

The Effectiveness of Using Rubrics in Writing Assessments: Students' Perceptions in ESL Omani Context

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Abstract:

The benefit of implementing rubrics as an effective guiding mechanism to foster students' productivity in the English as Foreign Language (EFL) writing context and to assist instructors in providing constructive feedback on students' performance has been thoroughly investigated. However, there is a dearth of such studies in the Gulf Cooperation Council (GCC) context in general and Oman specifically. This quantitative research explores Omani students' perceptions of the instructional value of analytical writing rubrics in the General Foundation Program (GFP) at a higher education institution in Oman. Eighty-four students enrolled in Level 4 of the GFP participated in the study by utilizing analytical rubrics in their writing classes and then responding to a survey. The study revealed that writing rubrics impact students' comprehension of the task and grading requirements, self-reflection and peer-evaluation, and enhance writing quality. The analysis also indicated that evaluation techniques improve students' future academic performance.