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교육학석사학위논문

Effects of Rubric-referenced Self-assessment  
on Korean High School Students'  
English Writing

루브릭을 기반으로 한 자기평가가 한국 고등학교  
학생들의 영어 글쓰기에 미치는 영향

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서울대학교 대학원

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Effects of Rubric-referenced Self-assessment  
on Korean High School Students'  
English Writing

by  
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on Korean High School Students'  
English Writing

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## **ABSTRACT**

The present study attempts to provide empirical and qualitative evidence to support the feasibility of rubric-referenced self-assessment, as a means of promoting learning, in a Korean EFL high school context.

Nineteen high school students participated in four rubric-referenced self-assessment lessons over two weeks. In each class, with the help of a teacher's instruction, students wrote a 1<sup>st</sup> draft of an essay, and then assessed it using a scoring rubric. Then, based on the self-assessment of the 1<sup>st</sup> draft, they wrote a 2<sup>nd</sup> draft, which was also followed by a self-assessment, as well as the writing of a self-assessment diary. Following completion of all four self-assessment lessons, the students were surveyed and interviewed. To obtain quantitative data, the scores of the 1<sup>st</sup> draft of the 1<sup>st</sup> class were compared with those of the 2<sup>nd</sup> draft of the 4<sup>th</sup> class. Then, for the qualitative data, the survey questionnaires, interviews, self-assessment diaries, and self-assessments of the essays were examined. The findings are summarized in the following paragraphs.

First, rubric-referenced self-assessment displayed positive effects on students' writing: there was improvement in total essay scores, scores on each criterion, and the total number of words.

Second, the students came to perceive the effectiveness of rubric-referenced self-assessment. They believed that their writing quality had improved and thought the teachers' instruction and feedback, as well as the self-assessment diary served as beneficial tools for ensuring effective self-assessment. In addition,

they felt that rubric-referenced self-assessment had affected writing ability and affective domains such as motivation and self-confidence the most.

Third, rubric-referenced self-assessment positively influenced changes in students' learning strategies and attitudes toward writing in terms of metacognitive, cognitive, and affective domains.

Therefore, the pedagogical implications of this study are that rubric-referenced self-assessment promotes students' learning and that students can become self-regulated learners by taking responsibility for their learning.

Key Words: rubric-referenced self-assessment, formative assessment, self-regulated learning, promoting learning, feedback

Student Number: 2010-23562

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# **CHAPTER 1**

## **INTRODUCTION**

The present study is designed to present empirical evidence to support the feasibility of rubric-referenced self-assessment, one type of classroom assessment, in an EFL context. The evidence presented is used to verify positive effects on high school students' writing quality, their perceptions of this process, and learning strategies and attitudes toward writing.

This chapter consists of three parts. Part one describes and discusses the movement supporting the transition from traditional assessment to alternative assessment, the difficulty of applying alternative assessment in a Korean EFL context, and the purpose of this study. Part two introduces the primary research questions of this study, while part three briefly describes organization.

### **1.1 Statement of the Problem and Purpose of the Study**

With a growing interest in learner-centered instruction in foreign language education, there has been a movement calling for a shift from traditional to alternative assessment. Advocates of assessment reform have argued for alternative methods of assessment, such as performance assessments, portfolio assessments, peer-assessments, and self-assessments, that represent a set of philosophical beliefs and theoretical assumptions different from traditional assessments (Bintz, 1991). According to these advocates, methods of traditional

assessment, such as objective tests, are underpinned by a number of questionable assumptions. That is to say, traditional assessment assumes that knowledge has universal meaning, treats learning as a passive process, separates process from product, focuses on mastery of discrete, isolated bits of information, and views assessment as objective, value-free, and neutral. On the contrary, alternative assessment embraces a constructivist assessment paradigm. Thus, it assumes that knowledge may be defined in multifaceted terms, treats learning as an active and collaborative process, emphasizes both process and product, focuses both on inquiry and facilitating learning, and views assessment as subjective and value-laden (Anderson, 1998). With the constructivist assessment paradigm underlying alternative assessment gaining popularity, a number of governments have promoted alternative assessment in classrooms. Therein, evidence has consistently confirmed that it can be a powerful tool to enhance students' learning, including them in the assessment process and encouraging individual responsibility in the learning process (Carless, 2005; Gardner, 1991; Herman, 1992).

There have been ongoing attempts to introduce alternative or formative assessment in Korea. In the 7<sup>th</sup> national curriculum, the Ministry of Education emphasized the nationwide implementation of various types of alternative assessments in English classrooms. However, these attempts have met with opposition and, overall, it does not appear that alternative assessment has been well incorporated into the classroom. It is likely that the primary impediments to this process lie in the examination-oriented and teacher-centered learning context

of Korea. In Korea, English is an extremely competitive subject, where grades have a significant influence on students' success in university entrance examinations. Thus, English education has largely revolved around testing. Also, with the learning context of Korea having been rather teacher-centered, teachers have been accustomed to measurement-driven assessments such as standardized tests and may consider alternative assessment as a threat to their authority. In addition, it is notable that challengers to assessment reform often cite the fact that little research has been carried out on this particular topic in Korea. Even though some studies have been conducted on performance-based assessments and peer-assessments in middle and high schools (e.g., Kim, 2005; Park, 2000), in fact, relatively few studies have been devoted to other alternative assessments in a Korean EFL context, which ultimately means that alternative assessment has not been granted sufficient opportunity to display its educational values and benefits.

Therefore, in order to settle the issue as to the effectiveness and desirability of alternative assessment in a Korean EFL context, further investigation providing qualitative and empirical evidence is required. Such an undertaking would assist teachers and instructors in gaining insight into the use of alternative assessment, so as to gradually move toward reform.

The present study attempts to identify the effects of self-assessment with the use of a rubric on Korean high school students' English writing. Thus, among the many types of alternative assessments, this study focuses on student self-assessment. Recently, self-assessment has attracted attention among educators



because of its potential for facilitating learning and serving as a tool for measuring progress (Boud, 1995). Moreover, according to constructivism, one of the primary functions of education is the stimulation of self-regulated learning and, in its congruence with this principle, self-assessment has more than proven to be an effective facilitator of learning. However, while self-assessment has been identified as effective in educational contexts such as mathematics, biology, and social studies, little research has been carried out in an EFL context, or particularly, with regard to high school students' writing classes (Cohen et al., 2002; Orsmand et al., 2004; Sadler & Good, 2006).

For this study, 19 high school students were selected. These students were surveyed and interviewed following a series rubric-referenced self-assessment lessons wherein the quality of their writing was monitored. In this manner, the effectiveness of rubric-referenced self-assessment on English writing, their perceptions toward this process, and the changes in students' learning strategies and attitudes toward English writing were examined.

To ensure effective self-assessment, the present study employed specific tasks, including self-assessment instruction, diaries and English essay writing.

It is expected that the present study can help teachers and instructors recognize the potential of rubric-referenced self-assessment in promoting learning. Furthermore, it may contribute to the standardized adoption of rubric-referenced self-assessment in EFL writing classes.

## **1.2 Research Questions**

The present study examines the effectiveness of rubric-referenced self-assessment on students' writings among 19 Korean high school students. More specifically, the study attempts to answer the following three questions:

1. How does rubric-referenced self-assessment have an effect on EFL students' writing quality?
2. How do students perceive the use of rubric-referenced self-assessment in writing classes?
3. How does rubric-referenced self-assessment influence students' learning strategies and attitudes toward their writing?

## **1.3 Organization of the Thesis**

This thesis consists of five chapters. Chapter 1 introduces the purpose of the study and the research questions. Chapter 2 deals with theoretical backgrounds and previous studies pertaining to both rubric-referenced self-assessment and self-assessment in general, and provides an overview of self-regulated learning. Chapter 3 describes the methodology employed in this study. Then, chapter 4 describes and discusses the findings of this research with regard to the research

questions outlined above. Finally, Chapter 5 summarizes the major findings of this research, describing the pedagogical implications and providing suggestions for future research.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter examines the theoretical backgrounds and previous literature related to rubric-referenced self-assessment and self-regulated learning. Section 2.1 touches upon the theoretical underpinnings of both self-assessment and rubrics, reviewing studies pertaining to each. Section 2.2 addresses empirical evidence regarding rubric-referenced self-assessment for writing and discusses its limitations. Finally, Section 2.3 deals with the theoretical foundations of the self-regulated learning approach to highlight the viability of rubric-referenced self-assessment as presented in this study.

#### **2.1 Rubric-referenced Self-assessment**

This section consists of two parts. The first looks at studies of self-assessment mainly with regard to the implications of self-assessment with a formative purpose. The second deals with research focusing on the effects of using rubrics as a tool for self-assessment. More specifically, Section 2.1.1 introduces self-assessment as a means of enhancing language learning, which is followed by a review of studies on self-assessment in Section 2.1.2. Section 2.1.3 is concerned with rubrics as an essential tool of self-assessment, and Section 2.1.4 reviews studies on the usefulness of rubrics in self-assessment.

### **2.1.1 Self-assessment as a Means of Enhancing Language Learning**

Assessments can be used for either summative or formative purposes. For summative purposes, the results of a test are used to give grades to students or to external agencies. In this case, assessments are used for ‘measurement’ of students’ mastery of knowledge and skills. In contrast, when test scores are used for formative purposes, scores are expected to provide well-intended feedback to the students so as to empower them and improve their learning. This aspect of assessment pertains to ‘advancing learning itself.’ Accordingly, the term ‘assessment of learning’ refers to assessments used in a summative manner, whereas the term ‘assessment for learning’ refers to assessment used in a formative manner (Harlen & James, 1997; Lee, 2007; Long, 1984; Stobart, 2006).

More generally, self-assessment may be defined as the involvement of learners in making judgments about their learning and achievements, which may be formative in contributing to the learning process and skill development by notifying students of areas that require improvement, and may also be summative, either in the sense that learners decide that they have learned, or in contributing to the grades awarded to students (Boud & Falchicov, 1989).

However, instead of relying on such a broad definition of self-assessment, the present study draws on the definition of self-assessment provided by Andrade,

Du, and Mycek (2010): “Self-assessment is a process of formative assessment<sup>1</sup> during which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly” (p. 199). Here, the focus should be on the word ‘formative.’ To emphasize the formative characteristics of self-assessment, the aforementioned study includes self-assessment with respect to essay writing, wherein essay drafts are repeatedly revised, rewritten and improved. In a similar manner, the present study is concerned with the formative use of self-assessment to support students’ learning and skill development.

Self-assessment may be defined as ‘formative,’ when it gives ongoing ‘feedback’ that supports learning via careful reflection on the work (Gardner, 1991; Goodrich, 1997; White, 1994; Wiggins, 1989a, 1989b; Wolf & Pistone, 1991). A wide body of existing research has already shown that feedback in self-assessment tends to promote learning and achievement (Black & William, 1998; Bulter & Winne, 1995; Crooks, 1988; Hattie & Timperley, 2007). More specifically, while monitoring their own performance, students generate internal feedback, which might result in a reinterpretation of the task, or an adjustment of internal goals, tactics and strategies (Nicol & Macfarlane-Dick, 2006). According to Ross, Hogaboam-Gray, & Rolheiser (2002a), as for self-assessment, it is defined by three processes enhancing students’ achievement.

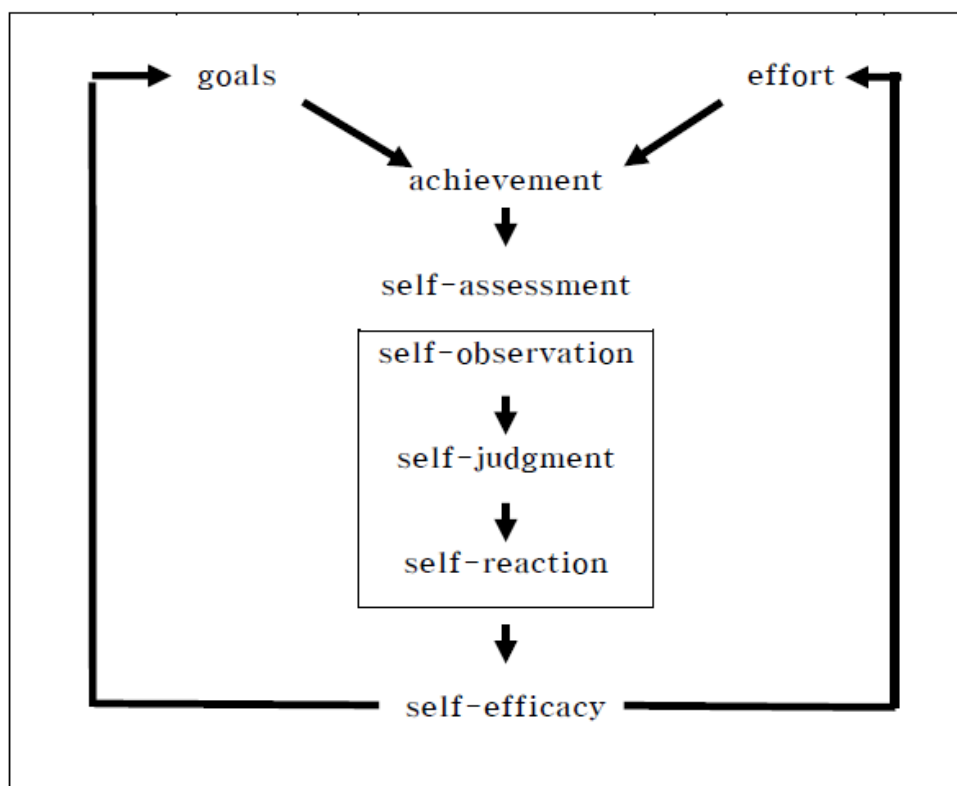
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<sup>1</sup> In the present study, self-assessment is considered as one form of alternative assessment, in that it is an alternative to traditional standardized assessment. In addition, in terms of purposes of assessment, it is categorized as a kind of formative assessment.

Figure 2.1, adapted from Ross et al. (2002a), provides a succinct explanation of this claim.

**FIGURE 2.1**

**How Self-assessment Contributes to Learning (Ross et al., 2002a, p. 6)**



First, students make self-observations, consciously focusing on particular aspects of their performance in relation to their subjective standards. Second, students perform self-judgments by verifying progress in relation to desired results. Third, within this process, students display self-reaction in which they express a certain

level of satisfaction with the results of their actions with respect to their goals. Moreover, these processes subsequently lead to students' enhanced 'self-efficacy beliefs,<sup>2</sup>' students' perceptions of their own ability to succeed at a similar or related task considering their own previous experience (Bandura, 1997). Other evidence also supports the claim that self-assessment can promote self-efficacy (Kitsantas et al., 2004; Shunk & Ertmer, 1999). For example, Shunk (2003) found a positive relationship between self-evaluation and self-efficacy in students' reading and writing. In addition, Paris and Paris (2001) suggested that self-assessment tends to promote better monitoring of progress, induce revision strategies, and boost feelings of self-efficacy.

In summary, self-assessment, which is consistent with formative purposes of assessment and student-centered learning, provides students with opportunities to reflect on and monitor their work, allowing them to take on a central and active role in generating feedback. With the help of self-assessment, students become more aware of their own learning process and performance and, in turn, they become more proficient in their learning. Therefore, self-assessment can have positive effects on students' self-efficacy.

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<sup>2</sup> The term 'Self-efficacy beliefs' refers to an individual's belief in his or her ability to achieve a specific goal (Bandura, 2003). Pajares (2000) notes, "It's not just a matter of how capable you are, it's also a matter of how capable you think you are" (p. 13).



