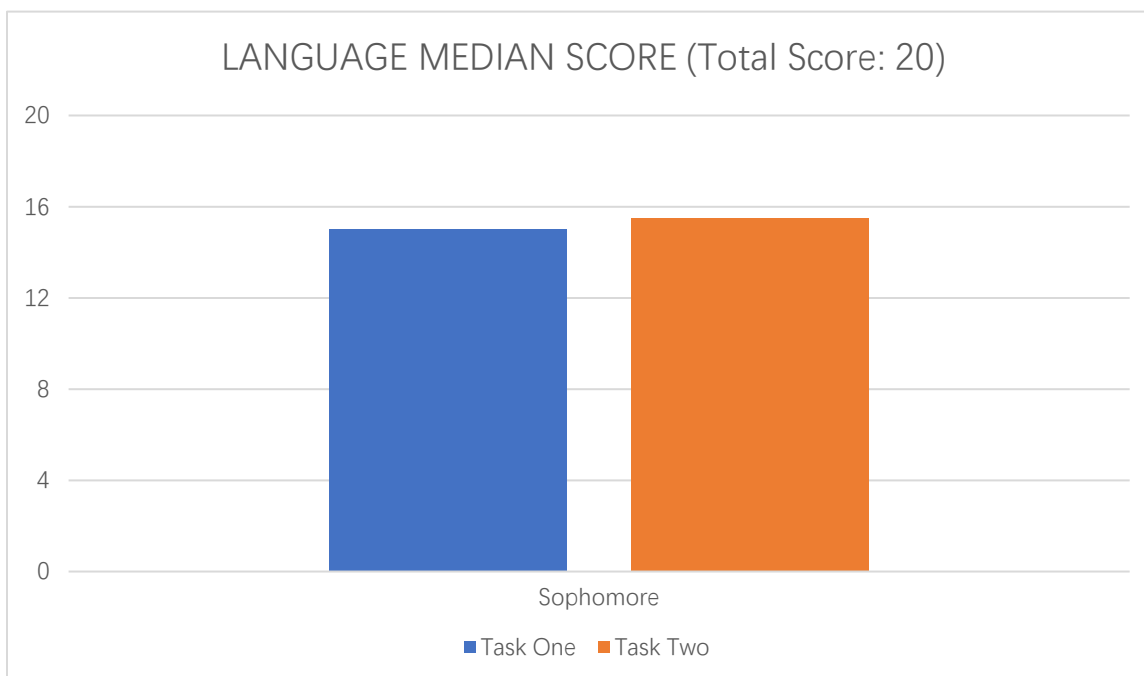
Fig. 10. Language Median Score Change in Two Writing Tasks for Sophomores

Table 5. Language Mean Score

	Sample Size	T1-LMC	T2-LMC	Score Gap
Freshman	23	13.6	14.2	+0.6
Sophomore	8	14.8	15.1	+0.3

The full score for the language section was 20 points. According to the descriptive statistics, the language median scores for both freshmen and sophomores showed an upward trend. The language median score of freshmen rose 1 point and the one for sophomores rose 0.5 points. Meanwhile, the language mean score of freshmen rose 0.6 points while that of the sophomores rose 0.4 from task one to task two. Results indicated that in general students made progress in language usage after using the rubric. Compared with the descriptive statistics of the other two sub-sections, students made the least progress in language use, which suggests that (1) in order to improve

students' ability in language use, other teaching or assessment methods should assist with rubrics; or possibly that (2) improvement of language use is a long-term process.

6.3 Post-study Survey

A post-study survey was given to both teachers and students at the end of the implementation phase to survey their attitudes towards rubrics and teachers' attitudes towards teacher training. The post-study questionnaire for students contained five multi-choice questions that surveyed students' attitudes towards the effectiveness, objectivity, and fairness of the writing rubric as well as their expected assessment methods in future study. Results are shown below.

Fig. 11. Post-study Questionnaire for Students

Questions one, three and five surveyed the effectiveness of the rubric with different focuses. Question one focused on the transparency of grading criteria. Students were asked whether the assessment rubric helped them understand grading criteria better. According to the descriptive

statistics, 87% of the students thought rubrics were helpful overall in understanding the grading criteria (option A) and 13% of the students believed rubrics were helpful in certain aspects (option B). No students thought 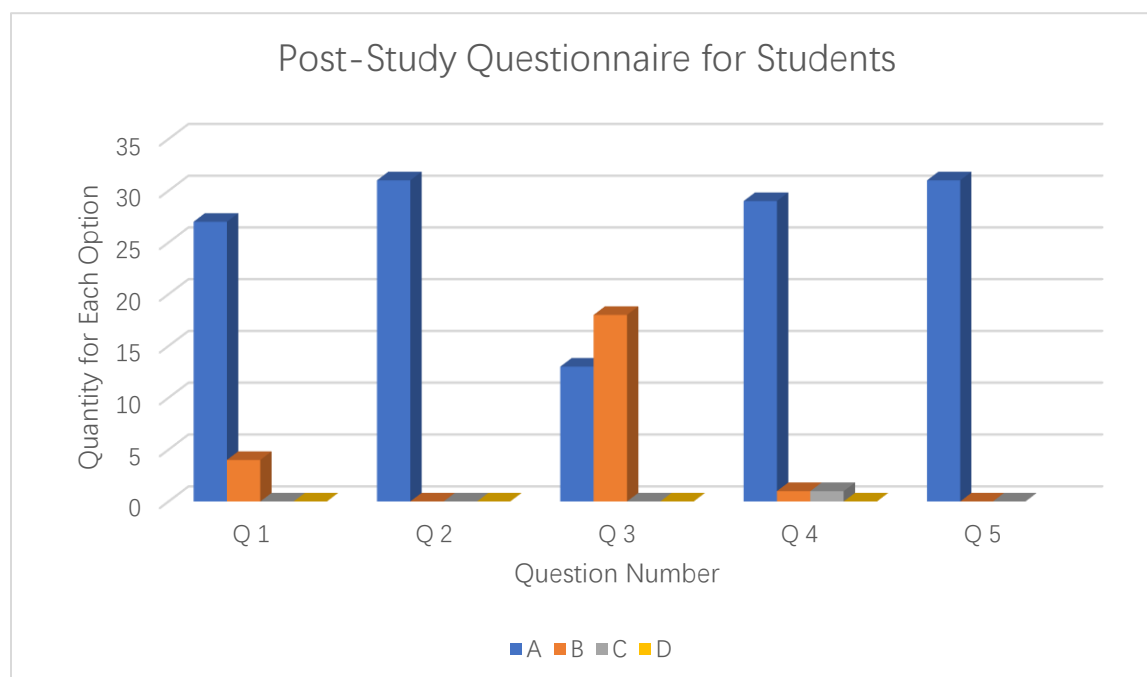rubrics were not helpful at all (option C), and students did not give any response to "others" (option D).   Descriptive statistics indicated that students fully recognized the effectiveness of rubric in helping them understand teachers' grading criteria in various degrees.

Question three focused on the effectiveness of rubrics in writing development. Students were asked whether rubrics helped them make progress in writing. According to the descriptive statistics, 42% of the students thought rubrics were effective overall (option A) and 58% of the students believed they were helpful in certain aspects (option B). No student thought rubrics were not helpful (option C) and students did not give any responses to "others" (option D). The result showed that students recognized that the rubric was an effective assessment tool in helping them make progress in writing; however, it was not helpful in all aspects. According to students' comments, they thought that rubric criteria and descriptions of these criteria were effective in helping them making progress in content and organization; however, in language use, even though they knew where their weaknesses were, they still did not know how to improve their language, such as in the choice of words and the use of grammar.

