LEARNERS' RESPONSES TO SELF-ASSESSMENT RUBRICS IN AN INTERPRETATION COURSE

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Abstract. Recent research has highlighted the importance of formative assessment in English language teaching. Feedback is considered a key factor in making formative assessment more effective. However, time constraints often make it difficult for teachers to provide regular, personalized feedback. To address this, the study explored the use of self-assessment rubrics to help learners generate their own feedback. The study was conducted in an interpretation course for English majors. It involved 83 students over 15 weeks. At the start of the course, students were introduced to a structured self-assessment rubric. They used this rubric to evaluate their performance, identify areas for improvement, and set personal learning goals. The students' perceptions of the rubric were gathered through a Likert-scale questionnaire. The questionnaire assessed the rubric's usefulness, clarity, and impact on their learning. The findings showed that the rubric helped learners set goals, monitor progress, understand assessment criteria, and improve their interpretation skills. Participants also recognized the importance of teacher guidance in explaining the rubric, applying it, providing timely feedback, and encouraging peer collaboration. Comparing scores confirmed the positive impact of using self-assessment. In conclusion, the study supports the use of self-assessment rubrics in interpretation courses.

Keywords. effectiveness, formative assessment, interpretation course, self-assessment rubrics

1 INTRODUCTION

In recent decades, empirical research in language education has increasingly focused on effective teaching and learning methods. English language teaching, in particular, has shifted toward student-centered learning and corresponding assessment techniques, especially formative assessment (Taye, 2025). Feedback is widely recognized as a key factor in improving the effectiveness of formative assessment (Andrade, 2005). For example, using technology in the writing process helps EFL teachers promote self-regulated learning by encouraging self-assessment (Supiani et al., 2023). However, many teachers face challenges in providing timely, personalized feedback due to time constraints. One solution to this problem is the use of self-assessment rubrics. These rubrics not only address the issue of limited feedback but also support learner autonomy and engagement.

At the public higher education institution where this study was conducted, self-assessment rubrics have been implemented in interpretation courses. These rubrics focus on three main criteria: Completeness and Sense Consistency, Accuracy and Appropriateness, and Fluency and Delivery. This approach offers students regular, structured feedback, helping them better understand learning objectives while encouraging communication between teachers and students (Vasileiadou & Karadimitriou, 2021). Additionally, the research paper by Phuong et al. (2023) provides valuable insights for teachers, curriculum developers, and policymakers on how to create and apply formative assessment strategies, such as self-assessment and peer-assessment, for EFL learners.

Although many action research studies have explored the use of self-assessment rubrics in language learning (e.g., Vasileiadou & Karadimitriou, 2021; Gu & Lam, 2023; Taye, 2025), there is still a gap in research regarding learners' responses to self-assessment rubrics in interpretation courses. This gap is particularly noticeable in public higher education institutions offering English major programs. While the benefits of self-assessment have been widely acknowledged (Andrade, 2005; Gu & Lam, 2023), this study aims to provide new insights in a specific, underexplored area.

The research aims to (1) lay the groundwork for future studies at the institution, (2) support faculty professional development, and (3) encourage students to develop sustainable learning and lifelong learning

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skills. The study involved 83 third-year English majors enrolled in an interpretation course. At the start of the 15-week program (45 contact hours), students were trained on how to use the self-assessment rubric. Throughout the course, they used the rubric regularly to assess their performance, identify areas for improvement, and adjust their interpretations in subsequent lessons.

This study explores students' perceptions of the self-assessment rubric, their evaluation of how teachers implemented it, and the impact of self-assessment on students' learning outcomes. Specifically, it addresses the following research questions:

(1) What are students' perceptions of the self-assessment rubric?

(2) How do students evaluate the teachers' implementation of the self-assessment rubric?

(3) How does self-assessment implementation affect students' learning outcomes?

2 LITERATURE REVIEW

Formative assessment, defined broadly as any assessment practice that improves student learning, plays a key role in learner-centered teaching. For formative assessment, which is also known as assessment for learning, to be effective, students must be engaged and have autonomy. Burner (2023) points out that formative assessment can take different forms, such as peer assessment, self-assessment, and portfolio assessment. He also highlights that factors like country, education level, subject matter, and course duration influence how formative assessment is implemented. Common methods in formative assessment research include classroom observations, interviews, and learner surveys.

Among these, self-assessment rubrics have become an important tool for promoting reflective learning and increasing student engagement. In interpretation courses—where language skills, communicative competence, and critical listening are vital—self-assessment rubrics provide a structured and clear way for students to assess their own performance and set goals for improvement (Panadero et al., 2022; Andrade, 2005). Research shows that students see rubrics as valuable and effective tools (Dang & Le, 2023).

The theory behind using self-assessment rubrics is based on constructivist learning theory, which stresses the importance of active participation and reflective thinking in knowledge construction (Piaget, 1976; Vygotsky, 1978). From this perspective, self-assessment helps learners take responsibility for their learning by reflecting on their progress and identifying areas to improve.

Flavell (1979) introduced the concept of metacognition, or awareness of one's cognitive processes, as a crucial part of effective learning. Self-assessment rubrics help develop metacognitive skills by allowing students to monitor their performance, recognize their strengths and weaknesses, and plan improvements. This approach aligns with Dweck's (2006) growth mindset theory, which suggests that learners who believe their abilities can improve through effort are more likely to engage in challenging tasks. Well-designed self-assessment rubrics support this mindset by treating learning as a continuous, goal-oriented process.

Wiggins and McTighe (2005) argue that effective rubrics should be clear, specific, and transparent for both teachers and students. In interpretation courses, rubrics should clearly define performance criteria related to language accuracy, cultural appropriateness, and delivery skills. Andrade (2005) adds that involving students in developing rubrics not only helps them understand assessment expectations but also gives them a sense of ownership over their learning. This participatory approach can make the rubric more relevant and impactful in interpretation training. Bidna (2024) found that using rubrics regularly improves students' understanding of assessment criteria, strengthens the alignment between student and instructor assessments, and ultimately leads to better performance.