## **2.1.2 Studies on Self-assessment**

Research examining how to advance the learning aspect of self-assessment is still in its early stages. Even though research on foreign and second languages has been primarily concerned with investigating self-assessment, most of it has tended to center around the question of the validity of self-assessment as a measurement tool (Blanch & Merino, 1989; Oscarson, 1997; Ross, 1998).

In a similar vein, some studies have proved that having students assess their own performance, without further training, facilitated learning and achievement (Hughes et al., 1985; Sparks, 1991). Other research found that when self-assessment was used as one of multiple strategies for increasing student control, it promoted higher achievement among students (Fontana & Fernandez, 1994).

Even though there is clear evidence that self-assessment contributes to student achievement, there have also been several accounts of the weaknesses of self-assessment. Some have reported it as boring, while others have argued that students simply lack the skills to self-assess. In this context, some research has suggested several strategies for making self-assessment more useful. Therein, there have been suggestions to involve students in defining assessment criteria (e.g., constructing a rubric that expresses performance expectations with teacher assistance) (Andrade, 2006; Rolheiser, 1986), teach students how to apply the criteria (Andrade, 2006; Ross et al., 1999), give students feedback on their self-assessments (Patri, 2002), and to help students use assessment data to develop action plans (e.g., establishing strategies for overcoming weaknesses) (Ross et al.,

2002c).

These suggestions formed the basis on which the present study designed specific strategies for testing the efficacy of self-assessment. The present study attempts to employ two strategies in order for effective self-assessment to occur: instructing students how to apply the criteria and providing them with feedback in implementing self-assessment. These two strategies were quite commonly adopted as self-assessment strategies in the studies mentioned above.

Judging from existing studies on self-assessment, it is clear that self-assessment contributes to improving students' learning and achievement, while employing clear criteria serves an important role in this process. In this regard, section 2.1.3 discusses the benefits and features of rubrics identified as self-assessment tools to provide criteria for self-assessment.

### **2.1.3 Rubrics as Self-assessment Tools**

Given that most previous research used scoring rubrics to provide criteria or standards in self-assessment, it should be admissible to claim that rubrics are increasingly seen as a valuable self-assessment tool that can improve the quality of assessment (Hafner & Hafner, 2003; Perlman, 2003).

Even if there are slightly different definitions of the educational rubric, one commonly accepted definition states that it is a scoring tool for the qualitative rating of authentic student work. It articulates criteria for rating important dimensions of performance, as well as standards of accomplishment for those

criteria (Jonsson & Svingby, 2007). Moreover, it is effective in that it informs both teachers and students of what is considered important and what is looked for in terms of assessment (Arter & McTighe, 2001; Busching, 1998; Perlman, 2003).

Pertaining to the purpose of assessment, rubrics can be divided into two categories based on two kinds of scoring: holistic and analytical. For formative purposes of assessment, analytic scoring, in which the rater assigns a score to each of the criterion being assessed in the task, is preferred to holistic scoring, which is usually used for large-scale assessment, since the results of analytic scoring are expected to identify students' strengths and learning needs (Johnson et al., 2000).

Several specific benefits of using rubrics in self-assessment have been stated in the existing literature. First, the use of rubrics enhances the consistency of scoring: rubrics are assumed to improve intra-rater reliability (Brown et al., 2004) as well as inter-rater reliability (Marzano, 2002; Stemler, 2004). In addition, rubrics can boost this enhancement in the consistency of scoring by being analytic (Johnson et al., 2000), topic-specific (DeRemer, 1998) and accompanied by rater training (Stuhlmann et al., 1999). Second, when it comes to validity, rubrics can influence the aspect of consequential validity<sup>3</sup> if they contribute to student learning (Gearhart et al., 1995). Third, another important

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<sup>3</sup> Consequential validity pertains to the argument that the validity of a test is determined by its consequences for students and others. For example, if an assessment has a negative effect on student learning, the test is invalid (Moss, 1998).

effect of rubrics, often regarded as the most crucial in formative and student-centered approaches to self-assessment, is that they promote learning. Since rubrics provide students with quality feedback, they have the potential to help students make dependable judgments about their work and develop understanding (Stiggins, 2001; Wiggins, 1998). Moreover, many books and articles have claimed that rubrics, like self-assessment, possess the potential to boost self-efficacy (Arter & McTighe, 2001; Quinlan, 2006; Ross, 2006; Stix, 1996).

The aforementioned advantages of the use of scoring rubrics become more apparent when complemented with appropriate support such as written descriptions, or work samples, which may be used to develop students' sense of how to interpret criteria (Johnson et al., 2000).

Finally, the features of the rubric that specifically support learning were suggested by Andrade and Boulay (2003): good rubrics are written in language that students can understand, define and describe quality work in as concrete terms as possible and refer to common weaknesses in students' work.

#### **2.1.4 Studies on the Use of Rubrics**

In this section, some research on the effects of the use of rubrics is reviewed in light of their contribution to students' learning.

There are studies indicating that rubrics are valuable in supporting self- and peer-assessment. The study by Sadler and Good (2006) put the benefits of using

a rubric in self-grading to the test. After training students in four middle school classrooms with a scoring rubric, they reported that the students who rated their own test using the rubric improved dramatically. In addition, Hafner and Hafner (2003) employed assessments of oral presentations to examine the reliability of a rubric for self- and peer-assessment purposes, finding that the students showed significant improvement with the help of a rubric. Furthermore, there was an interesting study related to the internalization of rubrics, for the promotion of learning. This study, performed by Andrade (2001), found that the simple act of handing out and explaining a rubric translated into higher scores on one out of three essays written by eighth grade students, concluding that students internalized the criteria and developed an understanding of the qualities of effective writings while self-assessing.

Studies have also been conducted that investigate the perceptions of users as to the benefits of employing rubrics. Bissell and Lemons (2006) reported that both college students and teachers in a biology course thought of rubrics as helpful since they added clarity and explicitness to assessment. Also, Schamber and Mahoney (2006), in utilizing a rubric to improve the quality of group critical thinking in general college education, drew the conclusion that students perceived rubrics useful because they discovered that they not only offered valuable feedback, but also made self-assessment significantly easier.

In summary, studies on the effects of rubrics indicate that they possess the potential to promote learning and improve instruction by rendering expectations and criteria explicit, facilitating feedback and self-assessment.

## **2.2 Studies on Effects of Rubric-referenced Self-assessment for Students' Writing**

Even though there is empirical evidence demonstrating the effects of self-assessment and rubrics on enhancing learning, in fact, little research exist regarding rubric-referenced self-assessment.

Only limited studies conducted in an English speaking context have provided empirical evidence as to the positive effects of rubric-referenced self-assessment for formative use, while most of these focused solely on writing tasks. Andrade and Boulay (2003), for instance, found that self-assessment using a rubric was associated with meaningful improvements in students' (seventh and eighth grade) writing, especially for girls.

Ross, Rolheiser, and Hogaboam-Gray (1999) also examined the effects of rubric-referenced self-assessment on writing tasks. After training fourth, fifth, and sixth grade students on how to assess narrative writing, they found that self-assessment training had a positive effect only on weaker writers' achievement, though that teaching self-assessment skills improved the accuracy of student self-assessment. With regard to the criteria of self-assessment, they noted that conventions of language (sentence structure, grammar and spelling) were relatively unchanged, whereas the increased post-test scores of the weaker writers were related to improvement of scores on plot development.

Recently, Andrade, Du, and Wang (2008) reported a positive relationship between rubric-referenced self-assessment and elementary school students'

writing. Interestingly, like Ross et al. (1999), they found that improvements in students' writing were noticeable with respect to ideas, content, organization, and voicing.

Even though the investigations referenced above offer implications for the effectiveness of rubric-referenced self-assessment on students' writing, there are some limitations in these findings.

First, only quantitative evidence was provided. In order to attain a comprehensive understanding of how self-assessment influences students' writing, one needs to look at a full range of both qualitative and quantitative evidences. Second, all the studies above were carried out in an English-speaking context. Thus, the question of whether self-assessments might possess the same ramifications for students' writing in an EFL context has yet to be examined. Third, the subjects of most of these previous studies were confined to elementary or middle school students, with little emphasis on self-assessment in high school settings. Consequently, it is yet necessary to examine whether the effects of self-assessment are valid with regard to high school students' writing.

The present study, therefore, attempts to adjust the focus of self-assessment studies by examining secondary school students in a Korean EFL context, so as to draw qualitative as well as quantitative evidence revealing how self-assessment influences students' writing.

## **2.3 Self-assessment and Self-regulated Learning Approach**

Concerning the effects of self-assessment, some literature has argued that self-assessment can provide teachers with information about students otherwise unobtainable. That is, through self-assessment, teachers can understand students' progress during performance, their use of strategies, and the goals they set using feedback from self-assessment. In turn, this allows teachers to facilitate interaction with their students while simultaneously alleviating the burden of assessment (Dann, 2002; Oscarson, 1989; Ross et al., 1999). Nonetheless, most of research concurs on the primary effects of self-assessment: it boosts learning and achievement and promotes students' academic autonomy and self-regulation (Pintrich, 2000; Zimmerman & Shunk, 2004). Furthermore, much of existing research has indicated that self-regulation and academic achievement are closely related (e.g., Corno, 1989; Henderson, 1986, Pajares & Jonson, 1999; Paris & Paris, 2001; Rohrkemper, 1989; Schunk, 2003). With this in mind, this section examines the background, definitions and benefits of self-regulated learning and discusses how self-assessment promotes self-regulation.

Over the past 30 years, as the importance of personal initiative in learning has been stressed in educational psychology, the subject of how students become masters of their own learning, known as 'self-regulated learning' (Zimmerman & Schunk, 1989) has emerged. Self-regulated learning focuses on autonomy and control by an individual who monitors, directs, and regulates actions toward a



goal of self-improvement (Paris & Paris, 2001). Since self-regulated learning includes diverse aspects of learning and control such as metacognition, cognitive strategies, motivation, task engagement, and social supports in classrooms, various theoretical perspectives have been suggested for explaining self-regulated learning such as Piaget's constructivist theory, Vygotsky's sociocultural theory, social learning theories, and information-processing theories (Zimmerman & Shunk, 1989, 2001). Even though there are different definitions of self-regulated learning based on different theoretical orientations, the present study espouses the definitions of self-regulated learning suggested by Zimmerman (1985, 1986, 1990, 2000).

According to Zimmerman (2000), "self-regulation refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals" (p.14). Moreover, he asserts that the first feature of self-regulated learning is that self-regulated learners are metacognitively, motivationally, and behaviorally active participants in their learning. In relation to metacognitive processes, self-regulated learners plan, set goals, organize, self-monitor, and self-evaluate while processing acquisition. This process allows them to be aware, knowledgeable, and self-determined in their learning. As with motivational processes, self-regulated learners display a high degree of self-efficacy, self-attributions, and intrinsic task interest (Schunk, 1986; Zimmerman, 1985). In terms of behavioral processes, these learners choose and construct environments that optimize learning. They use learning strategies to look for teacher or peer advice, information, and skills by which they can self-instruct and

self-reinforce during acquisition. Employing this rationale, Paris and Paris (2001) argued that self-assessment includes all three domains of self-regulation: through self-assessment, students monitor and evaluate their levels of understanding, assess the amount of efforts needed to accomplish a task, alter strategy, and achieve a certain degree of self-efficacy after reaching learning goals.

A second aspect of self-regulated learning is a 'self-oriented feedback loop' (Carver & Scheier, 1981; Zimmerman, 1986). This loop implies a cyclic process where students monitor the effectiveness of their learning and respond to feedback in various ways, manifesting in covert changes such as improvements in self-esteem and self-conceptualization, as well as in overt changes such as self-recording, self-instruction, and self-reinforcement, which, in turn, may influence subsequent self-regulation. Thus, self-regulation translates into continual feedback with respect to learning effectiveness. Concerning this point, linking self-regulated learning and self-assessment, Sadler (1998) argued that, because students can generate self-oriented feedback via self-assessment, this leads to self-regulated learning. In addition, Boud (2000) and Yorke (2003) suggested that teachers should make an effort to strengthen the skills of self-assessment in their students so as to foster self-regulated learning.

A third aspect of self-regulated learning is found in 'interdependent motivational processes.' That is, in self-regulated learning, students' learning and motivation are regarded as interdependent. For example, students' self-efficacy can be both a motive to learn and a subsequent outcome of efforts to learn

(Shunk, 1984, 1989). Self-regulated students endowed with proactive self-efficacy look for opportunities to learn, change conditions for better outcomes and attain desired results, thus perceiving self-efficacy, helping them to set yet more higher learning goals.

There is a growing body of empirical evidence demonstrating that self-regulated learners are more effective learners: they are more persistent, resourceful, self-assured and achieve better results (Pintrich, 1995; Zimmerman & Shunk, 2001). Moreover, when learning becomes self-regulated, students gain a sense of control over their learning, whereby they become less dependent on external aid when they participate in regulatory activities (Zimmerman & Shunk, 2004). Furthermore, though self-regulation is neither an exercise requiring detailed knowledge nor any skills particularly related to academic performance, as a self-directive process by which learners transform their mental abilities into academic expertise, it is essential to the development of lifelong learning skills (Boud, 1995; Zimmerman, 2002).

Nonetheless, despite the fact that research strongly supports the importance of students' self-regulated learning, relatively few teachers actually encourage students to learn on their own (Zimmerman et al., 1996). Still, self-regulatory processes, such as goal setting, use of strategy, and self-evaluation, can easily be learned from instruction and modeling by teachers, parents, and peers. For instance, Paris and Paris (2001) suggested ways in which self-regulated learning can be applied in classrooms: strategies for reading and writing, cognitive engagement in tasks, and self-assessment. Furthermore, Harris (1997) argued

that self-assessment can be a practical tool for boosting students' self-directed learning and autonomy in EFL classes. These measures can be expected to provide information and opportunities to students that will help them to become strategic, confident, and independent learners.

In summary, self-regulated learning is defined by three features: metacognitive, motivational, and behavioral strategies, students' self-oriented feedback about learning effectiveness, and interdependent motivational processes. Self-regulated learning not only enhances students' academic learning, but also improves their perceptions of efficacy, autonomy, and responsibility in their learning. Moreover, self-regulated learning is a practical skill, easily teachable in classrooms, wherein self-assessment may act as a valuable tool to facilitate this process.

Therefore, drawing on the theoretical backgrounds and previous studies on self-assessment, rubrics, and self-regulated approach, the present study aims to examine how rubric-referenced self-assessment promotes students' learning and helps them to become self-regulated learners in a Korean EFL high school context.

## **CHAPTER 3**

### **METHODOLOGY**

This chapter describes the research method used in the present study. It begins in Section 3.1 with information about the participants. Then, Section 3.2 introduces the instruments and materials employed in this study. Section 3.3 presents the procedures for data collecting in detail. Finally, Section 3.4 describes how the data was collected.

#### **3.1 Participants**

The participants of the present study were 16 female and 3 male students of a co-ed high school in Ansan city of Kyonggi Province. They were all 11<sup>th</sup> graders and volunteered to take part in the present study. None of the students had implemented self-assessment of writing in their English classes prior to this study. They possessed a passionate desire to improve their English writing and thus volunteered to write their English essays in the self-assessment classes provided over two weeks after school. Before participating in this experiment, they took two preliminary tests, one reading and one listening test, which were administered by the school. The test scores varied a great deal and are summarized in Table 3.1.