Question five focused on the effectiveness of rubrics in self-efficacy. Students were asked whether they had more confidence in writing a better composition with the assistance of writing rubrics. According to the responses, 100% of the students believed that the rubric was effective in helping them gain confidence in writing (option A). No students chose option B "I don't feel confident" or option C "others". Students mentioned that by using rubric in writing assessment,

the teachers' focus was not only on language use, but also on content and organization. They got fair scores on these parts, through which they knew that although their language still needed to improve, they did well in other aspects of writing. Other students believed that through using the rubric, they understood the teachers' expectation and they knew their weaknesses, both of which gave them direction about where and how to improve in future writing. Therefore, they had more confidence.

Question two surveyed the objectiveness and fairness of rubric. This question was a comparison with question five and six in students' pre-study questionnaire concerning the objectivity and fairness of their current method of writing assessment, in which 80% of students doubted the objectivity and 57% doubted the fairness. In question two, students were asked whether they thought that rubrics were an objective and fair way of writing assessment. According to the descriptive statistics, 100% of students thought that rubrics were an objective and fair writing assessment tool (option A). No student thought rubrics were either not fair (option B) or not objective (option C). Students did not give any response to "others" (option D).

Question four surveyed students' expected writing assessment methods in the future, which also showed students' general attitude towards rubrics. Students were asked whether they would prefer to use a rubric in future writing assessment. According to the responses, 94% of the students preferred to use rubrics as a writing assessment tool in the future (option A), 3% chose other ways of assessment (option B), and 3% of the students did not care about it (option C). Students did not give any response to "others" (option D). The percentage showed that the majority of students held a positive attitude towards rubrics and had confidence in the rubric as an assessment tool, which

in turn supports the effectiveness of rubrics.

The post-study questionnaire for teachers contained five multi-choice questions that surveyed teachers' attitudes towards teacher training and the effectiveness of rubrics.
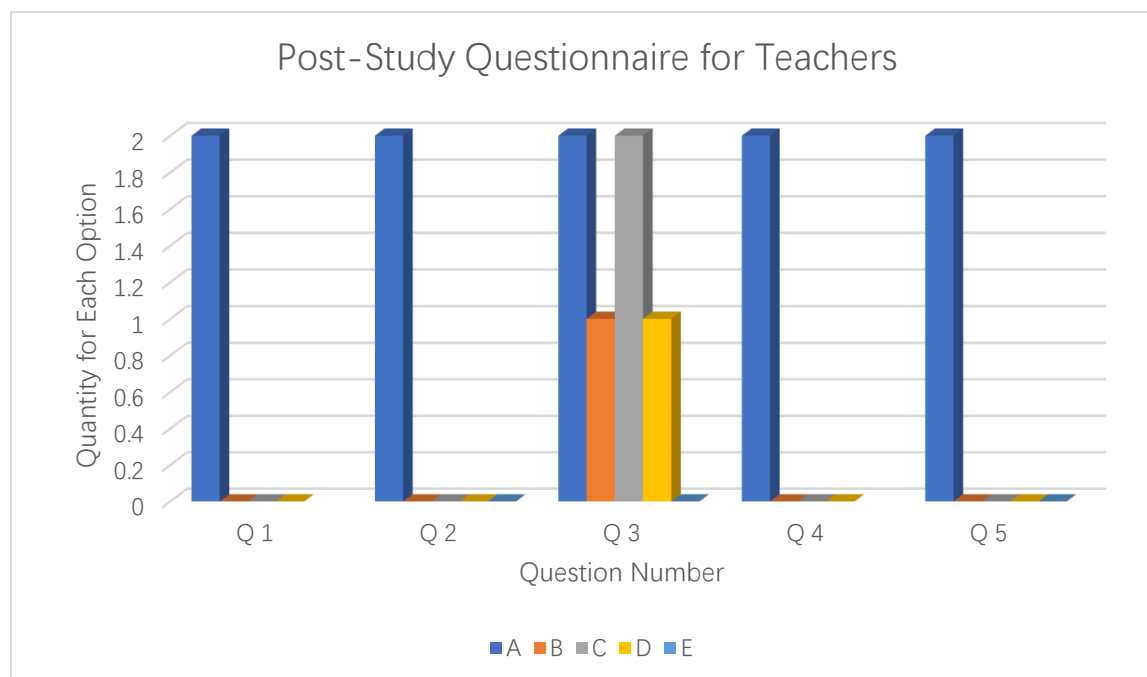
Fig. 12. Post-study Questionnaire for Teachers

Questions one and two surveyed teachers' attitude towards the effectiveness of teacher training. In question one, teachers were asked whether the training process helped them in understanding and applying rubrics. Both teachers, occupying 100%, thought the training was helpful in understanding and applying rubrics overall (option A), contrasting with option B "it is helpful in certain aspects" and option C "it is not helpful". Teachers did not give any response in "others" (option D). The results indicated the effectiveness of teacher training in comprehensibility and logic.

In question two, teachers were asked whether they made progress in making and applying

rubrics in the teacher training process. 100% of teachers believed that they made progress in both aspects (option A) instead of only made progress in making rubrics (option B) and only in applying rubrics (option C). No teachers thought they did not make progress in both aspects (option D), and teachers did not give any response to "others" (option E). The results showed the effectiveness of teacher training in the application of training content.

Questions three, four and five surveyed teachers' attitudes towards the effectiveness of rubrics. In question three, teachers were asked in which aspects writing rubrics was most helpful during the assessment process. Here, participants were allowed to choose multiple options, and the freshman teacher chose two options: the fairness of grading (option A) and the understanding of grading criteria (option C) respectively, while the sophomore teacher believed rubrics were helpful in all three aspects (option D, containing the contents of A, B and C). The results showed that in general, teachers recognized the rubrics' effectiveness in writing assessment especially in the fairness of grading and the transparency of grading criteria since both teachers' answers included these two aspects. As for the efficiency of grading, the sophomore teacher believed rubrics helped him save time in assessment since the rubric served as a standard that guided the assessment process while the freshman teacher thought that using a rubric took more time if the time for designing rubrics was included.

In question five, teachers were asked whether they thought that rubrics helped their students in understanding grading criteria and making progress in writing. According to the responses, 100% of the teachers thought that rubrics were efficient both in helping students understanding grading criteria and making progress in writing (option A), in contrast with "helpful only in one aspect"

(option B and C) "not helpful in both aspects" (option D). Teachers did not give any response to "others" (option E). Their choices were based on their observation and analysis of students' behavior in two writing tasks.

In question four, teachers were asked whether they would use rubrics in future writing assessment. According to the responses, 100% claimed that they would use rubrics a lot in the future (option A), instead of "using it sometimes in the future" (option B) and "not going to use it" (option C). Teachers did not give any responses to "others" (option E). Teachers' responses indicated their total affirmation of rubrics as an assessment tool. This result matched the one in question four in the students' post-study questionnaire, in which 94% of students preferred rubrics as a writing assessment tool in the future.

In conclusion, students' post-study questionnaire responses showed students' positive attitudes towards rubrics. They thought rubrics were an efficient assessment tool that was objective and fair. The assessment criteria were clearly demonstrated and helped students make progress as well as gain confidence in writing. Teachers' post-study questionnaire responses also showed a positive attitude towards both rubrics and teacher training. Teacher training made teachers understand relevant rubric knowledge and helped them design and apply rubrics in writing assessment. They also thought that rubrics were efficient due to their objectivity and fairness and that they helped students made progress in writing. Both students and teachers expressed that they would like to and would use rubrics in future writing classes, which in turn supported the validity of the teaching training and implementation study.

Chapter 7: Discussion, Limitations, and Conclusion

7.1 Discussion

Based on the preliminary analysis of the pre-study questionnaires, the college-level English teachers participating in this study did not widely use rubrics. In addition, they did not receive adequate training concerning the use of rubrics for writing assessment. The current study trained two volunteer college English teachers and examined the effects of training by implementing training contents into professional practice and compared the score change in two assigned writing tasks. The results of the study suggested that students made progress in writing after using the teacher-designed rubrics as an assessment tool, which implies the effectiveness of teacher training, though no direct causal associations can be drawn. These findings were further examined in post-study questionnaires, which showed that students and teachers held positive attitudes towards rubrics as an assessment tool, and they believed that rubrics helped students understand grading criteria, improve writing proficiency and gain confidence. Teachers held positive attitudes towards training, which they believed helped them understand and apply rubrics. These results obtained here were consistent with the findings of some related research (Bradford et al., 2016; Thompson, 2013; Zhang, 2012), supporting the notion that students' writing performance can improve with the use of assessment rubrics.

