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## Examining the Utility and Performance of Online Scoring Rubrics in the Context of Educational Assessment

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### Abstract

This article examines the application and efficacy of online scoring rubrics within educational assessment. Online scoring rubrics offer several advantages over paper-based methods, including increased efficiency, consistency, and usability. The article investigates the features and functionalities of online scoring rubric systems, emphasizing their capacity to provide precise evaluation criteria, expedite the grading process, and facilitate feedback delivery. In addition, it examines the impact of online scoring rubrics on both instructors and students, considering factors such as time savings, enhanced feedback quality, and improved comprehension of assessment expectations. The article also discusses potential challenges and limitations related to adopting online scoring rubrics, such as technical issues and the need for appropriate training and support. The article concludes by discussing the benefits of using online scoring rubrics and recommendations for their effective implementation in educational contexts, drawing on existing research and practical examples.

**Keywords:** online scoring rubrics; educational assessment; feedback delivery

### INTRODUCTION

Rubrics are crucial in performance-based assessments, contributing to reliability, validity, and transparency. In addition, using rubrics in language assessments can help instructors evaluate essential aspects of student performance and increase scoring consistency (Jeong, 2015). Proper rubrics include assessment-relevant criteria and descriptive language for varying degrees of performance. It distinguishes rubrics from other assessment forms, such as checklists and scales (Brookhart, 2018). Ayhan & Türkyılmaz (2015) state that the importance of using solid and effective rubrics in language acquisition assessment indicates its central role in fostering reliable and thorough assessments. In assessing speaking tests, it is crucial for the teachers always to be objective and consistent in utilizing the rubrics. Otherwise, evaluating speaking skills cannot fulfill one of the requirements for adequate education and professional development. This article aims to examine the concept of online scoring rubrics as a proposed method for evaluating speaking

abilities. Online rubrics can revolutionize evaluating speaking skills by providing standardized criteria, consistency, and objectivity.

Several scholars have previously researched the use of rubrics in English language skills. First, Lee, Hassell, Salleh, & Munohsamy (2021) studied an online-based rubric for peer assessment to determine whether an online rubric improved the efficacy of peer evaluation and identify the implications of implementing such a tool. 42 Malaysian university English students participated in this mixed-methods research. An experimental group used the online rubric for peer evaluation, whereas a control group used face-to-face peer assessment without the criteria. Students' peer evaluation performance and views of the online rubric determined its efficacy. The experimental group gave more specific and constructive criticism than the control group. The online rubric helped students comprehend evaluation requirements and participate in peer assessment. The online rubric helped students analyze and set expectations, according to students. The research revealed that online peer evaluation rubrics had various ramifications. Critical thinking, self-regulation, and reflection improved students' learning experiences. Students might also practice assessment and communication. Online rubrics could solve practical difficulties like time and scalability in peer evaluation.

The subsequent researchers studied secondary education oral presenting skills rubrics: Nadolski, Hummel, Rusman, & Ackermans (2021). The project seeks effective rubric designs to improve assessment and verbal presenting abilities. The researchers studied secondary school pupils using various methodologies. Multiple rubrics assessed students' oral presenting skills. Besides, they tested holistic, analytic, and task-specific rubrics for delivering relevant feedback, encouraging student self-assessment, and developing skills. The task-specific rubric style was best for formative oral presenting skills evaluation. This approach provided presentation-specific criteria for thorough feedback and focused improvement: the task-specific rubric assessed presentation content, structure, language usage, delivery, and effectiveness. The research findings suggested that formative evaluation using rubrics improved oral presenting abilities. Rubrics could help students comprehend and monitor expectations. They encouraged pupils to evaluate their performance and find areas for improvement. The researchers proposed using task-specific rubrics to improve evaluation and oral presenting skills. Rubrics improved student communication by offering specific comments and encouraging self-assessment.