**TABLE 3.1**

**Participants' Scores on the Preliminary Tests**

Test	Number of Students	Minimum	Maximum	Mean	Standard deviation
Reading Test (out of 100)	19	47.10	94.90	76.01	12.78
Listening Test (out of 20)	19	5.00	19.00	12.68	3.79

## **3.2 Instruments**

Instruments utilized for the present study were a rubric for self-assessment, essays encompassing four different topics, a self-assessment diary, a survey questionnaire and an interview. A brief description of each instrument is provided below.

### **3.2.1 Rubric for Self-assessment**

The rubric for the present study was adapted from that employed by Andrade, Du, and Mycek (2010) and that used in the workbooks for the NEAT (National English Ability Test)<sup>4</sup>. First, the reason for the use of the rubric of Andrade et al.

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<sup>4</sup> NEAT (National English Ability Test) refers to a test of ability to understand and use English,

(2010) was that it included six commonly assessed criteria for writing in research: ideas and content, organization, voice and tone, word choice, sentence fluency and conventions. In addition, the language employed was appropriate for EFL high school students. Second, the NEAT rubric was chosen because Korean English teachers have already been encouraged and trained by the Korean government to use it in assessing students' performances with respect to writing. Accordingly, it was expected that teachers would already be familiar with its criteria, consisting of task completion, content, organization, and language use. Finally, as one last argumentation to this adapted rubric, the Korean language was employed<sup>5</sup>. This approach is supported by Andrade (2000), who argues that when rubrics are written in a language that students can understand easily, this can support learning.

The rubric for the present study was designed with consideration of all these factors. It consisted of four criteria, each with a maximum score of 5: task completion, content, organization, and language use. Task completion required satisfaction of five conditions, including the number of words, clear instruction, taking a position (agreement or disagreement), adding a third argument to the two provided beforehand, and conclusion. Regarding content criteria, students were required to present a clear main idea, relevant and detailed content or

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which was developed by the Korea Institute for Curriculum and Evaluation (KICE). It provides for testing in speaking, listening, writing, and reading.

<sup>5</sup> The rubric provided for the students, which was written in Korean, was translated into English by the researcher.

examples pertaining to the main idea, and appropriate supporting details in a coherent manner. In terms of organization, students were asked to display a clear topic sentence, supporting details, and a concise concluding sentence, displaying logical progression with appropriate cohesive devices. Finally, with respect to language use, students were expected to employ correct grammar and spelling as well as appropriate and various use of vocabulary and expressions (See Appendix 1).

### **3.2.2 Essays**

In each writing class, students were each given a different persuasive essay topic for essay writing. The present study adopted only the persuasive essay writing style for the writing task. This style was chosen for two reasons. First, according to Butler and Lee (2006), when tasks were directly associated with students' immediate task objectives, students were able to rate their task more accurately in self-assessment. Therefore, since in the English class held immediately prior to the experiment, students were asked to give a persuasive speech as a classroom task, it was assumed that persuasive essay writing would be more appropriate for students rather than other kinds of essays such as narrative, descriptive, or expository essays. Second, because the experiment was conducted over just four essay writing classes, it was predicted that students would feel a little overwhelmed if given different types of writing styles in each class, which, in turn, might hinder them from assessing their writings accurately.



The essay topics were adopted from the workbooks for the NEAT. For each task, students had to agree or disagree with a given topic and write an essay with introduction, body and conclusion. In the main body, students were asked to add their own idea about why they agreed or disagreed with the topic, in addition to the other two provided beforehand. The essay was required to be approximately 80-120 words in length. Just as with the rubric, instructions for the essay tasks were provided in Korean, based on the rationale that, in this manner, they would better understand the tasks and self-assess their performance more accurately (Oscarson, 1997). The topics and writing instructions are as follows<sup>6</sup> (See Appendix 2).

<Task 1> Do you agree or disagree with the following statement? ‘Students should be allowed to take on a part-time job.’ The table below shows two reasons supporting each side. Take a side and give one more specific reason in the main body to support your idea. Using your added reason, complete the introduction, body and conclusion parts. The essay should number about 80-120.

<Task 2> Do you agree or disagree with the following statement? ‘Co education is desirable for students.’ The table below shows two reasons supporting each side. Take a side and give one more

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<sup>6</sup> The writing topics and instructions, which were presented in Korean to the students, were translated into English by the researcher.

specific reason in the main body to support your idea. Using your added reason, complete the introduction, body and conclusion parts. The essay should number about 80-120.

<Task 3> Do you agree or disagree with the following statement? ‘Students should go to university.’ The table below shows two reasons supporting each side. Take a side and give one more specific reason in the main body to support your idea. Using your added reason, complete the introduction, body and conclusion parts. The essay should number about 80-120.

<Task 4> Do you agree or disagree with the following statement? ‘Engaging in fan-club activities is harmful to students.’ The table below shows two reasons supporting each side. Take a side and give one more specific reason in the main body to support your idea. Using your added reason, complete the introduction, body and conclusion parts. The essay should number about 80-120.

### **3.2.3 Self-assessment Diary**

The self-assessment diary for the present study included various criteria meant to evaluate students’ progress and their perceptions of that progress. In the diary, students were asked about their feelings and opinions with regard to how

well they felt they did in this class, what difficulties they experienced, in what aspect they improved, and what they intended to do in the next class. Therein, students could record a self-assessment score for each criterion. Finally, there was a space at the bottom of the diary for teacher feedback. This was employed as a formative feedback mechanism, wherein the researcher provided comments in the students' mother tongue that students could refer to for the better development of self-assessment skills. Figure 3.1 shows the format of the self-assessment diary.

**FIGURE 3.1**

**The Format of Self-assessment Diary**

Self-Assessment Diary			
Lesson No.			
Date			
Test Result by Self-assessment	Criteria	Score	
		1 <sup>st</sup> draft	2 <sup>nd</sup> draft
	Task completion		
	Content		
	Organization		
	Language use		
	Total score		
How I did			

in this class	
What difficulties I had	
In what aspect I improved	
What I intend to do in the next class	
Feedback	

### 3.2.4 Survey Questionnaire and Interview

To understand students' perceptions regarding the impact of rubric-referenced self-assessment, following the final writing class, a survey questionnaire was given to students. The questionnaire was composed of 12 questions, seven of which were statements relying on the 5-point Likert-type scale, in which 5 signified 'strongly agree' and 1 'strongly disagree' (e.g., I think rubric-referenced self-assessment had a positive effect on my essay writing., I think the teacher's instruction on how to self-assess and the feedback regarding my self-assessment diary were helpful.), two of which were multiple-choice questions (e.g., Following four rubric-referenced self-assessment lessons, in which section do you think your writing improved the most, and in which the least?), and three of which were open-ended questions (e.g., If you think rubric-referenced self-assessment had a positive effect on you essay writing, why, or in

what aspect?, If you think writing in a self-assessment diary was helpful to your writing and self-assessment, why do you think it was helpful?).

In addition, to attain more in-depth information concerning students' perceptions of the self-assessment process, as well as changes in students' learning strategies and attitudes toward their writing, following the completion of the experiment, they participated in an interview. (e.g., After taking part in the rubric-referenced self-assessment, what is the biggest change you have experienced?) (See Appendix 6).

### **3.3 Data Collection Procedures**

The data collection stage was divided into three phases: rubric-referenced self-assessment lessons (Section 3.3.1), survey and interview (Section 3.3.2), and rating (Section 3.3.3). As previously mentioned, the rubric-referenced self-assessment lessons phase consisted of the writing of a 1<sup>st</sup> draft (Section 3.3.1.1), instruction and self-assessment using a rubric (Section 3.3.1.2), the writing of a 2<sup>nd</sup> draft (Section 3.3.1.3), and the writing of a self-assessment diary (Section 3.3.1.4).

#### **3.3.1 Rubric-referenced Self-assessment Lessons**

Numerous studies have addressed the importance of training students to conduct self-assessment in a variety of academic settings, through such measures

as instruction and feedback (e.g., Nicol & Macfarlane-Dick, 2006; Orsmond et al., 2000; Stefani, 1998). The studies of McDonald and Boud (2003) and Taras (2001) have reported that self-assessment training displayed positive effects even on summative assessment. Building on these findings, the present study carried out rubric-referenced self-assessment lessons to promote students' acquisition of self-assessment skills.

Students engaged in a total of four rubric-referenced self-assessment lessons over two weeks, with two lessons per week. Each lesson was composed of two sessions, with each session lasting for sixty minutes. There was a ten-minute break between the two sessions. Table 3.2 briefly outlines the self-assessment lesson schedule.

### **3.3.1.1 Writing of 1<sup>st</sup> Draft**

The first session of each lesson began with the writing of a 1<sup>st</sup> draft with regard to the given topic over 30 minutes. Students were allowed to use an electronic dictionary if desired. Subsequently, the lesson progressed with the teacher directing and the students engaging in self-assessment. Table 3.3 describes the sequence of events in each period.

**TABLE 3.2**

**Schedule Outline**

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➤	Total Study Period	May 27 <sup>th</sup> , 2013 – June 14 <sup>th</sup> , 2013 (three weeks)
➤	Class Days	Every Tuesday & Thursday (6 classes in total)
➤	Duration Time for Each Class	130 minutes
		(1 <sup>st</sup> Session: 60 min. / Break time: 10 min. / 2 <sup>nd</sup> Session: 60 min.)
Class		Activity
1 <sup>st</sup>	Essay Writing 1	(‘Students should be allowed to take on a part-time job.’)
2 <sup>nd</sup>	Essay Writing 2	(‘Co-education is desirable for students.’)
3 <sup>rd</sup>	Essay Writing 3	(‘Students should go to university.’)
4 <sup>th</sup>	Essay Writing 4	(‘Engaging in fan-club activities is harmful to students.’)
5 <sup>th</sup>	Survey Questionnaires	
6 <sup>th</sup>	Individual Interview	

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**TABLE 3.3**

**The Sequence of Events in Each Period**

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Session	Allotted Time	Events
1 <sup>st</sup> Session	30 min.	Writing of 1 <sup>st</sup> Draft
	30 min.	Teacher’s Instruction & Self-assessment for 1 <sup>st</sup> draft
Break Time	10 min.	
2 <sup>nd</sup> Session	30 min.	Writing of 2 <sup>nd</sup> Draft
	30 min.	Self-assessment for 2 <sup>nd</sup> draft & Writing in a Self-assessment Diary

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### **3.3.1.2 Instruction and Self-assessment**

Thirty minutes were allotted in the 1<sup>st</sup> session of each class for teacher's instructions and students' self-assessments. First, the students were given a scoring rubric for self-assessment and then the researcher gave students a lesson about how to self-assess using a rubric. The researcher explained what each criterion meant, the significance of the scale relative to each criterion and how the students could evaluate their 1<sup>st</sup> draft using the rubric. When students set to work, they were asked to underline or color code evidence in their writing which met the requirements of each criterion. If they could not find any evidence in their essay, they were instructed to write a reminder that could be helpful in making improvements in the 2<sup>nd</sup> draft. In addition, while self-assessing, students were asked to write a score on each criterion, as well as comment on why they chose each particular score in the designated area or at the bottom of their essay paper. In each class, the instructions were repeated so as to ensure that students were aware of how to properly self-assess their work, although instructions given during the first class were somewhat longer and more concrete compared to those given in the following classes.

### **3.3.1.3 Writing of 2<sup>nd</sup> Draft**

After writing the 1<sup>st</sup> draft, instructions, and students' self-assessment in the 1<sup>st</sup> session, students took a break for ten minutes. Then, the 2<sup>nd</sup> session started



with the writing of a 2<sup>nd</sup> draft. Students were given thirty minutes to revise their 1<sup>st</sup> draft based on the results of their self-assessments. They could refer to their 1<sup>st</sup> draft as well as a dictionary for assistance.

### **3.3.1.4 Writing in a Self-assessment Diary**

According to Dickinson and Carver (1980) and Oscarson (1989), self-assessment diaries and logbooks are efficient means of systemizing self-assessment procedures. Writing in self-assessment diaries allows students to set a clear objective for their next writing task based on the previous one, thus they can increasingly advance their abilities and skills for self-assessment. In this regard, by encouraging the students to reflect on their work so as to help them develop self-assessment skills, the researcher guided and trained them to write effectively in their own self-assessment diaries.

Students were given thirty minutes to write in a self-assessment diary. Before beginning, they were asked to self-assess their 2<sup>nd</sup> draft using the rubric so that their self-assessment scores both on the 1<sup>st</sup> draft and 2<sup>nd</sup> drafts were recorded at the top of the self-assessment diary. Then, they were instructed to freely write about the difficulties and improved aspects of the present class, as well as a plan for the next class. The researcher provided written feedback in their diaries in the next class.

### **3.3.2 Survey and Interview**

In the 5<sup>th</sup> class, a survey on perceptions and insights with respect to the effects of rubric-referenced self-assessment was administered in the classroom. Then, when submitting their survey paper to the researcher, the students made an appointment for an individual interview. The interview took place in the classroom over a period of three days, with each interview lasting approximately thirty minutes. For in-depth qualitative data, the researcher induced the students to express in detail what they felt or thought regarding the effects of rubric-referenced self-assessment and the changes in them with respect to writing. The interviews were recorded and transcribed for data analysis.

### **3.3.3 Rating**

For the sake of rater reliability, the researcher and an English teacher graded the essay. Therein, they used the same scoring rubric employed by the students in self-assessment. The researcher had been teaching English in high school for eleven years. The English teacher possessed the same teaching experience as well as a master's degree in TESOL. In addition, he was certificated in the NEAT writing assessment, whereby he had scored the writings of over 300 students. In order to ensure reliable scoring, the teacher underwent a training period during which he rated twenty persuasive essays in conjunction with the researcher. After the training period, the two scorers rated a total of 152 essays (8 essays per 19

students of the present study) independently. The Pearson correlation coefficient of the two raters for total essay scores was high ( $r=.898$ ) and the Spearman correlation coefficient for the four criteria ranged from .671-.822 (task completion  $r=.822$ , content  $r=.770$ , organization  $r=.671$ , and language use  $r=.757$ )<sup>7</sup>.

### **3.4 Data Analysis**

In order to answer the research questions pertinent to this paper, both quantitative and qualitative analyses were employed. To examine how rubric-referenced self-assessment demonstrated a positive effect on writing quality (Research Question 1), the two raters analytically assessed students' essays using the scoring rubric (inter-rater reliability=.898). The quantitative data of total essay scores, the score on each criterion, and the total number of words were analyzed using the sample paired *t*-test of SPSS 21.0 when the data followed a normal distribution, though when it did not, the non-parametric Wilcoxon matched-pairs signed-rank test was utilized.

The data from the survey questionnaire, interviews, self-assessment diaries and self-assessments of essay papers were analyzed qualitatively to inspect students' perceptions pertaining to the impacts of rubric-referenced self-

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<sup>7</sup> The Pearson correlation coefficient was used when the data were normally distributed. Otherwise, the Spearman correlation coefficient was used.

assessment (Research Question 2), and their changes in learning strategies and attitudes toward writing (Research Question 3).

## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

This chapter provides findings on the effects of rubric-referenced self-assessment on students' writing quality, their perceptions of these effects and their changes in learning strategies and attitudes toward writing. Section 4.1 reports the quantitative improvements in students' essay writing following the rubric-referenced self-assessment lessons (Research Question 1). Section 4.2 presents students' perceptions regarding the effectiveness of the rubric-referenced self-assessment (Research Question 2). Finally, Section 4.3 describes the changes in students' learning strategies and attitudes after participating in rubric-referenced self-assessment lessons (Research Question 3).

