Technologies of using rubrics for improving the written skills of pre-service English teachers aligning with the CEFR program requirements

Guzal TURAEVA[1]

Namangan State University

ABSTRACT

Developing strong written communication skills is essential in the preparation of pre-service English teachers, as it not only underpins academic success but also equips them to effectively teach and assess writing in their future classrooms. This article explores the integration of rubrics – particularly those aligned with the Common European Framework of Reference for Languages (CEFR) – as a pedagogical and technological tool to support writing instruction. It highlights how rubrics enhance self-regulation, promote fairness, and facilitate feedback while aligning learning outcomes with internationally recognized proficiency standards. Drawing from contemporary research, this article outlines the benefits of rubric use in language teacher education and addresses the challenges involved in rubric design, implementation, and student engagement. Practical considerations and implications for teacher education programs are discussed to encourage more effective writing assessment practices and foster reflective, competent educators.

CEFR dastur talablari asosida boʻlajak ingliz tili oʻqituvchilarining yozma koʻnikmalarini rivojlantirishda rubrikalardan foydalanish technologiyalari

ANNOTATSIYA

Boʻlajak ingliz tili oʻqituvchilarida yozma muloqot koʻnikmalarini rivojlantirish muhim ahamiyatga ega. Bu nafaqat ularning akademik muvaffaqiyatiga zamin yaratadi, balki kelajakdagi darslarida yozishni samarali oʻrgatish va baholash

---

[1] PhD Student, Namangan State University. E-mail: guzalturaeva025@gmail.com

rubrikalar,
CEFR,
oʻqitish,
baholash,
pedagogik vosita,
fikr-mulohaza,
talabaning faolligi,
akademik muvaffaqiyat.

uchun zarur boʻlgan koʻnikmalarni ham shakllantiradi. Ushbu maqolada yozuvni oʻqitishda yordam beruvchi pedagogik va texnologik vosita sifatida rubrikalarning, ayniqsa, Tillar uchun Umumiy Yevropa Meʼyoriy Ramkasi (CEFR) bilan moslashtirilgan rubrikalarning qoʻllanilishi tahlil qilinadi. Maqolada rubrikalar oʻz-oʻzini boshqarishni mustahkamlashi, adolatni taʼminlashi va samarali fikr bildirish imkonini berishi, shuningdek, oʻquv natijalarini xalqaro darajadagi til bilish standartlari bilan uygʻunlashtirishi koʻrsatib oʻtilgan. Zamonaviy tadqiqotlarga tayangan holda, maqola til oʻqituvchilari tayyorlov dasturlarida rubrikalardan foydalanishning afzalliklarini bayon qiladi va rubrikalarni ishlab chiqish, joriy etish va talabalarni jalb qilishda duch kelinadigan muammolarni yoritadi. Yozuvni baholash amaliyotlarini samaraliroq qilish hamda fikrlovchi va malakali oʻqituvchilarni shakllantirish uchun oʻqituvchilarni tayyorlash dasturlari uchun amaliy tavsiyalar va ularning taʼsiri muhokama qilinadi.

Технологии использования рубрик для развития письменных навыков будущих учителей английского языка в соответствии с требованиями программы CEFR

АННОТАЦИЯ

Развитие навыков письменной коммуникации играет ключевую роль в подготовке будущих учителей английского языка, поскольку оно не только способствует академическому успеху, но и позволяет эффективно обучать письму и оценивать его в будущей педагогической практике. В данной статье рассматривается интеграция рубрик – особенно тех, которые соответствуют Общеевропейским компетенциям владения иностранным языком (CEFR) – в качестве педагогического и технологического инструмента поддержки обучения письменной речи. Особое внимание уделяется тому, как рубрики способствуют саморегуляции, обеспечивают справедливость, упрощают обратную связь, а также согласуют учебные результаты с международно признанными стандартами языковой компетенции. Основываясь на современных исследованиях, статья раскрывает преимущества использования рубрик в подготовке преподавателей языков и рассматривает проблемы, связанные с их разработкой, внедрением и вовлечённостью студентов. Обсуждаются практические аспекты и последствия для образовательных программ, направленные на повышение эффективности оценки письменной речи и формирование рефлексирующих, компетентных педагогов.

