

# Development and Validation of A Proposed Model Rubric in Rating Written Outputs in the Graduate School Level

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**Abstract:** *The main purpose of the study is to produce a proposed model rubric to be used in rating written outputs of students in the graduate school level, aligned with the Communicative Competence Model of Littlewood (2011). The study was conducted using quantitative-developmental approach with the select 10 experts who are handling either Filipino or English language classes either in the master's or doctorate program. An initial version of rubric was crafted and underwent validation process, revisions were made throughout the process until the final version was developed. Appropriate statistical tools were utilized, such as Aiken's  $V$  (content validity coefficient) for the validity, and the Fleiss'  $\kappa$  coefficient and Krippendorff's  $\alpha$  coefficient for the reliability index. An average content validity coefficient of 0.91 was recorded, affirming the validity of the crafted rubric. A Krippendorff's  $\alpha$  coefficient of 0.87 was recorded, which is higher than 0.67 and a  $p$ -value less than 0.05, proving the rubric's inter-reliability, moreover the 0.8 ' $\alpha$  coefficient' reflects a high level of inter-reliability of the raters in marking written outputs using the proposed rubric. With the assistance of the select experts, the study was able to produce a valid and reliable rubric as an assessment tool in rating the performance of students in the graduate school level in terms of their written outputs. The study suggests that appropriate tests of validity and reliability shall always be employed to come up with an effective assessment tool that can truly serve its purpose for the professors and students alike.*

**Keywords** — development and validation; proposed model rubric; rating written outputs; graduate school level; writing

## 1. INTRODUCTION

Most of the learning activities in the graduate school level requires written performance. These written exercises serve significantly in preparing the students toward effective writing of their thesis or dissertation papers as final requirements of the course. To effectively guide students on identifying the strengths and points for improvement of their submitted outputs, professors must rate their writings using an appropriate assessment tool. Giving comments and feedbacks likewise assist students to discover various ways of improving themselves in such learning activity.

Written outputs must be graded objectively using the most appropriate assessment tool. On this premise, the study came into being, purposely to contribute to the academic journey of graduate school students who shall soon become experts in the teaching profession and education leaders and managers.

### *The Writing as A Language Skill*

Writing is a language skill acquired through the process of using symbols such as letters, punctuations, and spaces to express thoughts and emotions through encoding. A classical definition of writing, from a Filipino point view, was given by Badayos stating that writing is a complex task (Badayos,

2018) [1], thus requiring individual to have necessary basic knowledge and skills to come up with a good write up (Cabigao, 2012) [2]. These basics include the mastery of the writing mechanics, which includes writing forms, spelling, punctuations, and writing conventions. Mastery of the writing mechanics will serve a strong foundation for any individual to write legibly, clearly, and with substance as effective form of thoughts and ideas.

Clayton [3] documented on his paper an acceptable narrative of the early writing systems of human civilization. According to him, writing began in the Middle East approximately 5,000 years ago. The complete writing systems were born in four different places of humans' first settlement and at the four different periods in history. The first one began in Mesopotamian, now Iraq, with their system of writing called cuneiform around 3,400 and 3,300 BC, which was followed immediately by the writing system in Egypt around 3,200 BC. Years around 1,300 BC was the time when proofs of a complete writing system were discovered which was believed to be during the period of Shang Dynasty in China. In the middle of 900 and 600 BC, writing system in the Mesoamerica was believed to have started. The author believed that the needs for a systematic writing system of the early civilizations came into being due to: (1) the demands of consistent counting; (2) of naming of various things and creatures; and (3) of the belief of transcending to the world of their departed loved ones.