#### **4.1 Effects of Rubric-referenced Self-assessment on Students' Writing Quality**

With regard to the first research question, this section analyzes quantitative changes of students' writing following rubric-referenced self-assessments in three aspects: total essay scores (4.1.1), scores on each criterion (4.1.2), and the total number of words (4.1.3). The writing scores rated by the students as well as by the teachers were both examined. Even though the accuracy of students' ratings is not the subject of the present study, comparing the students' ratings to those of the teachers might provide insight into the result of the present study for

two reasons. First, if students' ratings are similar to those of the teachers, this would likely indicate that students' self-assessment skills developed through rubric-referenced self-assessment practices. Second, if particular patterns are apparent in students' ratings, this could provide material to better understand the students' rubric-referenced self-assessment.

Table 4.1 describes the terms used to indicate each draft appearing in this study.

**TABLE 4.1**  
**Terms for 'Drafts' in the Present Study**

Class	Terms for Drafts
1 <sup>st</sup> class	1 <sup>st</sup> draft ⇒ 1F <sup>8</sup>
	2 <sup>nd</sup> draft ⇒ 1S <sup>9</sup>
2 <sup>nd</sup> class	1 <sup>st</sup> draft ⇒ 2F
	2 <sup>nd</sup> draft ⇒ 2S
3 <sup>rd</sup> class	1 <sup>st</sup> draft ⇒ 3F
	2 <sup>nd</sup> draft ⇒ 3S
4 <sup>th</sup> class	1 <sup>st</sup> draft ⇒ 4F
	2 <sup>nd</sup> draft ⇒ 4S

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<sup>8</sup> 'F' stands for 'First.'

<sup>9</sup> 'S' stands for 'Second.'

### 4.1.1 Increase in Total Essay Scores

To observe the effect of accumulated training over four rubric-referenced self-assessments, the total essay scores of 1F and 4S rated by the two teachers were compared. Total essay scores reflected a combination of scores received with respect to the four criteria of the scoring rubric: task completion, content, organization, and language use. Also, they were averaged based on the scores given by the two teachers (inter-rater reliability=.898), with the maximum possible score being 20 (maximum score for each criterion is 5). The descriptive statistics are summarized in Table 4.2.

**TABLE 4.2**

**Teacher Rated Total Essay Scores on 1F and 4S (N=19)**

Draft	Minimum	Maximum	Mean	Standard deviation
1F	6.50	17.50	12.13	3.52
4S	12.00	19.50	16.68	2.00

As shown in Table 4.2, the mean score of 12.13 of 1F increased to 16.68 of 4S. Since the data followed a normal distribution, a sample paired *t*-test was conducted. As Table 4.3 indicates, the result of the *t*-test showed statistical significance ( $p=.000$ ), which means that the rubric-referenced self-assessments had a positive effect on total essay scores.

**TABLE 4.3**

**Paired *t*-Test of Teacher Rated Total Essay Scores on 1F and 4S (N=19)**

Draft	Mean	Standard deviation	Sig. (two-tailed)
4S - 1F	4.55	2.42	.000

Table 4.4 below shows how students self-assessed their writing before and after the rubric-referenced self-assessments.

**TABLE 4.4**

**Self-rated Total Essay Scores on 1F and 4S (N=19)**

Draft	Minimum	Maximum	Mean	Standard deviation
1F	6.00	19.00	13.58	3.82
4S	12.00	20.00	16.95	2.22

Interestingly, the mean score of the total essays scores rated by students themselves rose from 13.58 of 1F to 16.95 of 4S. Since self-scored data by students did not satisfy a normal distribution, the data was analyzed using a non-parametric Wilcoxon matched-pairs signed-rank test. Table 4.5 shows that the result was statistically significant ( $p=.000$ ).



**TABLE 4.5**

**Wilcoxon Matched Pairs Test of Self-rated Total Essay Scores on 1F and 4S  
(N=19)**

Draft	Z	Sig. (two-tailed)
4S – 1F	3.63	.000

Here, the subjective nature of students' self-assessments could be seen as a threat to the validity of scores. However, it is considerably noteworthy that the Pearson correlation coefficient between the total essay scores of all 8 drafts rated both by teachers and those by students ranged from .473 to .904 (1F  $r=.904$ , 1S  $r=.683$ , 2F  $r=.473$ , 2S  $r=.570$ , 3F  $r=.880$ , 3S  $r=.554$ , 4F  $r=.764$ , 4S  $r=.477$ ), demonstrating a very close relationship between the two scores.

In addition to the comparison presented above, the total essay scores of the 1<sup>st</sup> and 2<sup>nd</sup> drafts of each class rated by the two teachers were also analyzed with the purpose of investigating individual score changes before and after self-assessment in each class.

The data displayed in Table 4.6 suggest that in each class total essay scores improved after rubric-referenced self-assessment. In addition, the means of the total essay scores steadily increased as the classes successively proceeded. In other words, the 1<sup>st</sup> drafts of the four classes showed consistent improvement, while the mean scores of each of the 2<sup>nd</sup> drafts confirmed a steady improvement in total

essay scores. Furthermore, since the standard deviation of the scores continually decreased, one can discern that the students who received lower total essay scores in the first class steadily improved their writing.

**TABLE 4.6**  
**Teacher Rated Total Essay Scores on 8 Drafts (N=19)**

Class	Draft	Minimum	Maximum	Mean	Standard deviation
1 <sup>st</sup>	1F	6.50	17.50	12.13	3.52
	1S	8.50	18.50	14.65	3.03
2 <sup>nd</sup>	2F	7.50	17.75	13.39	3.17
	2S	11.00	18.00	15.24	1.99
3 <sup>rd</sup>	3F	10.00	17.50	14.15	2.54
	3S	10.50	19.00	16.00	2.30
4 <sup>th</sup>	4F	9.00	18.50	15.08	2.52
	4S	12.00	19.50	16.68	2.00

As displayed in Table 4.7 below, the result of the *t*-test pertaining to total essay scores in each class maintained statistical significance ( $p=.000$ ) throughout all four classes. This means that in each class, the self-assessment conducted following the 1<sup>st</sup> draft had exercised a positive influence on the 2<sup>nd</sup> draft. Additionally, one may note the fact that the absolute value of the means of the paired *t*-test in the first class was 2.52, which was the largest among the four classes, indicating that the

positive ramifications for the 2<sup>nd</sup> draft of conducting a rubric-referenced self-assessment after the 1<sup>st</sup> draft were most significant in the first class.

**TABLE 4.7**

**Paired *t*-Test of Teacher Rated Total Essay Scores on 8 Drafts (N=19)**

Class	Draft	Mean	Standard deviation	Sig. (two-tailed)
1 <sup>st</sup>	1S – 1F	2.52	1.68	.000
2 <sup>nd</sup>	2S – 2F	1.84	1.86	.000
3 <sup>rd</sup>	3S – 3F	1.84	1.47	.000
4 <sup>th</sup>	4S – 4F	1.66	1.20	.000

On the other hand, when the scores of the 1<sup>st</sup> and 2<sup>nd</sup> drafts in each class rated by the students were compared, it turned out that the 2<sup>nd</sup> drafts improved by an average of two points, which was somewhat high compared to the average mean differences scored by the teachers throughout four classes, as shown in table 4.7. Moreover, as demonstrated in Table 4.8, the mean difference between the 1<sup>st</sup> and 2<sup>nd</sup> drafts was 2.63 in the 1<sup>st</sup> class, 2.58 in the 2<sup>nd</sup> class, 2.63 in the 3<sup>rd</sup> class, and 2.42 in the 4<sup>th</sup> class. The data seem to suggest that the students did not judge the rubric-referenced self-assessment of the 1<sup>st</sup> class as the most effective among those of each of the four classes.

**TABLE 4.8****Self-rated Total Essay Scores on 8 Drafts (N=19)**

Class	Draft	Minimum	Maximum	Mean	Standard deviation
1 <sup>st</sup>	1F	6.00	19.00	13.58	3.82
	1S	9.00	20.00	16.21	3.05
2 <sup>nd</sup>	2F	6.00	19.00	13.84	3.08
	2S	12.00	20.00	16.42	2.48
3 <sup>rd</sup>	3F	9.00	18.00	14.21	3.01
	3S	14.00	20.00	16.84	2.01
4 <sup>th</sup>	4F	9.00	18.00	14.53	2.84
	4S	12.00	20.00	16.95	2.22

**TABLE 4.9****Wilcoxon Matched Pairs Test of Self-rated Total Essay Scores on 8 Drafts****(N=19)**

Class	Draft	Z	Sig. (two-tailed)
1 <sup>st</sup>	1S – 1F	3.592	.000
2 <sup>nd</sup>	2S – 2F	3.428	.001
3 <sup>rd</sup>	3S – 3F	3.643	.000
4 <sup>th</sup>	4S – 4F	3.543	.000

Finally, the fact that the minimum total essay scores continually increased deserves attention. Table 4.2 shows that, with respect to total essay scores rated by teachers, the minimum score improved from 6.50 on 1F to 12.00 on 4S. In addition, as shown in Table 4.6, in each class, meaningful improvement was apparent between 1<sup>st</sup> and 2<sup>nd</sup> drafts in minimum total essay scores given by the teachers. Furthermore, Tables 4.4 and 4.8 reveal a similar trend in minimum total essay scores self-rated by students. These findings suggest that rubric-referenced self-assessment had a greater impact on the work of students who wrote poorly at the beginning of the study, supporting the results of previous studies on the effects of self-assessment training (Ross et al., 1999).

In summary, the comparisons of the total essay scores of 1F to 4S rated by both teachers and students showed that there was a meaningful improvement in students' writing following four rubric-referenced self-assessment lessons. Pertaining to the effects of self-assessment in each class, teachers' ratings showed that the largest impact of self-assessment took place in the first class, while students judged that there were similar impacts of self-assessment in each class. Finally, in considering the mean differences, standard deviations, and minimums of the total essay scores across four classes, one might conclusively state that rubric-referenced self-assessments exercised the greatest effect on weaker writers.

### **4.1.2 Improvement in Scores on Individual Criteria**

The present study also examined the relationships between self-assessment and each particular criterion included in the scoring rubric. As mentioned above, the rubric for self-assessment consisted of four criteria, including task completion, content, organization and language, with each graded out of 5. Table 4.10 lists the scores given by two teachers for each criterion on 1F and 4S. It shows that all the scores on each criterion increased after each rubric-referenced self-assessment. In the content section, the mean score improved the most (by 1.37 points), while in the language use section, it improved the least (by 0.73 points). The increases in mean scores with regard to task completion and organization were almost identical (by 1.23 points and 1.21 points respectively). The findings that the mean scores improved the most in the content and the least in the language use are consistent with those of Ross et al. (1999) and Andrade et al. (2008).

As shown in 4.10, the minimum scores improved in all four sections. The largest increase occurred with regard to task completion (by 2.50 points).

Table 4.11 shows that self-assessment maintained significant relationships with individual criteria scores. According to the results of the Wilcoxon matched pairs test, the p-value of all four criteria was statistically significant.

**TABLE 4.10**  
**Teacher Rated Scores on Individual Criteria (N=19)**

Criteria	Draft	Minimum	Maximum	Mean	Standard deviation
Task completion	1F	1.50	5.00	3.58	1.02
	4S	4.00	5.00	4.81	.38
Content	1F	1.50	4.50	2.89	.89
	4S	3.00	5.00	4.26	.69
Organization	1F	1.00	4.00	2.71	.96
	4S	2.50	5.00	3.92	.63
Language use	1F	2.00	4.50	2.95	.83
	4S	2.50	4.50	3.68	.61

**TABLE 4.11**  
**Wilcoxon Matched Pairs Test of Teacher Rated Scores on Individual Criteria**  
**(N=19)**

Criteria	Draft	Z	Sig. (two-tailed)
Task completion	4S – 1F	3.437	.001
Content	4S – 1F	3.716	.000
Organization	4S – 1F	3.590	.000
Language Use	4S – 1F	3.580	.000

Students' self-rated scores were analyzed to discern whether the scores for individual criteria improved after each of the four rubric-referenced self-assessments. As displayed in Table 4.12, in terms of mean scores, the students' ratings on task completion improved the most (by 1.05 points), organization the second most (by 0.89 points), content the third most (by 0.79 points), and language use the least (by 0.57 points). In comparing students' self-rated mean scores on individual criteria with those of the teachers, while task completion scores showed the biggest gain amongst students' ratings, content scores did so amongst the teachers' ratings. Also, language use scores increased the least in both the teachers' and students' ratings.

The maximum scores provided in 1F for all four criteria, as shown in Table 4.12, displayed little change. On the other hand, minimum scores increased in all four criteria.

Table 4.13 demonstrates that the p-value for all four criteria was statistically significant. In other words, when the statistical significance was analyzed using a Wilcoxon matched-pairs signed-rank test, it turned out that the rubric-referenced self-assessments were positively related to the quality of students' writing with respect to all four individual criteria. This finding suggests that the students considered the rubric-referenced self-assessments to have a positive effect on their writing within each individual section.



**TABLE 4.12**  
**Self-rated Scores on Individual Criteria (N=19)**

Criteria	Draft	Minimum	Maximum	Mean	Standard deviation
Task completion	1F	1.00	5.00	3.68	1.10
	4S	3.00	5.00	4.73	.56
Content	1F	2.00	5.00	3.47	1.17
	4S	4.00	5.00	4.26	.65
Organization	1F	2.00	5.00	3.42	1.07
	4S	3.00	5.00	4.31	.74
Language use	1F	1.00	5.00	3.00	.94
	4S	3.00	5.00	3.57	.76

**TABLE 4.13**  
**Wilcoxon Matched Pairs Test of Self-rated Scores on Individual Criteria**  
**(N=19)**

Criteria	Draft	Z	Sig. (two-tailed)
Task completion	4S – 1F	3.09	.002
Content	4S – 1F	2.879	.004
Organization	4S – 1F	3.002	.003
Language use	4S – 1F	3.051	.002

In summary, regarding the score on each criterion, both teachers' and students' ratings showed that rubric-referenced self-assessments had a positive effect on their writing within each individual section. In terms of mean scores of each criterion, in teachers' ratings, rubric-referenced self-assessment exercised the greatest effect on content and the least on language use, while, in students' ratings, the greatest on task completion and the least on language use.

### **4.1.3 Rise in the Total Number of Words**

In previous research, it has been claimed that language fluency, a key element, along with complexity and accuracy, necessary for second language development can be measured based on the word total of a writing assignment (Housen & Kuiken, 2009; Wolfe-Qunitero et al., 1998). In other words, there is a direct correlation between a rise in the total number of words and student's writing development. Based on this rationale, the total number of words of 1F was compared to that of 4S so as to inspect the development of writing quality following rubric-referenced self-assessments.

Tables 4.14 and 4.15 show that students' essays dramatically increased in length following rubric-referenced self-assessments. In fact, the mean score of 4S was almost twice that of 1F, which was statistically significant ( $p=.000$ ). Meanwhile, the minimum score of 4S increased threefold over that of 1F, while the maximum score almost doubled. Therefore, it is quite likely that self-assessment produced a positive effect for fluency, one of the most crucial

elements in students' writing.

**TABLE 4.14**

**Total Number of Words (N=19)**

Draft	Minimum	Maximum	Mean	Standard deviation
1F	20	127	69.89	30.97
4S	68	232	129.00	42.82

**TABLE 4.15**

**Paired *t*-Test of Total Number of Words (N=19)**

Draft	Mean	Standard deviation	Sig. (two-tailed)
4S – 1F	59.11	37.70	.000

In sum, evidence presented above, including increases in total essay scores, and scores on individual criteria, as well as increase in the total number of words, confirms the assertion that rubric-referenced self-assessments produce positive effects on students' writing.

