

RUBRIC-BASED SELF-ASSESSMENT IN INDIAN TERTIARY ESL WRITING: A MIXED METHODS STUDY

¹S. Kavin Kingston, ²M. S. Xavier Pradheep Singh

¹Full-time Research Scholar, St. Joseph's College (Autonomous), Tiruchirappalli
Affiliated to Bharathidasan University, Tamil Nadu, India.

²Assistant Professor of English, St. Joseph's College (Autonomous), Tiruchirappalli
Affiliated to Bharathidasan University, Tamil Nadu, India.

ABSTRACT

Rubric-based self-assessment is increasingly recognised as an effective pedagogical approach to support learners' autonomy and writing proficiency in ESL classrooms. However, such practices remain underexplored in Indian higher education, where teacher-centred evaluation continues to dominate. This study investigates the role of rubric-based self-assessment in shaping confidence, perceptions, and evaluative judgements in writing. An explanatory sequential mixed-methods design was employed with 43 tertiary-level students through a two-week classroom intervention that integrated analytic rubrics into writing tasks. Data were collected using a survey questionnaire, followed subsequently by focus group interviews. The findings indicated that most students reported confidence in identifying and applying rubric criteria and perceived rubrics as a supportive tool for identifying strengths and performance gaps. However, a clear gap emerged between students' confidence and their ability to self-assess objectively. Although many students were familiar with the rubric structure, they struggled to apply evaluative judgement effectively during revision. Drawing on Tai et al. (2017), this study uses evaluative judgment as an interpretive lens to underscore the importance of scaffolding, guidance and ongoing iterative practice. This study contributes to rubric-based pedagogy by demonstrating the gap between students' perceived understanding of rubrics and their ability to apply them meaningfully in ESL contexts.

Keywords: *Rubrics, Self-assessment, Confidence, Evaluative judgement, ESL Writing*

INTRODUCTION

Writing assessment in ESL higher education poses a complex challenge due to the dominance of teacher-centred practices, such as holistic grading and generalised feedback. These approaches introduce subjectivity, inconsistency, and inadequate feedback, which limit students' ability to address specific writing challenges. In large classrooms, time constraints further reduce opportunities for detailed individual feedback, making it difficult for students to identify recurring issues in their writing or to develop effective revision strategies. Together, these limitations indicate the need for more student-centred assessment practices to evaluate writing and support writing development.

Self-assessment has become an important alternative to traditional assessment practices by addressing their limitations

through clearer assessment guidance and learner involvement. It promotes critical reflection, supports learner autonomy and helps students evaluate their writing and identify areas for ongoing development (Adachi et al., 2017; Yan, 2020). Empirical research has shown that self-assessment enhances metacognition, self-regulation, and writing performance (Almarshedi, 2025; Ebrahimi et al., 2021; Weiss, 2018). However, its effectiveness depends on how learners use the assessment criteria and evaluate their work independently.

Self-assessment is a multi-layered process. Evaluative judgement is an essential skill for self-assessment that supports learners in judging the quality of their work (Tai et al., 2017). Developing this skill requires not only understanding the assessment criteria but also

applying them when making independent judgements. Although evaluative judgement explains how such decisions are made, its development depends on structured support through clear and accessible criteria. In this sense, rubrics act as a powerful tool that bridges assessment and learning; they make evaluative criteria explicit and accessible, thereby facilitating self-assessment in writing instruction. Integrating rubrics into self-assessment helps learners critically evaluate their work and set goals for improvement.

A rubric is defined as a structured set of criteria used to describe varying levels of performance in evaluating work (Brookhart, 2013). Rubrics establish assessment standards, clarify performance expectations, reduce ambiguity in grading, minimise subjectivity, and increase both reliability and validity, thereby promoting transparency, consistency, and fairness (Andrade, 2000; Jonsson, 2014; Reddy & Andrade, 2010). While rubrics share these core features, they vary significantly in type. Holistic rubrics provide a single overall score, whereas analytic rubrics break performance into distinct criteria (e.g., content, organization, and grammar), providing criterion-based scoring and individual feedback.

