Master's thesis

NTNU
Norwegian University of Science and Technology
Faculty of Social and Educational Sciences
Department of Teacher Education

Gry Merete Dyrdal

Scoring Rubrics – an assessment strategy to promote written English competence in EFL-classrooms

Master's thesis in Didactics – English and Foreign Language Education
Supervisor: Fredrik Mørk Røkenes
May 2021

NTNU
Norwegian University of Science and Technology

Gry Merete Dyrdal

Scoring Rubrics – an assessment strategy to promote written English competence in EFL-classrooms

Master's thesis in Didactics – English and Foreign Language Education
Supervisor: Fredrik Mørk Røkenes
May 2021

Norwegian University of Science and Technology
Faculty of Social and Educational Sciences
Department of Teacher Education

Abstract

The overall purpose of this master thesis is to examine lower secondary students' perceptions of scoring rubrics as a formative assessment strategy to promote their written English competence in a Norwegian EFL classroom. Further, the study discusses how teachers introduced a scoring rubric to their students and guided them in their use of the rubric as a tool for improving their English texts. Lastly, the thesis studies the students' formative use of the scoring rubric while writing in English. Through a design-based research methodology, this research study involved students, teachers, and the researcher in a co-creation process of revising a scoring rubric used in formative assessment for written competence. The research study is positioned within the epistemology of social constructivists, and the constructivist point of view has been essential when designing the research process.

The research design is a qualitative case study, where the data collection consists of semi-structured interviews, observations, and workshops with participants and the researcher conducted over one academic school term. The case study focuses on five 10th grade students and their two EFL teachers at a Norwegian school.

One of the main findings uncovered through thematic analysis of the collected data is that the students view scoring rubrics as necessary to guide and remind them of what is expected from the different levels of achievement in written English. However, another finding points out that the students have trouble understanding the rubric's language and teachers' intention and therefore are not confident on how to use rubrics as formative assessment and further develop their written work. Thus, the students usually use the rubric as a checklist. The results of the study underscore that students and teachers who gain ownership of the scoring rubric have more positive attitudes towards the rubric and gain a better understanding of how to use the rubric formatively. This ownership can be developed through the co-creation of scoring rubrics and dialogue on how to enact the descriptive criteria in the rubric. The research study shows that the rubric is reinforced by the teachers' feedback. Consequently, students should be familiar with scoring rubrics through structured introduction and modelling based on theories on formative assessment and the EFL writing process.

Key words: Scoring rubrics, formative assessment, EFL writing process, design-based research, thematic analysis

Sammendrag

Denne masteroppgaven tar sikte på å studere ungdomsskoleelevers oppfatninger av vurderingsrubrikker som en formativ vurderingsstrategi for å utvikle sin skriftlige engelskkompetanse i et norsk EFL-klasserom. Videre diskuterer studien hvordan lærere introduserer en vurderingsrubrikk til elevene og veileder elevene i deres formative bruk av vurderingsrubrikken for å forbedre sine engelske tekster. Til slutt vil oppgaven diskutere elevenes formative bruk av vurderingsrubrikken underveis når de skriver engelske tekster. Gjennom en designbasert forskningsmetodikk ble elevene, lærerne og forskeren aktivt involvert i en arbeidsprosess for å revidere vurderingsrubrikken som brukes i formativ vurdering for engelsk skriftlig kompetanse. Forskningsstudien posisjoneres innenfor sosialkonstruktivistisk epistemologi, og det konstruktivistiske perspektivet har vært avgjørende for utformingen av forskningsprosessen.

Forskningsdesignet er kvalitativ casestudie, der datainnsamlingen består av semistrukturerte intervjuer, observasjoner og workshops med deltakere og forsker, gjennomført i løpet av ett skolesemester. Casestudien tok utgangspunkt i fem 10. trinns elever og deres to engelsklærere på en norsk skole.

Et av hovefunnene fra den tematisk analysen av det samlede data materialet, viser at elevene opplever vurderingsrubrikken som en veiledning og påminnelse av hva som forventes av de ulike prestasjonsnivåene innen engelsk skriftlig. Samtidig viser andre funn at elevene har problemer med å forstå språket i vurderingsrubrikken samt lærernes intensjon bak kriteriene, og derfor er de ikke trygge på hvordan de best kan bruke den som formativ vurdering for å utvikle deres skriftlige engelskkompetanse. Dette gjør at elevene ofte omtaler vurderingsrubrikken som en sjekkliste. Resultatene fra forskningsstudien understreker at elever og lærere som får eierskap til vurderingsrubrikken, har mer positiv holdning til den og får en bedre forståelse av hvordan man bruker vurderingsrubrikken formativt. Dette eierskapet kan tilegnes gjennom å utvikle vurderingsrubrikker sammen og delta i dialog om hvordan man kan benytte vurderingskriteriene og kjennetegnene på måloppnåelse i eget skriftlig arbeid. Forskningsstudien viser at vurderingsrubrikken forsterkes av lærernes tilbakemeldinger. Dette viser at elever bør bli kjent med vurderingsrubrikken gjennom en strukturert introduksjon og modellering basert på teori og forskning innen formative vurdering i skriveprosessen i EFL-klasserom.

Nøkkelord: Vurderingsrubrikker, formativ vurdering, EFL skriveprosess, designbasert forskning, tematisk analyse

Preface

After the first half of the two-year master's degree at The Norwegian University of Science and Technology, I had no clear ideas in mind on what this master thesis was going to focus on. Working as a teacher for 15 years, I have noted many aspects of classroom teaching which could have been interesting to study further. During the master's degree, I have also been introduced to interesting subjects that have made it difficult for me to choose the focus area. In the end, I decided to take this opportunity to critically examine my teaching and assessment system. Therefore, I chose to dive into a part of my teaching that I find challenging, i.e., working with formative assessment to promote written English competence. I have experienced this process as challenging, exhausting, but at the same time, very educational for me personally. My goal is to bring new knowledge and perspectives back to my work and colleagues to discuss our future practices of assessment.

Acknowledgements

Writing this thesis has been challenging, especially since we find ourselves in the middle of a global pandemic. I am so grateful for all the support and encouragement I have received from colleagues, friends, and family. Without you, finishing this thesis would never have been possible. I will use this time to state my deepest gratitude to some very important people in this research process.

First, I would not have had the opportunity to focus the study on the assessment culture in my workplace had it not been for the support of my school management. They have believed in me through the entire process. I am also grateful to the head of childhood and youth services in my municipality, who encouraged me to apply for the master's degree and granted me enough time and resources to be a researcher. A big thank you to the students and teachers who participated in the research study and gave me a valuable partnership through the process.

Second, I need to give a big digital hug to my fellow master's thesis students. You have challenged me and encouraged me throughout the entire process. Your valuable input and feedback have gotten me through the phases where I was struggling. I value our friendship and wish you all the best.

Third, I must send praise to my academic supervisor, Fredrik Mørk Røkenes. Your competence as a researcher and as a supervisor has helped me achieve my full potential in this thesis. Your feedback has been priceless to me. Your positivity, availability, work capacity, support, and guidance have been exceptional and admirable. I sincerely thank you for bearing with me through this process.