## **4.2 Students' Perceptions about the Effectiveness of Rubric-referenced Self-assessment**

To describe how students perceived the effectiveness of rubric-referenced self-assessment (Research Question 2), this section provides findings pertaining to a close examination of the questionnaires, interviews and self-assessment diaries dwelling upon qualitative data. First, the survey consisted of twelve items, seven of which employed the 5-point Likert-type scale (Q1, Q2, Q3, Q6, Q8, Q11, Q12), two of which multiple-choice questions (Q4, Q10) and three of which open-ended questions (Q5, Q7, Q9). The responses<sup>10</sup> were categorized into three groups according to the question, 'in what aspects did students perceive the rubric-referenced self-assessment as effective?': improvement of writing (4.2.1), the benefits of teacher's instruction and feedback, and a self-assessment diary (4.2.2), and the aspect most affected (4.2.3). In this section, RSA refers to Rubric-referenced self-assessment and WSD to writing in a self-assessment diary.

### **4.2.1 Improvement of Writing**

Table 4.16 shows how the students perceived toward rubric-referenced self-assessment in terms of improvement of writing.

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<sup>10</sup> The responses written in Korean by the students were translated into English by the researcher.

**TABLE 4.16**  
**Students' Perceptions toward Rubric-referenced Self-assessment**  
**(Improvement of Writing) (N=19)**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Q1. I think the rubric-referenced self-assessment had a positive effect on my essay writing.	0 (0%)	0 (0%)	2 (10.5%)	8 (42.1%)	9 (47.4%)
Q2. I think my 2 <sup>nd</sup> draft improved after the rubric-referenced self-assessment on the 1 <sup>st</sup> draft in each class.	0 (0%)	0 (0%)	0 (0%)	11 (57.9%)	8 (42.1%)
Q3. I think my 4S (the 2 <sup>nd</sup> draft of the 4 <sup>th</sup> class) improved compared with my 1F (the 1 <sup>st</sup> draft of the 1 <sup>st</sup> class).	0 (0%)	0 (0%)	4 (21.1%)	10 (52.6%)	5 (26.3%)
Q4. Following four rubric-referenced self-assessment lessons, in which section do you think your writing improved the most, and in which the least? Please, write '1' in the bracket of the most improved section and '4' in the bracket of the least improved one.					

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	Task completion	Content	Organization	Language use
The Most	11 (57.9%)	4 (21.1%)	2 (10.5%)	2 (10.5%)
The Least	4 (21.1%)	0 (0%)	3 (15.8%)	12 (63.1%)

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Q5. If you think rubric-referenced self-assessment had a positive effect on your essay writing, why, or in what aspect?

**Reasons**

- (1) RSA made me realize my writing weaknesses. (8 students)
  - (2) RSA gave me the opportunity to reflect on or judge my writing from an objective perspective. (6 students)
  - (3) The rubric provided the chance for me to self-assess my writings objectively. (6 students)
  - (4) RSA helped me to think about how to improve my writing. (2 students)
  - (5) RSA helped me to realize the strengths and weaknesses of my writing. (1 student)
- 

Q11. I think I would have received higher scores on my last writing performance test if I had participated in rubric-referenced self-assessment lessons beforehand.

0	1	1	10	7
(0%)	(5.3%)	(5.3%)	(52.6%)	(36.8%)

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Q12. If given the chance, I believe I would participate in rubric-referenced self-assessment classes in the future.

0	0	1	10	8
(0%)	(0%)	(5.3 %)	(52.6%)	(42.1%)

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Q1 was given to investigate the students' general impressions of the effectiveness of RSA, wherein almost 90% of the students affirmed positive effects on their essay writings. Q2 was intended to examine if the students felt their 2<sup>nd</sup> draft improved after RSA of the 1<sup>st</sup> draft in each class, wherein they all responded positively. This concurs with the fact that the mean differences between 1<sup>st</sup> and 2<sup>nd</sup> draft scores in each class, as rated by students, were around 2 (1<sup>st</sup> class 2.64, 2<sup>nd</sup> class 2.58, 3<sup>rd</sup> class 2.63, and 4<sup>th</sup> class 2.42), as shown in Table 4.8. However, concerning Q3, used to discern whether students thought that 4S had improved compared to 1F, 20% of the students selected 'Neither agree nor disagree.' This could signify that even though some students were convinced of the effectiveness of RSA, in terms of the writing of the 2<sup>nd</sup> draft conducted right after RSA of the 1<sup>st</sup> draft in each class, they did not necessarily feel that their writing quality had improved noticeably overall. This fact could be due to the brevity of the period within which the lessons were conducted, the essay topics, or perhaps even a lack of individual practice. In any case, further investigation is required to discern the actual cause of this particular finding.

Q4 was designed to inspect in which section the students felt their writing improved the most and least following RSAs. Almost 60% of the students answered that they felt their writings improved the most with regard to 'task completion' and the least with regard to 'language use.' The same held for scores on individual criteria rated by the students (See Table 4.12). Perhaps the reason why they chose 'task completion' as the area of greatest improvement might be that the standards of 'task completion' are relatively easy to satisfy. That is, 'task

completion' simply demanded the fulfillment of five clear requirements, making it relatively easy to attain a perfect score. Next, perhaps the reason why students selected 'language use' as the area of least improvement might be that 'language use' is a difficult skill to develop on one's own, as it deals with 'grammar' and 'vocabulary,' which Korean high school students feel to be the most difficult areas in studying English.

To Q5,<sup>11</sup> inquiring as to the reason why students felt RSA had a positive influence on their essay writing, six students responded that RSA helped them to objectively reflect on their writing. In addition, eight students stated, 'RSA made me realize my writing weaknesses,' and one student, 'RSA helped me to realize the strengths and weaknesses of my writing.' Accordingly, the effects of RSA could be summarized as follows: 'RSA was helpful because it allowed students to objectively reflect on and improve their writing by helping them to realize its strengths and weaknesses.'

It was also observable that 'The rubric provided the chance to self-assess my writings objectively' was put forth by six students. This finding suggests that students were generally aware of the effect of rubric use in self-assessment. This strongly supports the results of previous studies on the positive effects of the use of rubrics in improving the quality of assessment (Arter & Mctighe, 2001;

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<sup>11</sup> Students could write their opinions freely for open-ended questions (Q5, Q7, and Q9). Thus, some responses were difficult to understand or quite removed from the intention of the question. In addition, while some students provided as many as two to three opinions or more for a single question, others answered rather briefly. As displayed in Tables 4.16 and 4.17, it is written in brackets how many students mentioned each answer to a question.



Bushing, 1998; Hafner & Hafner, 2003; Jonsson & Svingby, 2007; Perlman, 2003).

In addition to the responses to the survey questionnaire, the following interview and diary excerpts, (D-1)<sup>12</sup>, (D-2), (D-3), (I-1)<sup>13</sup>, and (I-2), provide more concrete evidence attesting to the fact that students truly believed that the quality of their work had improved<sup>14</sup>.

(D-1) *Compared to last class, I could complete my work in less time and it seemed like my writing flowed more naturally.*

*(Student O, 3<sup>rd</sup> Class)*

(D-2) *I am happy that I'm using the dictionary less than before, and I feel more comfortable doing my work. My writing has become longer, and I find myself trying to use various constructions in composing sentences.*

*(Student J, 4<sup>th</sup> Class)*

(D-3) *I was surprised to find that my supporting ideas became more specific.*

*(Student G, 4<sup>th</sup> Class)*

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<sup>12</sup> 'D' stands for 'Diary.'

<sup>13</sup> 'I' stands for 'Interview.'

<sup>14</sup> The opinions in self-assessment diaries and interviews, which were written or spoken in Korean, were translated into English by the researcher.

(I-1) *The organization of my writings became much better. The writing unfolded systemically, arranged with an introduction, body, and conclusion. I was able to use supporting ideas more abundantly.*

*(Student E, June 11<sup>th</sup>, 2013)*

(I-2) *I think my writing has gotten much better. I have come to use more various and higher level words in my writing. In addition, it is much longer and richer in content.*

*(Student Q, June 13<sup>th</sup>, 2013)*

#### **4.2.2 Benefits of Teachers' Instruction and Feedback, and a Self-assessment Diary**

As shown in Table 4.17, the students' responses in the questionnaires revealed that students perceived benefits of teacher's instruction and feedback, and a self-assessment diary on effective rubric-referenced self-assessment.

**TABLE 4.17**  
**Students' Perceptions toward Rubric-referenced Self-Assessment**  
**(Benefits of Teachers' Instruction and Feedback,**  
**and a Self-assessment Diary) (N=19)**

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Q6. I think the teacher's instructions on how to self-assess and the feedback regarding my self-assessment diary were helpful.				
0	0	0	13	6
(0%)	(0%)	(0%)	(68.4%)	(31.6%)

Q7. If you think the teacher's instructions on how to self-assess and the feedback regarding your self-assessment diary were helpful to you, why do you think this was so?

***Reasons***

- (1) The teacher's instruction helped me to self-assess my writings in a more detailed manner. *(9 students)*
- (2) The teacher's instruction helped me to self-assess my writings more objectively. *(2 students)*
- (3) The teacher's concrete examples helped me to understand the rubric better. *(2 students)*
- (4) The teacher explained how to self-assess. *(2 students)*

- 
- (5) The teacher's feedback in the self-assessment diary helped me to realize the weaknesses of my writing. (2 students)
  - (6) The teacher's instruction helped me to self-assess my writings more accurately. (1 student)
  - (7) When I asked, the teacher explained how to self-assess in detail. (1 student)
  - (8) The teacher's instruction made me reflect on how I self-assessed. (1 student)
  - (9) The teacher's feedback in the self-assessment diary helped me to improve my writing for the next time. (1 student)
- 

Q8. I think that writing in a self-assessment diary was helpful to my writing and further self-assessment.

0	1	4	10	4
(0%)	(5.2%)	(21.1%)	(52.6%)	(21.1%)

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Q9. If you think writing in a self-assessment diary was helpful to your writing and further self-assessment, why do you think so?

**Reasons**

- (1) WSD allowed me to reflect on the weaknesses in my writing and improve them in the following classes. (9 students)
- (2) WSD allowed me to reflect on how I self-assessed my writings. (6 students)
- (3) WSD allowed me to better remember which sections (aspects) I should improve next. (2 students)

- (4) WSD helped me to realize the weaknesses and strengths in my writing and gain self-confidence over time. *(1 student)*
  - (5) WSD helped me to notice how my writing changed and what I should do in future classes to improve. *(1 student)*
  - (6) WSD helped me to compare my writing over different classes and examine what aspects of my writing had improved. *(1 student)*
  - (7) WSD helped me to improve my writing for the next time. *(1 student)*
  - (8) WSD helped me to try harder next time. *(1 student)*
- 

Q6, Q7, Q8, and Q9 were intended to inquire as to the effectiveness of employing self-assessment instruction and feedback as well as writing in a self-assessment diary in rubric-referenced self-assessment lessons.

The responses to Q7 were grouped into ten opinions. In general, the most frequent response was, ‘The teacher’s instruction helped me to self-assess my writing in a more detailed, objective, and accurate manner’ (12 out of 22 students).’ Although students differed in the use of the terms ‘detail,’ ‘objective,’ or ‘accurate,’ it seemed that, overall, ‘the rubric itself was not sufficient for self-assessment,’ even though they had already admitted the effectiveness of the rubric. Indeed, other responses, such as, ‘The teacher’s concrete examples helped me to understand the rubric better (1 student)’ and, ‘The teacher explained how to self-assess (1 student),’ also lend credence to this claim. Hence, considering the above responses, it seems reasonable to conclude that the teacher’s instruction was an essential component in students’ self-assessment of their

writing. This assertion accords with the findings of previous literature on the impacts of instruction or training in self-assessment (McDonald & Boud, 2003; Nicol & Macfarlane-Dick, 2006; Orsmond et al., 2000; Stefani, 1998; Taras, 2001).

The students were also positive about the effectiveness of feedback. With regard to the teachers' feedback, the students remarked, 'The teacher's feedback in the self-assessment diary helped me to think about my weaknesses (2 students) and improve my writing for the next time (1 student).' This result also concurs with arguments in previous studies that feedback gives students a clear understanding of standards and helps them to develop assessment skills (Nicol & Macfarlane-Dick, 2006; Ross et al., 1999; Taras, 2010).

To Q9, the students responded that WSD was helpful because, 'It helped me to think about how I self-assessed my writings and improve my writing by pointing out my weaknesses (18 students).' This response indicates that the students clearly felt writing in a self-assessment diary had a positive effective on their writing. Of further note, students mentioned the strengths of WSD, stating, 'WSD helped me to notice how my writing changed and what I should do in future classes to improve (1 student)' and 'WSD helped me to compare my writing over different classes and examine what aspects of my writing had improved (1 student).' In other words, writing in a self-assessment diary enabled the students to look back on what they did and make a plan for improvement. Moreover, WSD helped them 'notice' the changes in their writing (1 student) and 'remember better' which sections they should improve the next time (1 student).

These responses provide useful evidence to further support Oscarson’s (1989) view that WSD is an effective component in students’ self-assessment because it acts as a part of formative feedback.

### 4.2.3 Most Affected Aspect of Writing

To investigate how students perceived the effectiveness of rubric-referenced self-assessment, students were asked to respond to Q10 of questionnaires, which enquired as to what aspect of RSA affected them the most, as shown in table 4.18.

**TABLE 4.18**

**Students’ Perceptions toward Rubric-referenced Self-Assessment**

**(Most Affected Aspect of Writing) (N=19)**

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Q10. Following four rubric-referenced self-assessment lessons, in which aspect did the rubric-referenced self-assessment affect you the most?

Writing ability	Self-confidence	Motivation	Others
8 (42.1%)	9 (47.4%)	2 (10.5%)	0 (0%)

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Therein, it was reported that ‘Self-confidence’ was the most affected (47% of students), ‘Writing ability’ the second most (42%), followed by ‘Motivation’ (10%). This result is quite similar to that of Butler and Lee’s (2010) study, where the students also chose ‘Self-confidence’ as the most significant effect of self-assessment. However, the question choices were confined to affective domains

(e.g. anxiety, self-confidence, and motivation) in their study, whereas the question of the present study aimed to inspect whether students thought they improved most with respect to writing ability itself or affective domains. Even though affective domains became the most significant aspect influenced by RSAs, accounting for 58% of the responses ('Self-confidence' plus 'Motivation'), 'Writing ability' was also one of the aspects most powerfully affected (42% of students). Also, it was noteworthy that 8 of 10 students who averaged between 15.75 to 18.13 points on total essay scores throughout the four classes selected 'Writing ability' as the most influenced aspect. In other words, the students who chose 'Writing ability' as the aspect most affected by RSA were the ones with higher writing scores, while those selecting 'Self-confidence,' or 'Motivation' were ones with lower scores.

In summary, following rubric-referenced self-assessment lessons, students perceived their effectiveness with the help of teacher's instruction and feedback, and keeping a self-assessment diary. Also, they believed their writing quality had improved and that they were most affected relative to the aspects of writing ability or affective domains. In Section 4.3, the present study examines how the students' learning strategies and attitudes changed following rubric-referenced self-assessments.