Ulker (2017) researched the design and application of speaking assessment rubrics. This research examined speaking assessment rubrics to objectively and reliably measure speaking abilities. Speaking assessment required independent examination of characteristics that might not be significantly connected to decreased subjectivity. This research also examined popular English language test rubrics and suggested speaking assessment rubrics. The results might assist educators in linking learning objectives with speaking ability evaluation, offering more constructive feedback and support for English as a foreign language speaking abilities. Fraga-Viñas & Bobadilla-Perez (2022) carried out a study on analyzing the Trinity and Cambridge Language Assessment Rubrics for Speaking. The research sought to help language teachers and assessment professionals understand the commonalities and distinctions between these rubrics. The researchers investigated the criteria, descriptors, and scoring methods used in the speaking evaluation rubrics of both

language certifications via a comparative comparison. They looked into the consequences of the rubric design on the assessment process and results, and they evaluated the degree to which these rubrics matched with recognized frameworks like the Common European Framework of Reference for Languages (CEFR). Using data from both the Trinity and Cambridge speaking evaluation rubrics, the research found both shared and distinct features. These variations include Criteria weighting and language, descriptive detail, and the decision to utilize a holistic or analytic scoring method. The research also emphasized the significance of the design of the rubric in determining the validity, reliability, and overall fairness of the evaluation.

Alaamer (2021) researched a study on standardized oral assessment rubrics for English as a Second Language (ESL) students in Saudi Arabia: A theoretical review. The research examined peer-reviewed studies to determine the value of standardized rubrics. Standardized rubrics showed pupils how to strengthen their speech skills. Students might improve by following rubric guidelines. Scholars defined rubrics differently, but all stressed grading standards. Modern rubrics should examine and teach oral test expectations. To help ESL students succeed, standardized rubrics must be legitimate and reliable. Saudi Arabia needs to update its oral evaluation rubrics. Researchers and ESL teachers should collaborate to include all essential variables in standardized rubrics. Vercellotti & McCormick (2021) studied how to make analytical rubrics for evaluating creative language classroom projects. The article examined the significance of performance-based assessments in communicative language acquisition and task-based language instruction. With the emphasis on open-ended assignments such as essays, speeches, projects, and presentations, it was crucial to devise and implement practical assessments. Rubrics were provided as an instrument for objectively evaluating language performance tasks. Analytic rubrics, which consisted of multiple categories and descriptions representing various levels of performance, were particularly useful for assessing the efficacy of instruction, documenting the development of learners, and providing feedback. This article provided a synthesis of theoretical and empirical research to assist instructors in developing well-designed analytic rubrics for language assessment in the classroom. There were four primary stages enumerated, including establishing categories, describing levels of performance, assessing rubric components prior to implementation, and evaluating the efficacy of the rubric after implementation. By adhering to these steps, instructors can improve their assessment practices and foster meaningful language acquisition in the classroom.

Sumardi, 'Adzima, & Wijaya (2020) researched on digital video project: an authentic assessment of student's speaking skills. This research examined the use of digital video projects in speaking assessments and the students' perceptions of this method. Twenty-five university students from non-English disciplines had their speaking performances recorded and evaluated using a modified speaking rubric. The rubric focused on content, delivery, and originality as evaluation criteria. The research employed a qualitative content analysis method, analyzing speaking rubric data and administering open-ended questionnaires to gauge student perceptions. The students completed their digital video projects in four steps: initiating the project, developing it, presenting it to the class, and evaluating it. The findings indicated that digital video projects improved students' abilities to create captivating introductions, maintain appropriate vocal volume and expressiveness, and cultivate

creativity in producing fascinating videos. This research implied that digital video projects allowed students to improve their speaking skills and more effectively investigate their ideas.

Metruk (2018) conducted a study to examine the relationship between holistic and analytic scoring approaches for evaluating speaking abilities. There were fifty university pupils from Slovakia studying English as a foreign language. An interlocutor scored holistically, while an assessor scored analytically based on categories including content and organization, pronunciation, vocabulary, and grammar. The average score for the analytic criteria was 3.32, while the average score for the holistic criteria was 3.56. The results indicated a statistically significant difference between the two scoring methods, suggesting that using both approaches in assessment could result in a more objective assessment. The study emphasized the significance of employing multiple scoring methods to conduct exhaustive and reliable assessments of speaking proficiency.

Yustina, Besral, & Hasnawati (2021) researched a study to investigate the prevalent practice of speaking assessment in a junior high EFL classroom. The efficacy of the evaluation instrument and its compatibility with pedagogical principles were investigated. Using the ADDIE model, the researchers created an oral assessment tailored to the requirements and proficiency levels of the students. The evaluation consisted of five standard models: the Oral Interview, Role Play, Guessing Games, Storytelling, and Oral Report. These models were determined to be communicative, relevant, continuous, straightforward, and versatile. They could be used to evaluate students' speaking abilities in various contexts and at any time. The validity and usability experiments gave these assessment models excellent marks (93.75 percent and 87.50 percent, respectively). The study suggested that instructors implement these models to evaluate students' speaking skills, track their development, and enhance learning. Implementing these assessment models in the classroom is recommended as a beneficial strategy.