However, self-assessment is not without challenges. Urban (2005) warns that learners may misjudge their abilities due to overconfidence or lack of experience. Students may also be lenient or inconsistent in their self-assessments, influenced by factors like proficiency levels or familiarity with the criteria (Khamboonruang, 2023). To address these biases, educators should provide clear benchmarks, combine self-assessment with peer assessment, and offer frequent feedback. Hattie and Timperley (2007) emphasize the importance of clear instruction and modeling when introducing self-assessment practices. Other researchers recommend comprehensive training in rubric use and clear, detailed criteria to guide student assessments (Hu et al., 2023; Gu & Lam, 2023). In interpretation courses, teachers should spend time guiding students on how to use rubrics effectively.

In conclusion, the literature highlights the potential of self-assessment rubrics to foster metacognitive awareness, learner motivation, and academic autonomy, especially in performance-based fields like interpretation. However, successful implementation requires careful design, student training, and strategies to overcome inherent challenges. As educators continue to explore innovative, student-centered approaches to language instruction, self-assessment rubrics remain a promising tool for developing reflective and independent learners.

3 METHOD

This study was conducted over a 15-week Interpretation course for third-year English majors at a public higher education institution in Ho Chi Minh City. The course instructor also participated as a researcher in the study. The three-credit course consisted of 15 lessons focused on interpreting between English and Vietnamese. Each 2.5-hour lesson included individual, pair, and group activities, with students being guided in the use of self-assessment rubrics throughout the course. Midterm assessments were conducted in Week 8, and final assessments followed in Week 15. Both assessments were oral examinations lasting about six minutes each. Each test had two parts: (1) Interpretation of a 60-word audio passage from Vietnamese to English, and (2) Interpretation of a 60-word audio passage from English to Vietnamese. The topics for the audio passages included family, education, agriculture, healthcare, charity, social engagement, and tourism. The test content was aligned with the topics, text length, and difficulty level of the in-class materials, but actual classroom materials were not reused for the tests. Students were allowed to listen to each passage twice. During the test, the examiner used the rubric to assess performance and recorded the scores on individual scoring sheets, which were collected after each student finished the exam.

Additionally, students completed three progress tasks: a flipped classroom task, multiple-choice questions on translation theory, and a recording-based exercise.

Participants

A total of 83 third-year English majors from two Interpretation classes participated in the study. Their ages ranged from 20 to 22 years. All participants were at the B2 level of English proficiency according to the Common European Framework of Reference for Languages (CEFR). The source texts used in the course were generally at the B1 level.

Table 1. *The demographic information*

Numbers of participants	83
Major	English Language Studies
Age	20-22
English Language competence	B2

Instruments

To address the three research questions, several instruments were developed. For Research Questions 1 and 2, students received training on how to use self-assessment rubrics and were instructed to apply them consistently over a 14-week period. Afterward, they were asked to complete a questionnaire to gather their perceptions of the self-assessment process (see appendix 1). To answer Research Question 3, the participants' midterm and final scores were compared with those of students from previous semesters who had similar English proficiency but did not use self-assessment rubrics.

Self-Assessment Rubrics (see appendix 2)

The self-assessment rubrics used in this study are currently adopted by the Faculty of Foreign Languages at the participating institution. These rubrics assess three key aspects of language performance: (1) Completeness and Sense Consistency: the ability to convey all key points and details while ensuring that the target message aligns fully with the meaning of the original; (2) Accuracy and Appropriateness: the

ability to maintain the style, implications, and communicative intent of the source, using accurate terminology, grammar, and pronunciation, with only occasional minor errors; and (3) Fluency and Delivery: the ability to interpret smoothly without hesitation, repetition requests, or self-correction, while ensuring coherence and logical flow in the target message.

The criteria are weighted as follows: 50% for Completeness and Sense Consistency, 30% for Accuracy and Appropriateness, and 20% for Fluency and Delivery. Each criterion is rated on a ten-point scale with the following descriptors: Superior (9 - 10); Outstanding (7 - 8.5); Acceptable (5 - 6.5); Skills Not Refined (3 - 4.5); and Missing Skills (0 - 2.5). For example, to achieve a Superior rating in Completeness and Sense Consistency, a student must accurately convey all essential points and details, ensuring the meaning of the interpreted message is fully aligned with the source.

These rubrics were developed based on the objectives of the Interpretation course and were introduced to students to help them understand the expected learning outcomes. They were applied consistently across individual, pair, and group activities, aiming to foster reflective practice and self-directed learning among English majors, both in this course and future ones.

Midterm and Final Test Rubrics

The same analytic rubric used for students' self-assessment was also employed by the course examiner to assess students' performance in the midterm and final oral interpretation tests. Using the same rubric for both formative and summative assessment ensured consistency between students' self-evaluation and the official assessment of learning outcomes. In accordance with the university's assessment regulations, each performance was scored by a single examiner. To ensure fairness and transparency, all oral interpretation tests were audio-recorded. If a student requested a score review, the recording was re-evaluated using the same rubric, and the score was adjusted if necessary. This review procedure served as the institutional quality assurance mechanism for the assessment process.

Questionnaire on Students' Perceptions

At the end of the course, a questionnaire was distributed to gather students' perceptions of the self-assessment rubrics. The questionnaire consisted of two sections, each with five Likert-scale items: one assessing the effectiveness of the rubric in guiding study, and the other evaluating the effectiveness of the teacher's implementation of the rubric. The completed questionnaires were collected during the final class session.

Midterm and final scores by the experimental and controlled groups

The experimental group in this study consisted of 83 participants. The comparison group was made up of students from a previous semester who were taught by the same lecturer and had similar levels of English proficiency. However, they did not use self-assessment rubrics during their course. The average scores of both groups were analyzed to assess the effectiveness of integrating self-assessment into the instructional process.