Xorijiy lingvistika va lingvodidaktika – Зарубежная лингвистика
и лингводидактика – Foreign Linguistics and Linguodidactics
Issue – 3 № 2 (2025) / ISSN 2181-3701

INTRODUCTION

Developing strong written communication skills is a fundamental objective in pre-service English teacher education that requires mastery of grammar, vocabulary, organization, coherence, and appropriate style (Council of Europe, 2020). For pre-service English teachers, strong writing skills are imperative not only for their academic success but also for their ability to teach and assess writing effectively in their future classrooms. The Common European Framework of Reference for Languages (CEFR) offers a widely accepted framework which sets clear benchmarks for language proficiency levels from A1 (beginner) to C2 (mastery), detailing specific writing competencies expected at each stage (North, 2014).

CEFR and Writing Skill Development

The CEFR framework outlines detailed descriptors for writing that cover a range of abilities, including text length, complexity, accuracy, and appropriateness for different contexts (Council of Europe, 2020). It emphasizes communicative competence, encouraging learners to produce texts that are coherent and relevant to the audience and task. For pre-service teachers, understanding and applying CEFR descriptors is crucial as it informs their assessment and teaching practices (North, 2014). Rubrics have been shown to improve student engagement, feedback quality, and skill development (Jonsson & Svingby, 2007). When aligned with CEFR standards, rubrics can provide a structured, transparent pathway for writing development. Based on CEFR descriptors pre-service English language teachers should learn how to create rubrics in their own classroom setting, due to the fact that implementing rubrics for assessing written work can enhance students' academic performance and also reduces teachers' workload because it clearly demonstrates what teachers expect from the learners. Covill and Amy (2012) report in their research, that students shaped their writing practices when they are provided with rubrics. Vacca and Vacca (2000) state that most educators believe that assigning writing is among the best pedagogical practices across disciplines at the college level (cited in Covill & Amy, 2012). Newell (2006) states when students write in a disciplinary-specific way, they learn more about the discipline and they deepen their understanding of course material (cited in Covill & Amy, 2012). For teachers, the challenge is to support students' writing in a meaningful way that is also practical given typical college class sizes of thirty or more students. In most cases, class size dictates that students need to have tools to help themselves create quality writing; typically the teacher cannot provide extensive, individual writing support to each student in his or her class. Best pedagogical practice is using methods that are supported by research. A commonly recommended method of supporting student writing at all levels of education is to provide students with an instructional writing rubric (Covill & Amy, 2012).

Rubrics as a Technological Tool in Writing Instruction

Rubrics serve a dual function in assessment: they guide learners by clarifying expectations and support instructors by enabling objective evaluation. Rubrics can be used to assess student writing for grading and placement purposes (Broad, 2003, 2000; Huot, O'Neill, & Moore, 2010). Instructional rubrics "help students understand what is wanted on an assignment, help students understand what a quality... product looks like, and enable students to self-assess" (Arter & Chappuis, 2007, p. 31). Andrade (2000) notes a writing rubric contains a list of criteria that are relevant to producing effective writing. For each criterion in a rubric, four or six levels of quality are typically described (Arter & Chappuis, 2007). The number of criteria contained in rubrics varies. Most rubrics include six or seven

Xorijiy lingvistika va lingvodidaktika – Зарубежная лингвистика
и лингводидактика – Foreign Linguistics and Linguodidactics
Issue – 3 № 2 (2025) / ISSN 2181-3701

criteria (see, e.g., Andrade, Wang, Du, & Akawi, 2009, and Rawson, Quinlan, Cooper, Fewtrell, & Matlow, 2005), while at least one author recommends use of a rubric with fifteen criteria (Whitcomb, 1999). Others argue that the number of criteria to include on any rubric depends on how the rubric will be used (Arter & Chappuis, 2007), and the complexity of the rubric-related task (Quinlan, 2006). Popham (1997) recommends the inclusion of three to five criteria, arguing that lengthy, highly detailed rubrics are impractical.

