

Opinion of the university student about learning assessment rubric

Vilma Mamani-Cori¹[0000-0002-7073-4419], Nelly Beatriz Quispe Maquera¹[0000-0003-0897-2931]
and Betsy Quispe Quispe¹[0000-0002-2348-4875]

¹Universidad Nacional del Altiplano, Av. Floral 1153, Puno 21001, Perú
vmamani@unap.edu.pe

Abstract.

The rubric is an evaluation tool that contains standards or criteria that allow an objective and critical evaluation of learning. This study had a mixed approach, it was descriptive and cross-sectional, where the sample was made up of 22 students of a subject in the research area of a Study Program of a Peruvian University, to whom it was applied an online questionnaire to collect opinions about evaluation rubric. 53,8% of the students were male, 46,2% responded that they had not been evaluated using rubrics in other subjects and 61,5% had a good perception of the experience of working with rubrics; in addition, they agreed with the qualities of understandable, support for task performance and rubric exposure, and continuous use. Rubrics are relevant grading tools that facilitate the teaching-learning process, in addition, they are widely accepted by university students because they experience improvements in the quality of their learning.

Keywords: Learning, Evaluation criterion, Postgraduate student, Opinion.

1 Introduction

The demands of a globalized society to have competent professionals, readjusted the university educational programs. Problem-solving, collaborative work, continuous learning, skillful use of information technology and communication are some qualities currently sought by employers; which requires that teachers establish desirable competencies for students in the curricular plan. (Hernández-Rivera, 2012; Moncini Marufo & Pirela Espina, 2021) In the evaluation process, it is a priority to have objective instruments to assess the competencies achieved by the student in a certain teaching-learning process. (Casco & Calderón, 2020; De la Puente et al., 2020; Gantt & Laura, 2010; Tractenberg, 2021) In this sense, this manuscript shows the opinion of the university student about the rubric as an element of learning evaluation.

2 Theoretical Framework

2.1 Evaluation rubric

The rubric is an evaluation tool that contains standards or criterion that allow an objective and critical evaluation of the learning admitted by the student, it also allows feedback and guides their learning. (Dickinson & Adams, 2017; Reddy & Andrade, 2010) This tool allows to assess the achievements and difficulties of the student and, from the pedagogical and didactic point of view, it is necessary to know the characteristics and the structure. (Morón-Monge et al., 2020; Salazar-Gómez et al., 2018)

2.2 Types of rubrics

Holistic rubrics

Also known as comprehensive, it is the one that considers the performance of the students as a whole. In this type of rubric, the teacher evaluates the entire process or product. (Casco & Calderón, 2020)

Analytical rubrics

In the analytical evaluation matrix, the teacher initially evaluates the different parts of the product or performance separately, and later adds their points to obtain a total qualification. In the latter, the qualification process is slower, especially because different abilities or characteristics are evaluated individually. (Shipman et al., 2012)

2.3 Characteristic of a rubric

The rubric has two basic elements: there are the evaluation criterion and the performance standards; the evaluation criteria allow visualizing the dimensions of interest to judge the performance or result according to a scale, these criteria must systematize a series of behaviors that make up the performance. (Dickinson & Adams, 2017; Salazar-Gómez et al., 2018)

3 Methods

This study had a mixed approach, it was descriptive and cross-sectional. The sample consisted of 22 students of a subject in the research area of a Study Program of a Peruvian University, to whom an online questionnaire was applied to collect opinions on the evaluation rubric. The instrument called survey on the perception of students regarding the use of the rubric (Altamirano et al., 2022) It consisted of: 3 sociodemographic questions, 5 structured questions and 4 open questions about rubrics; closed questions were evaluated on a 5-level numerical scale (1=strongly disagree to 5=strongly agree), open questions were analyzed using a word cloud. This study complied with ethical standards from Helsinki.

The student's work experience with a rubric was generated through a virtual task in which he could visualize this tool, as well as the 8 evaluation criteria and the 4 performance standards (beginning, process, almost achieved and achieved).