After thousand of years, the original writing systems of the human civilization underwent changes and multiplied as

<sup>1</sup> (This study is originally written in Filipino language entitled *Pagbuo at Balidasyon ng Isang Mungkahing Modelong Rubrik sa Pagmamarka ng Mga Sulatin sa Antas Graduwado*)

years passed by, from the simple reasons on why writing system was born, present generation poses diverse and brand-new reasons in their continuous journey of improving their writing skills, especially in the academe. According to Ahmad (2018) [4], writing plays a significant role in the collection of human knowledge from all the corners of the world. Writing skills are molded in schools to become proficient in documenting and expressing knowledge and experience that can transcend from the present up to the next generations. Academic writing serves as an ideal venue in the sharing of diverse pieces of wisdom from all sorts of human interests. Writing likewise provides equal opportunities to contrasting school of thoughts anchored on various theories of knowledge to document their never-ending justifications.

Writing plays an important role in the advancement of knowledge and improvement of life; thus, the present generation puts premium in honing the writing skills and interests of people starting from the first ladder of the education system. In support to the improvement of writing skills, Fleming (2020) [5] enumerated the advantages of being skillful in the field academic writing, such as the ability to: (a) gather other important life skills helpful not only in the workplace but also with the day-to-day living; (b) think and reflect on the writings based on personal thoughts and of others, and deepen the understanding on it; (c) observe critically, as every writing episode needs individual researching and reading, observing, and focusing on certain topic; (d) respond with what the topic is asking, and deepen the discussion on it; and (e) develop group of words and sentences in a stylistic approach.

Writing, indeed, has come a long way, but its main purpose since its conception in human history remains as to date, which is to gather and collect various and diverse pieces of wisdom through printed means, allowing it to withstand the long period of time, and letting the people of the succeeding generations decode our texts as souvenirs of the past and present generations to the future passers-by on this world.

### ***The Rubric as an Assessment Tool***

The Department of Education or DepEd (2018) [6] gave a practical definition of rubric in the context of basic education in the country. According to the department, rubric is an effective assessment tool for teachers to come up with a consistent assessment on the performance of the learners. Rubric serves as a guide in giving grades, which usually come in graphic form. It likewise describes the expectations in each activity, through the level of performance of the learners in complying with the authentic learning task. Rubric is shared to the learners prior to the rating period to clearly communicate with them the specific expectations on how they will be graded. Each criterion of the rubric is defined and has specific point for marking on the output or performance being graded. As DepEd said, a rubric tries to answer these three questions: (1) What do we want learners to know and be able to do it?; (2) How well do we want

learners to know and be able to apply or use a skill in a concept?; and (3) How well teachers and other scorers know when a learner knows a concept and does an activity well?

On the same note, Bramley (2018) [7] noted that the utilization of rubric in the higher education of studies helps in a great extent as compliments of the professors' teaching roles. Through rubric, learning is deepened by establishing a clear connection of what being learned and what to prepare as proof of learning at the end of the teaching-learning engagement. Similar idea was presented by Tanhueco-Tumapon (2016) [8], stating that rubric is a facility or tool in helping professors grade or rate the outputs or performance of the learners at a given time frame.

As affirmed by Ragupathi and Lee (2020) [9], the utilization of rubric in the higher education helps professors in establishing a *learning-centric* and *learner-centric* environment instead of a *task-centric* one. Identifying the learners' total scores from the rubric used is an effective mean of addressing the gaps of most of the members of the class rather than by just identifying the individual needs; thus, allowing the professors to reflect on the quality of their teaching competence, should there be needs for revision, development, or enhancement. Moreover, the same authors added important definition of rubric based on their professional experiences as professors in the Asian universities, including Singapore. According to them, various orientations and ethnolinguistic groups of the professors made the academic personnel heterogeneous with thoughts and ideas, but with the use of an effective rubric, their diverse minds achieve unity in rating students learning outcomes, allowing for transparency and fairness throughout the assessment process.