Last, but not least, I would like to thank my husband and children for all the encouragement, support, and consideration you have given me through these two years. This thesis would not have been possible if you did not cheer me on as you have done. I know that you all look forward to spending more time with me being a mother and less as a researcher.

Selbu, May 2021

Gry Merete Dyrdal

Table of Contents

List of figures

List of tables

List of abbreviations

EFL	English as a foreign language
ZPD	Zone of Proximal Development
LK06/13	National Curriculum 2006/2013
LK20	National Curriculum 2020
AFL	Assessment for learning
FIVIS	Forskning på individuell vurdering i skolen (Research on individual assessment in schools)
ELF	English as a lingua franca
ESL	English as a second language
L2	Second Language
FA	Formative assessment
SA	Summative assessment
DBR	Design-Based Research
MOOC	Massive Open Online Course
NTNU	The Norwegian University of Science and Technology
KfK	Kompetanse for Kvalitet (Competence for quality)
USIT	University Information Technology Centre
UIO	University of Oslo
TSD	Service for Sensitive Data
PGP	Pretty Good Service
CAQDAS	Computer Assisted Qualitative Data Analysis Software
TA	Thematic Analysis
NSD	Norwegian centre for research data

1 Introduction

This first chapter gives an overview of the master thesis' purpose, positioning and context. First, I reason my motivation for conducting the research study, propose my research questions, and give an outline for the master thesis. Second, I advocate the relevance of considering the epistemological stance when designing the research process and positioning myself as a researcher. Last, I introduce the development of the EFL curricula, Assessment for learning program, and EFL didactics in a Norwegian context.

1.1 Purpose, research question, and design

As an English teacher at a Norwegian lower secondary school, I have developed several scoring rubrics and used these when assessing students' works. While working with the Assessment for learning program, started by The Norwegian Directorate for Education and Training in 2010, my school created criteria for both written and oral skills in English based on the competence aims in the English Subject Curriculum. The goal was for the students to understand what the subject expected of them before they started working so that they knew the task's goals and criteria and were better prepared for how to reach them. At first, the scoring rubrics were used as a summative assessment instead of, and in addition to, grades. Later, I changed my practices of assessment and challenged the students to use the scoring rubrics as guidance in the learning process, as formative assessment. The rubrics seem to improve my students' achievements and scaffold their self-assessment, but I wondered if this experience corresponded with the students' perceptions.

In this master's project, I wanted to gain more insight into how students use the scoring rubric during their writing process and how they experience this as a strategy to develop their written skills in English. The reason I chose to focus on students' written skills is that I find this the most challenging in my EFL classroom. Developing written knowledge has also been the least focused area in my education. Merriam and Tisdell (2016) claim that "we can only know what we experience by attending to perceptions and meanings that awaken our conscious awareness" (p. 9). In other words, to understand the students' perceptions, one cannot just rely on own assumptions but rather use the curiosity to actively spend time studying and analyse the issue. Thus, the main research question for this thesis is as follows:

> *How do students perceive scoring rubrics as a strategy to promote learning in written English at the lower secondary level in Norway?*

As I finally landed the focus point of the thesis and started reading earlier research within the field, I found that students' perceptions seemed to be linked to their own practises and the classroom practises. Therefore, I ended up including these perspectives into the thesis by adding two additional research questions:

> *How do students use scoring rubrics in their learning process?*
>
> *How do teachers introduce the scoring rubrics and guide students in the assessment process?*

The thesis aims to generate a broader understanding of students' perceptions through their enactments and their teachers' introduction and guidance with the use of scoring rubrics.

In Norway, assessment for learning, formative feedback, and students'/teachers' perceptions on feedback have been researched in the EFL classroom (Burner, 2019; Saliu-Abdulahi, Hellekjær & Hertzberg, 2017; Sandvik, 2019; Sandvik & Buland, 2014; The Norwegian Directorate for Education and Training, 2019b; Throndsen, Hopfenbeck, Lie & Dale, 2009; Vattøy, 2020; Vattøy & Smith, 2019). However, since none of these studied students' experiences with and focuses on rubrics, in particular, my thesis will thus be able to contribute to this field. It is also interesting to use the findings from this study in future work with assessment within the new Norwegian National Curriculum for Knowledge Promotion, LK20. Since LK20 more explicitly describes the expected use of formative assessment in each subject, teachers and schools must adjust their assessment practise and culture to meet these requirements. Further, the implementation of new curricula forces schools to develop new local plans with new criteria, which could be developed as scoring rubrics. Data material and findings in a research study are not just discovered and do not simply emerge, but the researcher has a creative and active role in the study (Braun & Clarke, 2006, p. 81). In this thesis, I will use the first-person narrative when writing to acknowledge my role as an active researcher.

In this first chapter, I will discuss epistemological questions related to my research before I provide an outline of the context of English as a Foreign Language in Norway and the Assessment for Learning Program. In the second chapter, I discuss the theoretical framework for learning to write in a second language, the process of EFL writing, and formative assessment. Further, the chapter will introduce rubrics in educational practice and discuss research on scoring rubrics used in EFL- classrooms. Chapter 3 presents the methodology, research design, and methods included in this research study. The chapter describes the context of the study, and how I carried out the data collection is presented in more detail. In this chapter, I have chosen to situate myself as a researcher to discuss which implications I have on the material. In the fourth chapter, I describe the method of analysis in detail and discuss the trustworthiness of the data material in the study. In chapter five, I present and discuss the findings from the analysis through the methodological process. Finally, I conclude in chapter 6 with implications that can be drawn from the study and suggestions for further research.

1.2 Epistemological stance and personal positioning

For research studies to be transparent to the observer, Crotty (1998) underscores that the researcher needs to justify the choices made in methodology and method (p. 2). To do so, I will in this chapter establish the assumptions about reality that I bring into my research and my understanding of what human knowledge is (Crotty, 1998, p. 3). Thus, my ontological and epistemological stance is relevant to understand the philosophical framework of this master's thesis. While ontology is the consideration of being, epistemology is a way of understanding and explaining knowledge (Crotty, 1998, pp. 3-10; Packer & Goicoechea, 2000, p. 227). Crotty (1998) argues that the reason researchers should focus on epistemology is "to defend [the] process as a form of human inquiry that should be taken seriously" (p. 13). Therefore, I will further discuss my constructivist and social constructivist perspective focused on classroom learning.

1.2.1 Constructivism and social constructivism

Several perspectives aim to describe the meaning of constructivism, such as Piaget's (1953) personal constructivism, von Glasersfeld's (1987) radical constructivism, and Vygotsky's (1978) social constructivism (Jones & Brader-Araje, 2002, p. 2). However, Murphy (1997) concludes that there are similarities in the perspectives' discussions of how constructivist epistemology should affect educational practices (p. 5). According to Murphy (1997), a constructivist view is seen as an active process where the knower, i.e., the student "interprets and constructs a reality based on his experiences and interactions with his environment" (p. 5). In contrast, an objectivistic view sees students as passive receivers of knowledge, and thus, the teacher's role is to transmit knowledge about the real world. The objectivistic view sees a person's mind as something that mirrors reality, while a constructivist view, however, underscores that knowledge cannot be discovered but rather is constructed individually or in collaboration with others (Murphy, 1997, p. 3; Packer & Goicoechea, 2000, p. 228). Thus, constructivists believe that there is not one correct answer or truth and that knowledge is affected by our interpretation and experiences.