Compared with existing literature, which focused either only on student or teachers, this study had two innovations. First, the study combined teacher training in the construction and application of rubrics together with the rubric implementation study. Results from the data analysis can thus not only be used to assess the effectiveness of rubrics in assessment but also examine the effects

of teacher training. Some prior studies conducted experiments to test the effects of rubric application (Bradfold et al., 2016; Leggette et al., 2013; Thompson, 2013; Zhang, 2012) in students writing practice, while some explored the importance and procedure of teacher training (Caputi, 2006; Dempsey, 2009; Ferris, 2017; Rakedzon & Tsabari, 2017; Weigle, 2007). This study combines these two areas. Second, in addition to teacher training in rubric design and subsequent implication of rubrics, questionnaires were given at the beginning and at the end to both students and teachers to examine the implementation study results from a participant-internal view. Much existing research has also used questionnaires, but questionnaires were either only given to students (Bradford, 2016; Yan, 2011) or only given in a certain study period (Wang and Akawi, 2009; Zhang, 2012). While no causal relationships can be drawn in this study linking rubric use to writing development because of the lack of a control group, results from the questionnaires given at different stages and to different people help to support the results of the analysis of writing scores, which generally demonstrate improvement after rubric use.

The process of the study also reflected some issues worth further thought and research. First, although the topic of how to involve students in the design and use of rubrics was presented and discussed during teacher training, the actual application tended to be formalized. Teachers took the class as a unit to lead discussion and evaluation about their designed rubrics. This process did not give students much sense of participation. In the actual situation of the large class size of Chinese college EFL classes, how to effectively involve students in the process of writing assessment and the necessity of participation is worth further discussion. Second, since there only two teachers volunteered to participate in the teacher training in this study, the contents and methods of this

training had limited reach. However, in larger teacher training, how to design training content to form a corresponding training system is worth further research and study.

7.2 Limitations

As with any research, this study also has several limitations. First, due to the class-based nature of the research and the dependency on volunteers, the sample size of students was relatively small, and no control group was possible, e.g. a control condition for sophomores would have resulted in only four students per group. More volunteers to enable control group would be a design recommendation for further research. Thus, the study was not experimental, and the results should be interpreted with caution. In addition, students who participated in this study came from the same university, the same major, and they learned English from the same teachers. Although two classes from different grades with different English teachers varied the sample to some extent, these similarities might have had an influence on the results of the questionnaires because students' responses were based on their English learning experiences and English teachers' assessment methods. Moreover, generalizability to other higher education contexts in China may be limited.

Second, the types of writing tasks and the number of writing practices were constrained. There were only two types of writing tasks (i.e. practical writing and argumentation) included in this study. Although these two types were important in academic writing, other genres are also common and deserve researching since the topic of this study is college-level writing assessment rather than specific genres of writing. It might be useful to combine and compare the results of this study with other studies that have been conducted with other writing genres (e.g. Becker, 2016; Lipnevich et al., 2014; Thompson, 2013) to see whether similar results were found. In addition, the

implementation results were achieved based on students' two writing practices. However, students' problems and abilities in writing might not be demonstrated in two writing tasks. Examination of any long-term impacts of rubric use needs to be based on more writing tasks, through which a more accurate result might be obtained.

Third, the descriptive statistical analysis of post rubric implementation on writing examined mean and median scores, and some individual issues that are important from a writing assessment point of view might have been excluded. While the mean and median change trend was overall positive, there were a couple of students whose scores showed a downward trend, especially those students who got a high score in task one, which the analysis of mean and median scores did not capture. While learning will not always be a linear process, it is important to acknowledge individual variations from the mean.

Fourth, it is worth noting that there existed some weaknesses in the implementation study. For example, both freshmen and sophomores' writing were each graded only by one teacher. Teacher subjectivity might have had an influence on students' scores. If the two teachers had not only graded writing work of their own class but also the other class, or there were more teachers participating in the grading process for each class, the results could be more reliable. In addition, in the actual grading process, in addition to grading with designed rubrics, the two teachers also gave some comments on student writing. It may be possible that teachers' comments also promoted the improvement of scores. Just as Ene and Knsobucki (2006) and Kohn (2006) proposed in their study, rubrics can be more effective in conjunction with other sources. Applying rubrics into a writing class to test their influence on students' writing proficiency itself is an important topic

which deserves deeper study. Since the implementation of rubric conducted in this study and the associated analysis served primarily as a reference for the effectiveness of teacher training, these factors were not considered in the study design.

7.3 Conclusion

The training process implemented in this study suggested that targeted teacher training may be effective for teachers to acquire relevant basic knowledge and apply it in practical contexts. The implementation study showed an average positive gain in the writing performance of these college EFL learners in China after rubrics were used as an assessment tool. A comparison of students' total and subentry mean scores on the two writing tasks demonstrated progress in overall writing quality. Post-study questionnaires also showed a positive attitude towards the efficiency of teacher training as well as towards the use of rubrics in writing assessment.

The findings of the study might provide some inspiration for the importance and content of training for English teachers in Chinese universities. At the same time, the entire implementation process, including how teachers design rubrics and how to use rubrics to assess students' writing, might be used by Chinese university teachers for reference.

Appendix 1

<p align="center">Pre-study Questionnaire for Students</p>

<u>Demographics:</u>

Name: _____   Age: _____
Gender: _____   Major: _____
College Year: _____   First Language: _____
Second Language: _____   Year of English Learning: _____

<u>Questions:</u>

1. What is normally shown on your graded composition?
   A. Only a score
   B. Score with comments
   C. Score with some underscoring grammar and vocabulary mistakes
   D. Score with a rubric
   E. Others _____
2. Do you know teachers' grade criteria of your composition?
   A. I fully understand it.
   B. I almost understand it.
   C. I do not understand it very well.
   D. I do not understand it at all.
   E. Others _____
3. Will your teacher explain why your composition is graded in that way either orally or literally?
   A. Never
   B. Only when I ask
   C. Sometimes
   D. Always
   E. Others _____
4. Does teachers' assessment help you make progress in writing?
   A. It helps me make progress in certain aspects
   B. It helps me make progress in many aspects
   C. It does not help me at all
   D. Others _____
   E. In which aspects _____
5. Do you think the teacher's assessment is subjective?
   A. Yes, it is subjective.
   B. It is subjective in certain areas.
   C. No, it is objective.

D. Others _____

6. Do you think the grade is fair?
   A. Yes, I think so.
   B. To a certain extent.
   C. No, I do not think so.
   D. Others _____

7. Do you really care about teachers' assessment on your writing works?
   A. Yes, I do.
   B. To a certain extent.
   C. No, I do not.
   D. Others _____

8. What do you expect to be shown on your graded composition?
   A. Only a score
   B. Explanation of grammar mistakes
   C. Explanation of each criteria
   D. Others _____

9. Do you feel confident to finish a better task after receiving teachers' grade?
   A. Yes, I feel more confident.
   B. No, I do not feel confident.
   C. Others _____

Appendix 2

Pre-study Questionnaire for Teachers

<u>Demographics:</u>
Name: _____   Age: _____
Gender: _____   Position: _____
Teaching Subject: _____   Years of teaching: _____