4 FINGDINGS AND DISCUSSIONS

This section presents the findings from a survey conducted with 83 third-year English major students. The survey aimed to explore their perceptions of using self-assessment rubrics and to evaluate the perceived effectiveness of this approach in an interpretation course. After analyzing the survey results, a comparison of students' scores was conducted to further assess the impact of self-assessment on learning outcomes.

Students' perception on the effectiveness of the rubric in guiding study

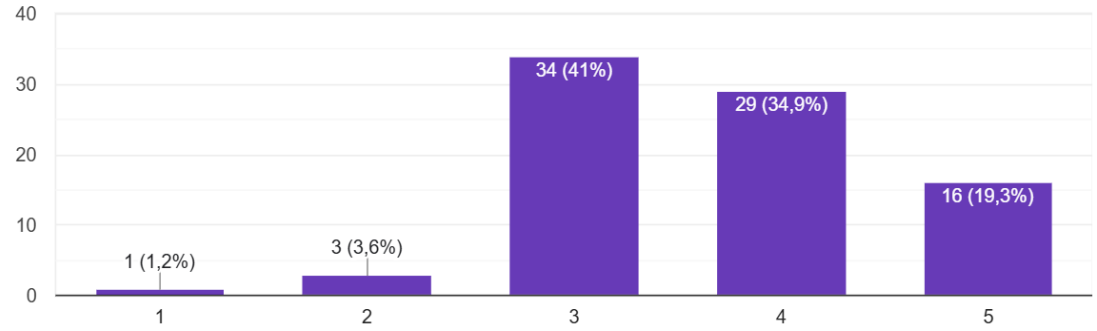


Figure 1. *Self-assessment rubric for enhancing goal-setting skills in interpretation improvement*

Figure 1 shows that although 41% of the participants remained neutral, suggesting that they did not perceive the self-assessment rubric as particularly effective in helping them formulate learning goals, nearly half of the students reported that the rubric was helpful in setting realistic objectives for improving their interpreting performance. The relatively high proportion of neutral responses may be explained by the distinctive nature of interpreting. Unlike language skills such as writing or speaking, interpreting requires learners to process, comprehend, and produce the target language simultaneously under strict time constraints. Consequently, students often focus on immediate task completion and coping with cognitive overload rather than consciously applying self-assessment criteria to set long-term learning goals. For novice interpreters in particular, the demands of real-time information processing, memory retention, note-taking, and rapid decision-making may limit their ability to use the rubric as a reflective planning tool during practice. As a result, some students may have viewed the rubric primarily as an assessment checklist rather than a guide for goal setting and self-regulated learning. Nevertheless, the positive responses from nearly half of the participants suggest that, when students are able to engage with the rubric reflectively, it can support the establishment of realistic and achievable learning goals, thereby promoting more focused and purposeful interpreting practice.

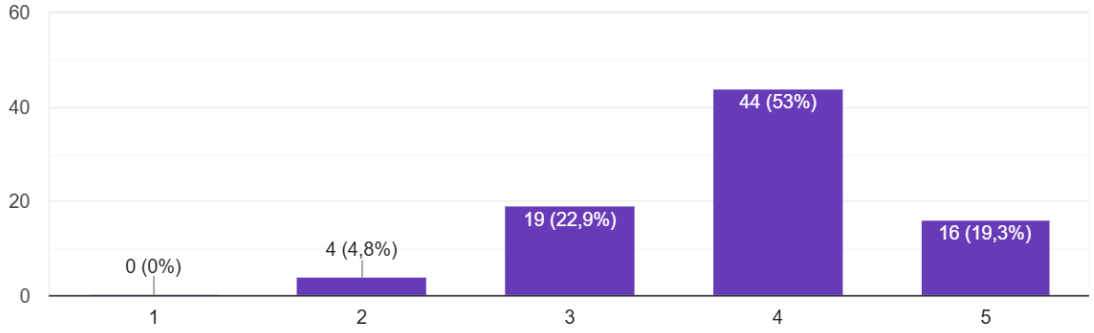


Figure 2. *Self-assessment rubric for increasing learner responsibility*

On the other hand, regarding the increased responsibility for self-learning that the self-assessment rubric fosters, about three-quarters of the learners strongly agreed that the rubric helped raise their awareness of the self-directed learning process in the class. Roughly one in four chose not to express an opinion, and fortunately, none disagreed in this section.

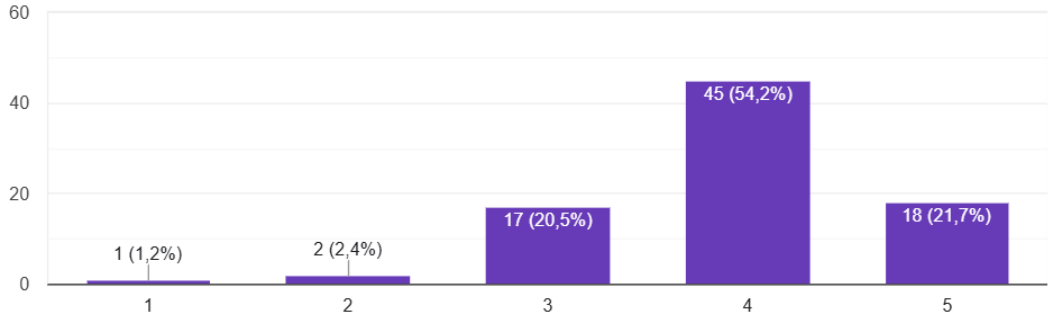


Figure 3. *Self-assessment rubric as a tool for tracking learning progress*

Similarly, the majority of respondents (75.6%) stated that the self-assessment rubric made it easier for them to monitor their learning progress. In contrast, a very small minority disagreed, while the remaining 20.5% of students chose not to express an opinion.