Latifa, Rahman, Hamra, Jabu, & Nur (2015) researched a study concentrating on the creation of a practical evaluation rubric for assessing oral communication skills in the classroom. English-speaking professors from Indonesian higher education institutions in Parepare participated in the study. According to a Research and Development (R&D) methodology, the study consisted of six steps: problem identification, requirements analysis, product design, product revision, field testing, and implementation. Information was gathered through interviews and a product evaluation trial run for requirements analysis and product development. Interview and trial data were subjected to both qualitative and quantitative analyses. The study introduced the Practical Rating Rubric of Speaking Test (P2RST), a novel assessment structure and design. This rubric provided a more efficient method of scoring than existing analytical rubrics. It consisted of evaluative criteria for communicative competencies (grammar, vocabulary, pronunciation, discourse, and strategic competence), a band score scale (0, 1, 2, 3, 4), and descriptors. The purpose of the P2RST was to improve the efficacy and accuracy of assessing speaking ability in the classroom.

Inayah, Komariah, & Nasir (2019) studied the implementation of authentic assessment within the context of Curriculum 2013 in the speaking classroom. This research aimed to describe the types of assessments and scoring rubrics used to evaluate students' speaking skills. A Banda Aceh junior high school English teacher and 28 students were

involved in the investigation. Using a descriptive qualitative methodology, the researchers gathered data through observation and document analysis. The findings disclosed that the teacher assessed students' speaking skills through various activities, including attitude assessment through teacher observation, knowledge assessment through teacher interviews or short-answer questions, and skill assessment through narrating sequences. The study concludes that authentic assessment is a suitable method for evaluating students' speaking skills and suggests its applicability for assessing other language skills within the Curriculum 2013 framework. Nurdiana (2014) conducted a study assessing the performance of English conversation instructors, which has received less attention than the assessment of student performance. Existing evaluation instruments, such as the Communicative Orientation of Language Teaching (COLT), are not explicitly designed for conversation sessions. Therefore, it is necessary to devise scoring rubrics specifically designed to evaluate the performance of English conversation teachers. Like a band scale used to assess students' oral communication skills, the research investigated the dimensions that should be assessed and assigns scores to each. The study employed a qualitative research methodology to examine non-numerical data. Instructors' responses to the scoring rubrics differed substantially, revealing the difficulties inherent in developing scoring rubrics for evaluating conversation instructors' performance. This preliminary research will serve as a foundation for future studies in this area of teacher evaluation.

Hidayah (2017) investigated the forms of assessment and rubrics used by English lecturers for speaking and writing assessments, the construction of the rubrics, and the feedback derived from the assessments. The study employed a descriptive methodology and involved five professors. Among the data collection methods were observation, document analysis, and interviews. There were nine types of speaking assessment, such as question and answer, role play, and narration, while there were five types of writing assessment, such as paragraph construction and essay writing. Analytic scoring rubrics were primarily used for speaking assessment, and they were also commonly used for writing assessment. Lecturers primarily used assessment-derived feedback for grading purposes and to encourage students to improve their performance. This study sheds light on assessment practices and rubric application in speaking and writing assessment in English language education.

## **Theoretical Review**

### **1. Understanding Online Scoring Rubrics**

Online scoring rubrics are evaluation instruments that define specific criteria for assessing speaking abilities. These rubrics describe the essential elements of effective oral communication and offer a standardized method for evaluating student performances. Unlike conventional evaluation methods, online rubrics provide numerous benefits. Through digital platforms, they facilitate simple access, efficient evaluation, and consistent feedback delivery.

### **2. Components of Online Speaking Grading Rubrics**

To create effective online scoring rubrics, it is essential to identify the main factors that contribute to proficient speaking abilities. These elements include content and structure, language use, pronunciation and intonation, fluency and coherence, nonverbal communication, and engagement and impact.

**a. Content and Organization**

Assessing the clarity and coherence of the ideas presented, the persuasiveness of the supporting points or examples, and the overall organization of the speech.

**b. Language Use**

Evaluating the use of an effective and appropriate vocabulary, correct grammar and sentence structure, fluency, and the ability to utilize a wide range of language elements.

**c. Pronunciation and Intonation**

Assessing the clarity of pronunciation, correct inflection and intonation patterns, and the proper use of rhythm.