A rubric is generally classified into two, with specific use and description. A holistic rubric gives a general rating to a particular learning output or performance while the analytic rubric marks the output individually using the set criteria, and eventually the sum of the ratings becomes the final score. From this description, we can conclude that holistic rubric focuses only on the giving of grades while the analytic rubric serves another purpose which is *as a learning tool*, aside from being an assessment tool. It likewise safe, too, to say that holistic rubric emphasizes the learning outcome while the analytic rubric puts premium on the process of accomplishing the target learning outcomes. (Brown, 2017 [10]; Gonzalez, 2014 [11]; Skibba, 2021 [12])

### ***The Communicative Competence as A Guide***

The salient principles of Communicative Competence were considered in the conduct of this study. In the field of language teaching and research, Dell H. Hymes, an American sociolinguist and anthropologist, was highly popular. He conceptualized the words *Communicative Competence* in response to the limitations of the conservative school of thoughts named *Grammatical Competence* of a fellow American linguist Noam Chomsky.

According to Hymes (1967, as cited in Eghtesadi, 2017 [13]), Communicative Competence is the ability of an individual to speak when needed and to become silent if the situation requires, on what codes to use in speaking, to where, to whom, and many more. From thereon, several language experts embraced his idea, and the succeeding linguists modify accordingly the main concept of Communicative Competence to adapt with the changing context of language in the present generation, as shown in the: Hymes' Model from 1967 to the updated version in 1972; Canale and Swain's Model in 1980; Canale's Model in 1983; Bachman's Model in 1990; Celce-Murcia, Dornyei, and Thurrell's Model in 1995; and the latest as Littlewood's Model in 2011.

From years of various revision, Littlewood (2011) [14] presented an updated Communicative Competence Model as still anchored from the older versions of 1980 Model of Canale and Swain and the 1983 Model of Canale alone. In this updated version, a fifth dimension was introduced, and new terminologies were utilized.

The first dimension of Communicative Competence is the *linguistic competence*, which refers to the adept knowledge in vocabulary, grammar, semantics, and phonology which all focus on the traditional learning of second language. The second dimension is the *discourse competence* which deals with the skills of the speaker to use the language continuously throughout his/her conversation, through connecting personal thoughts and listening skills, and how to deal well in the dialogues. The third dimension is *pragmatic competence*, which refers to the scenario when speakers use second language spontaneously by using their first language or mother tongue in processing thoughts and translating it to that second language. The fourth dimension is *sociolinguistic competence* which refers on how a certain language is effectively used in a conversation according to the most appropriate level of formality. The fifth dimension is *sociocultural competence*, which deals with the skills of having conversations with other people by effectively using the acceptable level of knowledge on one's culture and perspective to avoid any communication mishap or misunderstanding. This last dimension adds a psycholinguistic aspect in the process of learning second language effectively which is very vital in the effective language skills, which was missed by the earlier Communicative Competence Model of Canale and Swain.

Considering Littlewood's updated model of Communicative Competence, the study attempted to develop a proposed assessment tool in a form of rubric to assess with deepest consideration the written outputs of students in the graduate school level. Aside from the expected learners' deep understanding of the topic, they should exemplify various aspects of competence in accomplishing written outputs. The multi-faceted competence of students in writing will be of great help to them as the graduate studies programs generally end with the writing and presentation of theses and dissertations on their respective fields of expertise. So as to

become fully prepared in those writing tasks, students should find ways in refining their effective writing skills prior to the terminal requirements of their course. Having a valid and reliable rubric in grading the submitted written outputs will greatly help students to personally assess their prowess and points of improvement based on the marks given to them by their professors on their submitted papers.