## **4.3 Development of Effective Learning Strategies and Positive Attitudes toward Writing**

As examined in Section 2.3, existing research has demonstrated that self-assessment promotes students' self-regulated learning. In addition, some of the literature has stipulated that self-assessment covers all three domains of self-regulated learning, namely, metacognitive domain, cognitive domain, and affective domain (Butler & Lee, 2010; Dann, 2002; Paris & Paris, 2001). Drawing on the findings of previous studies, this section examines the changes in students' learning strategies and attitudes toward their writing in light of these three domains, employing the students' interviews, self-assessment diaries, and self-assessment comments on the essay papers. Detailed explanations for each domain are presented in each corresponding section, while each of these is categorized into subsections based on the data, referring to the subclassifications of each domain found in the study of Butler and Lee (2010).

### **4.3.1 Metacognitive Domain**

In terms of metacognitive domain, self-regulated learners plan, set goals, organize, self-monitor, and self-evaluate while processing their writing. In the present study, the metacognitive domain was identifiable in terms of three categories: (1) Evaluating personal state by reflecting on writings, (2) Monitoring writing process and progress, and (3) Awareness of goals and

expectations.

### **(1) Evaluating Personal State by Reflecting on Writings**

Most of the students reported that they came to discover their strengths and weaknesses by reflecting on their writing after the rubric-referenced self-assessments, as shown in the interview excerpts (I-3), (I-4), and (I-5) below.

(I-3) *I think it was effective. That's because I could **identify the weaknesses** in my writings through rubric-referenced self-assessments. Also, it **gave me an opportunity to reflect on my works** and make an effort to improve my writing over the following classes.*

*(Student K, June 11<sup>th</sup>, 2013)*

(I-4) *I think it was very helpful. Before doing rubric-referenced self-assessments, I didn't know why I received imperfect grades on my work. However, through rubric-referenced self-assessing, I came to **realize my weaknesses and what areas I have to work on**. So, I could improve my writing over the following classes.*

*(Student C, June 13<sup>th</sup>, 2013)*

(I-5) *I like the self-assessment. By self-assessing with the rubric, I came*

*to know in what areas I had weaknesses and strengths. While revising my work in the following classes, I found that my writings became much better. I thought to myself that this was really amazing.*

*(Student I, June 13<sup>th</sup>, 2013)*

## **(2) Monitoring Writing Process and Progress**

In the interview, some of the students commented on how they could now monitor their progress much more effectively. They admitted that this was possible because the rubric provided them with an objective way to look at their works.

(I-6) *With the help of the rubric, I was able to **check my writing objectively, as if it was someone else's, which, again, made me monitor my writing progress and give myself feedback on it.***

*(Student N, June 13<sup>th</sup>, 2013)*

(I-7) *Before doing the rubric-referenced self-assessment, I could not confirm which areas of my work were weak. Through rubric-referenced self-assessment, I was able to **look at my use of vocabulary, conjunctions, and connective words.** From content to punctuation, I could **check my work with a rubric** and I thought this helped me a lot.*

*(Student A, June 13<sup>th</sup>, 2013)*

Comparing the self-assessment comments given by student A about her essay paper in the first class with those in the fourth class provides more evidence that students were monitoring their writing progress. As shown in Figure 4.1 and 4.2, her comments and self-feedback on her essays<sup>15</sup> became more concrete and detailed as the rubric-referenced self-assessment lessons progressed.

**FIGURE 4.1**

**A Sample of Self-assessment of Essay Papers (Student A, 1<sup>st</sup> Class)**

- *Task completion*: 4 points, could not meet the 3<sup>rd</sup> condition
- *Content*: 5 points, gave three supporting ideas and examples
- *Organization*: 5 points, used connective words appropriately
- *Language use*: 4 points, used participle construction appropriately,  
though not a variety of expressions

**FIGURE 4.2**

**A Sample of Self-assessment of Essay Papers (Student A, 4<sup>th</sup> Class)**

- *Task completion*: 5 points, met all five conditions
- *Content*: 3 points
  - supporting idea 1: natural phenomenon → Teenagers' hearts fluttered
  - supporting idea 2: made friends with the same interest → became excited

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<sup>15</sup> Self-assessment comments and self-feedback on the essays, which were written in Korean, were translated into English by the researcher.

because I met friends at the concert who could talk  
about the same interest

- supporting idea 3: broke the ice and became friendly, talking about the  
entertainment → at first awkward, though later  
became familiar

⇒ supporting idea 3 was not suitable because it was similar to supporting  
idea 2 and the content was not specific.

- *Organization*: 5 points, the writing was organized with three supporting ideas as shown in ①, ⑦, and ⑫. Appropriate connective words were used like ③ and ⑬ (for showing time), ① and ⑥ (for commenting on reasons) and ⑧ (for expressing examples).
- *Language use*: 3 points, parallel structure and subject-verb-object-object complement structure were used properly. However, the sentence length was generally short and the vocabulary level was low.

From Student B's self-assessment notes throughout four classes, it can be observed that he also was monitoring his writing process quite closely. It seemed that he came to understand the guidelines for each criterion better, as he assessed his works much more accurately and in greater detail in the 3<sup>rd</sup> class, compared with the 1<sup>st</sup> class.

### FIGURE 4.3

#### A Sample of Self-assessment of Essay Papers (Student C, 1<sup>st</sup> Class)

- *Task completion*: 5 points, met all five conditions
- *Content*: 4 points, generally effective and concrete supporting ideas, though more explanations should have been given in greater depth
- *Organization*: 4 points, no variety of connective words were used, not generally logical
- *Language use*: 5 points, various grammar used, no grammatical errors

### FIGURE 4.4

#### A Sample of Self-assessment of Essay Papers (Student C, 3<sup>rd</sup> Class)

- *Task completion*: 5 points, met all five conditions
- *Content*: 4 points, the first provided supporting idea, and the third supporting idea suggested by myself were logically expressed. However, when describing the second supporting idea, my argument was somewhat far removed from its core idea, ‘gain more knowledge,’ though it was related to the third supporting idea.
- *Organization*: 5 points, without errors, connective words used to join sentences, such as by, or, unfortunately, because, first, and second, were used appropriately.
- *Language use*: 4 points, appropriate relatives, present particles and “there is (are)~,” “one of the~” construction and other correct

grammar were used. However, a low variety in vocabulary of connective words for ordering and prepositions was employed. Nevertheless, these are not serious enough to greatly undermine the quality of the work.

In the case of Student P, her consistent monitoring of her writing progress in terms of vocabulary and grammar was detected in her self-assessment diary throughout the classes. Her self-assessment diary and interview also revealed that ‘she realized that vocabulary and grammar are essential for good writing, thus setting a goal to improve these and devising an appropriate study plan.’

**FIGURE 4.5**

**A Sample of Self-assessment Diaries (Student P, 2<sup>nd</sup> Class)**

Self-Assessment Diary			
Lesson No.	2 <sup>nd</sup>		
Date	May. 31 <sup>st</sup> , 2013		
Test Result by Self-assessment	Criterion	Score	
		1 <sup>st</sup> draft	2 <sup>nd</sup> draft
	Task completion	3	3
	Content	4	4
	Organization	5	5
Language use	3	2	

	Total score	15	14
How I did in this class	<i>I had to look up many vocabulary words and I felt deficient in many areas of English, such as arranging the words.</i>		
What difficulties I had	Even though I felt that I was poor at English grammar and needed to study it, I did not do it. <i>Through this class, I realized once again that I have to make an effort to memorize words and grammar.</i>		
In what aspect I improved	<i>After assessing the 1<sup>st</sup> draft using the rubric, I became aware of what words I should use and how I should use these words in a certain context.</i>		
What I intend to do in the next class	<i>I'll apply myself to studying grammar and vocabulary so that in the next class I will not have difficulty writing.</i>		
Feedback	You seem to come to realize that you need to put more effort in grammar and vocabulary to improve your works in this class. I think that looking through closely 'language use' section in your rubric will help you to understand how you should study grammar and vocabulary for high quality works. I believe that your effort will be rewarded.		

(I-8) *No matter what grades I got on other criteria, I could not get a high total score on the essay due to a low score in 'language use.'* ***Surely, without knowledge of grammar and vocabulary, I cannot produce high quality work. So, I decided to study grammar and vocabulary and I started to study them for two hours per day with***



*workbooks. I would love it if, after a year of doing self-assessment, I could get much better grades.*

*(Student P, June 12<sup>th</sup>, 2013)*

### **(3) Awareness of Goals and Expectations**

As examined in the responses of the survey questionnaire, students were well aware of the critical role of the ‘rubric’ in self-assessment. It was evident that, as shown in excerpts (I-9), (I-10), and (D-4), students came to understand the value of writing goals, setting directions, and what teachers expect in their writing with the help of the rubric.

(I-9) *Thanks to the rubric, I could understand what teachers wanted in the works. The rubric helped me identify strengths and weaknesses in my writings.*

*(Student O, June 12<sup>th</sup>, 2013)*

(I-10) *It seems that the rubric was very helpful for self-assessment. With the help of the guidelines given by the rubric, I could analyze my work objectively. I think that **the rubric played a significant role in providing ‘direction’ in essay writing.***

*(Student M, June 13<sup>th</sup>, 2013)*

(D-4) *If I have a chance to write an English essay in the future, I will write my work, keeping in mind the criteria in this rubric.*

*(Student B, 4<sup>th</sup> Class)*

### **4.3.2 Cognitive Domain**

In this section, cognitive domain falls into two subsections: (1) Understanding how much effort students should put into tasks so as to accomplish their goals, and (2) Developing effective task strategies. According to Zimmerman (1986), self-regulated learners initiate learning themselves to achieve their goals and show extraordinary effort and persistence. In addition, for this effort to be effective, they take control of their environment to optimize their learning following rubric-referenced self-assessments. Here, ‘control of the environment’ refers to deployment of specific methods or strategies, which range from seeking teacher’s advice, information, and skills, to maintaining attention and focus.

#### **(1) Understanding How Much Effort Students Should Put into Tasks to Accomplish Their Goals**

Excerpts (D-5), (D-6), and (D-7) display that students realized which area they need to apply greater effort so as to enhance writing quality. It is also noteworthy that student Q of excerpt (D-7) thought of the strategy of ‘writing

down my ideas as soon as they occur’ by being aware that she ‘needs to think about supporting ideas more deeply.’

(D-5) *I felt that I certainly **need to study grammar** for composing sentences.*

*(Student R, 2<sup>nd</sup> Class)*

(D-6) *It seems that I have realized how to better construct English essays by taking part in these lessons. However, for a higher quality of work, I feel I **have to use vocabulary more diversely**, as appropriate for the context.*

*(Student H, 3<sup>rd</sup> Class)*

(D-7) *I came to know that I need to think about supporting ideas more deeply and that it is more useful to write down my ideas as soon as they occur to me. I will look up more connective words after this class so as not to be given such low marks in the area of ‘organization.’*

*(Student Q, 2<sup>nd</sup> Class)*

## **(2) Developing Effective Task Strategies**

The Excerpts (D-8), (D-9), (D-10), and (D-11) below display that students

developed task strategies including asking questions to the teacher, looking up words and grammatical expressions on the internet, maintaining focus, and continual practice.

(D-8) *I will ask the teacher if what I wrote is grammatically correct or not. After this class, I will ask about a lot of things that made me confused while completing my work!*

*(Student I, 4<sup>th</sup> Class)*

(D-9) *I decided to focus on more various sentence structures, and I will practice this at home, such as 'It ~ that,' 'so ~ that,' and 'too~ to.'*

*(Student E, 2<sup>nd</sup> Class)*

(D-10) *I wanted to use words appropriate for the context of the class, so when I went back home, I searched for vocabulary words and expressions as well as sentence structures on the Internet, and I came across new words unexpectedly.*

*(Student L, 2<sup>nd</sup> Class)*

(D-11) *When I self-assessed my work with the rubric, I came to know that I should pay attention to subject-verb agreement. I missed that part while writing my work in today's class, but I expect to meet that condition in the next class. Also, I will look up the use of*

*prepositions such as 'to,' 'of,' and 'at' after the class.*

*(Student N, 2<sup>nd</sup> Class)*

### **4.3.3 Affective Domain**

As examined in section 4.2, when asked which aspect they thought was affected the most after four rubric-referenced self-assessment lessons (Q10), more than half of the students chose affective domains, including self-confidence and motivation. When asked the same question in the interview, they reported a wider variety of affective factors; they came to feel confident, motivated, less anxious and more interested in writing essays in English. The excerpts from the interviews below describe positive changes in students' affective domains more precisely.

#### **(1) Self-confidence**

(I-11) *Before doing the rubric-referenced self-assessment, I did not have any self-confidence in essay writing at all. However, through the self-assessment, I have come to know the strengths and weaknesses of my writing, and have improved my writing by practicing repeatedly. Now, I **have self-confidence** in my writing!*

*(Student B, June 11<sup>th</sup>, 2013)*

(I-12) *The rubric-referenced self-assessment helped me understand in what areas I am lacking and what I need to do to improve my writing. I **feel confident** in writing and that now 'I am able to write a good quality essay!'*

*(Student K, June 13<sup>th</sup>, 2013)*

(I-13) *At first, I thought to myself, "How can I write an English essay? I can't!" But after doing rubric-referenced self-assessments, I **gained self-confidence** and felt a desire to get a good grade on the work.*

*(Student S, June 11<sup>th</sup>, 2013)*

## **(2) Motivation**

(I-14) *With the use of the rubric, I could figure on what criterion I was insufficient and this gave me **the motivation to put in more efforts to get a better grade** on that criterion.*

*(Student F, June 12<sup>th</sup>, 2013)*

(I-15) *Before participating in the self-assessment classes, I thought that assessing my writing by myself was too difficult a task. However, through the rubric-referenced self-assessments, I realized that my writing could surely improve. Besides, I **am motivated to enhance my capability to write high quality essays** by spending more time*

*on rubric-referenced self-assessment in the future.*

*(Student A, June 13<sup>th</sup>, 2013)*

### **(3) Less Anxiety**

(I-16) *The self-assessment with the rubric eased my mind so much. I have been able to think of a wide range of writing themes and get a feel of how I can write essays logically. I am sorry I have to stop this practice. I believe that rubric-referenced self-assessment could be very helpful if continued over a prolonged period of time.*

*(Student L, June 11<sup>th</sup>, 2013)*

(I-17) *I am no longer afraid of writing essays. Before participating self- assessment, I was so worried about the vocabulary, grammar, and organization of my writing that I could not set to work. However, through these practices, I am more confident and am no longer nervous about my writing any more.*

*(Student E, June 12<sup>th</sup>, 2013)*

### **(4) Interest**

(I-18) *I became more interested in English itself. To me, English had been a very difficult and boring subject before taking part in these*

*classes. Through these lessons, I came to realize that English is a pretty interesting subject. I believe that I will study English harder in the future.*

*(Student M, June 12<sup>th</sup>, 2013)*

In summary, the data from students' interviews, self-assessment diaries, and self-assessment comments on the essay papers revealed that students developed effective learning strategies and positive attitudes toward writing. Rubric-referenced self-assessments made it possible for students to internalize the standards of good quality writing, learn to reflect on their work, evaluate their effort, and develop task strategies, which led to students' enhanced self-confidence, motivation, and interest. As per the cyclical relationship of the three domains, students satisfied with their accomplishments set additional goals in their writing and continually strived to achieve them.

Meanwhile, drawing from the findings of other previous studies (Schunk, 1996; Zimmerman, 1986, 2000), the developments observed in the students' learning strategies and attitudes act as meaningful evidence demonstrating that rubric-referenced self-assessments allowed students to 'regulate' their learning more effectively and take initiative toward accomplishing further learning goals.