<u>Questions:</u>
1. How do you normally grade students' compositions?
   A. Only by score
   B. Score with comments
   C. Score with some underscoring grammar and vocabulary mistakes
   D. Score with a rubric
   E. Others _____
2. Which one of the above do you think is the most efficient way for writing assessment?
   A. Only by score
   B. Score with comments
   C. Score with some underscoring grammar and vocabulary mistakes
   D. Score with a rubric
   E. Others _____
3. Do you normally explain your grading criteria to students?
   A. Always
   B. Sometimes
   C. Seldom
   D. Never
4. Do you think your assessment is objective and fair?
   A. Yes, it is objective and fair.
   B. It is objective but not fair
   C. It is fair but not objective
   D. It is neither objective nor fair
   E. Others _____
5. Do you think teachers' assessment can help students make progress in writing?
   A. It helps students make progress in certain aspects
   B. It helps students make progress in many aspects
   C. It does not help students at all
   D. Others _____
   E. In which aspects _____
6. Do you normally design rubrics before grading and use them in the process of grading?
   A. Every time

    B. Sometimes

    C. Never

    D. Others _____

7. Do you think rubrics are helpful for students to understand teachers' grading?

    A. Very helpful

    B. It is helpful in certain areas

    C. It is not helpful

    D. In which area _____

8. How should rubrics be created in your opinion?

    A. According to teachers' experience

    B. According to the type of writing

    C. Negotiation with students

    D. Referring to a textbook

    E. Others _____

9. Where did you learn the knowledge about rubrics?

    A. I do not have too much knowledge about rubrics.

    B. By teacher training

    C. By reading relevant books

    D. Others _____

Appendix 3 Teacher Training Material 1

Todd H. Sundeen. (2014) Instructional rubrics: Effects of presentation options on writing quality. Assessing Writing 21 (2014) 74–88.

2. Rubric variations

2.1. Holistic and analytic rubrics

Several types of writing rubrics have been developed and each has benefits and drawbacks. Holistic rubrics provide a single score for each composition that indicate varied levels of writing performance (Nelson & Van Meter, 2007). While holistic rubrics provide an indication of writing proficiency, individual writing elements are not evaluated. So even though scoring is more efficient, explicit feedback is not provided for each writing performance criteria. Conversely, analytic rubrics delineate specific levels of proficiency (Beyreli & Gökhan, 2009). Writing criteria are scored separately providing students with feedback on specific elements of their written products. However, using analytic rubrics requires more time investment by the teacher for development and implementation (Nelson & Van Meter, 2007). Choosing or developing a rubric aligned with the writing task is a critical step in matching learning objectives to performance outcomes.

Appendix 4 Teacher Training Material 2

Caputi. (2006). Grading papers: Pleasure or pain? Teaching and Learning in Nursing (2006) 1, 35–42.

5. Creating a scoring rubric

A rubric is a rating scale with guidelines for grading based on preestablished criteria. The rubric is used to evaluate student performance on a given assignment. The grading rubric ensures students that all papers will be graded the same. There are two types of rubrics: holistic and analytic.

5.1. Holistic rubric

A holistic rubric is used for assignments in which all the criteria are considered as a whole. The rubric represents a single, descriptive scoring scheme. A holistic rubric is used when the overall performance of the student is primary and when errors in specific parts of the assignment can be tolerated. This type of rubric is used to evaluate the overall process of writing the paper as a whole, without judging individual parts. A holistic rubric is useful for grading reflective writing assignments, opinion papers, and papers that demonstrate the students' abilities to apply higher order thinking. The assignment reflects an overall sense of what the student was able to accomplish rather than if the student included specific content and intertwined that content into a synthesized whole. Fig. 3 is an example of a holistic rubric.

Rate each aspect of the critical thinking writing assignment.	1 Lowest	2	3	4	5 Highest
1. Critically analyzed situation.					
2. Provided evidence of interpretation of situation.					
3. Offered a reasonable approach to thinking about the situation.					
4. Accurately explained rationales for decisions.					
5. Clearly explained decisions and anticipated outcomes.					
Total score					
Grading scale A = 22 to 25 B = 18 to 21 C = 14 to 17 D = 10 to 13 F = 9 and below					

Fig. 3 Holistic scoring rubric for a paper demonstrating critical thinking.

5.2. Analytic rubric

An analytic rubric is used for grading papers with individual sections. Each section is graded

separately. The scores of each section are tallied for a final grade. Descriptions for each scoring category are developed. Fig. 4 presents a sample analytic scoring rubric.

Total points	"Data dump" Needs improvement 1 point (0 to 2)	"Partial synthesis" adequate 2 points (3 to 5)	"Synthesis of information" Meets expectations 3 points (6 to 8)
I. Introduction	Intro provides no insight to content.	Intro addresses only partial content to follow.	Intro synthesizes content of overall paper.
II. Effects of illness and hospitalization on growth and development			
A. Physical dimension	Link between physical aspects and disease not explicit.	Provides brief description of the effect of the disease on physical aspects of growth.	Clearly describes the effect of the disease on the physical aspects of growth.
B. Emotional dimension	Link between emotional dimension and disease not explicit.	Provides brief description of the effect of the disease on emotional aspects of development.	Clearly describes the effect of the disease on the emotional aspects of development.
C, D, E, F			
III, IV, V			
VI. Grammar, composition	Poor sentence structure; errors in grammar, punctuation, spelling.	Sentence structure and transitions adequate; few grammar, punctuation, spelling errors.	Well stated sentences with smooth transitions; no grammar, punctuation, spelling errors.
VII. APA format	Few references, or old references that are not classics; many errors in APA style.	Appropriate references used but limited in number and currency; some errors in APA style.	Many appropriate references that are current; no errors in APA style.
Total points			

Fig. 4 Analytic scoring rubric for the pediatric activity paper.

Appendix 5 Teacher Training Practice Material 3

1. Holistic Rubrics:

(1) https://www.ets.org/toefl/teachers_advisors/scores/guides/

TOEFL iBT® Test

Independent **WRITING** Rubrics

SCORE	TASK DESCRIPTION
5	An essay at this level largely accomplishes all of the following: ■ Effectively addresses the topic and task ■ Is well organized and well developed, using clearly appropriate explanations, exemplifications and/or details ■ Displays unity, progression and coherence ■ Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice and idiomaticity, though it may have minor lexical or grammatical errors
4	An essay at this level largely accomplishes all of the following: ■ Addresses the topic and task well, though some points may not be fully elaborated ■ Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications and/or details ■ Displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections ■ Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning
3	An essay at this level is marked by one or more of the following: ■ Addresses the topic and task using somewhat developed explanations, exemplifications and/or details ■ Displays unity, progression and coherence, though connection of ideas may be occasionally obscured ■ May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning ■ May display accurate but limited range of syntactic structures and vocabulary
2	An essay at this level may reveal one or more of the following weaknesses: ■ Limited development in response to the topic and task ■ Inadequate organization or connection of ideas ■ Inappropriate or insufficient exemplifications, explanations or details to support or illustrate generalizations in response to the task ■ A noticeably inappropriate choice of words or word forms ■ An accumulation of errors in sentence structure and/or usage
1	An essay at this level is seriously flawed by one or more of the following weaknesses: ■ Serious disorganization or underdevelopment ■ Little or no detail, or irrelevant specifics, or questionable responsiveness to the task ■ Serious and frequent errors in sentence structure or usage
0	An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

ⓔⓣⓢ TOEFL.

Quality Beyond Measure

(2) https://www.thegraidenetwork.com/blog-all/2017/5/18/using-rubrics-analytically-vs-

holistically

9–8   These essays offer a persuasive discussion of the speaker's recollection and a persuasive analysis of Walcott's use of poetic devices to convey the significance of the experience. These essays offer a range of interpretations; they provide a convincing discussion of the recollection and a convincing analysis of Walcott's use of poetic devices to convey the significance of the experience. They demonstrate consistent and effective control over the elements of composition in language appropriate to the analysis of poetry. Their textual references are apt and specific. Though they may not be error-free, these essays are perceptive in their analysis and demonstrate writing that is clear and sophisticated, and in the case of a 9 essay, especially persuasive.

7–6   These essays offer a reasonable discussion of the speaker's recollection and a reasonable analysis of Walcott's use of poetic devices to convey the significance of the experience. They are less thorough or less precise in their discussion of the recollection and Walcott's use of poetic devices. Their analysis of the relationship among the recollection, the devices, and the significance of the experience is less convincing. These essays demonstrate the student's ability to express ideas clearly, making references to the text, although they do not exhibit the same level of effective writing as the 9–8 papers. Essays scored a 7 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.