Säljö (2016) argues that learning is a consequence of our activities and experiences and demands some sort of personal engagement to occur (p. 33). Therefore, knowledge is in constant change and development, affected by social and cultural contexts (Jones & Brader-Araje, 2002, p. 3). This draws on Piaget's idea that important characteristics in learning come from social participation, relationships such as between a beginner and an expert, setting of activity, and historical change (Jones & Brader-Araje, 2002, p. 3; Packer & Goicoechea, 2000, p. 227). To understand how we learn, Säljö (2016) refers to Piaget's terms assimilation and accommodation. In assimilation, one integrates new impressions and experiences into already pre-existing cognitive structures, while in the accommodation one changes the way one thinks so that the cognitive schemes are restructured (p. 60). Säljö (2016) explains this by giving children challenges where they experience adversity. This cognitive conflict will force accommodation and new cognitive structures (pp. 60-63). However, Von Glasersfeld (1987) underscores that a new structure or discovery is only one possible construction of reality (p. 42). Therefore, teachers should facilitate activities and processes where students "create awareness of more than one possibility, deliberation, and rationally controlled choice" (Von Glasersfeld, 1987, p. 43).

A social constructivist perspective aims to understand the world we live and work in. In the same way, this master's thesis attempts to understand educational practices in the EFL classroom. Von Glasersfeld's (1987) notion that "the world we live in can be understood also as the world of our experience, the world as we see, hear, and feel it" (p. 38). Because of this, it is important to focus on the context "to understand the historical and cultural settings of the participants" (Creswell, 2013, p. 25). Packer and Goicoechea (2000) claim that being students is new social positions constituted by the research community of practice, which can involve a search or, sometimes, struggle for identity (p. 229). Accordingly, Säljö (2006) argues that belonging to different worlds means that students also create several identities to act appropriately according to the expectations of that world or community (p. 48). In an educational world, different identities for a student can be connected to their gender, age, being a friend, or a member of the student council. To be able to act differently in these situations, Säljö (2006) argues to be a process closely connected to the students' sociocultural background and orientation (p. 48). Consequently, Packer and Goicoechea (2000)

suggest that knowledge is a mean to develop an identity and failure of learning results in a struggle for identity (p. 235). They conclude that "learning entails both personal and social transformation", in other words, an ontological change (Packer & Goicoechea, 2000, p. 235). Hence, this thesis needs to be aware of the changes that can occur in the different contexts and phases of the research process.

Vygotsky (1978), being one of the founders of social constructivism, argues that there are two levels of development; 1) the actual development level (what students can do on their own) and 2) the level of potential development (what students can do through problem-solving under adult guidance or in collaboration with more capable peers) (p. 85). The stage that is in-between levels, is what Vygotsky (1978) describes as the Zone of Proximal Development (ZPD) (Jones & Brader-Araje, 2002, p. 6; Vygotsky, 1978, p. 90). According to Murphy (1997), social constructions of knowledge suggest pedagogical attention to discussions, collaboration, negotiation, and shared meanings (p. 7). Therefore, teachers should assist and help students build meaningful knowledge through 1) introductions, scaffolding, support, and guidance, and 2) dialogue and listening to students to provide suggestions for further actions (Murphy, 1997, p. 7). Subsequently, the learning process becomes more important than the product, and students' errors are seen as a positive since it gives insight to how they "organise their experienced world" (Murphy, 1997, p. 8). The research process' design in this master thesis is influenced by my social constructivist point of view and therefore, it has been important to make my worldview and positioning as a researcher explicit.

1.3 Context

This thesis is based on EFL teaching in the Norwegian educational context. To understand the changes that have occurred during the 21st century, this chapter will first discuss the two latest national curricula, and then introduce the assessment for learning program in Norway before discussing EFL didactics in a Norwegian context.

1.3.1 EFL curricula in the 21st century

Based on the Common European Framework of Reference for Languages[1]: Learning, teaching, assessment (Council of Europe, 2001), Norway got its first curriculum that included the whole educational system from primary school throughout upper secondary schools in 2010, known as the LK06/13 (Fenner, 2020, p. 34). The new knowledge promotion introduced more wide competence aims divided into subject areas. The English curriculum had four main areas: 1) language learning, 2) oral communication, 3) written communication, and 4) culture, society and literature (The Norwegian Directorate for Education and Training, 2006/2013). The Knowledge Promotion also introduced five basic skills in all subjects, writing being one of them. Since the competence aims were very general, the importance of creating local curricula and local plans for each subject increased. Fenner (2020) argues that the original intention of planning local curricula was to involve schools so that the competence aims reflected the local communities. However, since developing national curricula is a political project, the "local curricula

[1] The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. The framework defines the knowledge and skills that learners need in their language use to communicate effectively and provide levels of proficiency to help learners progress (Council of Europe, 2001, p. 1).

seem to have become an assurance that centrally given curricula were followed locally" (Fenner, 2020, p. 36).

In 2017, a new core curriculum was introduced with its essential views and principles, which all educational practices should be based on (The Norwegian Directorate for Education and Training, 2017, p. 1). An additional principal for education in the new core curriculum is teaching the interdisciplinary topics: sustainable development, health and life skills, and democracy and citizenship (The Norwegian Directorate for Education and Training, 2017, pp. 11-12). The current national curriculum, LK20, though based on political ideology, was created through a more democratic process giving everyone a chance to send in feedback on drafts (Fenner, 2020, p. 39). The curriculum specifies how each subject can work with interdisciplinary topics and basic skills. In addition, the earlier subject areas are now named core elements. In the English subject curriculum, the core elements are communication, language learning, and encountering English – language texts (The Norwegian Directorate for Education and Training, 2019a, pp. 2-3). Whereas LK06/13 presented competence aims within each subject area, LK20 focuses on both competence and formative assessment in the same chapter. It stresses the importance that teachers guide students in their learning and customize the education so the students can use the guidance to develop reading, writing, oral and digital skills within the subject (The Norwegian Directorate for Education and Training, 2019a, p. 9). Further, LK20 underscores that teachers and students "shall engage in dialogue on the pupils' development in English" (The Norwegian Directorate for Education and Training, 2019a, p. 9). Formative assessment is one of the key terms in this master thesis, hence the dialogue between teacher and students will be discussed more.

Fenner (2020) calls attention to the challenge implementing a new curriculum poses on teachers. She points to the few guidelines within LK20, challenging teachers to interpret the curriculum and theories behind it. However, it also opens for autonomy and freedom to choose how to create positive language learning situations in the classroom (Fenner, 2020, p. 39). This thesis will therefore contribute to the research field of formative assessment in the EFL written classroom, which meets the requirement of the LK20.