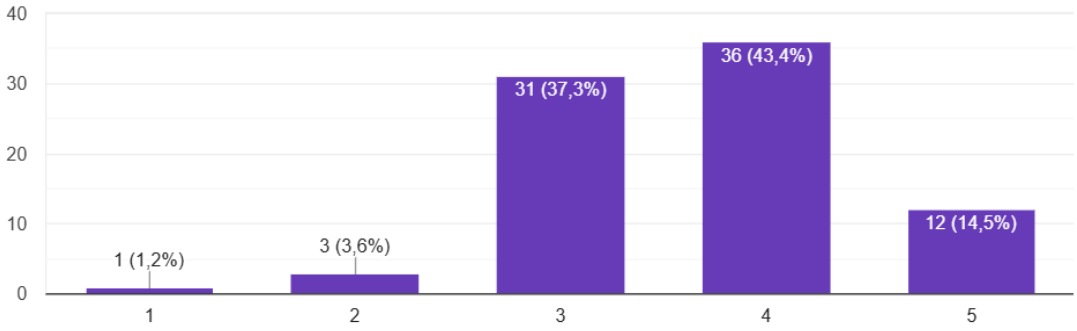


Figure 4. *Confidence in official test rubrics gained through self-assessment rubric use*

Thanks to the self-assessment rubric, 43.4% of students expressed confidence in understanding the real test assessment rubrics, while 14.5% felt very confident. They explained that they understood the breakdown of the assessment criteria: "Completeness and Sense Consistency (50%), Accuracy and Appropriateness (30%), Fluency and Coherence (20%)." Additionally, a few students mentioned that their understanding of the actual test assessment rubrics was improved by the self-assessment rubric. This helped them identify their current performance and the types of errors they made, enabling them to find solutions and set their own learning objectives. One respondent also noted that understanding the real test assessment rubrics provided additional benefits beyond what was initially presented.

> *"Rubrics can help clarify your expectations and will show students how to meet them, making students accountable for their performance in an easy-to-follow format. The feedback that students receive through a grading rubric can help them improve their performance on revised or subsequent work."*

The ratio of participants who did not give responses to this question was relatively high, which reached just over 37%, and nearly 5% of them stated that they had no confidence at all.

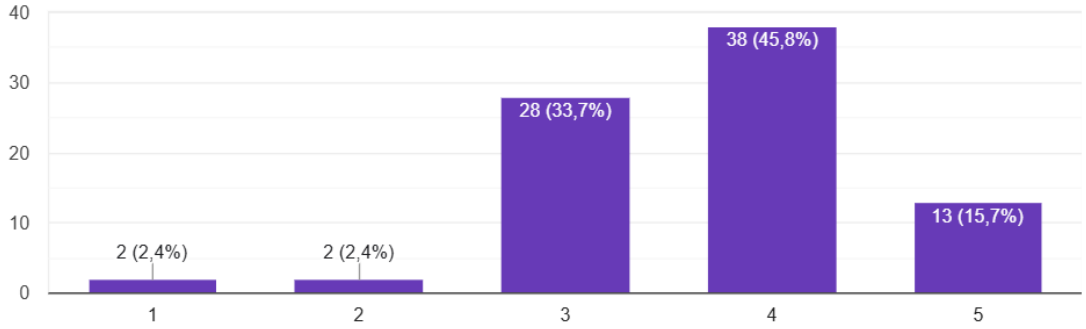


Figure 5. *Self-assessment rubric's contribution to improved interpretation performance*

In line with the aforementioned percentage, 13 out of 83 students believed that the self-assessment rubric had a significant impact on their improvement in interpretation performance. Nearly half of the students acknowledged that the rubric played an important role in improving their interpreting skills. However, a sizable portion of students did not respond to this question, and four respondents questioned the rubric's effectiveness.

To recap, the research indicates that students reported a stronger sense of responsibility for their learning, with the self-assessment rubric promoting reflective learning and increasing learner autonomy. Students felt more empowered to monitor their progress and set personal goals for improvement. Andrade (2005) supports the idea that self-assessment helps develop metacognitive skills, as students learn to reflect on their work and make decisions for improvement. The current study's findings reinforce this, showing that rubrics helped students reflect on their interpreting abilities.

Dweck's (2006) growth mindset theory suggests that students who believe in their ability to improve through effort are more likely to engage in self-assessment. The current study aligns with this theory, showing that students who used rubrics gained confidence in their abilities and were more likely to believe they could improve their interpretation skills.

However, there is a contrast in how self-reflection is structured. Dweck's research suggests that students with a growth mindset engage in more proactive learning behaviors, while the current study indicates that some students were hesitant to use the rubrics for self-reflection. This discrepancy could be due to differences in learner maturity and the complexity of tasks (such as interpretation vs. other forms of assessment). The challenges faced by students in this study suggest the need for more targeted interventions to foster a growth mindset, particularly in performance-based assessments like interpretation.

Students' perception on the effectiveness of rubric implementation by the teacher

The statistics showed that the teacher was highly effective in explaining the purposes and benefits of using the self-assessment rubric to improve interpretation performance. Only a small percentage of respondents (1.2%) reported that the explanation was not clear at all. In contrast, slightly more than 50% of students stated that the rubric was explained very clearly, while just over 36% indicated that it was explained clearly.