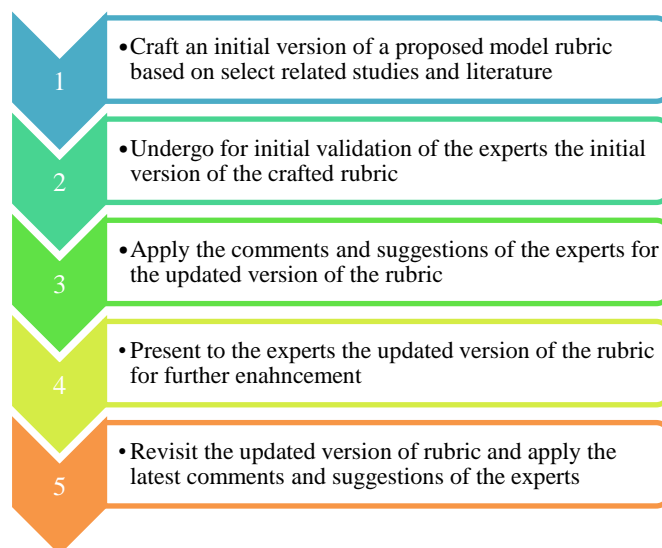
As Cabigao (2012) [15] reminded, a good knowledge of the writing standards of a certain language is a must to language teachers, so do with all teachers handling subjects in Filipino because they oversee the development of the communicative competence among their students. Should there be changes in the standards, it shall be followed religiously towards the standardization of the Filipino language and all other languages. And with this new study, we are likewise reminded that our focus should not lean only on the grammatical competence whenever we give grades and impressions to our students' written outputs. We must consider, too, the other equally important dimensions of competence to truly capture what we want to measure in a certain learning task.

## 2. OBJECTIVE OF THE STUDY

The study primarily aims to produce a proposed model rubric in rating written outputs of students in the graduate school level anchored on the Communicative Competence Model of Littlewood (2011, as cited in Eghtesadi, 2017) [15]. The proposed rubric is expected to meet the acceptable level of validity and reliability tests, thus serving its purpose of being an effective learning assessment tool.

To achieve the objective of the study, the following steps were undertaken.

Fig. 1. The Flow Chart of the Study



## 3. METHODOLOGY

The study utilized the *quantitative-developmental* method of research, which is a systematic approach of designing,

developing, and assessing a program, process, or learning outcomes according to the assigned standards for consistency and excellence (Richey, et al., 2014) [14]. The proposed model rubric was crafted according to the Communicative Competence Model of Littlewood (2011) [16] and underwent a series of assessment by select experts from the first draft up to the final version to meet the validity and reliability standards.

Ten experts served as validators, and they were chosen based on these two qualifications: (a) currently handling Filipino or English Language classes in the master's or doctoral program and (b) a full-fledged doctorate degree holder. The development and validation process took almost a month before coming up with the final version of a valid and reliable proposed model rubric to be used in rating written outputs of graduate school students.

The crafted rubric was rated for validity using a 5-point Likert scale with ten indicators of an effective rubric previously developed by the researcher with the assistance of select experts in the field. The said instrument recorded a 0.9731 *Cronbach Alpha*, confirming its high level of acceptability as an assessment tool.

**Table 1.** *The Rating Scale, Descriptions, and Range of Scores in the Validation of the Crafted Rubric*

| Scale | Description           | Range       |
|-------|-----------------------|-------------|
| 5     | Highly Acceptable     | 4.50 – 5.00 |
| 4     | Acceptable            | 3.50 – 4.49 |
| 3     | Fairly Acceptable     | 2.50 – 3.49 |
| 2     | Not Acceptable        | 1.50 – 2.49 |
| 1     | Highly Not Acceptable | 1.00 – 1.49 |

To completely determine the effectiveness of the proposed model rubric, it underwent a *validity test* through the *Aiken's V* (*content validity coefficient*), and a *reliability test* through the *Fleiss' κ coefficient* and the *Krippendorff's α coefficient*.

#### 4. RESULTS AND DISCUSSION

In an attempt to produce an acceptable proposed model rubric in rating written outputs of student in the graduate school level, this study was conducted, and the findings are stated herein.

##### 4.1. Validity of the Proposed Rubric

Validity refers to the appropriateness of an assessment tool to measure what is intended to be measured (Haradhan, 2017 [17]; Korb, 2012 [18]; Siegle, 2021 [19]; Sullivan, 2011; & Taherdoost, 2016) [20]. Determining the validity of an assessment tool is important in order to ensure that our efforts in using it are worthy of documentation, and nothing shall be put into waste.