Studies underscore the value of analytic rubrics for self-assessment, particularly in English as a Foreign Language (EFL) writing. For instance, Phuong et al. (2023) found that guidance aimed at supporting accurate self-evaluation, revision, and skill development significantly improved content and language quality. Similarly, Dahmash (2025) highlighted the role of such tools in supporting planning, monitoring, and goal-setting in writing, while also boosting students' confidence and reducing anxiety when paired with clear explanations and aligned feedback. Overall, rubric-based self-assessment enhances learner performance, aligns student and instructor evaluations, reduces cognitive load (Bidna, 2024; Le et al., 2023; Mrangu, 2022), fosters confidence with timely feedback (Andrade & Du, 2005; Chowdhury, 2019; Winstone & Nash, 2023), and supports self-regulated learning through planning, monitoring, and goal-setting (Panadero et al., 2017; Wang, 2017).

However, these benefits depend on context and implementation, and discipline-specific rubrics must be developed to maximize effectiveness and align with the needs, values, and goals of each field (Dawson, 2017). Studies have reported benefits across disciplines, including computing education (Bringula & Moraga, 2017), teacher education (Gupta & Chauhan, 2020; Karaman, 2024), professional medicine (Jonsson, 2014; Satheesh et al., 2015), and psychology (Panadero et al., 2014). However, recent qualitative evidence indicates that their effectiveness depends not only on their existence but also on how they are introduced, the clarity of language, consistent use, and the extent to which students are explicitly trained to apply them (Taylor et al., 2024).

Despite these advantages, several challenges arise in educational settings. Research has identified barriers such as difficulties in understanding rubric descriptors due to linguistic complexity, especially for learners with lower proficiency who need extra support (Bidna, 2024; Qasim & Qasim, 2015). Bringula and Moraga (2017) also found that low-performing students tended to overestimate their performance and inflate their self-assessment scores, whereas Krebs et al. (2022) reported that the use of rubrics in writing could be further impeded by the cognitive demands of reading rubrics. In addition, Brown et al. (2016) stated that the absence of guided practice may lead to the misinterpretation of rubrics and reduce their effectiveness in improving academic outcomes.

These limitations reveal a critical research gap in rubric-based pedagogy. Although research on rubric-based self-assessment has expanded, little attention has been paid to students' lived experiences of using rubrics. In India, research on rubric use and self-assessment remains limited in scope. For example, Gupta and Chauhan (2020) explored rubric application in the context of teacher education. However, students' confidence, perception, and challenges in higher education ESL writing contexts remain underexplored. This study addresses these gaps by investigating ESL tertiary students' confidence in using rubrics, their perceptions of

rubrics as self-assessment tools, and the challenges they encounter when applying rubrics to writing tasks. This study addresses the following research questions: To what extent are students confident in using rubrics to self-assess their writing tasks? How do students perceive the effectiveness and utility of rubrics as a tool for self-assessing their writing? What are the challenges faced by Indian undergraduate ESL students when using rubrics to self-assess their writing?

METHOD

This study adopted an explanatory sequential mixed-methods design (Creswell & Guetterman, 2019) to investigate students' confidence and perceptions of the rubric-based self-assessment in undergraduate English as a second language (ESL) writing instruction. The design was considered appropriate as it enabled the identification of patterns in students' responses through quantitative data, followed by the qualitative exploration to explain the relationship between perceived confidence and actual self-assessment practices.

The research was conducted in two phases: a quantitative phase and a qualitative phase to gain deeper insights into students' experiences. In the quantitative phase, participants completed rubric-based self-assessments of their writing during the intervention, along with a survey to examine the effect of rubric-based self-assessment on students' confidence levels, perceptions, and challenges encountered during the tasks. This was followed by qualitative focus group

interviews (FGIs) with the participants to explore how they perceived and experienced the use of rubrics in the self-assessment process, which helped explain and expand upon the quantitative findings.

The study was carried out at St. Joseph's College, Tiruchirappalli, Tamil Nadu, and involved 43 second-year undergraduate students who majored in history (36 males, 7 females; mean age = 19 years, range 18-24 years) enrolled in a General English course. A convenience sampling method was employed, as participants were readily available and were taught by one of the researchers. However, although this limits the generalisability of the findings, such sampling is appropriate for classroom-based research, where access to naturally occurring learning contexts allows for the examination of authentic pedagogical practices.