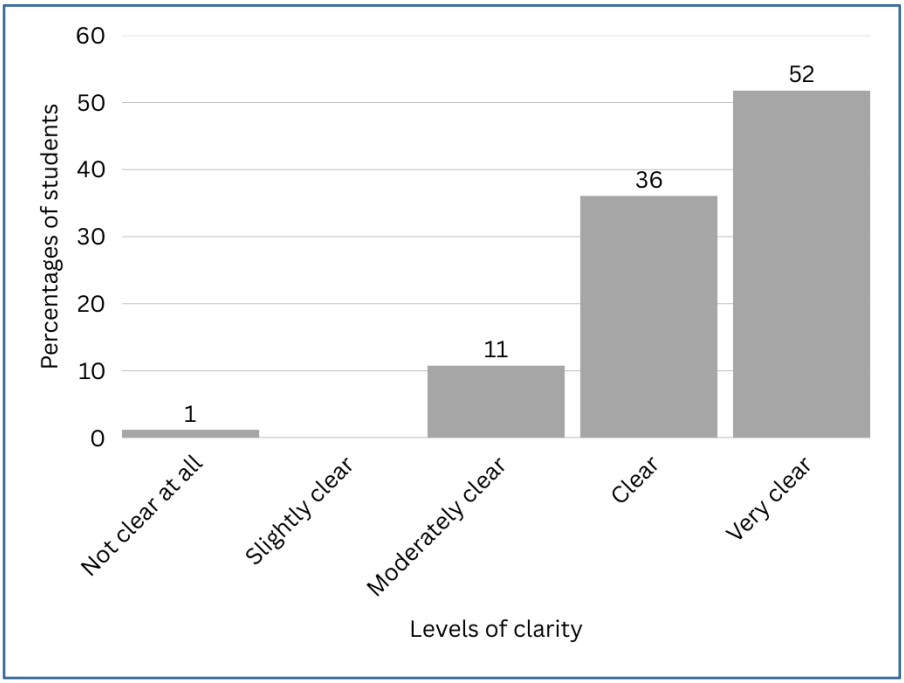


Figure 6. *Students' perceptions of rubric explanation clarity*

Only a very small proportion (1.2%) reported receiving no guidance or support. In contrast, the vast majority of respondents (98.8%) indicated that they received moderate to excellent guidance and support from the teacher when asked how much the teacher helped them use the self-assessment rubric to evaluate their interpretation performance.

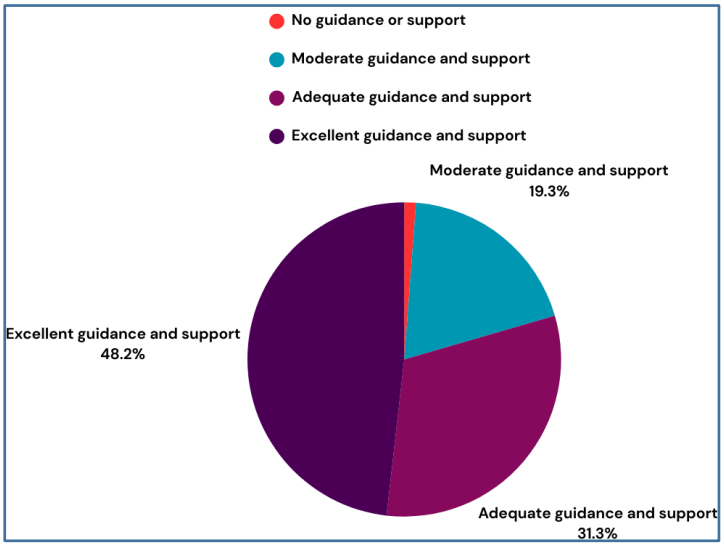


Figure 7. *Students' ratings of teacher guidance and support*

The findings showed that a large number of students (68) agreed that they received highly effective feedback from their teacher on using the self-assessment rubric to improve their interpretation performance. In contrast, 13 students chose not to respond to this question. This may suggest uncertainty, disengagement, or a lack of understanding of the question.

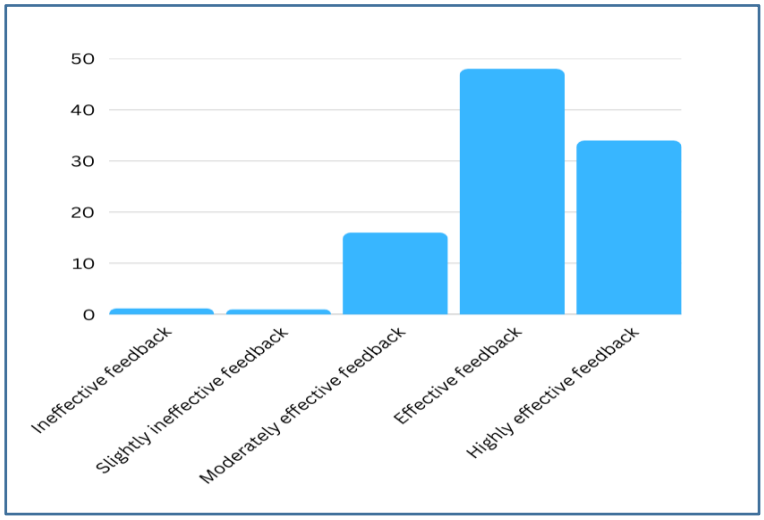


Figure 8. *Perceived effectiveness of feedback*

Only one student disagreed with the views of the other 69 out of 83 participants, who believed that their teacher encouraged peer collaboration and discussions when using the self-assessment rubric. Additionally, 13 students, or about 16% of participants, reported receiving occasional encouragement to work with their peers while using the rubric.