**d. Fluency and Coherence**

Evaluating the seamless and continuous flow of speech, the use of adequate transitional words and phrases, and the capacity to maintain a coherent train of thought.

**e. Non-verbal Communication**

Assessing nonverbal aspects, including eye contact, posture, body language, gestures, and facial expressions.

**f. Engagement and Impact**

Evaluating the ability to engage and captivate the audience, the persuasive delivery of the speech, and the effective use of rhetorical devices.

Brown (2017) stated that rubrics are scoring guides used to evaluate pupil performance by predetermined standards. The significance of rubrics in establishing clear expectations and consistent grading is crucial. There are two types of rubrics: analytic rubrics and holistic rubrics. Analytic rubrics divide the evaluation criteria into distinct components and designate separate scores for each, whereas holistic rubrics provide a single overall score based on the overall impression of the work. Analytic rubrics provide detailed feedback and permit more precise evaluation of individual criteria, making them appropriate for complex tasks. However, creating and utilizing them can be time-consuming, and their focus on discrete components can limit the overall perspective of the work.

Table 1. Analytic Rubric for Scoring Student Oral Presentations

	<b>Preparedness</b>	<b>Content</b>	<b>Enthusiasm</b>	<b>Speaks Clearly</b>	<b>Posture &amp; Eye Contact</b>
<b>4</b>	Student is completely prepared and has rehearsed.	Shows a complete understanding of the topic.	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Speaks clearly and distinctly all the time and mispronounces no words.	Stands up straight and looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.
<b>3</b>	Student seems pretty prepared but might have	Shows a good understanding of the topic.	Facial expressions and body	Speaks clearly and distinctly all the time but	Stands up straight and establishes

	needed a couple more rehearsals.		language sometimes generate a strong interest and enthusiasm about the topic in others.	mispronounces word.	one eye contact with everyone during the presentation.
2	The student is somewhat prepared, but it is clear that rehearsal is lacking.	Shows a good understanding of parts of the topic	Facial expressions and body language are used to generate enthusiasm but seem somewhat faked.	Speaks clearly and distinctly most (94- 85%) of the time. Mispronounces no more than one word.	Sometimes stands up straight and establishes eye contact.
1	Student does not seem at all prepared to present.	Does not seem to understand the topic very well.	Very little use of facial expressions or body language. Did not generate much interest in the topic being presented.	Often mumbles or cannot be understood OR mispronounces more than one word.	Slouches and does not look at people during the presentation

The rubric presented in Table 1 is an example of an analytic rubric, but it is intended for providing feedback on and grading oral presentations by students. This time, the language categories are designated across the top of each column, whereas the possible scores are labeled along the left side of each row. In this instance, the categories for evaluating student presentations are Preparation, Content, Enthusiasm, Speaking Clearly, and Posture & Eye Contact. Similarly, the scores are 4, 3, 2, and 1.

In contrast, holistic rubrics are effective and provide a more comprehensive overall performance evaluation. They are beneficial for assessing creativity or originality and for assignments with multiple interconnected criteria. However, they may lack specificity, making it challenging to identify the work's particular assets and limitations. The choice between analytic and holistic rubrics depends on the assessment's objectives, the complexity of the task, and the available resources. Brown (2017) proposed a hybrid approach that incorporates elements of both, permitting an equilibrium between comprehensive feedback and an overall impression.

Table 2. Holistic Version of the Rubric for Scoring Oral Presentations

Score	Description
4	Student is completely prepared and has rehearsed. Shows a complete understanding of the topic. Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. Speaks clearly and distinctly all (100-95%) the time and

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	mispronounces no words. Stands up straight and looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.
3	Student seems pretty prepared but might have needed a couple more rehearsals. Shows a good understanding of the topic. Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. Speaks clearly and distinctly all (100-95%) the time but mispronounces one word. Stands up straight and establishes eye contact with everyone during the presentation.
2	The student is somewhat prepared, but it is clear that rehearsal is lacking. Shows a good understanding of parts of the topic. Facial expressions and body language are used to generate enthusiasm but seem somewhat faked. Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. Sometimes stands up straight and establishes eye contact.
1	Student does not seem at all prepared to present. Does not seem to understand the topic very well. Very little use of facial expressions or body language. Did not generate much interest in the topic being presented. Often mumbles or cannot be understood OR mispronounces more than one word. Slouches and does not look at people during the presentation.