The first draft of the proposed rubric was developed collaboratively with eight select students taking Master of

Arts in Education program Major in Filipino, in a private university in Region III – Central Luzon. The researcher gathered and documented the students' comments and suggestions, and consequently incorporated it to the first version that was presented to the 10 experts. The rubric underwent validation using the acceptable validation tool stated previously.

Table 2 presents the results of the validation with the elect experts of the study. An average mean of 3.49 [Fairly Acceptable] was recorded for the first draft of the rubric. The lowest mean was recorded at 3.10 [Fairly Acceptable] while the highest was recorded at 3.90 [Acceptable].

**Table 2.** *Content Validity of the First Version of the Proposed Rubric*

|                | Mean        | Description              |
|----------------|-------------|--------------------------|
| Expert 1       | 3.30        | Fairly Acceptable        |
| Expert 2       | 3.10        | Fairly Acceptable        |
| Expert 3       | 3.70        | Acceptable               |
| Expert 4       | 3.90        | Acceptable               |
| Expert 5       | 3.70        | Acceptable               |
| Expert 6       | 3.40        | Fairly Acceptable        |
| Expert 7       | 3.40        | Fairly Acceptable        |
| Expert 8       | 3.10        | Fairly Acceptable        |
| Expert 9       | 3.50        | Acceptable               |
| Expert 10      | 3.80        | Acceptable               |
| <b>Average</b> | <b>3.49</b> | <b>Fairly Acceptable</b> |

Notable comments and suggestions of the experts were gathered and documented on the first version of the proposed rubric. Most of the remarks focused on the needs on describing each criterion to enlighten both the professor and students. Moreover, the experts reiterated the need of the rubric to comply with the Communicative Competence Model adopted in this study, thus making the proposed rubric acceptable.

**Table 3.** *Notable Comments/Suggestions of the Experts on the First Version of the Proposed Rubric*

|          | Comment/Suggestion  |
|----------|---|
| Expert 1 | "Try to improve the rubric, clarify the description of each criterion."   |
| Expert 2 | "I was bit confused on how to use this rubric, but after reading it for few times, I finally understood it.<br>Make it simple for ease in understanding." |
| Expert 3 | "The rubric captured the necessary criteria for a well-balanced tool; however, the percentage of each criterion shall be reviewed."                       |
| Expert 4 | "The scoring scheme is good, but it would be much better if the scale of 1 to 5 will have an equivalent score from 1.0 to 2.0 to truly guide              |

|           |  |
|-----------|--|
| Expert 5  | <i>both the professors and students.”</i><br><i>“The inclusion of communicative competence principles was presented, kindly explain or define each indicator and write it at the bottom of the rubric”</i> |
| Expert 6  | <i>“The rubric is somehow good, but it can be improved for the better. Kindly consider the bigger points to be allotted for the criteria related to the contents or relevance to the theme.”</i>           |
| Expert 7  | <i>“Just define well the criteria and how it will be graded. The rubric seems practical for professor’s use.”</i>  |
| Expert 8  | <i>“Define the descriptors of each scale to guide the professors and students alike on the use of the rubric.”</i>   |
| Expert 9  | <i>“I like the idea of this rubric. Giving of points shall be well stated for everyone’s guidance.”</i>  |
| Expert 10 | <i>“This will be of great help, just ensure that there will be some criteria that truly capture premises of the communicative competence, not biased on one dimension only.”</i>                           |

After the third attempt of crafting an acceptable rubric suitable for rating written outputs of students in the graduate school level, the researcher finally developed the fourth version which was referred to as the final version. This final version was presented to same panel of experts for the usual validation process. As shown in Table 4, an average of 4.63 [Highly Acceptable] was recorded. The individual mean ranged from 4.40 [Acceptable] to 4.90 [Highly Acceptable].