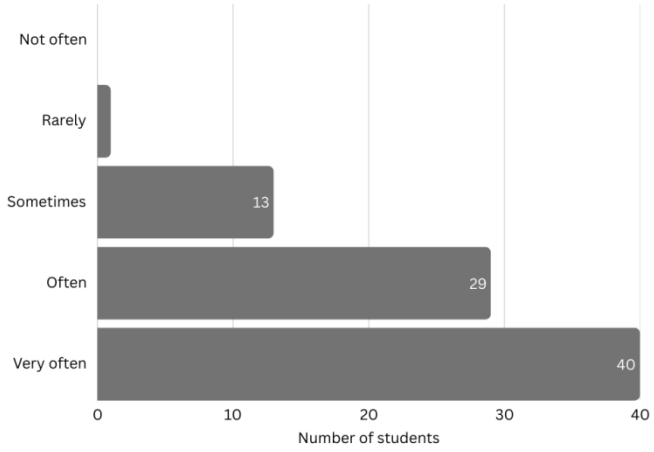


Figure 9. *Frequency of teacher encouragement for peer collaboration using the self-assessment rubric*

Overall, the survey results indicate that the integration of the self-assessment rubric was well received by students. Specifically, 47.0% of the participants rated its implementation as very effective, while 38.6% considered it effective, leaving 85.6% expressing positive perceptions of the intervention. Importantly, no students rated the rubric as ineffective or very ineffective. Nevertheless, 14.5% of the respondents remained neutral, indicating that although they did not perceive the rubric negatively, they may not have experienced clear benefits from its use. This neutral response may be attributed to the cognitively demanding nature of interpreting, where students often prioritize real-time language processing and task completion over reflective self-assessment. Consequently, some learners may have found it difficult to fully utilize the rubric as a tool for self-regulated learning during interpreting practice.

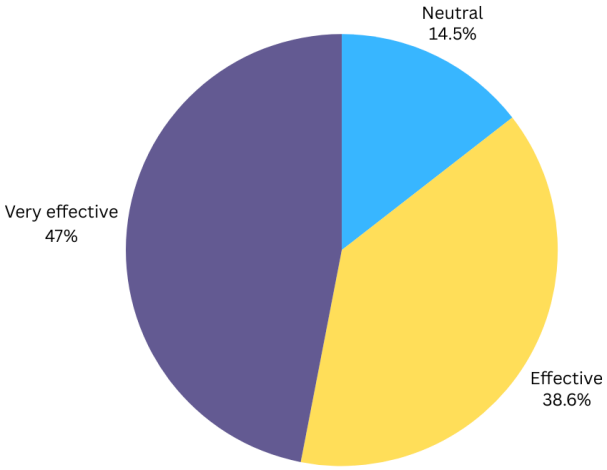


Figure 10. *The effectiveness of teacher's implementation of the self-assessment rubric in the interpretation class*

The study found that teacher guidance was essential for the effective use of self-assessment rubrics. Most students reported that the teacher provided clear instructions and feedback, which helped them use the rubric to assess their interpretation skills. Hattie & Timperley (2007) emphasize the importance of feedback for effective formative assessment. The findings in this study align with that idea, particularly regarding how teacher guidance and feedback helped students understand how to apply rubrics to improve their skills. The research by Vasileiadou & Karadimitriou (2021) on the impact of rubrics also highlights the teacher's role in explaining the rubric and offering sufficient support. Like the current study, they found that teacher involvement enhanced the use of rubrics. While both the current study and Vasileiadou & Karadimitriou (2021) stress the importance of teacher facilitation, the current study's focus on higher education students in an interpretation course suggests a greater need for independent reflection. In contrast, primary school students may require more teacher scaffolding during earlier stages of their development. Therefore, the impact of teacher support may be more significant in younger learners.

The impact of self-assessment integration on students' learning outcomes

Table 2. *Comparison of midterm and final scores of two groups*

Average Midterm		**Average Final scores**	
CG	EG	CG	EG
n=85	n=83	n=85	n=83
6.35	6.75	6.13	6.58

The data table shows a comparison of the midterm and final scores between the control group (CG) and the experimental group (EG). The experimental group (n = 83), which used self-assessment rubrics throughout the course, outperformed the control group (n = 85), which did not use self-assessment tools.

A one-way analysis of variance (ANOVA) was conducted to examine the effect of self-assessment rubrics on students' final interpretation performance. The results indicated a statistically significant difference between the control group (M = 6.13, SD = 0.98) and the experimental group (M = 6.58, SD = 0.75), $F(1, 166) = 11.13$, $p = .001$, $\eta^2 = .063$. Students who used the self-assessment rubrics achieved significantly higher final scores than those who received conventional instruction, suggesting that the integration of self-assessment had a positive effect on students' interpreting performance.

Table 3. *Comaparison fo final scores between two groups*

Group	n	Mean	SD
Control (CG)	85	6.13	0.98
Experimental (EG)	83	6.58	0.75

Table 4. *One-way ANOVA result*

Source	F	df	p	η^2
Between groups	**11.13**	(1, 166)	**.001**	**.063**

In brief, the research shows that the use of self-assessment rubrics in the interpretation course led to improved student performance. The experimental group, which used self-assessment rubrics, scored higher than the control group on both midterm and final assessments. Andrade's study on rubrics emphasized that they clarify expectations and guide students toward the learning objectives. The current study's findings align with Andrade's view, as students reported that rubrics helped them monitor progress, understand assessment criteria, and set realistic goals. Both studies suggest that rubrics foster a deeper understanding of the learning process and improve academic performance.

In the study by Gu & Lam (2023), which examined rubrics for peer and self-assessment in EFL writing, rubrics were found to provide students with clear criteria for assessment, allowing them to gauge their progress. Like the current study, their findings highlight the benefit of rubrics in fostering self-regulation and improving outcomes. However, while Gu & Lam focused on writing, the current study explores the impact of rubrics on interpretation, thus expanding the potential scope of rubric usage.

The current research shows that students who used self-assessment rubrics performed better in interpretation skills, a performance-based task. On the other hand, Gu & Lam (2023) focused on writing proficiency, which might require less immediate feedback compared to tasks like oral interpretation. The level of performance required for interpretation may demand a more nuanced understanding of fluency and coherence, which is emphasized in the rubrics used in the current study.