The intervention was conducted over two weeks and followed the structured instruction. It began with an orientation session introducing the concept of self-assessment in writing and the use of analytic rubrics. The participants completed four 30-minute narrative writing tasks aligned with the syllabus in the first week. The prompts for these tasks are presented in Table 1. Each writing task was followed by a 20-minute, rubric-based self-assessment session, allowing students to apply criteria to their writing. The second week focused on data collection through a questionnaire and FGIs, each lasting approximately 30-45 minutes.

Table 1: Prompts for the Narrative Writing Tasks

Task No.	Prompts for Narrative Writing Tasks
1	Narrate a story with the title 'An Unexpected Gift.'
2	Write a story using the following as the opening: "An anonymous message on my phone reads as follows: Find the key and uncover the secret. Meet me in the old park at midnight. The clock ticks. It is where it all began..."
3	Narrate a story using what you see in the following picture: 
4	Narrate the story of a man or woman who mysteriously disappears, leaving behind clues that their family and friends must follow to find them.

The survey questionnaire comprised four sections. The first section collected the demographic details of the participants. The second section measured participants' confidence level using seven items on a 5-point confidence scale, and the third section explored their perception of self-assessment rubrics using five items on a 5-point agreement scale. The final section collected information on the challenges encountered during the self-assessment. The survey questionnaire was piloted to ensure its clarity and contextual relevance. Internal consistency was established using Cronbach's alpha ($\alpha = 0.82$), indicating acceptable reliability of the instrument. In addition, the rubric used for the narrative writing tasks was developed by the researcher and reviewed by ELT experts to ensure content validity and alignment with the study constructs.

A semi-structured interview protocol containing 10 open-ended questions was used for FGIs. The questions elicited participants' understanding of rubric criteria and descriptors, their confidence levels, their perceptions of the usefulness of the rubrics, and the ways they encountered and overcame challenges in using

rubrics for self-assessment. Participants were divided into eight groups with an average of five members in each group. The interviews were recorded with the participants' consent and transcribed manually. Qualitative data were analysed using thematic analysis following Braun and Clarke (2006). Descriptive analysis was considered appropriate for identifying response patterns rather than making inferential generalisations.

The following ethical considerations were considered when collecting data from the participants: Participants were informed of the study objectives before consent was obtained. Participants were also informed that their participation was entirely voluntary and that their details would be kept confidential and anonymous and used only for the intended study.

RESULTS

The questionnaire consisted of seven questions to collect data on the confidence level of students in using rubrics to self-assess their writing. Table 2 summarises the participants' responses to these items.

Table 2. Participants' level of confidence in using rubrics for self-assessment

Items	Participants' Responses					
	Extremely Confident (5)	Very Confident (4)	Moderately Confident (3)	Slightly Confident (2)	Not. Confident (1)	
1. I understand the specific criteria outlined in the rubric.	6	23	3	11	0	4
2. I can effectively apply rubrics to evaluate my writing.	6	20	3	13	1	4
3. Based on rubrics, I can identify areas for improvement in my writing.	9	20	3	8	3	4
4. I am comfortable interpreting the rubric's descriptors and standards.	10	18	2	12	1	4
5. I am skilled in using rubrics to set writing improvement goals	15	18	2	7	1	4
6. I can differentiate between different performance levels, as indicated by the rubrics.	12	17	5	9	0	4
7. I can independently self-evaluate my writing using rubrics.	9	22	2	8	2	4

The participants' responses show a high level of confidence in using rubrics and interpreting rubric criteria when self-assessing their writing. As shown in Table 2, most participants selected either 'very confident' or 'extremely confident' across all seven items.

The mode and median for all items were 4, indicating that 'very confident' was the most frequent response.

In terms of understanding the rubric criteria, 29 participants reported high confidence (combining 'very confident' and

‘extremely confident’), while 14 participants indicated moderate to low confidence. Similarly, when applying rubrics to evaluate the student writing, 26 participants reported high confidence, whereas 17 reported moderate, slight, or no confidence. Regarding the identification of areas for improvement, 29 participants expressed high confidence, whereas 14 reported lower confidence. Regarding the interpretation of rubric descriptors and standards, 28 participants indicated high confidence, compared to 15 who reported moderate or lower confidence.