Therefore, it seems reasonable to conclude that rubric-referenced self-assessments positively affected students' learning strategies and attitudes toward promoting self-regulated learning, which strongly supports the results of previous studies that have demonstrated how rubric-referenced self-assessment



promotes self-regulated learning (Butler & Lee, 2010; Harris, 1997; Paris & Paris, 2001).

## **CHAPTER 5**

### **CONCLUSION**

The present study investigated the possibility of implementing rubric-referenced self-assessment as a means of enhancing learning in Korean EFL high school classes. Section 5.1 summarizes the major findings of the present study, while Section 5.2 discusses its pedagogical implications. Finally, section 5.3 presents the limitations of the present study and suggestions for future research.

#### **5.1 Summary of Major Findings**

The purpose of the present study was to examine how rubric-referenced self-assessment affected students' writing quality, how the students perceived the use of rubric-referenced self-assessment in writing classes, and how rubric-referenced self-assessment influenced students' learning strategies and attitudes toward their writing. For this study, nineteen high school students participated in four rubric-referenced self-assessment lessons over two weeks. With regard to the research questions put forth in this paper, the major findings are summarized in the following paragraphs.

First, with regard to the first research question<sup>16</sup>, the scores of the 1<sup>st</sup> drafts of the 1<sup>st</sup> class were compared to those of the 2<sup>nd</sup> drafts of the 4<sup>th</sup> class and analyzed

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<sup>16</sup> 'Does rubric-referenced self-assessment have an effect on students' writing quality?'

using a sample paired *t*-test or a non-parametric Wilcoxon matched-pairs signed-rank test in terms of total essay scores, scores on each criterion, and total number of words. Ratings given by two teachers respectively showed that there was meaningful improvement in total essay scores, while the most improved criterion was content, and the least was language use, coinciding with the results of previous studies on the effects of rubric-referenced self-assessment on writing (Andrade et al., 2008; Ross et al., 1999). In addition, there was a noticeable increase in total number of words, demonstrating that students' writing fluency improved.

Regarding the second research question,<sup>17</sup> the qualitative analyses of the survey questionnaires, interviews and self-assessment diaries showed that students perceived the use of rubric-referenced self-assessments in writing classes as effective because they believed it improved their writing quality, and that it was further reinforced by teacher's instruction and feedback, and keeping a self-assessment diary. Also, they perceived that they were most affected relative to the aspects of writing ability or affective domains such as motivation and self-confidence.

Pertaining to the third research question<sup>18</sup>, through qualitative analyses, it was revealed that rubric-referenced self-assessments exercised a positive influence on students' learning strategies and attitudes. By way of rubric-

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<sup>17</sup> 'How do students perceive the use of rubric-referenced self-assessment in writing classes?'

<sup>18</sup> 'How does rubric-referenced self-assessment influence students' learning strategies and attitudes toward their writing?'

referenced self-assessments, students developed effective learning strategies to improve their writing in the metacognitive and cognitive domains. In addition, the students reported that they came to feel confident, motivated, less anxious, and more interested in writing essays in English. The claim that the changes detected in students' learning strategies and attitudes promoted self-regulated learning is supported by the findings of previous studies (Butler & Lee, 2010; Harris, 1997; Paris & Paris, 2001).

Taking into account the favorable effects of the rubric-referenced self-assessment on student's writing quality, their positive perceptions on the use of it in writing classes, and the improvement of their learning strategies and attitudes toward writing, the present study presents empirical evidence that rubric-referenced self-assessment can be implemented as a useful tool to enhance students' learning in a Korean EFL high school class.

## **5.2 Pedagogical Implications**

As stated in Chapter 1, self-assessment, as an alternative form of formative assessment, has not gained much attention with regard to a Korean EFL context. This is largely due to the fact that there exists little empirical evidence displaying its quality as a tool for formative purposes in the classroom. In considering this point, the present study focused on the pedagogical implications of the rubric-referenced self-assessment as a means of improving students' learning as a prerequisite for its implementation in classes.

First, rubric-referenced self-assessment has the potential to ‘promote students’ learning.’ When rubric-referenced self-assessment is implemented as a part of formal assessment procedure, it is of little significance whether students are sufficiently accurate in their self-assessments. Indeed, the present study demonstrated that as a formative tool, rubric-referenced self-assessment enhances students’ learning by helping them to develop effective learning skills and positive attitudes (Boud & Falchikov, 1989).

Second, with the respect to the fact that many Korean secondary school students are passive learners primarily concerned with getting good marks, rubric-referenced self-assessment can effectively help them to become a ‘self-regulated learners,’ which, along with ‘promoting students’ learning,’ supports the educational goal of constructivism. Since rubric-referenced self-assessment concerns both reflection and evaluation of one’s work, it helps students to accurately locate their own strengths and weaknesses and allows them to think clearly about what they need to do to accomplish their goals, enhancing their motivation and self-efficacy so as to improve learning overall. Within this process, students can develop a sense of autonomy and responsibility in their learning; consequently, they may become independent learners in control of their own learning.

Third, by involving students in rubric-referenced self-assessment, teachers blur the distinction between instruction and learning, transforming classroom

assessment into student-centered learning (Zessoules & Gardner, 1991). Moreover, through responses to the feedback regarding self-assessment, teachers may understand students' affective states, use of strategies, and goals. Ultimately, this facilitates teacher-student interaction, while also alleviating some of the burden of assessment for teachers.

Finally, for effective rubric-referenced self-assessment to occur, teachers should keep in mind the followings points before implementing rubric-referenced self-assessment. First, teachers should be aware that students are certainly capable of assessing their own work and providing cognitive and affective evaluation according to particular standards, as supported by the findings of previous studies, where there was developmental improvement in self-assessment in students aged 8 to 12 (Paris & Newman, 1990; Van Kraayenoord & Paris, 1997). Second, teachers should fully understand the reason why they are conducting this method of evaluation. Third, teachers need to apply some strategies for making students take self-assessment seriously.

It is clear that with proper preparation by teachers for the implementation of rubric referenced self-assessment, it can be a good 'alternative' to traditional assessments by fostering self-regulated learning and a student-centered learning context, enhancing students' learning overall. Therefore, one might hope that, in the future, English teachers will generously apply rubric-referenced self-assessment in an EFL writing context.

### **5.3 Limitations and Suggestions for Future Research**

There are some limitations apparent in the present study. First, the period in which the practical portion of the study was carried out was relatively brief: students of the present study were asked to participate in only four rubric-referenced self-assessment classes. Therefore, to attain more comprehensive understanding of the effects of rubric-referenced self-assessment, research should be conducted across a longer period of time.

Second, the essay classes employed only one kind of essay style: the ‘persuasive essay.’ Thus, whether rubric-referenced self-assessment may hold the same effects with respects to other kinds of essays, such as narrative, descriptive, or expository essays, is a matter yet demanding further study.

Third, the subjects participating in the practical portion of this study were relatively few. In order to obtain results that can be more readily generalizable, research conducted with a greater number of subjects is required.

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# APPENDICES

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## APPENDIX 1.

### Rubric for Self-assessment

score	Task Completion	Content	Organization	Language Use
	<p>* Meeting the 5 requirements</p> <p>(1) Persuasive writing with 80-120 words</p> <p>(2) Clear introduction</p> <p>(3) Took a position on the issue ('agreement' or 'disagreement')</p> <p>(4) Added one reason to support the main idea in addition to the two already given</p> <p>(5) Clear conclusion</p>	<p>* Clear main idea</p> <p>* Relevant and detailed content or examples of the main idea</p> <p>* Provided adequate supporting details in a coherent and developed manner</p>	<p>* Clear topic sentence, supporting details and concluding sentence</p> <p>* Logical progression of main idea</p> <p>* appropriate cohesive devices</p>	<p>* Few errors in grammar and spelling</p> <p>* Appropriate and various use of vocabulary and expressions</p>
5	<p>Completely addressed the task</p> <p>(met the 5 requirements)</p>	<p>Provided relevant and detailed content in a coherent and thoroughly developed manner</p>	<p>Developed an introduction, body, and conclusion completely.</p>	<p>Few grammar or spelling errors.</p> <p>Correct and appropriate use of</p>

			Sequenced main idea logically using appropriate cohesive devices.	various vocabulary and expressions
4	Made a reasonable attempt and addressed the work almost completely (met 4 out of 5 requirements)	Provided relevant content in a mostly coherent and developed manner	Developed introduction, body, and conclusion almost completely. Sequenced main idea mostly logically using fairly appropriate cohesive devices.	Some grammar or spelling errors, but they do not disrupt communication of main idea. Almost all correct and appropriate use of vocabulary and expressions
3	Made a reasonable attempt but addressed the work incompletely (met 3 out of 5 requirements)	Provided some relevant content, but in a somewhat incoherent or undeveloped manner	Developed introduction, body, and conclusion incompletely. Sequenced main idea illogically using somewhat inappropriate cohesive devices.	Some grammar or spelling errors, which can disrupt Communication of main idea. Some control of vocabulary and expressions, although errors



				affect  communication of  main idea
2	Made a poor attempt and addressed the work incompletely (met 2 out of 5 requirements)	Provided irrelevant content in an incoherent and undeveloped manner	Developed incomplete organizational structure.  Illogical progression of main idea	Many errors in grammar, spelling, and the use of vocabulary and expressions, which can negatively affect communication of main idea
1	Failed to address the work (met 1 or 0 out of 5 requirements)	Failed to provide relevant content	Failed to develop an organizational structure.  (and/or) Main idea not evident	Persuasive errors in grammar, spelling, and the use of vocabulary and expressions, which can significantly disrupt communication of main idea

## 자기평가를 위한 루브리

점수	과제완성도	내용	조직	언어사용
	<p>* 주어진 5개의 조건을 만족시키는 것</p> <p>(1) 설득적 글쓰기를 80-120 단어로 기술</p> <p>(2) 서론 제시</p> <p>(3) 자신의 입장 제시 ('찬성' 또는 '반대')</p> <p>(4) 이미 주어진 두 개의 근거와 더불어 새로운 한 개의 근거를 제시</p> <p>(5) 결론 제시</p>	<p>* 명확한 주제</p> <p>* 주제에 관련된 구체적인 내용을 근거로 제시</p> <p>* 주제가 잘 드러날 수 있도록 적절한 근거를 일관성 있게 발전시킴</p>	<p>* 명확한 주제문, 본문의 근거, 결론 문장을 갖추</p> <p>* 글의 논리적 전개</p> <p>* 적절한 연결어구 사용</p>	<p>* 문법과 철자의 오류가 없음</p> <p>* 적절하고 다양한 어휘와 표현의 사용</p>
5	과제를 모두 완성	주제에 관련된 구체적	주제문, 본문, 결론	문법과 철자에 거

	합 (조건 5개를 모두 만족)	인 내용을 근거로 일관성 있게 발전시킴	을 갖추었고, 적절한 연결어를 사용하여 글을 논리적으로 전개시킴	의 오류가 없고, 다양한 어휘와 표현을 정확하고 적절하게 사용함
4	과제를 완성하고자 노력하였으며, 거의 완성함 (조건 5개 중 4개를 만족)	주제에 관련된 내용을 근거로 거의 일관성 있게 발전시킴	주제문, 본문, 결론을 거의 갖추었고, 어느 정도 적절한 연결어를 사용하여 글을 거의 논리적으로 전개시킴	문법과 철자에 약간의 오류가 있지만 의사소통을 방해할 정도는 아니며, 다양한 어휘와 표현을 거의 정확하고 적절하게 사용함
3	과제를 완성하고자 노력하였으나, 조금 완성하지 못함 (조건 5개 중 3개를 만족)	주제에 약간 관련된 내용을 근거로 제시했으나, 다소 일관성 있게 발전시키지 못함	주제문, 본문, 결론 중 갖추지 못한 부분이 있고, 다소 적절하지 못한 연결어를 사용하여 글의 전개가 논리적이지 못함	문법과 철자에 약간의 오류가 있는데, 이것이 의사소통을 방해할 수 있는 정도이며, 어휘와 표현을 어느 정도 적절하게 사용하고는 있으나, 이것의 오류가 의사소통에 영

				향을 끼치는 수준 임
2	과제를 완성하고자 하고자 하는 노력 이 부족하며, 조금 완성하지 못함  (조건 5개 중 2개를 만족)	주제에 관련 없는 내 용을 근거로 했으며, 일관성 있게 발전시키 지 못함	글이 거의 구조화 되어 있지 않고, 글 의 전개가 논리적 이지 못함	문법과 철자, 어 휘와 표현에 오류 가 많고, 이것이 의사소통에 부정 적인 영향을 끼칠 수 있는 수준임
1	과제를 완성하지 못함  (조건 5개중 1개를 만족하거나 전혀 만족하지 못함)	주제에 관련된 내용을 제시하지 못함	글이 구조화 되어 있지 않고(거나) 글 의 주제가 명백하 지 않음	문법과 철자, 어 휘와 표현에 지속 적으로 오류가 있 고, 이것이 의사 소통을 심각하게 방해할 수 있는 수준임

## APPENDIX 2.

### Essay Task 1

Do you agree or disagree with the following statement? ‘Students should be allowed to take on a part-time job.’ The table below shows two reasons supporting each side. Take a side and give one more specific reason in the main body to support your idea. Using your added reason, complete the introduction, body and conclusion parts. The essay should number about 80-120.

Agree	Disagree
<Introduction>	<Introduction>
↓	↓
<Body>	<Body>
1. a sense of responsibility	1. distracted from studying
2. various experiences	2. feel tired after work
3. _____	3. _____
↓	↓
<Conclusion>	<Conclusion>

## 영어 글쓰기 과제 1

‘학생들이 아르바이트(part-time job)를 하는 것을 허락해야 한다.’에 찬성하는가 또는 반대하는가? 다음 표에는 이 의견에 대한 찬성과 반대의 이유가 2개씩 정리되어 있다. 자신의 입장을 선택하여, 본문에서 주어진 이유에 1개의 이유를 추가한 후, 서론, 본문, 결론을 갖춘 글을 완성하시오. 80-120개의 단어로 쓸 것.

Agree	Disagree
<Introduction>	<Introduction>
↓	↓
<p style="text-align: center;">&lt;Body&gt;</p> <p>4. a sense of responsibility</p> <p>5. various experiences</p> <p>6. _____</p>	<p style="text-align: center;">&lt;Body&gt;</p> <p>4. distracted from studying</p> <p>5. feel tired after work</p> <p>6. _____</p>
↓	↓
<Conclusion>	<Conclusion>

## Essay Task 2

Do you agree or disagree with the following statement? ‘Co-education is desirable for students.’ The table below shows two reasons supporting each side. Take a side and give one more specific reason in the main body to support your idea. Using your added reason, complete the introduction, body and conclusion parts. The essay should number about 80-120.

Agree	Disagree
<Introduction>	<Introduction>
↓	↓
<p style="text-align: center;">&lt;Body&gt;</p> <ol style="list-style-type: none"> <li>1. understand the opposite gender better</li> <li>2. learn gender equality</li> <li>3. _____</li> </ol>	<p style="text-align: center;">&lt;Body&gt;</p> <ol style="list-style-type: none"> <li>1. get distracted by the opposite gender</li> <li>2. feel uncomfortable</li> <li>3. _____</li> </ol>
↓	↓
<Conclusion>	<Conclusion>

## 영어 글쓰기 과제 2

‘남녀공학(co-education)은 학생들에게 바람직하다.’ 에 찬성하는가 또는 반대하는가? 다음 표에는 이 의견에 대한 찬성과 반대의 이유가 2개씩 정리되어 있다. 자신의 입장을 선택하여, 본문에서 주어진 이유에 1개의 이유를 추가한 후, 서론, 본문, 결론을 갖춘 글을 완성하시오. 80-120개의 단어로 쓸 것.