4 Results

A total of 22 students voluntarily consented to answer the questionnaire; 53,8% belonged to the male gender. 46,2% had no previous experience of evaluating learning with rubrics; 61,5% and 38,5% had a good and very good perception of the experience of working with rubrics. Students had an opinion between agree to strongly agree about the qualities of the rubric (see Fig. 1).

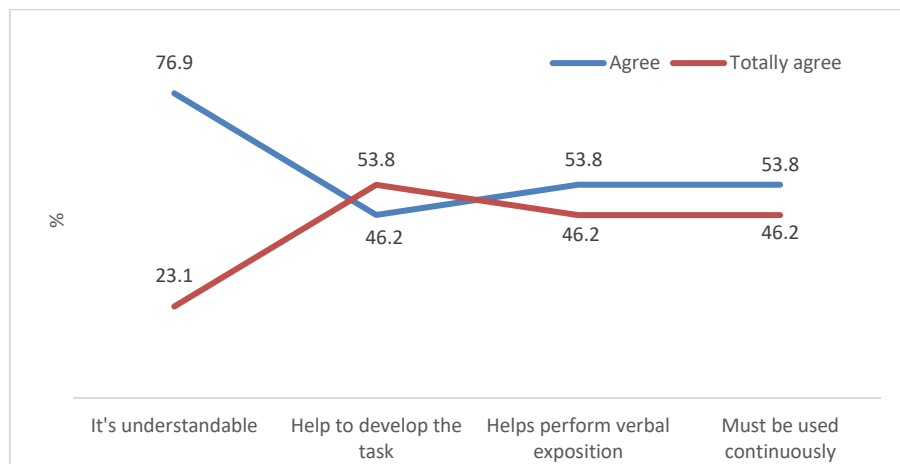


Fig. 1. Opinion of the university student about the evaluation rubric.

The following Table 1 offers a summary according to the importance and the coincidence in the answers of the university students about the qualities of the learning evaluation rubric.

Table 1. Answers of the university student about the qualities of the evaluation rubric.

Qualities	Because ...
Why is it understandable?	Allows for a clear display of what is rated. It is a guide to work the task. It is easily understandable.
Why did it help them improve their performance on the task and on the presentation?	It allows to know the evaluation criteria to be considered. It encourages a greater demand to achieve the highest qualification. Supports selecting the requested information.
Why should it be of continuous use?	It is important to know the aspects that are evaluated. It improves the quality of tasks. Facilitates learning.

Regarding the learning qualification (see Fig. 2)., the students were qualified at the levels in process, almost achieved and achieved. The conceptualization criterion, interrelation of concepts, ordered structuring and bibliographical references collaborated with the task itself; while, the criteria fluid expression of ideas, technical vocabulary, mastery of the subject and resolution of questions supported with the exposition of the task.

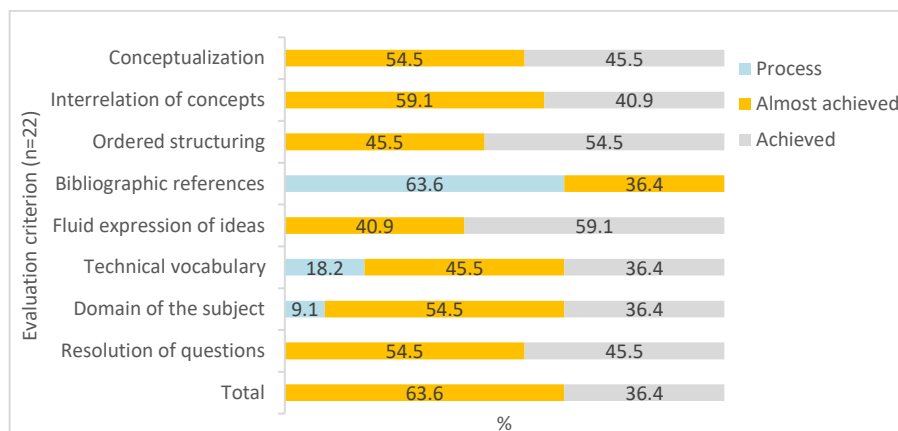


Fig. 2. Qualification of the learning achievement of the university student through the rubric.