**Table 4.** Content Validity of the Final Version of the Proposed Rubric

|                | Mean        | Description              |
|----------------|-------------|--------------------------|
| Expert 1       | 4.50        | Highly Acceptable        |
| Expert 2       | 4.80        | Highly Acceptable        |
| Expert 3       | 4.70        | Highly Acceptable        |
| Expert 4       | 4.60        | Highly Acceptable        |
| Expert 5       | 4.50        | Highly Acceptable        |
| Expert 6       | 4.90        | Highly Acceptable        |
| Expert 7       | 4.40        | Acceptable               |
| Expert 8       | 4.60        | Highly Acceptable        |
| Expert 9       | 4.50        | Highly Acceptable        |
| Expert 10      | 4.80        | Highly Acceptable        |
| <b>Average</b> | <b>4.63</b> | <b>Highly Acceptable</b> |

During the validation of the final version, notable comments and suggestions of the experts were likewise gathered and documented to highlights the validity of the latest version of the proposed rubric. On this stage, remarks of the pool of experts focused on: (1) the good quality of the

criteria included in the rubric and the clearly stated description of each; (2) the appropriateness of the distribution of percentages and the scale used in the rubric; and (3) the adherence of the rubric on the Communicative Competence Model of Littlewood as captured in the chosen criteria.

**Table 5.** Notable Comments/Suggestions of the Experts on the Final Version of the Proposed Rubric

|           | Comment/Suggestion  |
|-----------|---|
| Expert 1  | <i>“It’s already good, the rubric captured what it intends to measure in giving grades. It will be of great help in grading written outputs.”</i>               |
| Expert 2  | <i>“It is now easy to understand, the criteria and scale, and its descriptions are all well stated.”</i>  |
| Expert 3  | <i>“I like the distribution of percentages per criteria, content deserves to be the highest, among others.”</i>   |
| Expert 4  | <i>“Numerical ratings are very appropriate per level, the criteria are now well-explained.”</i>   |
| Expert 5  | <i>“Communicative competence was highlighted in the rubric. It truly captured the principles of communicative competence.”</i>                                  |
| Expert 6  | <i>“The rubrics is very useful and practical to use. All aspects of a good written output are covered for grading.”</i>   |
| Expert 7  | <i>“The criteria and scale were all explained and presented systematically.”</i>  |
| Expert 8  | <i>“This rubric truly measures holistic output, from the basics of writings to its content and substance.”</i>  |
| Expert 9  | <i>“The rubric is now in order and of good quality. I’ll use this one. Promise.”</i>  |
| Expert 10 | <i>“The communicative competence model is indeed captured in this rubric. It was well developed and I’m now recommending it for general use at all levels.”</i> |

A big improvement was recorded from the initial version up to the fourth and final version of the crafted rubric. From the average of 3.49 [Fairly Acceptable] on the first version, an improved average of 4.63 [Highly Acceptable] was recorded on the validated final version. Diagram 2 shows the comparative mean scores given by the select 10 experts on the proposed rubric.

**Fig. 2.** Comparative Presentation of the Content Validity of the First and Final Versions of the Proposed Rubric



First Version  Final Version 

The validity of the developed rubric was also put into test by identifying its *content validity coefficient*. The *Aiken's V* (*Content Validity Coefficient*) of Aiken (1985) [21] was utilized, stating that “as the coefficient gets closer to 1, the content validity of an item goes higher”. Table 2 presents the average coefficient of 0.91. The lowest recorded coefficient was 0.85 and the highest is 0.98, with all these coefficients seemingly close to 1, the study confirmed that the guide used in assessing the proposed rubric is valid, and from a valid validation tool, a valid product is most likely to produce.