Agree	Disagree
<Introduction>	<Introduction>
↓	↓
<p style="text-align: center;">&lt;Body&gt;</p> <p>4. understand the opposite gender better</p> <p>5. learn gender equality</p> <p>6. _____</p>	<p style="text-align: center;">&lt;Body&gt;</p> <p>4. get distracted by the opposite gender</p> <p>5. feel uncomfortable</p> <p>6. _____</p>
↓	↓
<Conclusion>	<Conclusion>



## Essay Task 3

Do you agree or disagree with the following statement? ‘Students should go to university.’ The table below shows two reasons supporting each side. Take a side and give one more specific reason in the main body to support your idea. Using your added reason, complete the introduction, body and conclusion parts. The essay should number about 80-120.

Agree	Disagree
<Introduction>	<Introduction>
↓	↓
<p style="text-align: center;">&lt;Body&gt;</p> <ol style="list-style-type: none"> <li>1. have new experiences</li> <li>2. gain more knowledge</li> <li>3. _____</li> </ol>	<p style="text-align: center;">&lt;Body&gt;</p> <ol style="list-style-type: none"> <li>1. spend too much money</li> <li>2. spend too much time</li> <li>3. _____</li> </ol>
↓	↓
<Conclusion>	<Conclusion>

## 영어 글쓰기 과제 3

‘학생들은 대학에 진학해야 한다.’에 찬성하는가 또는 반대하는가?  
 다음 표에는 이 의견에 대한 찬성과 반대의 이유가 2개씩 정리되어 있다. 자신의 입장을 선택하여, 본문에서 주어진 이유에 1개의 이유를 추가한 후, 서론, 본문, 결론을 갖춘 글을 완성하시오. 80-120개의 단어로 쓸 것.

Agree	Disagree
<Introduction>	<Introduction>
↓	↓
<p style="text-align: center;">&lt;Body&gt;</p> <p>4. have new experiences</p> <p>5. gain more knowledge</p> <p>6. _____</p>	<p style="text-align: center;">&lt;Body&gt;</p> <p>4. spend too much money</p> <p>5. spend too much time</p> <p>6. _____</p>
↓	↓
<Conclusion>	<Conclusion>

## Essay Task 4

Do you agree or disagree with the following statement? ‘Engaging in fan-club activities is harmful to students.’ The table below shows two reasons supporting each side. Take a side and give one more specific reason in the main body to support your idea. Using your added reason, complete the introduction, body and conclusion parts. The essay should number about 80-120.

Agree	Disagree
<Introduction>	<Introduction>
↓	↓
<Body>	<Body>
1. natural phenomenon and process 2. meet friends with the same interests 3. _____	1. direct teenagers from studying 2. waste too much time 3. _____
↓	↓
<Conclusion>	<Conclusion>

## 영어 글쓰기 과제 4

‘학생들이 팬클럽 활동을 하는 것은 해롭다.’ 에 찬성하는가 또는 반대하는가? 다음 표에는 이 의견에 대한 찬성과 반대의 이유가 2개씩 정리되어 있다. 자신의 입장을 선택하여, 본문에서 주어진 이유에 1개의 이유를 추가한 후, 서론, 본문, 결론을 갖춘 글을 완성하시오. 80-120개의 단어로 쓸 것.

Agree	Disagree
<Introduction>	<Introduction>
↓	↓
<p style="text-align: center;">&lt;Body&gt;</p> <p>4. natural phenomenon and process</p> <p>5. meet friends with the same interests</p> <p>6. _____</p>	<p style="text-align: center;">&lt;Body&gt;</p> <p>4. direct teenagers from studying</p> <p>5. waste too much time</p> <p>6. _____</p>
↓	↓
<Conclusion>	<Conclusion>



## APPENDIX 4.

### Self-assessment Diary Sheet

Student Number :      Name :

Self-Assessment Diary			
Lesson No.			
Date			
Test Result by Self-assessment	Criteria	Score	
		1 <sup>st</sup> draft	2 <sup>nd</sup> draft
	Task completion		
	Content		
	Organization		
	Language use		
	Total score		
How I did in this class			
What difficulties I had			
In what aspect I improved			
What I intend to do in the next class			
Feedback			

## 자기평가 일기장

학생번호:                      이름:

자기평가 일기			
수업 차시			
날짜			
자기평가 결과	평가항목	점수	
		첫 번째 영어 글쓰기	두 번째 영어 글쓰기
	과제완성도		
	내용		
	조직		
	언어사용		
	총점		
	이번 시간에 내가 어떻게 했는가		
어떤 점이 어려웠는가			
어떤 면에서 향상되었는가			
다음 시간에 어떻게 하고 싶은가			
피드백			

# APPENDIX 5.

## Survey Questionnaire

---

Q1. I think the rubric-referenced self-assessment had a positive effect on my essay writing.

① Strongly disagree   ② Disagree   ③ Neither agree nor disagree   ④ Agree   ⑤ Strongly agree

---

Q2. I think my 2<sup>nd</sup> draft improved after the rubric-referenced self-assessment on 1<sup>st</sup> draft in each class.

① Strongly disagree   ② Disagree   ③ Neither agree nor disagree   ④ Agree   ⑤ Strongly agree

---

Q3. I think my 4S (the 2<sup>nd</sup> draft of the 4<sup>th</sup> class) improved compared with my 1F (the 1<sup>st</sup> draft of the 1<sup>st</sup> class).

① Strongly disagree   ② Disagree   ③ Neither agree nor disagree   ④ Agree   ⑤ Strongly agree

---

Q4. Following four rubric-referenced self-assessment lessons, in which section do you think your writing improved the most, and in which the least? Please, write '1' in the bracket of the most improved section and '4' in the bracket of the least improved one.

\* Task completion (   )   \* Content (   )   \* Organization (   )   \* Language use (   )

---

Q5. If you think rubric-referenced self-assessment had a positive effect on your essay writing, why, or in what aspect?

---

Q6. I think the teacher's instruction on how to self-assess and the feedback regarding my self-assessment diary were helpful.

① Strongly disagree   ② Disagree   ③ Neither agree nor disagree   ④ Agree   ⑤ Strongly agree

---



---

Q7. If you think the teacher's instruction on how to self-assess and the feedback regarding your self-assessment diary were helpful to you, why do you think this was so?

---

Q8. I think that writing in a self-assessment diary was helpful to my writing and further self-assessment.

① Strongly disagree   ② Disagree   ③ Neither agree nor disagree   ④ Agree   ⑤ Strongly agree.

---

Q9. If you think writing in a self-assessment diary was helpful to your writing and self-assessment, why do you think it was helpful?

---

Q10. Following four rubric-referenced self-assessment lessons, in which aspect did the rubric-referenced self-assessment affect you the most?

① Writing ability                      ② Self-confidence                      ③ Motivation                      ④ Others

---

Q11. I think I would have received higher scores on my last writing performance test if I had participated in rubric-referenced self-assessment lessons beforehand.

① Strongly disagree   ② Disagree   ③ Neither agree nor disagree   ④ Agree   ⑤ Strongly agree

---

Q12. If given the chance, I believe I would participate in rubric-referenced self-assessment classes in the future.

① Strongly disagree   ② Disagree   ③ Neither agree nor disagree   ④ Agree   ⑤ Strongly agree

---

## 설문조사

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Q1. 나는 루브릭을 기반으로 한 자기평가가 영어 글쓰기에 긍정적인 영향을 끼쳤다고 생각한다.

- ① 매우 그렇지 않다    ② 그렇지 않다    ③ 보통이다    ④ 그렇다    ⑤ 매우 그렇다
- 

Q2. 나는 매 영어 글쓰기 시간에 첫 번째 영어 글쓰기에 대한 자기평가를 한 후 두 번째 영어 글쓰기가 향상되었다고 생각한다.

- ① 매우 그렇지 않다    ② 그렇지 않다    ③ 보통이다    ④ 그렇다    ⑤ 매우 그렇다
- 

Q3. 나는 네 번째 시간의 두 번째 영어 글쓰기가 첫 번째 시간의 첫 번째 영어 글쓰기에 비해서 향상되었다고 생각한다.

- ① 매우 그렇지 않다    ② 그렇지 않다    ③ 보통이다    ④ 그렇다    ⑤ 매우 그렇다
- 

Q4. 루브릭을 기반으로 한 총 네 번의 자기평가 수업을 모두 마친 후에, 영어 글쓰기가 어떤 항목에서 가장 많이 향상되고, 어떤 항목에서 가장 향상되지 않았다고 생각합니까? 가장 향상되었다고 생각하는 항목의 괄호에 '1', 가장 향상되지 않았다고 생각하는 항목에 '4'라고 쓰세요.

- \*과제완성도 (    )      \*내용 (    )      \*조직 (    )      \*언어사용 (    )
- 

Q5. 만약 루브릭을 기반으로 한 자기평가 수업이 영어 글쓰기에 긍정적인 영향을 끼쳤다고 생각한다면, 왜, 어떤 면에서 그렇게 생각합니까?

---

Q6. 나는 선생님이 자기평가 요령을 설명해 주신 것과 자기평가 일기장에 피드백을 주신 것이 자기평가를 하는데 도움이 되었다고 생각한다.

- ① 매우 그렇지 않다    ② 그렇지 않다    ③ 보통이다    ④ 그렇다    ⑤ 매우 그렇다
- 

Q7. 만약 선생님이 자기평가 요령을 설명해 주신 것과 자기평가 일기장에 피드백을 주신 것이 자기평가를 하는데 도움이 되었다고 생각한다면, 왜 그렇게 생각합니까?

---

---

Q8. 나는 자기평가 일기를 쓴 것이 영어 글쓰기와 이후 자기평가에 도움이 되었다고 생각한다.

- ① 매우 그렇지 않다    ② 그렇지 않다    ③ 보통이다    ④ 그렇다    ⑤ 매우 그렇다

---

Q9. 만약 자기평가 일기를 쓴 것이 영어 글쓰기와 이후 자기평가에 도움이 되었다고 생각한다면, 왜 그렇게 생각합니까?

---

Q10. 루브릭을 기반으로 한 총 네 번의 자기평가 수업을 모두 마친 후에, 자기평가가 어떤 부분에 가장 큰 영향을 끼쳤다고 생각합니까?

- ① 영어 글쓰기 능력    ② 자신감    ③ 동기    ④ 기타

---

Q11. 나는 루브릭을 기반으로 한 자기평가 수업을 이전에 참여했다면, 지난번 영어 글쓰기 수행평가에서 더 좋은 점수를 받았을 것이라고 생각한다.

- ① 매우 그렇지 않다    ② 그렇지 않다    ③ 보통이다    ④ 그렇다    ⑤ 매우 그렇다

---

Q12. 나는 루브릭을 기반으로 한 자기평가수업에 참여할 기회가 나중에 주어진다면, 나는 그 수업에 참여할 것이다.

- ① 매우 그렇지 않다    ② 그렇지 않다    ③ 보통이다    ④ 그렇다    ⑤ 매우 그렇다
-

## **APPENDIX 6.**

### **Interview**

1. Do you think rubric-referenced self-assessment had a positive effect on your essay writings?
  - 1-1. Why do you think it had a positive effect on your essay writing?
  - 1-2. Why do you think it did not have a positive effect on your essay writing?
2. After taking part in the rubric-referenced self-assessment, what is the biggest change you have experienced?
  - 2-1. Is there any change in your learning strategies toward writing?
  - 2-2. Is there any change in your attitudes toward writing?

## 인터뷰

1. 루브릭을 기반으로 한 자기평가가 영어 글쓰기에 긍정적인 영향을 끼쳤다고 생각합니까?
  - 1-1. 왜 영어 글쓰기에 긍정적인 영향을 끼쳤다고 생각합니까?
  - 1-2. 왜 영어 글쓰기에 긍정적인 영향을 끼치지 않았다고 생각합니까?
  
2. 루브릭을 기반으로 한 자기평가 수업에 참여한 후에, 자신에게 나타난 가장 큰 변화는 무엇입니까?
  - 2-1. 영어 글쓰기에 대한 학습 방법에 변화가 있었습니까?
  - 2-2. 영어 글쓰기에 대한 태도에 변화가 있었습니까?

## 국 문 초 록

본 연구는 한국 고등학교의 EFL 환경에서 루브릭을 기반으로 한 자기평가가 학습자의 학습을 향상시키는 수단으로써 사용될 수 있다는 가능성을 보여주고자, 이에 대한 실증적이고 질적인 자료를 제공한다.

19명의 고등학교 학생들이 2주간에 걸쳐서 루브릭을 기반으로 한 자기평가 수업에 참여하였다. 각 수업에서, 교사의 설명을 들으면서, 학생들은 첫 번째 영어 글쓰기를 하고 루브릭을 이용하여 이것을 스스로 채점하였다. 그런 다음, 첫 번째 영어 글쓰기에 대한 자기평가를 근거로 하여, 두 번째 영어 글쓰기를 한 후에 다시 이것을 자기평가하고, 또 이에 대한 자기평가 일기를 작성하였다. 총 4번의 자기평가 수업을 마친 후에 학생들에게는 설문조사와 인터뷰가 이루어 졌다. 양적 자료를 위해, 첫 번째 자기평가 시간에 쓴 첫 번째 영어 글쓰기와, 마지막 시간에 두 번째로 쓴 영어 글쓰기의 점수가 비교되었다. 또, 질적 자료를 위해 학생들을 대상으로 한 설문조사와 인터뷰, 학생들의 자기평가 일기, 그리고 영어 글쓰기에 대한 학생들의 자기평가들이 검토되었다. 이에 대한 결과는 다음과 같다.

첫째, 루브릭을 기반으로 한 자기평가는 학생들의 영어 글쓰기 질에 긍정적인 효과를 가져왔다. 즉, 학생들의 영어 글쓰기에서의 총 점수, 루브릭 각 항목에서의 점수, 그리고 총 영어 단어의 수가 증가되었다.

둘째, 학생들은 루브릭을 기반으로 한 자기평가의 효과를 긍정적이라고 인식하게 되었다. 그들은 루브릭을 기반으로 한 자기평가 후에, 자신의 영어 글쓰기 질이 향상되었다고 믿었으며, 자기평가를 할 때 교사의 설명을 듣고, 교사로부터 피드백을 받고, 또 자기평가 일기를 쓴 것이 효과적인 자기평가를 하는 데 도움이 되었다고 생각했다. 또한, 학생들은 루브릭을 이용한 자기평가가 자신들의 영어 글쓰기 능력, 또는 동기나 자신감과 같은 정의적인 영역에 영향을 끼쳤다고 느꼈다.

셋째, 학생들은 루브릭을 기반으로 한 자기평가를 한 후에, 초인지적, 인지적, 정의적인 영역을 중점으로 해서, 영어 글쓰기에 대한 학습책략을 발달시키고 긍정적인 태도를 갖게 되었다.

그러므로, 본 연구의 교육적 의의는 루브릭을 기반으로 한 자기평가가 학생들의 학업을 향상시키고, 학생들이 자신의 학업에 책임감을 가짐으로써 자기조절능력을 지닌 학습자가 될 수 있도록 한다는 데 있다.

주요어: 루브릭을 기반으로 한 자기평가, 형성평가, 자기조절 학습, 학업능력 향상, 피드백

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