Providing students with a rubric could enhance students' writing performance by increasing students' self-efficacy for writing. When students are given the specific criteria that are important for success and descriptions of what success looks like, they may be more confident in their abilities to succeed on a writing task and encouraged to work harder. Rubrics could also increase motivation (and effort) by helping students set explicit goals for their writing and by giving them standards to use for self-assessment (Covill & Amy, 2012). Flower (1994) argues that writing is a "literate act" that involves constructing meaning within a "discourse community" that has specific rules and "conventions" (p. 9). These conventions concern such things as "what ideas matter" and "what readers expect and need" (p. 22). When faced with a writing task, a writer uses problem solving, "guided by the writer's goals and awareness," to "respond to a rhetorical situation" (p. 24). A rubric could help students identify the conventions of the rhetorical situation they are faced with and appropriate goals for their writing. The rubric could provide a needed scaffold for constructing meaning that is appropriate for a given situation (Covill & Amy, 2012).

Benefits of Rubrics for Pre-Service English Teachers

Rubrics provide a structured and transparent approach to assessing writing, which is particularly valuable for pre-service English teachers who are still developing their academic and professional literacy. Rubrics help learners understand what is expected in a high-quality response (Andrade, 2000). This clarity promotes focused learning and helps to students target their efforts toward concrete, measurable goals.

Rubrics encourage self-regulated learning by enabling pre-service teachers to assess their own writing against established criteria. This self-assessment process fosters metacognitive awareness and autonomy, which are essential traits for effective teachers (Panadero & Jonsson, 2013). When learners engage in rubric-based reflection, they become more adept at identifying their own strengths and weaknesses and at planning revisions accordingly – skills that contribute directly to their development as reflective practitioners. Rubrics ensure fairness and consistency in evaluation. In teacher education programs, where multiple instructors may assess student work, rubrics provide a shared framework that aligns assessments with common standards, such as the CEFR (Council of Europe, 2001). This consistency enhances the credibility of grading and ensures that students are evaluated equitably. Black and Wiliam (2009) state rubrics improve the quality of feedback provided to students. Instead of generic or ambiguous comments, rubric-based assessments offer detailed, criterion-specific feedback that helps learners pinpoint areas for improvement. Jonsson and Svingby (2007) note engaging with rubrics helps prepare pre-service teachers for their future roles as educators. By understanding how rubrics are designed and applied, they gain valuable insights into assessment literacy – knowledge they will later apply when evaluating their own students' work. This dual experience, as both rubric users and future rubric designers, enhances their pedagogical readiness and reinforces the importance of transparent, formative assessment practices in language teaching.

Xorijiy lingvistika va lingvodidaktika – Зарубежная лингвистика
и лингводидактика – Foreign Linguistics and Linguodidactics
Issue – 3 № 2 (2025) / ISSN 2181-3701

Challenges and Considerations of Using and Creating Rubrics

While rubrics offer numerous pedagogical benefits, their effective implementation and design also present several challenges, particularly in the context of pre-service teacher education. One of the primary concerns is the **requirement for sufficient training**. Both instructors and pre-service teachers need to understand how to interpret rubric criteria accurately and apply them consistently. Without proper guidance, students may either misinterpret expectations or use rubrics superficially, resulting in limited gains in writing development (Panadero & Andrade, 2018). Similarly, educators may require professional development to design rubrics that align with learning outcomes and language proficiency frameworks such as the CEFR.

Design and validity of rubrics

Creating rubrics that are both detailed and flexible enough to accommodate diverse learner outputs is a complex task. Poorly designed rubrics may contain vague or overlapping criteria, reducing their reliability and validity as assessment tools (Jonsson & Svingby, 2007). When rubrics are too rigid or overly prescriptive, they can inadvertently narrow students' thinking and constrain creativity, especially in writing tasks that benefit from stylistic or argumentative freedom (Turley & Gallagher, 2008). This tension between standardization and authentic expression must be carefully balanced during rubric development.

