

Examination of the Impact of Rubric Use on Achievement in Teacher Education

Abstract

The purpose of this study was to examine the impact of rubric use on prospective teachers' academic achievement and project performance in Turkey. This quasi-experimental study employed pretest, posttest, and retention tests for sixty-four selected prospective teachers in a foreign languages department at a public university. Participants were divided into experimental and control groups and then matched according to their pretest scores and GPAs. A total of 33 prospective teachers were assigned to the experimental group and 31 to the control group. Only the experimental group used rubrics while working on their projects. Pretest, post-test and retention test scores revealed that the experimental group had statically significantly higher scores than the control group. Also, the experimental groups' project assessment scores were statistically higher than those of the control group. These findings showed that rubric use has a positive impact on higher education students' academic achievement and project performance. Findings suggest that rubrics may be effectively used to enhance prospective teachers' achievement and project performance.

Key words: *rubrics, teacher training, project performance, quasi-experimental study.*

Introduction

In constructive education, assessment is not the end of the education process; rather, it is a tool used to improve student learning, teacher performance, and