1.3.2 The Assessment for learning (AFL) program in Norway

Jonsson and Svingby (2007) argue that "the new assessment culture aims at assessing higher-order thinking processes and competences instead of factual knowledge and lower-level cognitive skills, which has led to a strong interest in various types of performance assessments" (p. 131). The Norwegian Directorate for Education and Training (2019b) started in 2010 a national assessment for learning programme "in order to develop assessment practices and cultures that are more conducive to learning" (p. 3). However, Sandvik (2019) argues that the Norwegian education system struggled with the dilemma of desire to regulate practises and low accountability on one hand, and the teachers' autonomy and high level of trust on the other (p. 47). She points to the implementation of national testing, which distracted the political discussion from classroom-based assessment to school results. Consequently, "the national tests diverted attention from the introduction of the formative oriented policies" (Sandvik, 2019, p. 47). Since this thesis' research study is conducted in Norway, it is relevant to consider the formative assessment culture in connection to the dilemmas raised by Sandvik (2019).

The Norwegian Directorate for Education and Training's (2019b) report shows a positive attitude amongst teachers towards the AFL program because it provided knowledge that could be used directly in the classroom to help students. This type of assessment was at

the core of teachers' pedagogical practises and therefore the programme felt useful. The outcome of the programme was for example that schools gained a more systematic approach to assessment. There was an increased understanding of the curriculum, the curriculum was used more actively in the classroom, and the culture for assessment was more focused on learning than on results (The Norwegian Directorate for Education and Training, 2019b, p. 3). However, Sandvik (2019) argues that since the assessment reform was conducted parallel with implementing a new curriculum reform, this resulted in teachers not perceiving the assessment reform as a "fundamental change in the view of teaching and learning" (p. 48). This is also evident in Vattøy's (2020) research on teachers' beliefs about feedback practises where they express that "assessment for accountability might prevent successful implementation of assessment for learning practices" (p. 7).

The assessment for learning project in Norway had four principles they focused on which included self-assessment, self-regulated learning, and student involvement. In the project "Better assessment practice", The Norwegian Directorate for Education and Training researched how to improve assessment practices in Norwegian schools. The project aimed to "explore whether criteria can give a more subject-related and fair assessment of students' competencies in the different subjects" (Throndsen et al., 2009, p. 12). The research recommended, e.g., to increase students' participation in the assessment work and strengthen empirical research on students' assessment in Norway. The "Research on individual assessment in schools" project (FIVIS) (Sandvik & Buland, 2014) studied how teachers' competence in assessment is expressed in practices in Norwegian classrooms. The final report concluded that the student activity in assessment activities was generally low. They also found that the students were often more concerned with the summative assessment rather than how the assessment could help them develop their skills (pp. 15-19). Sandvik and Buland (2014) found that the schools that participated in the AFL program changed their assessment practice, which contributed to strengthening the subject's education and assessment. To create a change in their practice the schools used a lot of time to develop new local curricula, plans, and criteria (Sandvik & Buland, 2014, p. 54). However, Burner (2019) claims that in-service courses and seminars on FA are not enough to create AFL practises. He states that "school-based processes of change need to take place in order to provide teachers with the opportunity to act on formative tools that may enhance perceptions and practices formatively" (Burner, 2019, p. 93). Sandvik (2019) argues that it becomes easier to involve students in the formative assessment when professional practitioners develop assessment skills together, schools develop an AFL culture, and this is put into the teaching practise (p. 65). To create strong AFL cultures and AFL practises, teachers, and school leaders must "participate in conversations regarding the theoretical and practical aspects of assessment" (Sandvik, 2019, p. 65). This thesis will contribute to the ongoing dialogue about AFL culture within EFL teaching.

1.3.3 EFL didactics in Norway

Due to globalisation and the development of English as a lingua franca (ELF)[2], Rindal and Brevik (2019) argue that the traditional labels and definitions of EFL and ESL might have lost some of their relevance (p. 434). One argument for using the term ESL is that Norway treats English as a compulsory subject for all students in Norway from grades 1

[2] "a language or a way of communicating which is used in a particular situation or by a particular group of people" (Collins, 2009b, p. 913).

to 11 and that children are to a wide extent exposed to English outside of school. At the same time, English is not an official language in Norway as one may find in countries that are labelled ESL speakers, such as India or Nigeria (Rindal & Brevik, 2019, p. 435). Therefore, Rindal and Brevik (2019) suggest the alternative term "L2 English" emphasising that English is learned simultaneously with other languages (p. 435). However, this thesis chooses to use the term EFL since this has been the term used when researching studies within the field, especially focusing on the use of scoring rubrics in EFL classrooms.

Focusing on didactics in written English in Norway, Rindal and Brevik (2019) studied five doctoral theses almost 20 years apart. Overall, the studies promoted that students should write frequently, in different genres, and over several drafts (Rindal & Brevik, 2019, p. 426). The English subject curricula for both LK06/13 and LK20 "emphasise the importance of the writing skill itself and see writing as a tool for language learning" (Skulstad, 2020, p. 117). However, Skulstad (2020) argues that meta-communication, the act of reflecting on one's work, is an important way of developing learners' awareness of language, text and genre (p. 136). Thus, this thesis sees a strong relationship between formative assessment strategies that challenge students to discuss, reflect, evaluate, and revise their language and texts and the development of students' written skills in the EFL classroom.

2 Theoretical background and relevant research

Since this thesis was developed from a desire to challenge the use of scoring rubrics as a formative assessment strategy in an EFL classroom, I started by familiarizing myself with the research field. First, I searched for keywords like "Scoring Rubrics", EFL-classroom", "Formative Assessment" and "Written Skills" in the databases; Google Scholar and Oria[3]. Here, a broad range of literature was consulted like peer-reviewed articles, books, and book chapters. Second, I used the snowball approach, where I followed up references in the reference lists in studies that I found relevant to the thesis. This chapter is a result of a review of relevant literature and will discuss the theoretical perspectives that my master thesis is based on. First, I will focus on written competence and discuss the process of learning to write in a foreign language and the writing process in the EFL classroom. Since the written assignments that are a part of this research study are conducted digitally, I will discuss some of the implications digital tools can have on EFL writing. Secondly, I will discuss formative assessment and formative feedback. Thirdly, I will present rubrics as a strategy in formative assessment and discuss relevant research on scoring rubrics in EFL writing.

2.1 Learning to write in a foreign language

In the foreign language classroom context, writing skills have gained more priority as the importance of written communications has increased because of, e.g., social media and academic studies (Lee, 2017, p. 1). Learning to write in a foreign language is a complex process, and for teachers, it is a challenging task to help learners become successful writers. Foreign or second language learning has gone through several methods, approaches, and paradigms throughout history (Skulstad, 2020). Hayes (1996) argues that the cognitive approach to language learning is an important factor to keep in mind when teaching writing. He points to three main categories of cognitive functions involved; 1) text interpretation (reading, listening, scanning graphics), 2) reflection (problem-solving, decision making and inferencing), and 3) text production (written, spoken and graphic output) (Hayes, 1996, p. 13). The reason Hayes (1996) includes spoken language in the written context is that "for many writers, the process of planning written sentences appears to be carried out, either vocally or subvocally, in the medium of speech" (p. 13). Writing is also a source to develop reading skills since students need to read their own produced texts during their writing process (Taube, Fredriksson & Olofsson, 2015, pp. 82-87). However, this thesis will mainly consider the aspects of written competence in the EFL classroom.