5 Discussion

Cano E. (2015), Dickinson & Adams, J. (2017), Gantt & Laura (2010) and Altamirano et al. (2022) As in this study, they showed from the student's point of view that the learning assessment rubric facilitates understanding and supports task performance. While, Casco & Calderón (2020) and Reddy & Andrade (2010) from the

teachers' perspective, they explained that the evaluation rubric allows the identification of weaknesses in learning and the design of feedback strategies. The pedagogical work of teachers in these points is important for the training and consolidation of competent professionals.

6 Conclusions

The learning assessment rubrics are relevant grading tools that facilitate the teaching-learning process. They have great acceptance by university students because they experience greater demands and improvements in the quality of their learning.

7 Limitations and Future Research

Restricted collaboration of the students to complete the questionnaire. It is suggested to carry out experimental design studies with larger samples.

References

- Altamirano, S. G., Méndez, A. L., & Rojas, M. B. (2022). Beneficios del uso de la rúbrica en la enseñanza-aprendizaje del diseño. *Zincografía*, 11, 228–244. <https://doi.org/10.32870/zcr.v6i11.136>
- Casco, G., & Calderón, A. D. (2020). Rúbrica, un camino para evaluar objetivamente el aprendizaje en el aula virtual. *Revista Multi-Ensayos*, 6(11), 8–12. <https://doi.org/10.5377/multiensayos.v6i11.9282>
- De la Puente, M. A., De Oro, C. M., & Lugo, E. R. (2020). Percepción estudiantil sobre la efectividad del aprendizaje basado en proyectos en salud en el Caribe colombiano. *Educación Médica Superior*, 34(1), e1716.
- Dickinson, P., & Adams, J. (2017). Values in evaluation – The use of rubrics. *Evaluation and Program Planning*, 65, 113–116. <https://doi.org/10.1016/j.evalprogplan.2017.07.005>
- Gantt, & Laura, T. (2010). Using the Clark Simulation Evaluation Rubric with Associate Degree and Baccalaureate Nursing Students. *Nursing Education Perspective*, 31(2), 101–105. https://journals.lww.com/neponline/Abstract/2010/03000/Using_the_Clark_Simulation_Evaluation_Rubric_with.9.aspx
- Hernández-Rivera, P. (2012). ¿Por qué es importante establecer una rúbrica de evaluación? El caso del curso Clínica de Exodoncia y Cirugía. *Revista Educación*, 36(1), 1–18.
- Moncini Marrufo, R., & Pirela Espina, W. (2021). Estrategias de enseñanza virtual utilizadas con los alumnos de educación superior para un aprendizaje significativo. *SUMMA. Revista Disciplinaria En Ciencias Económicas y Sociales*, 3(1), 1–28. <https://doi.org/10.47666/summa.3.1.13>

- Morón-Monge, H., Morón-Monge, M. del C., Abril-López, D., & Daza Navarro, M. P. (2020). An Approach to Prospective Primary School Teachers' Concept of Environment and Biodiversity through their Design of Educational Itineraries: Validation of an Evaluation Rubric. *Sustainability*, 12(14), 5553. <https://doi.org/10.3390/su12145553>
- Reddy, Y. M., & Andrade, H. (2010). A review of rubric use in higher education. *Assessment & Evaluation in Higher Education*, 35(4), 435–448. <https://doi.org/10.1080/02602930902862859>
- Salazar-Gómez, E., Tobón, S., & Juárez-Hernández, L. G. (2018). Diseño y validación de una rúbrica de evaluación de las competencias digitales desde la socioformación. *Revista de Investigación Apuntes Universitarios*, 8(3), 24–42. <https://doi.org/10.17162/AU.V8I3.329>
- Shipman, D., Roa, M., Hooten, J., & Wang, Z. J. (2012). Using the analytic rubric as an evaluation tool in nursing education: The positive and the negative. *Nurse Education Today*, 32(3), 246–249. <https://doi.org/10.1016/J.NEDT.2011.04.007>
- Tractenberg, R. E. (2021). The Assessment Evaluation Rubric: Promoting Learning and Learner-Centered Teaching through Assessment in Face-to-Face or Distanced Higher Education. *Education Sciences*, 11(8), 441. <https://doi.org/10.3390/educsci11080441>