5   These essays respond to the assigned task with a plausible discussion of the speaker's recollection and a plausible analysis of Walcott's use of poetic devices to convey the significance of the experience, but they tend to be superficial in their discussion and analysis. They often rely on paraphrase, which may contain some analysis, implicit or explicit. Their discussion of the speaker's recollection or the analysis of Walcott's use of poetic devices may be vague, formulaic, or minimally supported by references to the text. There may be minor misinterpretations of the poem. These essays demonstrate some control of language, but they may be marred by surface errors. These essays are not as well conceived, organized, or developed as 7–6 essays.

4–3   These lower-half essays fail to offer an adequate analysis of the poem. The analysis may be partial, unconvincing, or irrelevant, or it may ignore the speaker's recollection or the analysis of Walcott's use of poetic devices to convey the significance of the experience. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The writing often demonstrates a lack of control over the conventions of composition: inadequate development of ideas, accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays scored a 3 may contain significant misreading and/or demonstrate inept writing.

2–1   These essays compound the weaknesses of the papers in the 4–3 range. Although some attempt has been made to respond to the prompt, the student's assertions are presented with little clarity, organization, or support from the poem. These essays may contain serious errors in grammar and mechanics. They may offer a complete misreading or be unacceptably brief. Essays scored a 1 contain little coherent discussion of the poem.

0   These essays give a response that is completely off topic or inadequate; there may be some mark or a drawing or a brief reference to the task.

(3) http://unbtls.ca/teachingtips/gradingrubrics.html

Holistic Critical Thinking Scoring Rubric

Facione and Facione

4   Consistently does all or almost all of the following:

Accurately interprets evidence, statements, graphics, questions, etc.
Identifies the salient arguments (reasons and claims) pro and con.
Thoughtfully analyzes and evaluates major alternative points of view.
Draws warranted, judicious, non-fallacious conclusions.
Justifies key results and procedures, explains assumptions and reasons.
Fair-mindedly follows where evidence and reasons lead.

3   Does most or many of the following:

Accurately interprets evidence, statements, graphics, questions, etc.
Identifies relevant arguments (reasons and claims) pro and con.
Offers analyses and evaluations of obvious alternative points of view.
Draws warranted, non-fallacious conclusions.
Justifies some results or procedures, explains reasons.
Fair-mindedly follows where evidence and reasons lead.

2   Does most or many of the following:

Misinterprets evidence, statements, graphics, questions, etc.
Fails to identify strong, relevant counter-arguments.
Ignores or superficially evaluates obvious alternative points of view.
Draws unwarranted or fallacious conclusions.
Justifies few results or procedures, seldom explains reasons.
Regardless of the evidence or reasons, maintains or defends views
   based on self-interest or preconceptions.

1   Consistently does all or almost all of the following:

Offers biased interpretations of evidence, statements, graphics,
   questions, information, or the points of view of others.
Fails to identify or hastily dismisses strong, relevant counter-arguments.
Ignores or superficially evaluates obvious alternative points of view.
Argues using fallacious or irrelevant reasons, and unwarranted claims.
Does not justify results or procedures, nor explain reasons.
Regardless of the evidence or reasons, maintains or defends views
   based on self-interest or preconceptions.
Exhibits close-mindedness or hostility to reason.

2. Analytic Rubrics:

(1) https://magoosh.com/gre/2014/score-your-gre-essay/

Magoosh Essay Rubric for the GRE & GMAT

Score	Quality of Ideas	Organization	Writing Style	Grammar & Usage	Summary
6	Insightfully develops a position on a topic or argument with compelling, persuasive examples and reasons	A clear organizational structure with a logical progression, linking ideas to supporting points from start to finish, from paragraph to paragraph and sentence to sentence	A wide variety of sentence structures and lengths, showing a superior control of word choice with a clear, concise style	Shows a superior control of writing, with impeccable grammar, mechanics, and usage—yet may have a few minor, non-repeated errors	A 6 response is a precise, well-articulated analysis of the complexities of the issue or argument, and demonstrates mastery of the elements of effective writing.
5	Develops a position on a topic or argument with well-chosen examples and reasons	A well-organized structure with a progression of ideas, linking ideas to supporting points from start to finish	Variety in sentence structures, showing control of word choice with a clear style	Shows a control of language, with strong grammar, mechanics, and usage—yet may have a few minor errors	A 5 response is a well-developed analysis of the complexities of the issue and demonstrates a strong control of the elements of effective writing.
4	Develops a position on a topic or argument with relevant examples and reasons	Organized with some progression of ideas, linking ideas and supporting points with some consistency	Some, to little, variety in sentence structure, showing adequate control of word choice with an inconsistently clear style	Shows control of standard English but contains some flaws	A 4 response is a competent analysis of the issue and demonstrates adequate control of the elements of writing.
3	Develops a vague or limited position on a topic or argument with few examples or reasons of questionable importance	Poorly organized with unclear links between ideas and supporting points	A lack sentence variety, showing improper use of word choice with an inconsistent, wordy style	Shows some lack of control in grammar, mechanics and usage, containing occasional major flaws with more frequent minor flaws	A 3 response has some competence in its analysis of the issue and in its control of the elements of writing but is clearly flawed.
2	Ideas on a topic or argument are unclear or seriously limited	Disorganized and provides few, if any, relevant links between ideas and examples	Serious and frequent problems with word choice and sentence structure, showing a lack of style	Shows a lack of control in grammar, mechanics, and usage, containing numerous, repeated errors	A 2 response has serious weaknesses in analytical writing.
1	Provides little evidence of the ability to develop a position in response to a topic or argument	No organization or logic, containing irrelevant details and examples with little to no distinction between the two	Severe and persistent errors in word choice, language, and sentence structure, showing no real style	Shows a complete lack of control in grammar, mechanics, and usage, making the essay unreadable and incomprehensible	A 1 response has fundamental deficiencies in analytical writing skills.
0	Completely off topic, blank, or not written in English	Entire lack of structure, blank, or not written in English	Blank or not in English	Blank response, not written in English, or no regard for English grammar, mechanics and usage	A 0 response has a complete lack of analytical writing skills.

Magoosh

(2) https://takeielts.britishcouncil.org/find-out-about-results/ielts-assessment-criteria

IELTS TASK 1 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	• fully satisfies all the requirements of the task • clearly presents a fully developed response	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• covers all requirements of the task sufficiently • presents, highlights and illustrates key features/bullet points clearly and appropriately	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• covers the requirements of the task • (Academic) presents a clear overview of main trends, differences or stages • (General Training) presents a clear purpose, with the tone consistent and appropriate • clearly presents and highlights key features/bullet points but could be more fully extended	• logically organises information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/over-use	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• addresses the requirements of the task • (Academic) presents an overview with information appropriately selected • (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone • presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate	• arranges information and ideas coherently and there is a clear overall progression • uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • may not always use referencing clearly or appropriately	• uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• generally addresses the task; the format may be inappropriate in places • (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description • (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate • presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on detail	• presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution	• uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences • may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	• attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate • (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate • may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate	• presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive	• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • has limited control of word formation and/or spelling; • errors may cause strain for the reader	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
3	• fails to address the task, which may have been completely misunderstood • presents limited ideas which may be largely irrelevant/repetitive	• does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• answer is barely related to the task	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except in memorised phrases
1	• answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorised response			

(3) https://www.thegraidenetwork.com/blog-all/2017/5/18/using-rubrics-analytically-vs-holistically

TCAP/WA Informational/Explanatory Rubric – Grades 6-8 **Tennessee Department of Education**
Revised: April 2013

