

A Study of the Effect of Rubric-based Self- and Peer-assessment on the Writing of Beginner Level Learners

B. SALOMI SNEHALATHA
University of Hyderabad, India

ABSTRACT

In tune with the growing emphasis on learner-centeredness in teaching, alternative forms of assessment have gained significant attention as means of developing students' linguistic and cognitive capabilities. In consistence with the requirement for more research in alternative assessment in ESL context, the present study intends to explore the effect of self and peer-assessment on the development of beginner level learners' writing skill. It was hypothesized that self- and peer-assessment would have no statistically significant effect on the writing skill of the learners at the level of $p=0.01$. The research questions attempted to find 1) the significance of the effect of self- and peer-assessment on the skill of writing a narrative and 2) the significance of the effect of self- and peer-assessment on each criterion of the scoring rubrics. For this, sixteen students studying standard IX were given instruction in writing the genre of recount of an event as well as the criteria chosen for evaluation. The study adopted a quasi-experimental pre- and post-test design. Mixed method approach was used for data analysis which comprised students' answer scripts and the scores obtained at various phases of the study. The post-test results indicated that the participants progressed from pre-test ($M=2$) to post-test ($M=7.5$). The results indicated a statistically significant difference at the level of 0.01 leading to the rejection of the null hypothesis. The findings were attributed to heightened awareness of the students about the assessment criteria.