5 CONCLUSION AND RECOMMENDATIONS

This study highlights the multifaceted role of self-assessment rubrics in interpreting education. The integration of these rubrics not only supported students in setting goals, developing self-awareness, and understanding assessment criteria, but it also had a measurable positive impact on learning outcomes. The experimental group, who used self-assessment rubrics throughout the course, achieved higher average scores in both midterm (6.75 vs. 6.35) and final assessments (6.58 vs. 6.13) compared to the control group. These findings suggest that self-assessment, when implemented effectively, contributes to improved academic performance.

Furthermore, the survey results revealed that a significant majority of students responded positively to the use of self-assessment rubrics, highlighting their value not only for individual learning but also for enhancing collaborative practices in interpretation classes. The absence of negative feedback further emphasizes the approach's overall effectiveness. However, some participants expressed reservations or uncertainty, indicating the need for further refinement in the design and implementation of self-assessment tools.

Future research will focus on addressing these concerns and exploring how self-assessment can be better adapted to support diverse learning preferences and needs. With ongoing adjustments and instructor support, self-assessment rubrics hold great potential for fostering more autonomous, reflective, and effective learners in interpreter training programs.

The findings of this study have several important implications for interpreting education, especially regarding the integration of self-assessment rubrics.

First, the results highlight the need for differentiated instructional strategies when implementing self-assessment rubrics. Given the differences in students' learning preferences and levels of self-regulation, educators should consider providing structured guidance and scaffolding to ensure that all students can

effectively engage in the self-assessment process for goal setting, reflection, and skill development.
Second, the presence of some neutral or hesitant responses among participants suggests the need for further refinement of the self-assessment model. Future research and pedagogical development should explore the sources of skepticism and design targeted support mechanisms to address students' uncertainties, thus enhancing the inclusiveness and effectiveness of the approach.
Third, the findings emphasize the critical role of teacher facilitation in students' acceptance and effective use of self-assessment rubrics. Professional development programs should focus on equipping instructors with the necessary pedagogical skills to clearly explain the purpose of self-assessment, model its application, and offer consistent feedback and encouragement throughout the learning process.
Fourth, the positive influence of self-assessment rubrics on collaborative learning, as reported by many participants, suggests that these tools can promote a more interactive and supportive classroom environment. Educators should incorporate peer discussions and group-based reflection into the self-assessment process to enhance shared learning and mutual improvement in interpreting performance.
Finally, the overall positive outcomes support the broader adoption of self-assessment strategies in interpreter training programs. Institutional efforts should focus on developing coherent policies and frameworks to standardize the use of self-assessment rubrics, ensuring alignment across courses and teaching staff. Additionally, longitudinal studies and further comparative research are recommended to examine the long-term impact of self-assessment on the development of interpreting competencies, providing a more comprehensive understanding of its pedagogical value.

APPENDIX

Appendix 1: Questionnaire

QUESTIONNAIRE ON STUDENTS' PERCEPTION ON SELF-ASSESSMENT RUBRICS
BẢNG CÂU HỎI VỀ NHẬN THỨC CỦA SINH VIÊN VỀ CÁC TIÊU CHÍ TỰ ĐÁNH GIÁ

Dear valued participants,
Kính chào các thành viên tham gia nghiên cứu,

We extend a warm invitation for you to partake in our survey. Your insights and experiences hold significant value as we endeavor to acquire a more profound comprehension of the influence of self-assessment rubrics on the learning journey of students. The questionnaire is structured in two parts: Part 1 focuses on assessing the role of self-assessment rubrics in guiding your study, while Part 2 is designed to elicit your evaluation of the instructor's implementation.
(Chúng tôi chân thành cảm ơn bạn đã tham gia vào cuộc khảo sát của chúng tôi. Những hiểu biết và kinh nghiệm của bạn có giá trị quan trọng giúp chúng tôi hiểu biết sâu sắc hơn về ảnh hưởng của các tiêu chí tự đánh giá tự đánh giá đối với hành trình học tập của sinh viên. Bảng câu hỏi có hai phần: Phần 1 tập trung vào việc đánh giá vai trò của các tiêu chí tự đánh giá trong việc hướng dẫn việc học của bạn, trong khi Phần 2 được thiết kế để thu thập đánh giá của bạn về việc triển khai các tiêu chí tự đánh giá của giảng viên)
Your full name:
Your student code:

Part 1. Effectiveness in guiding study (Hiệu quả của các tiêu chí tự đánh giá trong việc hướng dẫn việc học của bạn)

1. To what extent do you believe self-assessment rubric has enhanced your ability to set realistic goals for interpretation improvement?

   Bạn tin rằng tiêu chí tự đánh giá đã nâng cao khả năng của bạn ở mức độ nào để đặt ra các mục tiêu thực tế để cải thiện phiên dịch?

- Strongly disagree (Hoàn toàn không đồng ý)
- Disagree (Không đồng ý)

- Neutral (Không có ý kiến)
- Agree (Đồng ý)
- Strongly agree (Hoàn toàn đồng ý)

2. To what extent do you believe self-assessment rubric has increased your responsibility for your own learning in the Interpretation class? (Bạn tin rằng phiếu tự đánh giá đã làm tăng trách nhiệm của bạn đối với việc học của chính bạn trong lớp Phiên dịch ở mức độ nào?)

- Not at all (Không hề tăng)
- A little (Tăng lên một ít)
- Somewhat (Tăng không đáng kể)
- Quite a bit (Tăng khá nhiều)
- A great deal (Tăng nhiều)

3. How effectively do you think self-assessment rubric has helped you track your progress in your learning? (Bạn nghĩ tiêu chí tự đánh giá đã giúp bạn theo dõi sự tiến bộ trong học tập của mình hiệu quả như thế nào?)

- Not effective at all (Không hiệu quả chút nào)
- Slightly effective (Hơi hiệu quả)
- Moderately effective (Hiệu quả vừa phải)
- Very effective (Rất hiệu quả)
- Extremely effective (Cực kỳ hiệu quả)

4a. How confident are you in real test assessment rubrics thanks to this self-assessment rubric? (Bạn tự tin hiểu biết tiêu chí chấm điểm trong kì thi thật ở mức độ nào nhờ các tiêu chí tự đánh giá này?)