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimuli, the writing: • utilizes well-chosen, relevant, and sufficient evidence[1] from the stimuli to insightfully develop the topic. • thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli.	In response to the task and the stimuli, the writing: • contains an effective and relevant introduction. • utilizes effective organizational strategies to create a unified whole and to aid in comprehension. • effectively clarifies relationships among ideas and concepts to create cohesion. • contains an effective and relevant concluding statement or section.	The writing: • illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. • Illustrates sophisticated command of syntactic variety for meaning and reader interest. • utilizes sophisticated and varied transitional words and phrases. • effectively establishes and maintains a formal style.	The writing: • demonstrates consistent and sophisticated command of grade-level conventions of standard written English.[2] • may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: • utilizes relevant and sufficient evidence[1] from the stimuli to adequately develop the topic. • adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli.	In response to the task and the stimuli, the writing: • contains a relevant introduction. • utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. • clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion. • contains a relevant concluding statement or section.	The writing: • illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. • illustrates consistent command of syntactic variety for meaning and reader interest. • utilizes appropriate and varied transitional words and phrases. • establishes and maintains a formal style.	The writing: • demonstrates consistent command of grade-level conventions of standard written English.[2] • contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: • utilizes mostly relevant but insufficient evidence[1] from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. • explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation.	In response to the task and the stimuli, the writing: • contains a limited introduction. • demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. • clarifies some relationships among ideas and concepts, but there are lapses in focus. • contains a limited concluding statement or section.	The writing: • illustrates inconsistent command of precise language and domain-specific vocabulary. • illustrates inconsistent command of syntactic variety. • utilizes basic or repetitive transitional words and phrases. • establishes but inconsistently maintains a formal style.	The writing: • demonstrates inconsistent command of grade-level conventions of standard written English.[2] • contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: • utilizes mostly irrelevant or no evidence[1] from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. • inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli.	In response to the task and the stimuli, the writing: • contains no or an irrelevant introduction. • demonstrates an unclear organizational structure; ideas are hard to follow most of the time. • fails to clarify relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus. • contains no or an irrelevant concluding statement or section.	The writing: • illustrates little to no use of precise language and domain-specific vocabulary. • illustrates little to no syntactic variety. • utilizes no or few transitional words and phrases. • does not establish or maintain a formal style.	The writing: • demonstrates limited command of grade-level conventions of standard written English.[2] • contains numerous and repeated errors that seriously impede meaning.

Appendix 6 Teacher Training Material 4

Rakedzon & Tsabari, 2017

3. Methods

3.1. Rubric development

To assess student outcomes, we developed a rubric to assess the students' writing in academic and popular science genres. We chose the analytic rubric as it can be used in the classroom to help identify students' strengths and needs, and can be used to analyze and score certain language aspects for specific or generic tasks (Boettger, 2010; Crusan, 2010; Hamp-Lyons, 1990; Hamp-Lyons & Heasley, 2006; Jonsson & Svingby, 2007). Our rubric was designed according to the five stages defined by Crusan (2010), that include:

- developing course goals
- choosing assessment tasks to fit these goals
- setting the standards for these tasks and goals
- developing criteria to assess performance
- rating values for analytic scoring

3.1.1. Developing course goals

First, an analysis of the then 25-year old course was conducted, and the goals and curriculum were set and modified as necessary according to the literature and student needs. This is outlined in Table 1, which provides a summary of the literature, and in Supplementary Appendix A, which presents the course syllabus. To create a rubric based on empirical

evidence and the Academic Writing Course syllabus as an efficient tool for teaching graduate student writing in contrasting genres, we assessed both the required advanced English proficiency and specific style aspects of academic and popular science writing that we believed could be measured in a semester long course (Table 1). For academic writing, we use the typical abstract, which is representative of the scientific article 'IMRAD' (Introduction – Methods – Results – Discussion) format (Bhela, 1999) because it is a necessary genre for the graduate students of this program. We also developed a rubric to assess a contrasting popular science genre taught in a popular science intervention lesson based on the literature (Table 1) and student needs in pre tasks. The goal of the popular science lesson was designed to include a background on science communication, including statistics about its usage, types and media, as well as examples for students to emulate. Specifically, examples of university press releases that reached the media were provided to illustrate the connection between research and the media (Schwartz, Woloshin, & Baczek, 2002).

3.1.2. Choosing assessment tasks to fit these goals

The course included four written tasks, as well as a pre and post task, chosen to fit the course goals and student needs (see Supplementary Appendix A for the course syllabus). These were all submitted for instructor feedback. The tasks involved three academic tasks, and one 'professional' task: the academic tasks called for summarizing and paraphrasing of the literature, writing an introduction, and writing results. The professional task comprised writing a formal cover letter in the case of groups that did not receive an intervention, and writing a press release in the intervention groups. The pre and post task asked for two writing samples; each sample required a different style (academic or popular science) and the respective genre (abstract or press release) based on the course goals and students' future needs. The instructions stated, "Describe your research, its context and implications in English for (A) a general audience (no science background) and (B) the academic community, in 150–250 words each".

3.1.3. Setting the standards for these tasks and goals

The standards and goals of each task were twofold: one goal concentrated on genre structure, while the complementary goal focused on English writing proficiency. Supplementary Appendix A presents the course syllabus including all tasks. For example, task 2 requires the standard structure of an introduction according to the moves in Swales (1990) learned in the course. It also required students to concentrate on the English structures studied leading up that task; i.e., in this case it included any feedback from the pre task, as well as wordiness, some sentence structure and vocabulary.

The goals for evaluating the pre and post tasks used to develop the rubric were also based on the genre and English proficiency goals. Part (A) of the pre and post tasks (see Section 3.1.2) were used in previous research for assessing popular science writing (Baram-Tsabari & Lewenstein, 2013; Rakedzon & Baram-Tsabari, 2017). We expected the structure to be representative of a journalistic/press release format for a short news item. Part (B) was chosen for assessing academic writing, and provided students with an opportunity to give students feedback on their actual academic research. We expected the structure to be in abstract form, which is considered a shortened version of the IMRAD format according to Bhela (1999).

3.1.4. Developing criteria to assess performance

The rubric included 15 descriptors of English proficiency, popular science and academic writing style from the literature and course goals. Supplementary Appendix B shows them in rubric form. All 15 descriptors were tested on both parts A and B of the pre task to examine their usage in both genres. The descriptors included wordiness, verb choice, coherence, correct tenses, active/passive voice, jargon, hedging, methods, analogy, humor, readability, content/facts, narrative definition/explanation, and example/application. All criteria were measured on both samples, academic and popular science, to test for use, improvement, or interference between the genres.

3.1.5. Rating categories for analytic scoring

An index for each genre was designed to rate each of these writing aspects on a scale of 1–4 (Bonanno & Jones, 2007): 1 point – used correctly; 2 used correctly- not always; 3 used incorrectly; and 4 not used at all. It should be noted that following the pre- pilot and pilot stages below, the final rubric reversed this order, with 4 being the highest rating and 1 the lowest so as to avoid confusion.

The rubric descriptors were also combined to rate the genres as a whole. For example, the five academic descriptors were summed to form an 'academic genre index', and the six popular science descriptors were summed to form a 'popular science index'. Examples of the rating for the pre-pilot can be found in Supplementary Appendix C. Later versions of the rubric (as described below) were given detailed descriptions to differentiate between the point levels in terms of errors and examples.

Appendix 7 Teacher Training Material 5

Steps for developing a scoring rubric (Caputi, 2006)

Development of the scoring rubric is extremely important to ensure consistency in grading. All faculty members grading the paper should contribute to the development of the rubric. The following are steps for designing a scoring rubric (Mertler, 2001; Moskal, 2000).

1. Decide if the rubric will be holistic or analytic. 2. Identify the qualities that need to be evident in the students' work as they address the criteria of the project.

3. Identify the qualities that compose the top-level performance, or highest score, for each criterion. Then, identify the bottom-level performance, or lowest score, for each criterion. Finally, decide if there will be a middle-level performance category. Depending on the assignment and the criteria, each of these may have finer gradations. If finer gradations are difficult to distinguish, then it is better to simply use two or three levels.

