



MOHAMED KHIDER UNIVERSITY OF BISKRA  
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ISILC LABORATORY - POLICA Research Unit



## **ACADEMIC WRITING IN HUMAN AND SOCIAL SCIENCES**

### **PREDICAMENTS AND PROSPECTS**

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*Conference Abstract*

## **Assessing Learners' Writing Proficiency Through The Use of Rubrics in Higher Education**

**LALAOUA Nada and Dr. SAIHI Hanane**

Mohamed Khider University of Biskra

[nada.lalaoua@univ-biskra.dz](mailto:nada.lalaoua@univ-biskra.dz)

[h.saihi@univ-biskra.dz](mailto:h.saihi@univ-biskra.dz)

### **Abstract**

Algeria is a developing country that is trying to keep up with the “trend” of encouraging learners to be accountable for their own learning. However, the Algerian educational system still lacks efficiency in EFL writing classrooms. Educators along with test developers are trying to implement and adopt assessment practices that best serve the goal of making educational setting and writing classrooms free from teachers' control to promote self-regulated learning. Over the last few years there has been an ongoing debate on the effectiveness and the use of rubrics as an evaluation method in the writing assessment process. Rubrics provide inarguably key standards endorsed by the local institutions writing programs by which students' work should be evaluated. The present study opted for a qualitative research method in an attempt to investigate the role of the rubrics in assessing learners' writing proficiency in higher education. The research at hand employed an online survey and interview to collect data from (50) third year students at the University of Jijel. Results showed that using rubrics as a self-assessment tool in writing classrooms, improved learners' writing performance. Learners reported that gaining awareness about the rubric, helped them objectively evaluate their writing composition, provide feedback to their peers and produce high quality writings.

**Keywords:** Writing Proficiency, Rubrics, Self-assessment tool, Higher Education