Confidence levels were comparatively higher for using rubrics to set goals, with 33 participants reporting a high level of confidence. In contrast, 10 participants indicated moderate or low confidence in this area. To differentiate between performance levels, 29 participants reported high confidence, while 14 participants reported high confidence, while 14 participants reported indicated low confidence. Finally, 31 participants reported high confidence in

independently self-evaluating their writing using rubrics, whereas 12 indicated moderate, slight, or no confidence. The qualitative data reflected patterns similar to the quantitative findings. Several participants described feeling confident when using rubrics to self-assess their writing. For example, one participant (Group A) stated, “I can rate my confidence level to 70% and self-assess my work with quality,” while another (Group B) noted, “I was very confident in assessing my work honestly.” The participants also referred to using rubrics to identify their strengths and areas for improvement. However, some participants reported lower confidence, particularly in using rubrics for the first time. One participant (Group G) stated, “I used rubrics for the first time, so it was difficult to assess my writing.”

2. Students’ Perception of Rubric Usefulness

The survey questionnaire contained five items examining students’ perceptions of the usefulness of rubrics in self-assessing writing. Table 3 summarises the participants’ responses to those items.

Table 3. Participants’ Perception of Rubric Usefulness

Items	Participants’ response						
	Strongly Agree (5)	Agree (4)	Neutral (3)	Strongly Disagree (2)	Disagree (1)	Mode	Median
1. Rubrics help me understand what is expected of my written work.	11	22	9	0	1	4	4
2. Rubrics help me to reflect on my writing.	10	24	7	0	2	4	4
3. Rubrics help me identify the gap between my writing and the expected standards	8	26	8	0	1	4	4
4. Rubrics are useful tools for self-assessing writing skills.	14	18	8	2	1	4	4
5. Rubrics help me set specific goals for improving my writing.	11	16	13	2	1	4	4

The participants' responses to the items in Table 3 reflect their positive perceptions of the usefulness of rubrics for self-assessment. As shown in Table 3, responses across all five items indicate that most participants selected either 'agree' or 'strongly agree' for the items. The mode and median for all items were 4, indicating that 'agree' was the most frequent response across items. Regarding the item on understanding expectations, 33 participants reported agreement or strong agreement, whereas 10 participants selected neutral responses or disagreed with the statement. Similarly, 34 participants indicated that rubrics helped them reflect on their writing, whereas 9 participants reported neutral responses or disagreed. In terms of identifying gaps between the expected standards and their own writing, 34 participants reported agreement or strong agreement, whereas 9 participants selected neutral or disagreement. When considering the usefulness of rubrics as a tool for self-assessment, 32 participants expressed agreement or strong agreement, compared with 11 participants who reported neutral responses. The responses related to goal-setting showed comparatively lower agreement. A total of 27 participants reported agreement or strong

agreement that rubrics helped them set specific goals, while 16 participants selected neutral responses or disagreed with this statement.

The qualitative findings reflected similar patterns. Several participants described rubrics as being helpful for self-assessment. For example, one participant (Group B) stated, "Using rubrics for self-assessment helped me during exams and helped me reflect on my writing performance," while another participant (Group B) noted, "Rubrics were user-friendly and helped me compare my writing with the previous tasks." Simultaneously, some participants expressed neutral or lower levels of agreement. One participant (Group C) stated, "The use of rubrics consumed more time during evaluation, and I could not evaluate properly," while another (Group C) reported, "Too many detailed descriptors and criteria made it difficult to identify mistakes in self-assessment."

The survey questionnaire also collected data on the challenges and difficulties participants faced when using rubrics to self-assess their writing. Their responses to these items are summarised in Table 4.