4. Write narrative descriptions for each level.

5. When writing the descriptions for scoring each category, use descriptions of acceptable work, not judgments about the work. For example, state Introduction synthesizes content of overall paper rather than Introduction is well done.

6. Use samples from past students' works to exemplify each level. These can be used as benchmarks to ensure consistency of grading among faculty.

7. When using the rubric, reflect on its effectiveness and revise as needed.

Appendix 8 Teacher Training Material 6

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Appendix 9

<p align="center">Post-study Questionnaire for Students</p>

Name: _____

<u>**Questions:**</u>

1. Does writing assessment rubrics help you understand grading criteria better?
   A. Yes, it is very helpful overall
   B. It is helpful only in certain aspects
   C. It is not very helpful
   D. Others _____
2. Do you think rubric is an objective and fair way of writing assessment?
   A. It is objective and fair
   B. It is objective but not fair
   C. It is fair but not objective
   D. Others _____
3. Does writing assessment rubric help you make progress in writing?
   A. It is very helpful overall
   B. It is helpful only in certain aspects
   C. It is not very helpful
   D. Others _____
4. Do you prefer rubrics to be used in future writing assessment?
   A. I prefer using rubrics
   B. I prefer other ways of writing assessment
   C. I do not care
   D. Others _____
5. Do you have more confidence in writing a better composition with the assistance of writing rubrics?
   A. Yes, I feel more confident
   B. No, I do not feel confident
   C. Others _____

Appendix 10

Post-study Questionnaire for Teachers

Name: _____

<u>Questions:</u>

1. Does teacher training process help you in understanding and applying rubrics?
   A. It is very helpful overall
   B. It is helpful in certain aspects
   C. It is not very helpful
   D. Others _____
2. Do you make progress in making and applying rubrics in teacher training process?
   A. Yes, I make progress in both aspects
   B. I make progress only in making rubrics
   C. I make progress only in applying rubrics
   D. I did not make progress in both aspects
   E. Others _____
3. Which aspects does writing rubric most helpful in assessment process?
   A. The fairness of grading
   B. The efficiency of grading
   C. The understanding of grading criteria
   D. All of the above
   E. Others _____
4. Are you going to use rubrics in future writing assessment?
   A. I am going to use it a lot in the future
   B. I may use it sometimes in the future
   C. I am not going to use it in the future
   D. Others _____
5. Do you think rubrics help students in understanding grading criteria and making progress in writing?
   A. Yes, it is helpful in both two aspects
   B. It is helpful only in understanding grading criteria
   C. It is helpful only in making progress in writing
   D. It is not very helpful in both two aspects
   E. Others _____

Appendix 11 Rubric for 'Letter of Complaint'

Rubric for 'Letter of Complaint'

Category			Meet Expectation	Adequate	Needs Improvement	Pts
I Content (20 points)			**(15-20 points)**	**(5-14 points)**	**(0-5 points)**	
1. Purpose of writing (5 points)			The purpose of writing is efficiently and clearly addressed	The purpose of writing is generally addressed	The purpose of writing is addressed not very clear	
2. Specific reasons	A. Statement of product problems (5 points)		The statement is well organized and developed, using clearly appropriate explanations, exemplifications and/or details	The statement is generally well organized and developed with some explanations, exemplifications, and/or details	Inappropriate or insufficient exemplifications, explanations, or details	
	B. Statement of inconvenience brought by the problem (5 points)		The statement is well organized and developed, using clearly appropriate explanations, exemplifications and/or details	The statement is generally well organized and developed with some explanations, exemplifications, and/or details	Inappropriate or insufficient exemplifications, explanations, or details	
3. Solutions (5 points)			Solutions are addressed thoroughly with sound logic	Solutions are generally addressed although lack logic	Solutions are inadequately addressed and lack logic	
II Organization and format (10 points)			The passage is well organized and cohesive. Letter format is used correctly **(8-10 points)**	The passage is generally organized and cohesive. Letter format is used correctly **(5-7 points)**	The passage is inadequately organized and lack of coherence. Letter format is not used correctly **(0-4 points)**	
III Language use (20 points)			**(15-20 points)**	**(5-14 points)**	**(0-5 points)**	
A. Diction (7 points)			Demonstrate accurate and authentic use of words as well as diversity of words	Demonstrate generally accurate use of words with less authentic and diverse	A noticeably inappropriate choice of words with less diverse	
B. Sentence (7 points)			Demonstrate syntactic variety both in diversity and length	Demonstrate syntactic variety in diversity or length to some extent	Demonstrate inconsistent facility in sentence formation leading to occasionally obscured meaning	
C. Grammar (6 points)			Correct and proper use of grammar with minor mistakes	Generally correct and proper use of grammar with some mistakes	Frequent errors in the use of grammar	
Total points:						

Appendix 12 Rubric for 'Letter of Apology'

Rubric for 'Letter of Apology'

Category			Meet Expectation	Adequate	Needs Improvement	Pts
I Content (20 points)			**(15-20 points)**	**(5-14 points)**	**(0-5 points)**	
1. Purpose of writing (5 points)			The purpose of writing is efficiently and clearly addressed	The purpose of writing is generally addressed	The purpose of writing is addressed not very clearly	
2. Required Contents		A. Expression of apology (4 points)	The statement is well organized, and purpose is addressed thoroughly	The statement is generally well organized, and purpose is generally addressed	The statement is not well organized and fails to address the purpose	
		B. Reasons of failing to keep the appointment (6 points)	The statement is well developed and reasonable, using clearly appropriate explanations, exemplifications and/or details	The statement is generally developed with some explanations, exemplifications, and/or details but not very reasonable or logical	Inappropriate or insufficient exemplifications, explanations, or details and the statement is unreasonable or illogical	
		C. Statement of rescheduling an appointment (5 points)	The statement contains enough information and is addressed clearly with sound logic	The statement contains only basic information and is addressed not very clearly or logically	Not enough information is stated, and the information is addressed not clearly and logically	
II Organization and format (10 points)			The passage is well organized and cohesive. Letter format is used correctly **(8-10 points)**	The passage is generally organized and cohesive. Letter format is used generally correctly **(5-7 points)**	The passage is inadequately organized and lack of coherence. Letter format is not used correctly **(0-4 points)**	
III Language use (20 points)			**(15-20 points)**	**(5-14 points)**	**(0-5 points)**	
A. Diction (7 points)			Demonstrate accurate and authentic use of words as well as diversity of words	Demonstrate generally accurate use of words with less authentic and diverse	A noticeably inappropriate choice of words with less diverse	
B. Sentence (7 points)			Demonstrate syntactic variety both in diversity and length	Demonstrate syntactic variety in diversity and length to some extent	Demonstrate inconsistent facility in sentence formation leading to occasionally obscured meaning	
C. Grammar (6 points)			Correct and proper use of grammar with minor mistakes	Generally correct and proper use of grammar with some mistakes	Frequent errors in the use of grammar	

Total points:

Comment:

Appendix 13 Rubric for 'Whether Museums Should Charge for Admission'

Rubric for 'Whether Museums Should Charge for Admission'