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Table 2 provides an example of a comprehensive rubric for student oral presentations. Note again that there are no language categories, although the possible scores for each row are designated along the left side. The categories of preparedness, content, enthusiasm, speaking clearly, and posture and eye contact are mentioned in the descriptions for each score level.

### 3. Advantages of Online Scoring Rubrics for Assessing Speaking Abilities

Online assessment rubrics offer several advantages for evaluating speaking abilities. First, they provide a standard framework for evaluation, ensuring that criteria are consistent across various assessments. Second, they facilitate efficient evaluation and feedback delivery, allowing instructors to provide students with timely and relevant feedback. Moreover, online rubrics enable the tracking and monitoring students' progress over time, thereby facilitating the development of individualized instruction.

### 4. Applications Served as Speaking Rubrics in Assessing Speaking Skills

a. **Classkick** is an interactive online platform that enables instructors to generate assignments and provide immediate feedback. *Classkick* allows instructors to construct speaking assignments with specific criteria and students to document their verbal responses directly within the platform. The platform enables instructors to examine pupil recordings, evaluate their speaking abilities, and provide feedback.

The features and functionalities of *Classkick* are:

- Interactive online platform for creating assignments and providing real-time feedback.
- Students can record spoken responses directly within the platform.
- Teachers can review recordings, assess speaking skills, and provide feedback.
- Supports various multimedia elements, such as images and text.

b. **Padlet** is a digital bulletin board where instructors can construct queries or speaking prompts. Students can respond by recording audio or video recordings of their verbal responses. Teachers can then assess students' speaking skills and provide comments or feedback based on the answers.



The features and functionalities of *Padlet* are:

- Digital bulletin board for creating speaking prompts or questions.
- Students can respond with audio or video recordings.
- Teachers can review responses, assess speaking skills, and provide comments or feedback.
- Allows collaboration and discussion among students.

- c. **Vocaroo** is a straightforward online voice recording tool. Teachers can pose queries or prompts to students, who can then record their responses using *Vocaroo*. Based on the recordings, instructors can evaluate students' oral communication skills and provide feedback accordingly.

The features and functionalities of *Vocaroo* are:

- Simple online voice recording tool.
- Students can record spoken responses to prompts or questions.
- Recordings can be easily shared with teachers for evaluation.
- No need for account creation or sign-ups.

- d. **SpeakPipe** is an additional online audio recording instrument that can be used to evaluate speaking abilities. Using *SpeakPipe*, instructors can construct speaking assignments or prompts, and students can record their responses. Teachers can assess and provide feedback on the recorded responses.

The features and functionalities of *SpeakPipe* are:

- Online voice recording tool for capturing spoken responses.
- Students can record answers to prompts or questions.
- Supports audio recording and sharing.
- Teachers can assess speaking skills based on recorded responses.

- e. **Chalkup** is an online learning platform with characteristics for evaluating speaking abilities. Teachers can assign speaking tasks and provide specific rubrics or evaluation criteria. Students can record their spoken responses and submit them for evaluation and feedback via *Chalkup*.

The features and functionalities of *Chalkup* are:

- Online learning platform with speaking assignment creation features.
- Teachers can provide specific rubrics or criteria for evaluation.
- Students can record spoken responses and submit them through the platform.
- Teachers can assess responses, provide feedback, and track student progress.

- f. **Screencast-O-Matic** is a screen recording application that can evaluate speaking abilities. Students can use the tool to document their presentations or lectures, and instructors can use the recordings to assess their performances.

The features and functionalities of *Screencast-O-Matic* are:

- Screen recording tool for capturing presentations or speeches.
- Students can record their performances and submit them for evaluation.
- Teachers can assess speaking skills based on the recorded videos.
- Supports basic video editing features.

- g. **Google Forms**

Although Google Forms is predominantly known for producing surveys and questionnaires, it can also be used as a speaking rubric tool. Teachers can create speaking

assignments within Google Forms by providing students with prompts or queries to answer with audio or video recordings. Teachers can then evaluate students' oral communication skills based on recorded responses.

The features and functionalities of *Google Forms* are:

- Online form creation tool that can be used for speaking assessments.
- Teachers can design speaking tasks or questions within forms.
- Students can respond with audio or video recordings.
- Teachers can assess speaking skills and provide feedback based on the recorded responses.

- h. **Edpuzzle** is an interactive video platform that enables instructors to construct individualized video courses and assessments. Teachers can incorporate speaking assignments or prompts into video lectures, requiring students to record verbal responses. Teachers can then evaluate students' speaking abilities and provide feedback after reviewing the recordings.