Table 4. Participants' Challenges in Using Rubrics for Self-Assessment

Challenges	Percentage	Number of students (out of 43)
Lack of confidence in my ability to assess my work	41%	17
Too many details in the rubrics to read	36%	15
Determining which aspects of my writing need improvement	33%	14
Difficulty in objectively evaluating my work	31%	13
Difficulty in understanding the criteria and descriptors of the rubric	26%	11
My limited exposure to rubrics and self-assessment	26%	11
Difficulty in interpreting the rubric-based feedback	24%	10
Lack of clarity in the rubric	21%	9
The time-consuming nature of the self-assessment process with rubrics	19%	8
Uncertainty about how to apply the rubric to my work	17%	7

The findings relate to the challenges that students encountered when using rubrics for self-assessment in writing. As shown in Table 4, the participants reported a range of challenges with varying frequencies across the questionnaire items. The most frequently reported challenge was a lack of confidence in assessing their own work (41%, n = 17). Some commonly reported challenges included the presence of excessive details in the rubrics (36%, n = 15), difficulty determining which aspects of writing required improvement (33%, n = 14), and difficulty objectively evaluating their work (31%, n = 13). A notable number of participants reported challenges in understanding and using rubrics. The reasons included difficulty in understanding rubric criteria and descriptors (26%, n = 11), limited exposure to rubric-based self-

assessment (26%, n = 11), and difficulty interpreting feedback provided by the rubric (24%, n = 10). Additionally, minor challenges reported by participants included a lack of clarity in the rubric (21%, n = 9), the time-consuming nature of self-assessment (19%, n = 8), and uncertainty regarding how to apply the rubric to their writing (17%, n = 7).

The qualitative findings further illustrate these challenges. For example, one participant (Group G) stated, "Rubrics had too many details and information, which made the assessment difficult." Another participant (Group F) noted, "Rubrics had many difficult phrases in the descriptors in 'Grammar and Mechanics' and 'Organisation' criteria." Some participants also described difficulties in evaluating their own

writing. For example, one participant (Group H) stated, “I studied in Tamil-medium instruction, so my level of grammar and language proficiency was poor, and I did not know how to evaluate honestly. Therefore, I sought additional help from my peers and teachers.”

DISCUSSION

The findings reveal a contradiction and complex pattern in the understanding and application of rubrics for self-assessment in ESL writing. Most participants reported high confidence in understanding the rubric criteria and interpreting descriptors for self-assessment. However, a significant number of students reported a lack of confidence as a major challenge. This reveals that familiarity with rubrics does not translate into effective self-assessment practice in the ESL writing contexts. Furthermore, a notable number of students struggled to objectively evaluate their work, revealing a clear gap between recognising criteria and making evaluative decisions in practice. This pattern aligns with recent research, indicating that rubrics improve transparency but do not automatically develop evaluative judgment, which requires active engagement and practice (Tian & Tong, 2026). Therefore, the use of rubrics for self-assessment should be viewed as a developmental process rather than an immediate competence.

This contradiction can be more clearly understood through the concept of evaluative judgement, as articulated by Tai et al. (2017), which is defined as “the ability to make informed decisions about the quality of one’s own or others’ work.” From this perspective, the findings indicate that students’ confidence reflects their familiarity with the rubric structure rather than a fully developed evaluative judgement. The reported challenges in objective evaluation and the lack of confidence can therefore be seen as developmental rather than limitations. The findings reveal that students possessed an initial ability to interpret rubric criteria but had not fully developed the capacity to apply them independently. This developmental stage of evaluative judgement can be strengthened through guided support and continuous practice in using rubrics for effective self-assessment.

This developmental gap is further evident when examining students’ perceptions of the rubric’s usefulness for self-assessment, particularly in the transition from reflection to action. While most participants agreed that rubrics supported

reflection, particularly in identifying strengths and weaknesses in their writing, responses related to goal-setting were comparatively lower. The findings show that although students can recognise areas for improvement, they are less consistent in using this awareness to guide subsequent revisions. A distinction therefore emerges between reflection and regulation: students demonstrate the ability to evaluate their work but encounter difficulties in translating that evaluation into purposeful action.

This pattern is consistent with earlier research. Krebs et al. (2024) argue that rubrics support the development of evaluative understanding but may not facilitate the subsequent step of acting on that evaluation. Similarly, Panadero et al. (2017) emphasised that the effectiveness of rubrics in promoting self-regulated learning depends on how they are implemented and the extent to which students are guided to apply their judgement to future tasks. This indicates that although rubrics can enhance evaluative awareness, they do not automatically lead to self-regulated learning (SRL). These points reinforce the view that the challenge lies not merely in understanding assessment criteria but also in using the understanding effectively to improve writing.