Hyland and American Council of Learned Societies (2003) stress that L2 writing classrooms always will include more than one approach and that teachers need to combine methods to meet the needs of their classroom (p. 23). They urge teachers to understand the different methodologies as "curriculum options" and organize the teaching of EFL-written competence around different approaches (Hyland & American

[3] Oria is the NTNU University Library, which allows me to search all the library's printed and electronic collections.

Council of Learned Societies, 2003, p. 2). In the 1960s, the theories of second language acquisition focused on grammatical and lexical knowledge as important factors in developing written competence. The idea was that writing emerged from the grammatical skills, and the students should imitate and use models provided by the teacher. Today, formal elements have a secondary role as a means to help writers create and express the opinions and messages they want to convey. Therefore, Hyland and American Council of Learned Societies (2003) argue that the focus on language structure is just one approach needed to become a good writer. Other perspectives of writing to include in an EFL-classroom are (Hyland & American Council of Learned Societies, 2003, pp. 6-22):

- Focusing on text functions like paragraphs, topic sentences, the body of a text with introduction, and body and conclusion.
- Focus on creative expression and promote students' personal opinions and experiences. Through experimenting and creative writing, students should be encouraged to find their voice.
- Focus on the writing process, including planning, drafting, revising, and editing.
- Focus on content like themes and topics, which is a phase that should be supported by extensive reading.
- Focus on genre, which forms the different goals, context, purpose, and recipients that the text is meant for.

In other words, teachers need to find a balance to teach students to understand the processes of text creation; the purposes of writing; how to express themselves efficiently through formal and rhetorical text choices; and the effect contexts have on creating, reading, and interpreting texts (Hyland & American Council of Learned Societies, 2003, p. 24). Since this thesis studies the development of written skills through formative assessment, the focus has been mostly on the writing process. The next chapter will therefore elaborate on the aspects and theories behind the writing process in the EFL classroom.

2.1.1 The writing process in EFL classrooms

The writing process is a result of different strategies that progress into a developed text and includes several complex cognitive operations (Hedge, 2000, p. 302). Hedge (2000) argues that three activities are characterizing the writing process of good writers. First, a good writer engages in planning activities before and during their writing, thinking about topics like genre, style, and purpose. To what extent writers plan will be very individual. Flower and Hayes (1981) have studied how writers' pauses can reflect their planning. They suggest that planning is episodic from an overall idea to sentence or paragraph level and that the writer works in units of concentration, which are organized around their personal goals (Flower & Hayes, 1981, p. 242). Second, a good writer reflects upon and alters their writing. In this process, it is not the quantity but rather the quality of revision that is important. The improvements should help writers achieve their goals. In this revision process, less experienced writers are mostly concerned with local revision on sentence levels like, grammar and correctness, which distracts them from looking at the global errors, for example, ideas, and organization (Hedge, 2000, p. 306; Weigle, 2002, p. 27). Therefore, teachers in EFL classrooms need to help and encourage student writers to use effective revision. The third characteristic of a good writer is, according to Hedge (2000), "to produce 'reader-based' prose" (p. 307). This means that the writer has the

recipient and reader of their text in mind while they create a text. The context of the writing will influence the content and style. For EFL students, it will be important to reflect on any possible differences in expectations from an English-speaking reader in contrast to a Norwegian-speaking reader.

Graham and Sandmel (2011) discuss how the implementation of process writing practices in the USA have been important to improve adolescents writing skills. They argue that some underlying principles define this way of teaching written skills, like engaging in planning, translating, and reviewing their work (p. 396). The process writing practise also focuses on students' ownership of their writing through self-reflection and evaluation and other instructional strategies that opens for individual and personalized learning situations like mini-lessons or writing conferences (Graham & Sandmel, 2011; Hedge, 2000; Lee, 2007). The students should have an active and collaborative role in a process writing practice. Therefore, teachers need to create a supportive and nonthreatening writing environment, which Burner (2015) calls "the writing arena at school" (p. 14). Graham and Sandmel (2011) have through their examination of research found that "[w]hen the focus of the analysis narrows to just weaker writers, the evidence from [the] meta-analysis does not support the claim that the process writing approach is an effective method for improving quality of writing" (p. 404). Therefore, teachers must integrate other instructional and systematic instructions into the approach to support students who struggle more with writing. Hyland and American Council of Learned Societies (2003) argue that students also need to "participate in a variety of cognitively challenging writing tasks to develop their skills" and that the teachers' response and guidance are crucial for students to be able to move through the stages of the writing process (p. 12). However, Graham and Sandmel (2011) argue that further research needs to examine how to implement instructions that improve text transcription skills, sentence construction skills, and strategies for planning and revising into the process writing practise (p. 405).

Foreign language writers use many of the same processes when they write as they do in their first language (Weigle, 2002, p. 35). Thus, they can transfer their expertise from one language to the other. However, limited foreign language knowledge forces students to focus more on language rather than on context. Students with limited language proficiency will also have other difficulties that can affect their writing, like not understanding text instructions. Those who struggle with their reading comprehension might also have trouble with revising their texts. Foreign language writers might not have the social or cultural knowledge they need to know what is proper language use or formalities in a text (Weigle, 2002, p. 36). Silva (1993) found that in the stage of planning written texts, L2 writers did less planning and devoted more attention to generating material than native writers (p. 661). While they wrote, the L2 writers were less fluent and not as productive as native writers were. They used a lot of their time consulting the dictionary because of difficulties with their vocabulary. The L2's writing process consisted of more frequent pauses, wrote at a slower rate, and produced fewer words (Silva, 1993, pp. 661-662). After completing their texts, L2 writers used less time on reviewing, rereading, and reflecting in their work (Silva, 1993, p. 662). For students in EFL classrooms to become better writers, the "teacher needs to develop a methodology which integrates the specific needs of his or her students and a principled approach to the teaching of writing" (Hedge, 2000, p. 330). The process of developing written language proficiency accordingly requires different types of assessment (Piccardo, Berchoud, Cignatta, Mentz & Pamula, 2011, p. 9). Therefore, I will later focus on assessment as an important method to improve EFL-students' written competence.

2.1.2 Digital writing and revision

In 2018, all the participants in this thesis were provided with individual tablets for educational use. This was a part of the digital strategy by the municipality's educational committee. The goals were to strengthen the students' digital skills as one of the five basic skills in all subjects, to use technological methods to increase students' learning outcome across subjects and to reinforce the formative assessment culture. As a result, most of the students' written production in lower secondary were performed digitally on tablets.