The features and functionalities of *Edpuzzle* are:

- Interactive video platform for creating customized video lessons and assessments.
- Teachers can embed speaking tasks or prompts within video lessons.
- Students can record spoken responses and submit them for evaluation.
- Teachers can review the recordings, assess speaking skills, and provide feedback.
- Supports interactive elements like quizzes and discussions within videos.

- i. **Seesaw** is a communication and digital portfolio platform for students, instructors, and families. Within *Seesaw*, instructors can construct speaking assignments or prompts, and students can record and submit their verbal responses. Teachers can evaluate students' oral communication abilities and provide feedback within the platform.

The features and functionalities of *Seesaw* are:

- Digital portfolio and communication platform for students, teachers, and families.
- Teachers can create speaking assignments or prompts.
- Students can record and submit spoken responses through the platform.
- Teachers can assess speaking skills, provide feedback, and track student progress.
- Enables seamless communication and collaboration between teachers, students, and parents.

- j. **Flipgrid** is a powerful video discussion platform that can be used as a speaking rubric tool. Teachers can generate speaking prompts or queries, and students can record video recordings of their responses. Instructors can assess students' oral communication skills based on the tapes and provide feedback.

The features and functionalities of *Flipgrid* are:

- Video discussion platform that can be used for speaking assessments.
- Teachers can create speaking prompts or questions.
- Students can record video responses and submit them.
- Teachers can assess speaking skills based on the recorded videos.
- Supports features like video reactions and threaded discussions.

- k. **VoiceThread** is an interactive multimedia application that enables users to construct and share discussions and presentations. Teachers can use *VoiceThread* to design

speaking assignments or presentations, and students can record their spoken responses within the platform. Teachers can evaluate students' oral communication skills and provide feedback via text or audio comments.

The features and functionalities of *VoiceThread* are:

- Interactive multimedia tool for presentations and discussions.
- Teachers can create speaking tasks or presentations.
- Students can record spoken responses within the platform.
- Teachers can assess speaking skills and provide feedback using text or audio comments.
- Supports collaborative discussions and multimedia interactions.

- l. **Nearpod** is an interactive presentation and evaluation tool that enables educators to develop engaging multimedia courses. Teachers can embed speaking assignments or prompts into *Nearpod* presentations, and students can record their verbal responses. Teachers can evaluate students' oral communication abilities and provide feedback via the platform.

The features and functionalities of *Nearpod* are:

- Interactive presentation and assessment tool.
- Teachers can incorporate speaking tasks or prompts within presentations.
- Students can record spoken responses and submit them.
- Teachers can assess speaking skills, provide feedback, and track student responses.
- Offers features like polls, quizzes, and interactive slides.

- m. **Loom** is a video recording and screen-sharing application that can be used to evaluate speaking abilities. Students can use *Loom* to record their speeches or presentations, and instructors can assess their performance based on the recordings.

The features and functionalities of *Loom* are:

- Video recording and screen sharing tool.
- Students can record presentations or speeches.
- Teachers can evaluate performances based on the recorded videos.
- Supports screen recording, webcam recording, and audio narration.
- Offers features like trimming and video editing.

- n. **Adobe Spark Video** is a digital storytelling application that enables students to develop multimedia presentations. Teachers can designate speaking assignments using *Adobe Spark Video*, and students can record and submit their oral presentations. Teachers can evaluate students' verbal communication skills and provide feedback based on their presentations.

The features and functionalities of *Adobe Spark Video* are:

- Digital storytelling tool for creating multimedia presentations.
- Students can develop and record spoken presentations.
- Teachers can assess speaking skills based on the presentations.
- Supports adding images, text, icons, and soundtracks.
- Provides easy sharing and exporting options.

## Technical Ways to Use Several Online-Based Applications as Online Scoring Rubrics for Speaking

### 1. The steps to utilize *Classkick*

Using *Classkick* as an online scoring rubric for speaking can be a helpful tool for assessing students' speaking skills. Here are the steps to utilize *Classkick* effectively for this purpose:

#### **Step 1: Set up a *Classkick* assignment**

Log in to *the Classkick account and create a new assignment* for speaking assessments. Give it a clear and descriptive title.

#### **Step 2: Create a rubric**

Define the criteria and levels of proficiency teachers want to assess. Determine what aspects of speaking teachers will evaluate, such as pronunciation, fluency, vocabulary, grammar, and coherence. Break down each criterion into specific descriptors for different proficiency levels (e.g., beginner, intermediate, advanced). Assign points or grades to each descriptor to indicate the status of achievement.