In addition to these learner-related factors, the findings point to the influence of external elements such as rubric design. The challenges reported by the participants further reveal that the design of the rubric contributes to the gap between understanding and application. A significant number of participants stated that the rubric descriptors had too many details and were often unclear due to linguistic complexity. Qualitative responses further indicated that the ‘Grammar and Mechanics’ descriptors were especially difficult to interpret. This reveals the role of cognitive overload in self-assessment, where excessive information overwhelms learners and limits their ability to make evaluative decisions about their writing.

Brookhart (2018) argues that effective rubrics require clarity and focus; overly detailed descriptors may increase cognitive load and make it difficult for students to process and apply the criteria effectively. In this context, the difficulty experienced by students is not solely a reflection of their underdeveloped evaluative ability but also of how assessment tools mediate that ability in practice. Thus, rubric design emerges as a critical factor influencing whether students can move from understanding the criteria to applying them effectively. Beyond design-related issues, the

findings indicate that self-assessment is a complex and multi-layered process. Students reported difficulties in applying rubric criteria, identifying areas for improvement, evaluating their work objectively, and understanding how to apply the rubric, highlighting that self-assessment involves multiple interconnected processes. These include interpreting criteria, comparing work against standards, making judgments, and deciding on appropriate revisions.

The difficulty experienced by participants across these areas indicates that they have not yet fully developed the integrated competencies necessary for independent evaluative decision-making. This point is further reinforced by the participants' reports of limited prior exposure to rubrics, which highlight the importance of experience and continued practice in developing these abilities. As Tai et al. (2017) argue, evaluative judgement is not acquired through a single engagement but develops gradually through repeated opportunities to apply standards across contexts. In this sense, students' difficulties reflect an ongoing skill development process, where practice and guided scaffolding play crucial roles in strengthening their capacity for effective self-assessment.

These findings help clarify the underlying gaps identified in this study. Students' engagement with rubrics is characterised by a misalignment between their perceived confidence and their actual evaluative performance. This gap can be explained by several interrelated factors, including the developmental nature of evaluative judgement, the distinction between reflection and regulation, the influence of rubric design on cognitive processing, and students' limited prior exposure to sustained self-assessment practices. Together, these factors shape how students engage with rubrics in practice rather than operating in isolation.

The two-week intervention provided meaningful insights into students' initial responses to rubric-based self-assessment; however, the intervention remains limited in capturing the longer-term developmental trajectory required for evaluative growth. This suggests that rubric-based pedagogy should be viewed not as a one-time instructional strategy but as a sustained practice embedded within the institution's broader assessment culture. Hence, the use of rubrics for self-assessment in ESL writing depends on the gradual development of evaluative skills, supported

by structured guidance, repeated practice, and opportunities for application.

The findings have important implications for the use of rubrics in ESL writing. Although students demonstrated an understanding of rubric criteria, many found it difficult to apply them independently during self-assessment. This suggests that familiarity with rubrics and an understanding of criteria alone do not lead to effective evaluative practice. The study also indicates that students need regular opportunities to work with rubrics in classroom contexts. When teachers demonstrate how criteria can be applied to sample texts and when classroom discussions focus on quality and performance standards, students are better able to engage with the assessment process. Classroom activities that involve collaborative assessment and constructive feedback can further help students develop confidence in evaluating their own writing. The findings also draw attention to the rubric's design, as many students struggled with descriptors that were difficult to interpret because of the level of detail and linguistic complexity. As a result, students focus more on understanding the rubric than on self-assessing their writing. Therefore, clear and accessible criteria seem necessary for effective self-assessment.