Time and effort involved in rubric creation and application

Developing a high-quality rubric that aligns with CEFR descriptors, academic writing standards, and course-specific goals is time-intensive. Additionally, applying rubrics consistently across large groups of students can be laborious, particularly when detailed formative feedback is required. In digital environments, although rubric integration tools exist, they still demand careful setup and monitoring to function effectively (Reddy & Andrade, 2010).

Rubrics provide useful guidance, students may begin to view them as checklists rather than as frameworks for critical engagement with content and ideas. This can limit deeper learning and reduce the likelihood of taking intellectual risks in writing (Andrade, 2005). Therefore, rubrics should be used in conjunction with other forms of instruction and feedback that encourage higher-order thinking and self-reflection.

Conclusion

Rubrics have emerged as a powerful tool in the language teacher education context, providing structure, clarity, and consistency to writing instruction and assessment. When effectively aligned with the CEFR, rubrics help pre-service English teachers understand proficiency expectations, develop their own writing skills, and gain critical insight into assessment literacy. They foster student autonomy, enhance the quality of feedback, and prepare future teachers for real-world classroom challenges. However, the benefits of rubrics can only be fully realized when they are thoughtfully designed and accompanied by appropriate training. Teachers and teacher educators must be aware of the potential pitfalls – such as over-reliance, limited flexibility, or misuse – and implement rubrics as part of a broader pedagogical strategy that includes meaningful feedback, critical reflection, and opportunities for creativity. By addressing these challenges and capitalizing on their advantages, rubrics can become a central component of effective and equitable writing instruction in pre-service English teacher education.

Xorijiy lingvistika va lingvodidaktika – Зарубежная лингвистика
и лингводидактика – Foreign Linguistics and Linguodidactics
Issue – 3 № 2 (2025) / ISSN 2181-3701

REFERENCES:

1. Andrade, H. (2005). Teaching with rubrics: The good, the bad, and the ugly. College Teaching, 53(1), 27–30. https://doi.org/10.3200/CTCH.53.1.27-30

2. Arter, J. & Chappuis, J. (2007). Creating and recognizing quality rubrics. Upper Saddle River, NJ: Pearson Education, Inc

3. Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), 5–31.

4. Broad, B. (2000). Pulling your hair out: Crises of standardization in communal writing assessment. Research in the Teaching of English, 35, 213-260.

5. Broad, B. (2003). What we really value: Beyond rubrics in teaching and assessing writing. Logan, Utah: Utah State University Press.

6. Covill, A. E. (2012). College students' use of a writing rubric: effect on quality of writing, self-efficacy, and writing practices. Journal of Writing Assessment, 5(1).

7. Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press.

8. Flower, L. (1994). The construction of negotiated meaning: A social cognitive theory of writing. Carbondale, IL: Southern Illinois University Press.

9. Jonsson, A., & Svingby, G. (2007). The use of scoring rubrics: Reliability, validity and educational consequences. Educational Research Review, 2(2), 130–144. https://doi.org/10.1016/j.edurev.2007.05.002

10. North, B. (2014). The CEFR illustrative descriptor scales. Council of Europe.

11. Panadero, E., & Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: A review. Educational Research Review, 9, 129–144. https://doi.org/10.1016/j.edurev.2013.01.002

12. Panadero, E., & Andrade, H. (2018). A review of self-assessment: Past achievements and a way forward. Assessment & Evaluation in Higher Education, 43(4), 584–597. https://doi.org/10.1080/02602938.2017.1303582

13. Popham, W. J. (1997). What's wrong--and what's right--with rubrics. Educational Leadership, 55, 72-75.

14. Quinlan, A. M. (2006). A complete guide to rubrics: Assessment made easy for teachers, K-college. Lanham, MD: Rowman & Littlefield Education.

15. Reddy, Y. M., & Andrade, H. (2010). A review of rubric use in higher education. Assessment & Evaluation in Higher Education, 35(4), 435–448. https://doi.org/10.1080/02602930902862859

16. Turley, E. D., & Gallagher, C. W. (2008). On the "uses" of rubrics: Reframing the great rubric debate. English Journal, 97(4), 87–92.