#### **Step 3: Prepare speaking prompts**

Generate or select speaking prompts that align with the learning objectives of students. These prompts should allow students to demonstrate their speaking skills within the context of the assessment criteria.

#### **Step 4: Share the assignment with students**

Provide teachers and students with the necessary information to access the speaking assessment assignment on *Classkick*. Share the assignment code, a direct link, and any instructions or guidelines they need to follow.

#### **Step 5: Introduce the rubric to students**

Explain the rubric and the assessment criteria to students, ensuring they understand the expectations for each proficiency level. Share examples or sample responses, if possible, to provide clarity.

#### **Step 6: Recording or live sessions**

Decide whether teachers want students to record their responses or conduct live speaking sessions. *Classkick* allows teachers to set up audio or video response options for students, depending on preference.

#### **Step 7: Review and assess student responses**

As students submit their speaking responses, teachers can access and review them within *Classkick*. Pay close attention to each criterion outlined in the rubric and assess students accordingly. Teachers can add comments or feedback directly on their responses in *Classkick*.

#### **Step 8: Provide feedback and scores**

Using the rubric, provide constructive feedback to each student, highlighting their strengths and areas for improvement. Assign scores or levels based on their performance on each criterion. Make the feedback as specific and actionable as possible to assist students in their learning journey.

### **Step 9: Communicate results to students**

Once teachers have completed the assessment, share the scores or levels with students. Offer an overview of their performance and provide additional guidance or resources to help them enhance their speaking skills.

### **Step 10: Encourage reflection and goal setting**

Prompt students to reflect on their performance, considering the feedback and scores received. Encourage them to set goals and identify strategies for improvement based on the assessment results.

## **2. The steps to use *Padlet***

While *Padlet* is primarily a digital bulletin board tool, it can be adapted to create an online scoring rubric for speaking assessments. Here are the steps to utilize *Padlet* for this purpose:

### **Step 1: Create a new *Padlet* board**

Log in to *the Padlet account and create a new board* for the speaking assessment rubric. Choose a layout allowing easy organization and visibility of the criteria and scoring levels.

### **Step 2: Define the assessment criteria**

Determine the criteria teachers will evaluate in the speaking assessment, such as pronunciation, fluency, vocabulary, grammar, and coherence. Each standard should be represented by a separate column or section on the *Padlet* board.

### **Step 3: Set up scoring levels**

Create separate rows or cards within each criterion column to represent the different levels of proficiency or scoring categories. Teachers can label these levels as "Novice," "Intermediate," and "Advanced" or assign point values to them.

### **Step 4: Provide descriptors**

Within each scoring level, add descriptors that describe the expected performance for that particular level. Be clear and concise in descriptions to provide students with a clear understanding of the expectations for each level.

### **Step 5: Customize the board**

Personalize the *Padlet* board by adding colors, icons, or other visual elements to make it appealing and easily understandable for students.

### **Step 6: Share the board with students**

Share the link to the *Padlet* board with students, ensuring they can access it easily. Teachers can also embed the *Padlet* board in the learning management system or share it through other communication channels.

### **Step 7: Explain the rubric to students**

Introduce the rubric to students, explaining each criterion and the corresponding scoring levels. Clarify the descriptors and ensure students understand what is expected at each level of proficiency.

### **Step 8: Assess student performances**

As students complete their speaking assessments, teachers can assess their performances and assign scores by adding sticky notes or comments on the *Padlet* board. Place the sticky notes in the appropriate column and scoring level that reflects their performance on each criterion.

### **Step 9: Provide feedback**

Use the Padlet board to provide constructive feedback to students by adding comments or annotations on their sticky notes. Offer specific suggestions for improvement and highlight their strengths and weaknesses based on the rubric.

### **Step 10: Communicate results to students**

Once teachers have assessed all the students' speaking performances, share their overall scores or levels. Teachers can provide an overview of their performance and offer additional guidance or resources for further development.

## **3. The steps to use Vocaroo**

Vocaroo is an online voice recording tool that can be used to assess students' speaking skills. While it doesn't provide a built-in scoring rubric, teachers can adapt it to create an online scoring rubric for speaking assessments. Here are the steps to utilize Vocaroo for this purpose:

### **Step 1: Familiarize yourself with Vocaroo**

Visit the Vocaroo website ([vocaroo.com](http://vocaroo.com)) and explore its features. Get comfortable with recording and sharing audio files using the platform.