In a Swedish study from 1st and 3rd grade in primary school, Engblom, Andersson, and Åkerlund (2020) observe that younger students who write and revise their work on the computer seem mostly concerned with correcting what the software program underlines (p. 195). The students in their study also focused on the immediate space where they were writing, and rarely went back in the text to add or reorganize information (Engblom et al., 2020, p. 199). It is important to recognize that research shows little empirical evidence that writing on the computer has any higher effect on learning outcomes compared to other types of learning strategies within writing (Taube et al., 2015, p. 97). On the other hand, Morphy and Graham (2012) argue that digital word processing programs have a positive effect on low-achieving students' motivation for writing and help them produce better writing outcomes compared to writing by hand (p. 675). The advantages of digital writing mainly refer to text length and the possibility of rewriting and erasing (Engblom et al., 2020, p. 193). In studies that compare the effects of writing-on-paper-instructions and technology-based-writing-instructions on students' written skills, the findings are contradictory (Taube et al., 2015, pp. 93-98; Yamaç, Öztürk & Mutlu, 2020, p. 3). Ose Askvik, Van der Weel, and van der Meer (2020) studied the differences in brain activity with adults and 12-year olds using handwriting, drawing, and typewriting. Their study found "that the delicate and precisely controlled movements involved in handwriting contribute to the brain's activation patterns related to learning" and that this was not found when the participants used a keyboard (Ose Askvik et al., 2020, p. 13). Ose Askvik et al. (2020) argue that, "the underlying brain electrical activity related to handwriting, typewriting, and drawing is different. Hence, being aware of when to use which strategy is vital, whether it is to learn new conceptual materials or to write long essays" (p. 13). Taube et al. (2015) argue that the autonomy teachers have in Scandinavian classrooms opens for the opportunity to use this research to promote students' written competence (p. 98).

There are other benefits of digital writing as a part of teaching new literacies (Yamaç et al., 2020, p. 2). When trying to define the concept of new literacies, some elements are important to consider (International-Reading-Association, 2009):

- New Literacies includes mastering effectively the Internet and other information and communication technologies' new social skills, practises, and necessary strategies.
- New Literacies are important to be able to contribute to the global community.
- New Literacies are always changing according to technology development.
- New Literacies are multimodal and thereby other strategies are needed when encountering them.

For teachers, it will be important to recognise what the goal of using digital writing is. Whether it is to learn new literacies, to write long and fast, or writing to remember and

acquire knowledge, one should be aware of which learning tradition has the best effect in what context (Ose Askvik et al., 2020, p. 13).

2.2 Formative and summative assessment

Assessment is defined as "a consideration of someone or something and a judgement about them" (Collins, 2009a, p. 81). Still, Popham (2009) underscores that assessment should not be thought of only as a formal test but as a variety of techniques, like when students respond to the teacher's questions in class, conducting interviews with a student group, or conducting a scientific experiment and explaining the outcome (2009, p. 5). Formative assessment (FA) is usually distinct to be the opposite of summative assessment (SA). SA is often connected to grades, judgement, and documentation of the students' status within a subject and is, therefore, a passive assessment practice (Popham, 2009, p. 5; Sadler, 1989, p. 120). On the other hand, FA intends to provide feedback, instructions, and guidance in the learning process to improve the students' learning outcomes. Sadler (1989) considers feedback to be the key element within FA because it gives the students information about the quality of their work and guidance on how to improve (p. 120). This thesis relies on Sadler (1989) and Black and Wiliam (1998) who define assessment to be formative when it gives diagnostic information about the quality of learners performance, which they can use to improve and further achieve their goals in, e.g., the EFL classroom (pp. 53-54; p. 120).

For students to improve and achieve their goals, Sadler (1989) claims that students need to possess the concept of criteria, be able to compare their performance to the desired goal achievement, and engage in actions that regulate their performance (p. 121). First, students can develop knowledge of criteria when they engage in evaluative activities (Sadler, 1989, p. 135). Next, students need to discover the "gap between [the] desired goal and [their] present state of knowledge, and/or understanding, and/or skill" (Black & Wiliam, 1998, p. 20). Whenever students are producing written assignments in an EFL classroom, they need to plan, draft, and re-draft whilst they work towards their desired goals (Carless & Boud, 2018, p. 1317). Students can become aware of what they need to develop to achieve their goals through self-assessment or with the teacher or peers communicating it to them. The ZPD framework tells us that this cognitive development occurs in interaction with others who have more advanced cognitive abilities (Vygotsky, 1978). Finally, the students actively make the adjustments needed to develop their writing by closing the "gap" (Black & Wiliam, 1998, p. 21; Carless & Boud, 2018, p. 1318; Sadler, 1989, p. 121). To encourage students to make use of and further internalize the new knowledge, I argue that writing in an EFL classroom needs to be process-oriented and the assessment practises related to future text production. Therefore, this thesis will discuss how students perceive the scoring rubric as a strategy to understand the criteria and develop their written competence in the EFL- classroom.

Bennett (2011) gives an example of how to implement a process-viewed FA in a classroom by following five key strategies (pp. 7-9). First, the teacher clarifies and shares the learning intentions and criteria for success. Whether the students are familiar with and comprehend the learning goals or not are essential for their ability to detect errors in written texts (Andrade & Brookhart, 2016; Hattie & Timperley, 2007; Vattøy & Smith, 2019). Sadler (1989) claims that "only when the students gain ownership of goals can they play a significant part in voluntary regulation of performance" (p. 129). Second, there needs to be some sort of learning situation that can give evidence of learning, so that the students can acquire feedback. Further, the students should self-assess to

experience ownership of their learning process. The last step would be for students to peer-assess other students and thereby activate their instructional resources. Peer-assessment can help students develop an understanding of the quality criteria in their work (Black & Wiliam, 2018, p. 11). This way, the students share the responsibility of the assessment, and the process becomes more transparent and accessible (Piccardo et al., 2011, p. 45). However, studies also show that peer-assessment is not effective unless the teacher guides the students to "emphasise reasons rather than assertions" (Black & Wiliam, 2018, p. 161). Students and teachers need to create a "metalanguage about assessment" to be able to take full advantage of the assessment strategies (Piccardo et al., 2011, p. 50). In other words, making students capable of providing useful feedback means modelling a language focused on development rather than correction. These strategies will establish where the learners are, where they are going and how to help them achieve their goals, which are connected to the notions of feed up, feedback, and feed forward (Bennett, 2011; Hattie & Timperley, 2007). According to Bennett (2011), many advocates for this process prefer to use the term "Assessment for learning" (AFL) (p. 7). Teachers use AFL to discover what the students know and what they need to guide them further in their learning process (Earl, 2006; Lee, 2017; Popham, 2009; Wylie & Lyon, 2020). For these strategies to be successful, the teachers and students need to be feedback literate. The research field has more to learn about the form and effect of this type of assessment (Bennett, 2011, p. 20; Earl, 2006, p. 13). Therefore, this thesis will study students' perception of scoring rubrics as a FA strategy in the EFL-Classroom.

2.2.1 Formative feedback in Norwegian EFL context

Even though FA has a clear function in EFL- classroom assessment, there are several methods of how to practise this orally, written, and digitally. Since this thesis focuses on written competence and scoring rubrics, it will focus on the more general research on FA in the Norwegian EFL context that included feedback in written competence.

