

RUBRICS FOR ASSESSING PERFORMANCE-BASED ACTIVITIES  
IN LANGUAGE AND LITERATURE CLASSES

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by

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## ABSTRACT

This study developed and evaluated rubrics for assessing performance-based activities in Language and Literature classes. Rubrics for Newscasting, Readers Theater, Role Play, Improvisation, Storytelling, Telephone Communication, Oral Paraphrasing, Socialized Recitation, Prepared Speech and Oral Reporting were tested for content validity, inter-rater reliability and practicality. Conducted at Southwestern University College of Arts and Sciences, the participants included 200 students, 6 teachers, and 1 department chair and two (2) specialists in the field of Communication and Performing Arts.

The criteria for the rubrics were gathered from relevant research literature and interview with specialists in communication and performing arts. Content validation was carried out to ascertain the degree to which each assessment addressed the learning objectives. The inter-rater reliability was determined using the Kendall's coefficient of concordance. The specialists, teachers and students also tested the degree of practicality of the ten (10) rubrics for performance-based activities in Language and Literature classes.

Of the nine rubrics tested for inter-rater reliability, the rubrics for Newscasting, Readers' Theater, Role Play, Improvisation, Telephone Communication, Oral Paraphrasing, and Oral Reporting yielded reliability coefficients within acceptable standards. Only one rubric, the socialized recitation, was found out to be impractical because, the raters cannot objectively assess the performers because of the dynamics of the activity.

The use of performance-based activities in Language and Literature classes helped develop students' skills in oral and written communication. Rubrics were proven to be effective scoring devices against which teachers evaluate the quality of students' performance. They also guide students in coming up with expected quality of performance since they are provided in advance the criteria and bases for scoring.

It is recommended that the seven rubrics in this study be widely used and may be modified based on the contexts of the course, subject matter and student-related factors. It is further recommended that the manual of rubrics for performance-based activities in Language and Literature classes, which is the output of this study, be used by teachers as guide in designing their own rubrics. Teachers should be required to submit rubrics for performance assessments and students should be involved in constructing/developing rubrics for evaluating their performance.

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## THE PROBLEM

### Statement of the Problem

This study aims to develop and evaluate rubrics for assessing performance-based activities in Language and Literature.

Specifically, this study seeks to:

1. establish a set of criteria to be used in developing rubrics for assessing performance-based activities in Language and Literature classes;
2. design scoring systems for the use of these rubrics;
3. evaluate the practicality of these rubrics from the perspective of students, teachers, department chair and experts;
4. determine the degree of validity and reliability of the rubrics tested in Language and Literature classes in the following activities:
  - 4.1 Newscasting
  - 4.2 Readers Theater
  - 4.3 Role Play
  - 4.4 Improvisation
  - 4.5 Storytelling
  - 4.6 Telephone Communication
  - 4.7 Oral Paraphrasing
  - 4.8 Socialized recitation

#### 4.9 Prepared Speech

#### 4.10 Oral Reporting

5. develop a manual of rubrics for performance-based activities in Language and Literature classes along with teacher's guide for its use.

#### Significance of the Study

Language and Literature courses have a lot of instructional and assessment tasks that require students' creativity, communication and kinesthetic skills. Assessing these tasks also requires creativity and objectivity on the part of the teacher. Rubrics are helpful tools and working guides for students and teachers in achieving these tasks.

A study focusing on the performance-based assessment practices of Language and Literature classes is relevant and timely to all concerned. This will serve as a guide for teachers and heads of Language and Literature departments in employing authentic assessments of performance-based tasks and in enhancing the quality of direct instruction.

Teachers can adapt the rubrics used and proposed in this study. They can increase the quality of their direct instruction by providing focus, emphasis and attention to particular details as a model for students.