

# NATIONAL EDUCATION POLICY- 2020 AND RUBRIC BASED ASSESSMENT IN HIGHER EDUCATION

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### ***Abstract***

*This paper highlights the need of using rubric-based assessment in higher education in reference to NEP- 2020 as one of the updated methods of assessment with the help of educational technologies, concentrating on 21st-century skills. The rubric is one of the important tools for assessing the student's performance. It clearly determines the achievement criteria covering all the elements of a student's performance, whether it is oral, written or activity based. The present paper focuses on the concept of the rubric as an important measure of assessment for the students of higher classes, when and how to develop the rubric, and the steps to follow it. A rubric is very helpful for both students and teachers. In terms of students, it makes the learning target clear to the students which helps them to have a clear idea about what they need to learn to get a better result, instead of doing guesswork. The rubric also clears the doubts of the students regarding what they are supposed to do, and what should be the quality of their performance in a given assignment or project. For teachers and administrators, the rubric plays an equally important role for both. It enables both to assess the students' performance more objectively and fairly since they know what to look for. Thus, the rubric eliminates favouritism and biased thinking. Therefore, the rubric is very essential to be included in the evaluation process because it increases objectivity and transparency and clarifies the dimensions and areas of performance assessment.*

**Keywords:** *Rubric, Assessment, Student's Performance, Criteria, Grading, Evaluation, Objectivity*

### ***Introduction***

Assessment is a process of evaluating a student's performance through a means test/exam or practical. It involves the components like planning, doing, checking and acting. The definition of the term assessment is not confined instead there are several definitions of it. One-way assessment is referred to as “a process to collect evidence and make a judgement related to outcomes”. Assessment is a procedure of collecting and discussing data from various sources to know what students understand and do by

practically applying their knowledge. In the classroom, we can say that the assessment is done when the teacher observes the students in their learning, provides as well as receives feedback and improves his/her teaching methods in order to ensure maximum gain of knowledge for the students. In the present system of assessment and examination, we find many deficiencies. Like transparency, objectivity and a way of assessing the students.

National Education Policy- 2020 reviewed the deficiencies of the present examination and assessment system. NEP- 2020 in Part III “Other Key Areas of Focus” tried to address these issues and challenges. Section 24 highlights the need for “Online and Digital Education: Ensuring Equitable Use of Technology”. Its sub-section 24.4 (h) NEP- 2020 describes the requirements of 'Online assessment and examinations'. Here NEP- 2020 has suggested some measures to address these deficiencies of the examination system. NEP proposed that “identified bodies will design and implement assessment frameworks encompassing the design of competencies, portfolios, rubrics, standardized assessments, and assessment analytics”. It also suggested the use of educational technologies, concentrating on 21<sup>st</sup> century skills as an updated method of assessment.

The rubric may play an important and dynamic role in the assessment framework as suggested by the NEP-2020.

### **Meaning of Rubric**

A Rubric is an effective tool used to measure students' performance or assess their learning by using a certain level of descriptions and degree of completion based on the result obtained/ result produced. A rubric is also said to be a scoring guide, which is used for assessing the student's performance. It is used in different ways: to improve teaching, to make the purpose of assignment clear to the students and to advance their learning.

The rubric is one of the important assessment tools which signifies the achievement criteria covering all the elements of any kind of student's task. It can be used for assignment evaluation, participation in class or grading the overall performance of the student. A rubric is also a scoring guide which helps both students and teachers to understand the expectations of each assignment and it also enables the teacher to assess students' work fairly.

### **Conditions to use and develop the Rubric**

A rubric can be an excellent tool to use for assessing a student's performance for the following reasons:

- ✓ The burden of writing the same comments in multiple students' assignments.

- ✓ The evaluation load is too much and marking remarks consumes a lot of time.
- ✓ Students frequently ask a question about the marking criteria even after writing in the marked assignment.
- ✓ Having confusion about grading being done equally at the starting, in between and at the last point of the grading session.

### Steps for developing a grading Rubric

The following steps could be used for developing an effective and appropriate rubric:

- **Selection of an assignment to be assessed:** Always start with a task which seems to be hard to evaluate and arise need to make the subjectivity less. Whether assignment stands suitable for achieving learning objectives? Are we encouraging the students to solve the problems and do practical applicability of the knowledge? Answer all these questions before developing the criteria for a rubric.
- **List out the criteria:** Begin by developing a rubric by listing out the criteria associated with the task. Eliminate similar criteria. A rubric which we are going to design for formative assessment should have more criteria as compared to a rubric for summative assessment.(Dodge, 2001).
- **Write down the criteria description:** Make sure that the criteria description is brief, easy to understand and in a logical order so that it becomes easy for the students to follow.
- **Determine the level of performance adjectives:** Choose the words that describe the performance at each level and shows the real differences between the level. Also, the performance level should match the related criterion.
- **Developing the result:** The result determine the performance's range in terms of numerical value. Ensure that the values which we put in make sense in terms of total result. The best and worse scores should be kept at the end and others are kept accordingly in middle. It is advised to begin with lower levels and differentiates among work that does not fit in the required criteria.
- **Evaluation of rubric:** As it is done on any instructional tool, judge the rubric every time and make sure that the rubric matches objectives and instructional goals also ensure that it becomes easy for the students to understand the rubric, so that they can use it.