In the research of teachers and students' perception of feedback practises, Havnes, Smith, Dysthe, and Ludvigsen (2012) claim that the upper secondary EFL-teachers that participated in the study had little focus on the systematic use of feedback with the purpose to support students' learning. Therefore, they argue that teachers' feedback literacy should focus on how to develop feedback practises as strategies for all EFL-teaching (Havnes et al., 2012, p. 27). The study found a contradiction between the teachers and students' perceptions of formative feedback. Whereas the teachers believed that the students were mainly concerned with grades, the students expressed that they enjoyed being involved in the assessment process and receiving critical and constructive feedback (Havnes et al., 2012, p. 26). Therefore, Havnes et al. (2012) argue that teachers and students need to communicate better and engage in mutual learning dialogues (p. 26). Their study found several examples of how students actively asked the teacher for guidance and support discussing the issues they struggled with in English. The students expressed the importance of personal communication with the teachers to understand the intention of written feedback and understand how to use it further (Havnes et al., 2012, p. 26).

In their research on formative practises in Norwegian upper secondary education, Saliu-Abdulahi et al. (2017) found in their observations and interviews of EFL-teachers that the dominant formative assessment was given as written feedback on single-draft texts. Students received the feedback in-text for local-level issues (e.g., grammar, mechanics, or punctuation) and as endnotes or an end summary for global-level issues (e.g.,

content, organization, or structure). Usually, the feedback was written in the students' first language to ensure that they understood it (Saliu-Abdulahi et al., 2017, p. 39). The study showed that when students followed up on their work, they mainly focused on sentence correction. The teachers expressed that they used criteria first to help students improve their writing and second to explain the grades. The study concluded that the feedback had more summative than formative function (Saliu-Abdulahi et al., 2017, p. 42). Two of the teachers in the study had little confidence in revision because they did not see it as the students' work, but rather as the teacher's improvement (Saliu-Abdulahi et al., 2017, p. 43). The findings show the need for teachers to become more assessment literate when it comes to understanding the purpose of formative assessment and the teachers' role in the EFL- classroom.

In his research on FA of writing in English, Burner (2019) interviewed EFL-teachers in lower secondary writing class and found that they had a research-based understanding of what useful feedback should be like. The teachers expressed four main challenges with teaching EFL: the lack of time, that it is a wide-ranging subject, their subjectivity in assessing students' work, and the gap in students' knowledge level (Burner, 2019, p. 88). Burner (2019) advocates the use of portfolios in EFL writing because he found that students spent more time writing, and it opened up for more interaction between teachers and students about writing and assessment (pp. 91-92). Sandvik (2019) argues that goals and criteria are tools that can be used in interactive meaning-making processes because "a strong emphasis on student participation and shared understanding leads to a better understanding of the relationships between the assessments and other aspects of students' learning processes" (p. 64). Even though AFL and the focus on FA have been highlighted within Norwegian education, the importance of interaction and transparency in the classroom about FA in the writing process needs to be continually discussed.

2.3 Rubrics

The original meaning of rubrics came from the mid-15th century and referred to the red-letter headings that Christian monks used when reproducing sacred literature (Popham, 1997, p. 1). Hence, the word rubric comes from the Latin word red (Brookhart, 2013, p. 3). Later, rubrics were used as a measurement among educators who scored students' written work, describing the rules that guided their scoring (Popham, 1997, p. 1). Today, a scoring rubric can often be understood as a checklist with descriptive criteria based on the competence aims in each subject, such as English as a foreign language. The different rubrics describe what the teacher expects of each level of mastery. As shown in

Figure 1

Holistic Rubric

Goal: The student should	No Goal Achievement	Low Level of Goal Achievement	Medium Level of Goal Achievement	High Level of Goal Achievement
Show an understanding of how to use active voice				
Show an understanding of how to use passive voice				
Show an understanding of how to use topic sentence				
Be able to coherently reconstruct a text				
Be able to construct topic sentences that coheres with a given text				
Show an understanding of how to use tag questions				

Figure 1 and Figure 2, the rubrics have three main components: evaluation criteria (the left column), quality definitions (the second, third and fourth column), and a scoring strategy (the heading of the second, third and fourth column) (Popham, 1997, p. 1; Reddy & Andrade, 2010, p. 435).

According to Jonsson and Svingby (2007) "two main categories of rubrics may be distinguished: holistic and analytical" (pp. 131-132). Figure 1 shows a holistic rubric, which gives an overall judgement and not any clear explanation or description of the performance in each criterion. The holistic rubric can be a faster way of assessing, however, it does not communicate any information on how students can improve. Therefore, Brookhart (2013) argues that holistic rubrics are more appropriate for summative assessment (pp. 6-7). Figure 2 shows an analytic rubric, which focuses on each criterion's dimension and trait. Thus, analytic rubrics help students understand what they have managed and where they need to focus more. The two examples in Figure 1 and Figure 2 are both from my own teaching. From my standpoint, I argue that if the students are going to learn from the assessment the analytic rubric is more useful as a formative assessment.

Figure 2

Analytic Rubric

Assessment criteria for overall achievement grades in written English

	2	3-4	5-6
Content	Separate non-fiction from fiction	Show understanding of different genres	Uses genres independently based on the texts' purpose
	Parts of the text makes sense	The text's content coheres	The text's content has a logical and planned structure
	Express own opinions	Convey own reflections, thoughts and ideas in a good way	Know how to reflect, discuss and defend own thoughts and ideas in a good way
	Describes the topic repetitive and orally	Convey knowledge and the text's message descriptively	Elaborate on the topic and convey a detailed picture of the text's message
	Know facts about the USA and the UK	Have knowledge about lifestyle and culture in the USA and the UK, and the importance of the English language	Show understanding about lifestyle and culture in the USA and the UK, and ability to reflect on the importance of the English language
	Understand some texts	Can give examples of literary techniques within texts	Able to interpret different texts
	Know what a source is	Include important sources and site these correctly in references	Is critical to sources and site them correctly in-text and in references
Language	Simple vocabulary	A necessary vocabulary and mostly correct word-choices	Large variety in vocabulary and make good word-choices
	The language is difficult to understand because of the grammatical errors	Some grammatical errors, but understandable	Solid grammar which makes the text communicate well
	Some correct spelling	God spelling	Very good spelling with few errors
	Oral language in most genres	The language is appropriate according to genre	Able to vary and assess the language use according to genre
	Own personal language	The language communicate and argue own opinions	Communicate own opinions, message and content through an advances language
Structure	Occasionally correct punctuation and use of paragraphs	Know how to use correct punctuation and paragraphs	Master the use of punctuation and paragraphs
	Norwegian sentence structure and word order	Know how to use correct sentence structure and word order	Master the use of sentence structure and word order in written texts
	Write occasionally coherent texts	Write logically structured texts	Write logically structured texts with good flow

Furthermore, the rubrics can be divided into general and task-specific rubrics (Brookhart, 2013, p. 9; Jonsson & Svingby, 2007, p. 132). The difference between the two is that general rubrics can be used with different tasks as long as they are similar in the learning outcome, for example, written competence, which is what is shown in Figure 2. Task-specific rubrics are more specific within the performance of one assignment, topic, or problem. Figure 1 shows a task-specific rubric, which focuses mainly on a few grammatical concepts like topic sentence, passive- and active voice, and tag questions. Brookhart (2013) describes five advantages of using general rubrics (p. 9):