Total points	Meet expectation	Adequate	Needs improvement	Pts
I Content (20 points)	(17-20 points)	(9-16points)	(0-8 points)	
1. Introduction of topic (4 points)	Intro fully talks about the social phenomenon and makes an insightful comment	Intro contains some information about the social phenomenon and makes some relevant comment	Intro provides limited information about the social phenomenon and makes inadequate comment	
2. Statement of opinion (4 points)	Efficiently and clearly address the opinion of the topic	Address the opinion of the topic well using though some expression is vague	Not very clear opinion is addressed	
3. Supportive argument (8 points)	Arguments support the opinion exceptionally and thoroughly with sound logic	Arguments are stated relatively clear and support the opinion to some extent	Argument are not fully stated and fail to support the opinion	
A. supportive argument one	The argument is well organized and developed, using clearly appropriate explanations, exemplifications and/or details	The argument is generally well organized and developed with some explanations, exemplifications, and/or details	Inappropriate or insufficient exemplifications, explanations, or details to support the argument	
B. supportive argument two	The argument is well organized and developed, using clearly appropriate explanations, exemplifications and/or details	The argument is generally well organized and developed with some explanations, exemplifications, and/or details	Inappropriate or insufficient exemplifications, explanations, or details to support the argument	
C. supportive argument three	The argument is well organized and developed, using clearly appropriate explanations, exemplifications and/or details	The argument is generally well organized and developed with some explanations, exemplifications, and/or details	Inappropriate or insufficient exemplifications, explanations, or details to support the argument	
4. Conclusion (4 points)	Opinion and arguments are accurately summed up and expended	Opinion and arguments are generally summed up and expended to some extent	Opinion and arguments are not or partially summed up without expending	
II Organization (10 points)	The passage is well organized and display cohesion and coherence	The passage is generally organized though cohesion and coherence may be occasionally obscured	The passage is inadequately organized and lack of coherence and coherence	
III Language use (20 points)	Display consistent facility in the use of language	Display accurate but limited use of language	Display accumulation of error in the use of language	
A. Diction (7 points)	Demonstrate accurate and authentic use of words as well as diversity of words	Demonstrate generally accurate and use of words with less authentic and diverse	A noticeably inappropriate choice of words with less diverse	
B. Sentence (7 points)	Demonstrate syntactic variety both in diversity and length	Demonstrate syntactic variety either in diversity or length to some extent	Demonstrate inconsistent facility in sentence formation leading to occasionally obscured meaning	
C. Grammar (6 points)	Correct and proper use of grammar with minor mistakes	Generally correct and proper use of grammar with some mistakes	Frequent errors in the use of grammar	
Total points:				

Appendix 14 Rubric for 'My View on Distance Learning'

Rubric for 'My View on Distance Learning'

Total points	Meet expectation	Adequate	Needs improvement	Pts
Ⅰ Content (20 points)	(17-20 points)	(9-16points)	(0-8 points)	
1. Introduction of topic (4 points)	Intro fully talks about the social phenomenon and makes an insightful comment	Intro contains some information about the social phenomenon and makes some relevant comment	Intro provides limited information about the social phenomenon and makes inadequate comment	
2. Statement of opinion (4 points)	Efficiently and clearly address the opinion of the topic	Address the opinion of the topic well using though some expression is vague	Not very clear opinion is addressed	
3. Supportive argument (8 points)	Arguments support the opinion exceptionally and thoroughly with sound logic	Arguments are stated relatively clear and support the opinion to some extent	Argument are not fully stated and fail to support the opinion	
A. supportive argument one	The argument is well organized and developed, using clearly appropriate explanations, exemplifications and/or details	The argument is generally well organized and developed with some explanations, exemplifications, and/or details	Inappropriate or insufficient exemplifications, explanations, or details to support the argument	
B. supportive argument two	The argument is well organized and developed, using clearly appropriate explanations, exemplifications and/or details	The argument is generally well organized and developed with some explanations, exemplifications, and/or details	Inappropriate or insufficient exemplifications, explanations, or details to support the argument	
C. supportive argument two	The argument is well organized and developed, using clearly appropriate explanations, exemplifications and/or details	The argument is generally well organized and developed with some explanations, exemplifications, and/or details	Inappropriate or insufficient exemplifications, explanations, or details to support the argument	
4. Conclusion (4 points)	Opinion and arguments are accurately summed up and expended	Opinion and arguments are generally summed up and expended to some extent	Opinion and arguments are not or partially summed up without expending	
Ⅱ Organization (10 points)	The passage is well organized and display cohesion and coherence	The passage is generally organized though cohesion and coherence may be occasionally obscured	The passage is inadequately organized and lack of coherence and coherence	
Ⅲ Language use (20 points)	Display consistent facility in the use of language	Display accurate but limited use of language	Display accumulation of error in the use of language	
A. Diction (7 points)	Demonstrate accurate and authentic use of words as well as diversity of words	Demonstrate generally accurate and use of words with less authentic and diverse	A noticeably inappropriate choice of words with less diverse	
B. Sentence (7 points)	Demonstrate syntactic variety both in diversity and length	Demonstrate syntactic variety either in diversity or length to some extent	Demonstrate inconsistent facility in sentence formation leading to occasionally obscured meaning	
C. Grammar (6 points)	Correct and proper use of grammar with minor mistakes	Generally correct and proper use of grammar with some mistakes	Frequent errors in the use of grammar	
Total points:				
Comment:				

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Resume

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EDUCATION

- 09/2016 — 06/2018
    Syracuse University, The College of Arts and Sciences, Syracuse, NY, US
    Master of Arts, Linguistic Studies Major, TESOL Concentration
    GPA: 3.741/4.0
- 09/2010 — 07/2013
    Northeast Forestry University, The College of Foreign Language, Harbin, China
    Master of Arts, English Linguistics and Literature Major, Cognitive Linguistics &
    Pragmatics Concentration
    GPA: 3.67/4.0
- 09/2006 — 07/2010
    Northeast Forestry University, The College of Foreign Language, Harbin, China
    Bachelor of Arts, English Major
    GPA: 3.04/4.0

ACADEMIC RESEARCH & PUBLICATION

- 02/2017
    Attended 2017 Language Educators of Central New York workshop as membership and
    wrote a conference report.
- 10/2016
    Attended 46th New York State Teachers of English to Speakers of Other Languages

    conference as membership and worked as a volunteer;
- 06/2013
    Published a graduation paper which was awarded University Best Master Thesis of 2013

    Chunhui Li. A Cognitive Study of Lexical Semantic Change [D]. Harbin, Northeast
    Forestry University, 2013;
- 03/2011 – 03/2013
    Worked on research project named "A Cognitive Study on the Relationship of Lexical
    Semantics and its Derivation", funded by Heilongjiang Education Ministry for Social
    Science, China. Two articles published as research achievements:
    (1) Chunhui Li, Dan Wang. Metonymic Study of Lexical Semantic Change [J].
        Heilongjiang Science, 2013(2):86-88;
    (2) Chunhui Li. Dan Wang. Metaphorical Study of Lexical Semantic Change. [J].
        Heilongjiang Science, 2015(12):24-28;

- 07/2011– 08/2011

    Attended China International Forum on Cognitive Linguistics (CIFCL-9) and participated in the panel discussion;

WORKING EXPERIENCE

- 09 /2017 – 05/2018

    Chinese Teaching Assistant for 2017-2018. Teach one 4-credit course and a 1-credit conversation class for Syracuse university undergraduate.

- 01/2011 – 06/2016

    Head of Teaching and Research Team at Harbin Branch of New Oriental Education & Technology Group, one of Chinese TOP500 companies, and listed on NYSE with code of EDU. Teach English language for students from 16-year old to adults. One of my students is the top scorer of 2015 National College Entrance Examination among 198,000 students;

HONORS & AWARDS

- 03/2017

    TA scholarship for 2017-2018 by Syracuse University which covers all tuition plus a living stipend of approximately $15000.

- 05/2015

    Prize for the Most Popular Teacher awarded by New Oriental;

- 09 /2014

    Prize for Outstanding Contribution awarded by New Oriental;

- 07/2013

    University Best Master Thesis awarded by Northeast Forestry University;

- 04/2013

    Provincial Outstanding Postgraduate, award by Ministry of Education of Heilongjiang Province, nominated by Northeast Forestry University;

- 11/2012

    National Scholarship for Postgraduate Students by Ministry of Education of P.R.C. and Ministry of Finance of P.R.C., a highly selective award with less than 5% candidates awarded and 20,000RMB amount funded by Chinese central government for each winner;

- 08/2010

    Gold Award winner of the National Ability & Competence Test System (ACTS) on English speaking competition for professional category, hosted by Trans-Asian Development Association,   incorporated by National Education Management Group U.S.A, Education Development Strategy Association, and Education Ministry of China;