### A Rubric is an important tool for students' assessment

A rubric is one of the important tools to measure students' performance and it is used to serve the following purpose:

- The main aim of the rubric is to assess the student's performance.

- It helps the student to clear their doubts regarding how they should do their work, what should be the level of quality in their work and what objectives they are supposed to achieve.
- It makes evaluation work easy for the teacher as they get an idea about the criteria for assessing students' performance that should be used.
- Rubrics make learning targets clear to the students: When the students are given a clear description, they will have an idea about what learning target they are required to hit and instead of doing guesswork they have a clear view of what they are supposed to do to get a good result.
- Rubrics help in guiding the instructional design and delivery of the content: When the teachers have carefully designed their expectations for student learning they will be able to keep the teaching target in the form of a rubric in front of them and select the appropriate instructional approaches and suitable learning environment for delivering the content which will enable the students to achieve these outcomes. (Arter, J. & Mc Tighe, J.)
- The rubric provides the students with the opportunity for self-assessment and peer feedback: Through the rubric, it becomes possible for the students to assess their work, and make the necessary modifications and improvements to come to an excellent output. It also helps them to provide peer assessment tasks as they can give feedback without any bias.

### **Classification of Rubric**

The kind of rubric that should be used relies on what and how we want to judge. The following are some of the kinds of rubrics.

**Holistic Rubric:** In this type of rubric all the criteria are evaluated as a single score. The holistic rubric is used for the assessment of the entire performance of a task as only a single mark is given, but such type of rubric does not provide a detailed explanation about a student's performance and considers the level of performance as a whole. It is used for tasks and performance like reading fluency, response to essay type of questions etc.

**Analytical Rubric:** Each criterion is assessed separately and receives different scores. It takes time to score but gives detailed feedback. Provide even a minute of detail or feedback to the students. (Arter & Mc Tighe, 2001, p22)

**Generic Rubric:** This type of rubric includes criteria that are common and which can be made to use for alike tasks. As with the analytical rubric, in this type of rubric also criteria are assessed separately. Such a type of rubric is used when the instructor

evaluates consistently in dissimilar course sections. (Arter & Mc Tighe, 2001, p30)

**Task Specific Rubric:** Such a type of rubric is used to assess specific tasks. Unique criteria are separately assessed. But it is not possible to consider every criterion involved in a specific task. Such a type of rubric is used when we want to know students' knowledge about a particular concept. (Arter & Mc Tighe, 2001)

### Limitations and Challenges in designing the Rubric

- Rubrics, when designed properly, are a great means for assessing students' performance, However, a rubric is not only a method of evaluation and assessment but it is an effective tool in the area of assessing students' Performance.
- It takes time to design when the teacher is true in his/her profession and wants to assess students without any biases.
- If the rubric is designed inappropriately, it may result in diverting students' attention from actual the learning target.
- To make sure that the rubric works properly, it should be tested and implemented to ensure its accuracy and efficiency.

### A Sample Rubric

Category	Excellent 4	Good 3	Average 2	Poor 1
Mathematical reasoning	Complex and refined	Effective	Some evidence	Little evidence
Mathematical concepts	Complete understanding	Substantial understanding	Some understanding	Limited understanding
Mathematical Terms Used	Always	Usually	Sometimes	Very small extent
Neatness and Organization of task	The neat and organized way that is easy to read	The neat and organized way that is usually easy to read	The neat and organized way that is hard to read	Unorganized and messy
Meeting Time limit	Submitted on or before the deadline	Submitted after one day of the deadline	Submitted after two days of the deadline	Submitted after three and more days of the deadline

**Theme: Problem Solving Assignment**

**Rubric and Online and Digital Assessment**

Rubrics based on above mentioned example could be used for the assessment and

feedback purpose in any studied subject or skillsets. Using the pen-paper mode of the rubric is a traditional way. Now with the increased use of online digital technology and Learning Management System (LMS) rubrics may also be developed by using technology. A digital rubric eases the work of the assessors. One of the benefits of this type of rubric is immediate feedback to the learners and environment friendly due to no use of paper.

### Conclusion

A rubric is an effective and efficient tool for grading a student's performance in higher classes and allows for objective as well as consistent assessment and helps to reduce subjectivity. Rubric clarifies the expectations and makes the students understand how to meet them. The rubric provides the students with the opportunity to improve their performance after receiving the feedback.

The rubric also helps the teacher in the evaluation process and provides quality feedback to the students. Through rubric teachers can set their criteria for evaluation which helps both students as well as the teachers to know the extent to which objectives have been achieved in the teaching-learning process. A rubric is one of the very important tools for assessment which provides feedback to both teachers and students without any biases. Therefore, a rubric should be made compulsory in education to use for assessing the student's performance.

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