- Not at all confident (Không tự tin chút nào)
- Slightly confident (Hơi tự tin)
- Moderately confident (Tự tin vừa phải)
- Very confident (Rất tự tin)
- Extremely confident (Vô cùng tự tin)

4b. Please elaborate your choice
Hãy miêu tả chi tiết trải nghiệm của các em

5. To what extent do you believe that the self-assessment rubric contributes to your improvement in interpretation performance? (Bạn tin rằng tiêu chí tự đánh giá góp phần cải thiện khả năng phiên dịch của bạn ở mức độ nào?)

- Not at all (Không hề cải thiện)
- A little (Hơi cải thiện)
- Somewhat (Cải thiện đôi chút)
- Quite a bit (Cải thiện khá nhiều)
- A great deal (Cải thiện rất nhiều)

Part 2. Effective implementation

1. On a scale of 1 to 5, how clearly did the teacher explain the purpose and benefits of using the self-assessment rubric for improving your interpretation performance? (Trên thang điểm từ 1 đến

5, giáo viên đã giải thích rõ ràng mục đích và lợi ích của việc sử dụng tiêu chí tự đánh giá để cải thiện khả năng phiên dịch của bạn như thế nào?)

1 - Not clear at all 5 - Very clear
(1- Không hề rõ ràng 5- Rất rõ ràng)

2. To what extent did the teacher provide guidance and support in using the self-assessment rubric to assess your own interpretation performance? (Giáo viên đã hướng dẫn và hỗ trợ ở mức độ nào trong việc sử dụng tiêu chí tự đánh giá để đánh giá khả năng phiên dịch của riêng bạn?)

   1 - No guidance or support 5 - Excellent guidance and support
   (1-Không có hướng dẫn 5- Hướng dẫn rất kỹ)
3. How effectively did the teacher provide timely and constructive feedback based on your self-assessment using the rubric to help you improve your interpretation performance? (Giáo viên đã cung cấp phản hồi kịp thời và mang tính xây dựng dựa trên việc bạn tự đánh giá bằng cách sử dụng tiêu chí tự đánh giá để giúp bạn cải thiện hiệu suất phiên dịch của mình như thế nào?)

   1 - Ineffective feedback 5 - Highly effective feedback
   (1-Phản hồi không hiệu quả 5- Phản hồi rất hiệu quả)
4. How often did the teacher encourage peer collaboration and discussions in using the self-assessment rubric? (Giáo viên có thường xuyên khuyến khích sự hợp tác và thảo luận của bạn bè trong việc sử dụng tiêu chí tự đánh giá không?)

   1 – Not often 5 – Very often
   (1-Không thường xuyên 5-Rất thường xuyên)
5. Overall, how effective do you evaluate the way the teacher implemented the self-assessment rubric in the interpretation class? (Nhìn chung, bạn đánh giá hiệu quả như thế nào về cách giáo viên triển khai cho sinh viên tự đánh giá trong lớp phiên dịch?)

   1 – Not effective 5 - Very effective
   (1-Không hiệu quả 5 Rất hiệu quả)

Appendix 2: Rubrics for Mid-term and Final Test

Ranking	**Scores**	**CRITERIA**		
		Completeness and Sense Consistency (50%)	***Accuracy and Appropriateness (30%)***	***Fluency and Coherence (20%)***
Superior	9-10	• successfully transfer all the key points and details • produce a target message whose sense is fully consistent with that of the original one	• retain the style, implication and purpose of communication • use correct terminology, grammar and pronunciation, with rare minor mistakes occurring as slips	• interpret fluently WITHOUT SILENCE before interpreting, without asking for repetition of the original message or without self-correction • the sentences in the target message are well-connected

Outstanding	7-8.5	• successfully transfer most of the key points and details • produce a target message whose sense is sufficiently consistent with that of the original one, though some points are not clearly conveyed, exaggerated or undermined	• partially retain the original style, implication and purpose of communication • attempt to paraphrase some terms though there are more precise terms, with some non-systematic grammar and pronunciation mistakes	• interpret fluently, though maintaining BRIEF SILENCE before interpreting, asking for repetition of the original message ONCE and with occasional hesitation, repetition or self-correction • the sentences in the target message are well-connected
Acceptable	5-6.5	• fail to transfer some of the key points • produce a target message, whose sense is partially inconsistent with that of the original one, because some points are not clearly conveyed, exaggerated or undermined	• fail to retain the original style, implication and purpose of communication • use improper terminology, grammar and pronunciation, with mistakes occurring quite frequently and affecting the understanding of part of the original message	• maintain LONG SILENCE before interpreting or ask for repetition of the original message TWICE • lose coherence between sentences due to inappropriate use of referents, frequent hesitation, repetition or self-correction
Skills not refined	3-4.5	fail to transfer most of the key points or attempt to transfer some key points with the sense substantially inconsistent with that of the original message	make use of word-for-word translation regardless of collocations and contexts, leading to misunderstanding of the original message	• interpret with long and frequent pauses lose coherence between sentences due to inappropriate use of referents, frequent hesitation, repetition or self-correction
Missing skills	0-2.5	able to transfer very few key points or INCORRECTLY translate almost all of the key points	frequently make use of word-for-word translation, with inappropriate terminology and grammar, leading to complete misunderstanding of the original message	Almost unable to verbalize the message to be interpreted, with substantial hesitation, repetition or self-correction

ACKNOWLEDGMENT

The research team would like to express sincere thanks to the Board of the Faculty of Foreign Languages at the research site for providing favorable conditions regarding time and facilities to conduct this study.

Special thanks are also extended to the third-year English major students who enthusiastically participated in the data collection process.

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Received on May 24 – 2026
Revised on August 24 – 2026