

**PREPARATION OF RUBRICS FOR CONTINUOUS COMPREHENSIVE
EVALUATION IN THE CHANGING TRENDS OF TEACHER EDUCATION**

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Abstract

*Quality concern in school education is one of the major priorities, if quality education is the goal, it cannot be achieved without the sincere efforts of teachers. There is sea change in the mode of teacher Education process. The vibrant reorientation is taking place in the area of curriculum construction, pedagogy and evaluation processes of teacher education. To meet the need of the hour, the required competencies have to be essentially developed amongst student teachers so that they face the real challenges in teaching learning process. These competencies have to be based on practical experiences of self organization, communicable techniques and thinking systematically with appropriate skills to perform with high degree of interest for teaching. A fresh thinking has to start in the process of evaluation system at teacher education level. Continuous comprehensive evaluation system has become useful in this process in testing the qualitative aspects of affective and psychomotor learning amongst student teachers. Using innovative ideas and techniques in testing the behavioral aspects of the teachers is the need of the hour. Under this, **the rubrics have become handy. Learning to construct Rubrics for CCE in the changing trends of Teacher Education attracted the researcher to concentrate.** 40 students were chosen from methods of teaching social sciences, they were divided into two groups one was considered as control group and another was experimental group. Post test design was selected for the calculations. The students of experimental group were made to prepare rubric with specific criteria for the assessment based on the objectives for the study.*

Key words: Teacher Education, Continuous Comprehensive Evaluation and Rubrics,



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Quality concern in school education is one of the major priorities, if quality education is the goal, it cannot be achieved without the sincere efforts of teachers. So there is a seamless connection between quality education and the effective teaching learning process. To uphold the quality of Education at any level, students have to be thrown open to various challenges with technological up gradation. There is sea change in the mode of education and teacher Education process. We need to change our mind set and move towards the change. The vibrant reorientation is taking place in the area of curriculum construction, pedagogy and evaluation processes of teacher education. To meet the need of the hour, the required competencies have to be essentially developed amongst student teachers so that they face the real challenges in teaching learning process. These competencies have to be based on practical experiences of self organization, communicable techniques and thinking systematically with appropriate skills to perform with high degree of interest for teaching. As a matter of fact, all these basic components influence each other. One sets the base for the other by providing as a feedback for the successful operation of the teaching and learning act. To further the knowledge of the teacher for the sake of new generations, various skills have to be developed. In this regard the scope of present evaluation system in teacher education is thought of, which is excessively quantitative in nature and confined mainly to **cognitive learning**. It does not cover entire gamut of conceptual dimensions at all, the focus on understanding of **Concepts, developing good comprehension and communication skills etc** is lacking. The evaluation system requires substantial changes. A fresh thinking has to start in the process of evaluation system at teacher education level also.

Continuous comprehensive evaluation system has become useful in this process in testing the qualitative aspects of affective and psychomotor learning. So, there is a need to move away from conventional type of evaluation that is rote memory testing to innovative ideas and techniques in testing the behavioral aspects of the teachers also. Equipping teachers for designing needed innovative techniques of evaluation is the need of the hour. Under this, **the rubrics have become handy. Preparation of Rubrics for CCE in the changing trends of Teacher Education attracted the researcher to concentrate.**

What are rubrics?

Rubrics are sets of criteria or scoring guides that describe levels of performance or understanding. They provide students with expectations about what will be assessed, standards that need to be met, and the information.

Why use rubrics?

Rubrics are appealing to teachers and students for many reasons.

Active learning situations challenge teachers to determine grades in a way that accurately reflects achievement and that is acceptable to students, parents, and colleagues. "Rubrics" are guides for assigning scores to alternative assessment products. Rubrics are not a form of assessment but are the criteria for making an assessment. Rubrics encourage clear assessment targets and clear expectations. When a rubric is well defined, learners know exactly what is expected of them and how they may achieve a top grade. Most learners want to excel and will work hard if they believe there is an opportunity for success. They will exert more effort and produce more work to meet clearly expressed expectations for success. **First**, they are powerful tools for both teaching and assessment. Rubrics can **improve student performance**, as well as monitor it, by making teachers' expectations clear and by showing students how to meet these expectations. The result is often marked improvements in the quality of student work and in learning.