**Table 6.** *Content Validity Coefficient of the Final Version of the Proposed Rubric*

| Indicators                                     | Aiken's V ( <i>Content Validity Coefficient</i> ) |
|--|---|
| 1. Rationale of the Assessment                 | 0.90  |
| 2. Standards of the Assessment                 | 0.88  |
| 3. Level of Performance                        | 0.88  |
| 4. Scale Used and Its Range                    | 0.85  |
| 5. Practicality of the Rubric                  | 0.93  |
| 6. Appropriate Language Used                   | 0.98  |
| 7. Adherence to Communicative Competence Model | 0.93  |
| 8. As Instructional Tool                       | 0.88  |
| 9. As Learning Tool                            | 0.95  |
| 10. Usability with Other Disciplines           | 0.93  |
| <b>Average</b>                                 | <b>0.91</b>                                       |

#### 4.2. Inter-Reliability of the Proposed Rubric

Through *reliability*, we can determine the consistency of an assessment tool, as if the results will produce similar figures from different raters who will perform the assessment task (Haradhan, 2017 [17]; Sullivan, 2011 [22]; & Taherdoost, 2016 [20]). The *inter-rater reliability test* shows different ratings with almost similar values despite the independent scoring process undertaken. This inter-rater reliability test of the proposed rubric was measured using the *Fleiss' κ coefficient* and the *Krippendorff's α coefficient*.

Twenty students of MAEd Filipino class underwent a writing performance task. The researcher selected 10 written outputs through random sampling technique. The 10 written outputs were presented to the experts. Each expert graded the the written outputs using the crafted rubric. The ratings given by the experts were tabulated and subjected to inter-reliability tests.

Table 3 presents that the data gathered produced a Fleiss'  $\kappa$  coefficient of 0.76, with p-value less than ( $<$ ) 0.05, which means that there is a substantial agreement between the scores given by the experts using the proposed rubric (Altman, 1999 [23]). In another statistical test conducted, Krippendorff's  $\alpha$  coefficient was recorded at  $\alpha = 0.87$ , much higher than 0.67 and has p-value lower than 0.05, affirming the presence of *inter-reliability* properties in the proposed rubric. Moreover, the computed value of  $\alpha$  was higher than 0.80, which means that there is a *strong inter-reliability* in using the rubric (Krippendorff, 2018) [24]. All the data presented reflected the reliability of the proposed model rubric in rating the written outputs of the students in the graduate school level.

**Table 7.** *Inter-Rater Reliability Test*

| Method                  | Coefficient | S. E   | p-value |
|-------------------------|-------------|--------|---------|
| Fleiss' $\kappa$        | 0.7601      | 0.0377 | 0.0000  |
| Krippendorff's $\alpha$ | 0.8670      | 0.0173 | 0.0000  |

## 5. CONCLUSION AND RECOMMENDATION

In ensuring the effectiveness of a rubric as an assessment tool intended for written learning tasks, the assistance of experts plays a significant role to scrutinize it completely. The systematic development and revision of the proposed rubric, utilizing the comments and suggestions of the experts, served as a big role in the fulfillment of this study in developing a proposed model rubric for rating the written outputs of graduate school students within the bound of *validity* and *reliability*.

The proposed rubric is highly expected to capture the essence of the written outputs of the graduate school students, through this rubric, students can see by themselves their strengths and points for improvement in preparation for the writing of their theses or dissertation papers as the final requirements of their graduate/post-graduate studies. This study recommends the consistent use of appropriate *tests of validity and reliability* in the development and validation of any assessment tools to ensure that both professors and learners are accurately guided in their teaching-learning-assessment engagement.

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**Appendix**

The Proposed Model Rubric in Rating Written Outputs  
 in the Graduate School Level: Filipino Version

**KAGAMITANG PAMPAGTATAYA SA PAGSULAT**

Ni Joey R. Cabigao, PhD (2021)

**Pabatid:** Layunin ng rubrik na ito na mataya ang kahusayan ng iyong ipinasang sulatin batay sa ibinigay na paksa. Ipinapakita sa kasamod na talahanayan ang marka na iyong makuha sa bawat tiyak na krayterya. Nakatala naman sa ibaba ang deskripsiyon ng bawat krayterya para sa kaisahan ng pagkamtawa.