CONCLUSION

This study reveals a clear gap between students' perceived confidence in using rubrics and their ability to apply evaluative criteria in practice. Many students showed familiarity with rubrics and identified descriptors that match their writing. However, this familiarity did not lead to independent evaluative decision-making in self-assessment. Students seem to reflect an initial understanding of rubric use rather than a fully developed evaluative judgement. The finding contributes to existing discussions on rubric-based self-assessment by showing that the effectiveness of rubrics cannot be understood solely through the provision of assessment criteria. Students need more opportunities to engage with assessment criteria through guided practice, continuous implementation in the classroom and meaningful application. This shows that rubric availability is not sufficient; rather, how they are incorporated into teaching and learning practices plays an important role in developing students' self-assessment and evaluative understanding. The findings draw attention to broader issues in assessment; the assumption of understanding rubric

criteria leads directly to their application. The findings suggest that developing evaluative judgement is a gradual process that must be explicitly supported within instructional design. The current study is limited by the short-term nature of students' engagement with rubric-based self-assessment. Future research may focus on longitudinal approaches to how students engage over a period and how instructional design supports and shapes the process of evaluative judgement across different educational contexts.

References

- Adachi, C., Tai, J. H.-M., & Dawson, P. (2017). Academics' perceptions of the benefits and challenges of self and peer assessment in higher education. *Assessment & Evaluation in Higher Education*, 43(2), 294–306. <https://doi.org/10.1080/02602938.2017.1339775>
- Almarshedi, R. M. (2025). Self-assessment to promoting EFL learners' writing autonomy: A study at Hail University. *Forum for Linguistic Studies*, 7(12). <https://doi.org/10.30564/fls.v7i12.12114>
- Andrade, H. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5), 13–18.
- Andrade, H., & Du, Y. (2005). Student perspectives on rubric-referenced assessment. *Practical Assessment, Research, and Evaluation*, 10(3). <https://doi.org/10.7275/g367-ye94>
- Bidna, T. (2024). Impact of rubrics on students' self-assessment and overall performance in an EAP writing course. *Global Journal of English Language Teaching*, 4(1), 1–6. <https://doi.org/10.20448/gjelt.v4i1.6060>
- Bin Dahmash, N. F. (2025). The analytic use of rubrics in writing classes by language students in an EFL context: Students' writing model and benefits. *Frontiers in Education*, 10. <https://doi.org/10.3389/feduc.2025.1588046>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Bringula, R., & Moraga, S. (2017, May 5). Utilization of rubrics for self-assessment of computer science students enrolled in a research writing course. In *Proceedings of the 22nd Western Canadian Conference on Computing Education (WCCCE)* (2017). <https://doi.org/10.1145/3085585.3085587>
- Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. ASCD.
- Brookhart, S. M. (2018). Appropriate criteria: Key to effective rubrics. *Frontiers in Education*, 3. <https://doi.org/10.3389/feduc.2018.00022>
- Brown, G. T. L., Peterson, E. R., & Yao, E. S. (2016). Student conceptions of feedback: Impact on self-regulation, self-efficacy, and academic achievement. *British Journal of Educational Psychology*, 86(4), 606–629. <https://doi.org/10.1111/bjep.12126>
- Chowdhury, F. (2019). Application of rubrics in the classroom: A vital tool for improvement in assessment, feedback and learning. *International Education Studies*, 12(1). <https://doi.org/10.5539/ies.v12n1p61>
- Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.
- Dawson, P. (2017). Assessment rubrics: Towards clearer and more replicable design, research and practice. *Assessment & Evaluation in Higher Education*, 42(3), 347–360. <https://doi.org/10.1080/02602938.2015.1111294>
- Ebrahimi, M., Izadpanah, S., & Namaziandost, E. (2021). The impact of writing self-assessment and peer assessment on Iranian EFL learners' autonomy and metacognitive awareness. *Education Research International*, 2021. <https://doi.org/10.1155/2021/9307474>
- Gupta, S., & Chauhan, S. (2020). Exploring the use of rubrics as a self-assessment tool for pre-service teachers. *International Journal of Information and Education Technology*, 10(10), 781–786. <https://doi.org/10.18178/ijiet.2020.10.10.1458>
- Jonsson, A. (2014). Rubrics as a way of providing transparency in assessment. *Assessment & Evaluation in Higher Education*, 39(7), 840–852. <https://doi.org/10.1080/02602938.2013.875117>
- Karaman, P. (2024). Effects of using rubrics in self-assessment with instructor feedback on pre-service teachers' academic performance, self-regulated learning and perceptions of self-assessment. *European Journal of Psychology of Education*, 39(3), 2551–2574. <https://doi.org/10.1007/s10212-024-00867-w>
- Krebs, R., Rothstein, B., & Roelle, J. (2022). Rubrics enhance accuracy and reduce cognitive load in self-assessment. *Metacognition and Learning*, 17(2), 627–650. <https://doi.org/10.1007/s11409-022-09302-1>
- Krebs, R., Waldeyer, J., Rothstein, B., & Roelle, J. (2024). Do rubrics enhance self-assessment accuracy? A replication experiment and exploration of effects on performance. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 56(3), 144–158. <https://doi.org/10.1026/0049-8637/a000296>
- Le, X. M., Phuong, H. Y., Phan, Q. T., & Le, T. T. (2023). Impact of using analytic rubrics for peer assessment on EFL students' writing performance: An experimental study. *Multicultural Education*. <https://doi.org/10.5281/zenodo.7750831>
- Mrangu, L. (2022). Rubric as assessment tool for lecturers and students in higher education institution. *Acta Pedagogica Asiana*, 1(1), 26–33. <https://doi.org/10.53623/apga.v1i1.98>
- Panadero, E., Alonso-Tapia, J., & Huertas, J. A. (2014). Rubrics vs. self-assessment scripts: Effects on first year university students' self-