Thus, the most common argument for using rubrics is they help define "quality."

Second reason that rubrics are useful is that they help students become more **thoughtful judges of the quality of their own and others' work**. When rubrics are used to guide self- and peer-assessment, students become increasingly able to spot and solve problems in their own and one another's work. Repeated practice with peer-assessment, and especially self-assessment, increases students' sense of responsibility for their own work.

Third, rubrics **reduce the amount of time** of teachers which is spent in evaluating student work. Teachers tend to find that by the time a piece has been self- and peer-assessed according to a rubric; they have little left to say further about it. When they do have something to say, they can often simply circle an item in the rubric, rather than struggling to explain the flaw or strength they have noticed and figuring out what to suggest in terms of improvements. Rubrics provide students with more informative feedback about their strengths and areas that are in need of improvement.

Fourth, teachers appreciate rubrics because of their ‘**flexibility**’ nature allows them to accommodate heterogeneous classes. The examples here have three or four gradations of quality, but there is no reason why they can’t be ‘stretched’ to reflect the work of both gifted and those with learning disabled students.

Finally, rubrics are easy to use and to explain. Students will be able to articulate what they had learned, and by the end of academic year, they can be accurate with their evaluations. Rubrics are becoming increasingly popular with educators moving toward more authentic, performance-based assessments.

So teacher trainees have to be helped in developing a few of their own rubrics to reflect their curriculum and teaching style.

To engage the student trainees to learn the construction of rubrics, the following steps are recommended;

1. **Look at models:** Show students examples of good and not-so-good work. Identify the characteristics that make the good ones good and the bad ones bad.
2. **List criteria:** Use the discussion of models to begin a list of what counts in quality work.
3. **Articulate gradations of quality:** Describe the best and worst levels of quality, and then fill in the middle levels based on your knowledge of common problems and the discussion of not-so-good work
4. **Practice on models:** make students to use the rubrics to evaluate the models that are given in Step 1.
5. **Use self- and peer-assessment:** Give students their assignment. As they work, stop them occasionally for self- and peer-assessment.
6. **Revise:** Always give time to student to revise their work based on the feedback they get in Step 5.
7. **Use teacher assessment:** Use the same rubric which students used to assess their work yourself.

Developing a Rubric is a dynamic process. As the components and goals of instruction become clearer to the teacher, the ability to define ranges and levels of execution within the processes of the active learning experience will make the development of a rubric easier.

Some teachers may require a "run through" before they are ready to finalize a rubric. With unfamiliar content, it's okay to write a rubric after the fact and save it for future reference. Even after a rubric is used, it may need modification.

By keeping all the above factors in mind, the investigator had taken up the challenge of making Teacher trainees to prepare a rubric to assess the skills used in preparing a collage on social issues. 40 students were chosen from methods of teaching social sciences, they were divided into two groups one was considered as control group and another was experimental group. Post test design was selected for the calculations. The students of experimental group were made to prepare rubric with specific criteria for the assessment based on the objectives for the study. The students were expected to apply the acquired knowledge of rubrics to new situations by analyzing the elements of the content and their relationships. The time was limited and the rubric prepared by student teachers of experimental group was implemented in the B.Ed class room itself. The criteria decided by teacher trainees to assess collage making skills were knowledge of the theme, understanding of the basic rules, ability to use context-specific material and techniques. The upper range and the lower range of the skill were clearly specified along with the middle range. The investigator used another rubric to assess the work of teacher trainees. The finding say that 60 % of the students were properly motivated to prepare the collage, another 20% were not interested but later developed interest, 80% of the teacher trainees tried their level best to follow the rules given for the preparation of rubrics. 20% of the teacher trainees came out with flying colors in the preparation of collages. But at the end there was lot of change in the behavior of the student trainees.

Conclusion

Rubrics prepared as scoring guides or a set of expectations used to assess student's level of understanding has also allowed students to know the expectations to learn at a higher level.

This implies that the evaluation scheme should go beyond the evaluation of knowledge, understanding, skills and other competencies of the learners and should essentially include evaluation of personality traits and values necessary for an effective teacher.

This has scope for Self-assessment of the teacher with the dimensions like competencies with respect to teaching, inter-personal relations, management and communication as also values like tolerance, affection for children, honesty, impartiality etc., which ought to be parts of evaluation.

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