### **Step 2: Define the assessment criteria**

Determine the criteria teachers will evaluate in the speaking assessment, such as pronunciation, fluency, vocabulary, grammar, and coherence. It is essential to clearly understand what teachers will be assessing before proceeding.

### **Step 3: Create a scoring rubric**

Develop a scoring rubric that outlines the different levels of proficiency or scoring categories for each assessment criterion. Assign point values, levels, or descriptors to each class to represent the expected performance at various levels.

### **Step 4: Share the rubric with students**

Provide students with the scoring rubric, either as a document or through an online platform, so they understand each level's assessment criteria and expectations.

### **Step 5: Share the Vocaroo link or instructions**

Instruct students to use Vocaroo to record their speaking responses. Provide them with the Vocaroo website link and clear instructions on using the tool to record their audio.

### **Step 6: Submitting recordings**

Define a submission method for students to share their Vocaroo recordings with teachers. They can either share the direct link to their Vocaroo recording or download the audio file and submit it through a designated platform (e.g., email, learning management system).

### **Step 7: Evaluate student recordings**

As students submit their Vocaroo recordings, listen to each recording carefully, considering the assessment criteria outlined in the rubric. Assess their performance and assign scores or levels based on their proficiency in each standard.

### **Step 8: Provide feedback**

Offer constructive feedback on each student's speaking performance, highlighting their strengths and areas for improvement. Be specific and provide actionable suggestions for enhancement based on the rubric.

### **Step 9: Communicate results to students**

Once teachers have evaluated all the recordings, share the overall scores or levels with students. Provide an overview of their performance and offer additional guidance or resources to support their language development.

### **Step 10: Encourage reflection and goal setting**

Prompt students to reflect on their performance and the feedback received. Encourage them to set goals and identify strategies for improvement based on the assessment results.

## **4. The steps to use Speakpipe**

Speakpipe is an online voice recording tool that allows users to leave voice messages. While it doesn't provide a built-in scoring rubric, teachers can adapt it to create an online scoring rubric for speaking assessments. Here are the steps to utilize Speakpipe for this purpose:

### **Step 1: Familiarize yourself with Speakpipe**

Visit the Speakpipe website ([speakpipe.com](http://speakpipe.com)) and explore its features. Understand how to use the platform to receive and access voice messages for assessment.

### **Step 2: Define the assessment criteria**

Determine the criteria teachers will evaluate in the speaking assessment, such as pronunciation, fluency, vocabulary, grammar, and coherence. Have a clear understanding of what the students will be assessing before proceeding.

### **Step 3: Create a scoring rubric**

Develop a scoring rubric that outlines the different levels of proficiency or scoring categories for each assessment criterion. Assign point values, levels, or descriptors to each class to represent the expected performance at various levels.

### **Step 4: Share the rubric with students**

Provide students with the scoring rubric, either as a document or through an online platform, so they understand each level's assessment criteria and expectations.

### **Step 5: Share the Speakpipe instructions**

Instruct students on how to use Speakpipe to record their speaking responses. Provide them with clear instructions on accessing Speakpipe, recording their voice messages, and submitting them for assessment.

### **Step 6: Submission process**

Define a submission process for students to share their Speakpipe voice messages with teachers. Teachers can provide them with an email address or a designated online platform where they can submit their voice messages.

### **Step 7: Evaluate student voice messages**

As students submit their Speakpipe voice messages, listen to each recording attentively, considering the assessment criteria outlined in the rubric. Assess their performance and assign scores or levels based on their proficiency in each criterion.

### **Step 8: Provide feedback**

Offer constructive feedback on each student's speaking performance, highlighting their strengths and areas for improvement. Be specific and provide actionable suggestions for enhancement based on the rubric.

### **Step 9: Communicate results to students**

Once teachers have evaluated all the voice messages, share the overall scores or levels with students. Provide an overview of their performance and offer additional guidance or resources to support their language development.

### **Step 10: Encourage reflection and goal setting**

Prompt students to reflect on their performance and the feedback received. Encourage them to set goals and identify strategies for improvement based on the assessment results.

It may be concluded that there are several benefits to using web-based programs as online scoring rubrics for speaking assessments. These tools can potentially improve students' understanding of what is expected of them in oral exams by providing clear evaluation criteria, speeding up the grading process, easing the delivery of feedback, and more.

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