| MARKA                      | DESKRIPSIYON*   | PAMANTAYAN (Krayterya) |           |          |          |         |
|----------------------------|---|------------------------|-----------|----------|----------|---------|
|                            |   | NILALAMAN              | GRAMATIKA | MEKANIKS | DEKSIYON | HIKAYAT |
|                            |   | 60%                    | 10%       | 10%      | 10%      | 10%     |
| <b>1.00</b><br>80.0 - 100  | <b>Natatangil</b><br>Naisangay kahusayan ang ipinamulat at ginay. Palaging nakatutayan nang ligit pa sa mga maasahan at itinalang pamantayan ng gawain. Nahiya pa ang mga kritikal na pamantayan  | 49-60                  | 9-10      | 9-10     | 9-10     | 9-10    |
| <b>1.25</b><br>75.0 - 80.0 | <b>Lubos na Kasya-siya</b><br>Nagmamalas ng kahusayan sa mga maasahan at itinalang pamantayan ng gawain. May ilang pagkakatotohan na nahiya pa ang mga kritikal na pamantayan   | 37-40                  | 7-8       | 7-8      | 7-8      | 7-8     |
| <b>1.50</b><br>55.0 - 75.0 | <b>Kasya-siya</b><br>Nakamit ang mga maasahan at itinalang pamantayan ng gawain. Mayroon na natamo ang mga kritikal na pamantayan   | 25-36                  | 5-6       | 5-6      | 5-6      | 5-6     |
| <b>1.75</b><br>35.0 - 55.0 | <b>Katamtamang Kasya-siya</b><br>May isa hanggang dalawa sa mga maasahan at itinalang pamantayan ng gawain ang hindi natamo. May isa hanggang dalawa sa mga kritikal na pamantayan ang hindi nakakatapusan  | 15-24                  | 3-4       | 3-4      | 3-4      | 3-4     |
| <b>2.00</b><br>20.0 - 35.0 | <b>Nangangailangan ng Pagpapaulat</b><br>Nangangailangan nang lubos na pagpapaulat ang gawain. Hindi nakamit ang tatlo o higit pa sa mga maasahan at itinalang pamantayan ng gawain. Tatlo o higit pa sa mga kritikal na pamantayan ang hindi nakakatapusan | 1-12                   | 1-2       | 1-2      | 1-2      | 1-2     |

**\* Deskripsiyon ng Pamantayan**

- Nilalaman** - Kaugayian ng sulatin sa ibinigay na paksa; pagkakatotohan at orihinalidad ng kaisipan ng sulatin; nababata sa pananalitik o mapapanaligang sanggunian ang mga ibinigay na impormasyon
- Gramatika** - Kawastuhan sa paggamit ng wika at kahusayan sa paglilingang ng mga pahayag batay sa mga alituntunang panggramatika
- Mekaniks** - Pagtatama sa mga amiral na alituntunan sa pagbabaybay ng salita, pagbabanta, kapitalisasyon, talatun, indensiyon, at iba pang itinatag na pormat sa pagsulat
- Deksiyon** - Kawastuhan at kahusayan sa paggamit ng mga salita na ginagamit sa pamamalat

## Appendix

The Proposed Model Rubric in Rating Written Outputs  
in the Graduate School Level: English Version

| <b>ASSESSMENT TOOL IN WRITING</b>   |                     |                 |                |                  |                |               |
|---|---------------------|-----------------|----------------|------------------|----------------|---------------|
| By Joey R. Cabigao, PhD (2021)  |                     |                 |                |                  |                |               |
| <b>Note:</b> This rubric aims to assess your competency level on written exercises from a given topic. The table will reflect your earned points from each criterion. The descriptions of criteria are written at the bottom part of this rubric. |                     |                 |                |                  |                |               |
| <b>SCORE</b>  | <b>DESCRIPTION*</b> | <b>CRITERIA</b> |                |                  |                |               |
|   |                     | <b>CONTENT</b>  | <b>GRAMMAR</b> | <b>MECHANICS</b> | <b>DICTION</b> | <b>IMPACT</b> |
|   |                     |                 |                |                  |                |               |