- regulation and performance. *Infancia y Aprendizaje*, 37(1), 149–183. <https://doi.org/10.1080/02103702.2014.881655>
- Panadero, E., Jonsson, A., & Botella, J.** (2017). Effects of self-assessment on self-regulated learning and self-efficacy: Four meta-analyses. *Educational Research Review*, 22, 74–98. <https://doi.org/10.1016/j.edurev.2017.08.004>
- Phuong, H. Y., Phan, Q. T., & Le, T. T.** (2023). The effects of using analytical rubrics in peer and self-assessment on EFL students' writing proficiency: A Vietnamese contextual study. *Language Testing in Asia*, 13(1). <https://doi.org/10.1186/s40468-023-00256-y>
- Qasim, A., & Qasim, Z.** (2015). Using rubrics to assess writing: Pros and cons in Pakistani teachers' opinions. *International Journal of Education and Practice*, 16. <https://www.iiste.org>
- 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>
- Satheesh, K. M., Brockmann, L. B., Liu, Y., & Gadbury-Amyot, C. C.** (2015). Use of an analytical grading rubric for self-assessment: A pilot study for a periodontal oral competency examination in predoctoral dental education. *Journal of Dental Education*, 79(12), 1429–1436. <https://doi.org/10.1002/j.0022-0337.2015.79.12.tb06042.x>
- Tai, J., Ajjawi, R., Boud, D., Dawson, P., & Panadero, E.** (2017). Developing evaluative judgement: Enabling students to make decisions about the quality of work. *Higher Education*, 76(3), 467–481. <https://doi.org/10.1007/s10734-017-0220-3>
- Taylor, B., Kisby, F., & Reedy, A.** (2024). Rubrics in higher education: An exploration of undergraduate students' understanding and perspectives. *Assessment & Evaluation in Higher Education*, 49(6), 799–809. <https://doi.org/10.1080/02602938.2023.2299330>
- Tian, W., & Tong, Y.** (2026). A literature review of effects of rubric on student self-assessment and peer assessment in higher education. *Journal of Language, Culture and Education*, 3(2), 1–13. <https://doi.org/10.70267/jlce.2026.v3n2.0113>
- Wang, W.** (2017). Using rubrics in student self-assessment: Student perceptions in the English as a foreign language writing context. *Assessment & Evaluation in Higher Education*, 42(8), 1280–1292. <https://doi.org/10.1080/02602938.2016.1261993>
- Weiss, K.** (2018). Student self-assessment reassessed. *Journal of Academic Writing*, 8(2), 161–175. <https://doi.org/10.18552/joaw.v8i2.448>
- Winstone, N. E., & Nash, R. A.** (2023). Toward a cohesive psychological science of effective feedback. *Educational Psychologist*, 58(3), 111–129. <https://doi.org/10.1080/00461520.2023.2224444>
- Yan, Z.** (2020). Self-assessment in the process of self-regulated learning and its relationship with academic achievement. *Assessment & Evaluation in Higher Education*, 45(2), 224–238. <https://doi.org/10.1080/02602938.2019.1629390>