- Students can receive the rubric before an assignment, to help them plan and monitor their work.
- The rubric can be used with several tasks, which makes the students more familiar with it and understand that knowledge and skills are developed over time.
- The rubric describes the overall performance and thereby gives students the freedom to choose their paths to success.
- General rubrics shift teachers' attention to the development of students' learning skills rather than completing a task.
- A general rubric does not have to be rewritten for every assignment

Though scoring rubrics are often used by teachers to grade students work, they have the potential to help students develop an understanding of the target and quality of their learning so that they can revise and improve (Reddy & Andrade, 2010, p. 437). For scoring rubrics to be a positive assessment tool, Brookhart (2013) argues that the rubrics need to have "appropriate criteria and well-written descriptions of performance" (p. 4). However, the language used in scoring rubrics can be the most challenging aspect of its design, since students can interpret an unclear language differently and thereby reduce the validity of the scoring rubric (Andrade, 1997, p. 4; Moskal, 2002, p. 3; Reddy & Andrade, 2010, p. 443). The positive quality of rubrics is that they make teachers' expectations transparent and show students how to meet the criteria for EFL writing through descriptive language and clear guidance (Reddy & Andrade, 2010; Wang, 2013, p. 444). Säljö (2016) argues the importance of language as a cornerstone in our knowledge development. Through language, we construct and utter our experiences so that we can share them with others. This is how we develop a professional language. Therefore, learning will also mean being able to master terminology and discourse (Säljö, 2016, p. 34). Brookhart (2013) supports the use of rubrics because they can describe, develop, and support learning as long as they focus on students' learning outcomes (p. 124).

To make sure that the scoring rubrics create a positive assessment practise in the foreign language classroom, teachers need to become assessment literate (Crusan, Plakans & Gebril, 2016; Lee, 2017; Popham, 2009; Weigle, 2002). Crusan et al. (2016) argue that it is important that teachers are assessment literate for students to be able to learn how to use the assessment strategies to learn more. Good assessment practices are also essential to the teaching of second language writing (Crusan et al., 2016, p. 46). In their study, Crusan et al. (2016) asked EFL-teachers from 34 countries about their knowledge, beliefs, and practises with written assessment. Their analysis of the survey showed that even though teachers claimed to have good knowledge on how to design and implement different written assessment designs, their training had mostly come from self-study or on the job. When asked about their written assessment practises, 80 % of the

participants used global or locally designed scoring rubrics in their writing programs. However, the analysis of the questionnaire comments revealed that a number of the teachers "felt confusion and concern in the creation and use of rubrics and, in some cases, in writing assessment in general" (Crusan et al., 2016, p. 51).

When the teachers in Crusan et al.'s (2016) study were asked about their practices with rubrics, 149 respondents gave examples of different strategies they used. After analysing the comments, they narrowed the responses down to some practices that teachers most commonly use when working with rubrics, including (Crusan et al., 2016, p. 51):

- Norm students with rubrics, which means using rubrics continuously over time, so that they become a natural part of their learning practise.
- Conference in small groups with peers to talk about and discuss rubric criteria, to achieve a deeper understanding and enhance transparency.
- Conference with individual students to address components of rubrics and their representation in the student's work. Through teacher and student dialogue, the rubric criteria are connected directly to students' written texts.
- Co-create rubrics with students.
- Use papers and rubrics to practice grading as a way of modelling the different levels of quality within the rubric.
- Teach criteria so that students and teachers develop common knowledge and become assessment literate.
- Teaching the language of the rubric is important because rubrics created by teachers might have a language inaccessible to the students.
- Relate the rubric to what has been taught in class.

From the study, it was clear that teachers found it beneficial for students to contribute to creating and understanding the content and meaning of rubrics as an assessment tool. Though many of the teachers felt they were competent assessors of writing, they revealed a lack of confidence in their assessment abilities, particularly in rubric creation (Crusan et al., 2016, p. 53). Crusan et al. (2016) found in their research study that the teachers felt they had little formal education in written assessment (p. 53). This finding aligns with my personal experience in Norwegian EFL-teacher education, which further influenced the choice of research field within this thesis. I argue that further research within the assessment of EFL writing could focus on the practise within EFL teacher education.

2.3.1 Rubrics as a strategy in formative assessment

In this thesis, I consider feedback as a strategy to encourage students in the EFL classroom to improve their written English competence. I base this understanding on Hattie and Timperley's (2007) definition, where feedback is "conceptualized as information" given by, e.g., teachers, peers, self, or through experience, concerning different parts of students' performance or understanding (p. 81). The feedback always needs to build on something, be clear, purposeful, meaningful, and compatible with students' prior knowledge (Hattie & Timperley, 2007, p. 104). Through comparing previous knowledge, competence, experiences, etc. with a new task or assignment, students can make adjustments in goals, change strategies, and they are challenged to

make reinterpretations that develop internal knowledge constructions (Nicol, 2020, p. 5). As Hattie and Timperley (2007) encourage teachers to consider the timing, classroom climate, and collaborative aspects of feedback, Nicol (2020) argues that given the appropriate and explicit comparison, students can regulate their performance without teacher input. I consider both views important when discussing scoring rubrics as an artefact to communicate feedback as well as a model of explicit comparison of earlier competence. Thus, it is important to consider the language in the rubrics, the timing of when rubrics are introduced to the students, and acknowledge the internal comparison students can make by being exposed to the rubric but even so by gaining ownership of it.

2.3.2 Research on scoring rubrics used in EFL writing

Scoring rubrics can be used in both summative and formative assessment (Wang, 2017). For this thesis, the main focus will be on how a co-created and revised scoring rubric can be used as a formative assessment strategy to promote English written competence. Since there are numerous earlier research studies on scoring rubrics in general, this thesis will mainly present those studies found relevant for the thesis focusing on formative rubric use and EFL students' experience and perceptions of rubric use, published after 2012. This is because I consider Panadero and Jonsson's (2013) review of 21 studies on scoring rubrics from 2001-2012 to be well documented, and therefore I will rather focus on research published after their review.

In their review of research literature, Panadero and Jonsson (2013) point to the advantages of using scoring rubrics (p. 131). The formative use of rubrics could mediate improved student performance by "increasing transparency, reducing anxiety, aiding the feedback process, improve student self-efficacy, and support student self-regulation" (Panadero & Jonsson, 2013, p. 138). However, Panadero and Jonsson (2013) report factors that moderate the effects of using rubrics formatively, factors that had no effect, and factors that were not investigated enough or gave inconclusive results (p. 139). Factors that made it difficult to draw any conclusions from the reviewed research literature were, for instance, that rubrics were often used in combination with other metacognitive activities, the differences in the length of interventions, the difference in participants age and gender, and the variation in performance that the rubrics assessed (Panadero & Jonsson, 2013, p. 140). The research studies included in Panadero and Jonsson's (2013) review differ in two ways of using the rubrics. First, in the teacher-centred approach, the rubrics give instructions, assess, and adjust further learning and thereby teaching. Secondly, in the student-centred approach, the rubrics are shared with the student to support their learning in the process (Panadero & Jonsson, 2013, p. 131). Panadero and Jonsson (2013) found that in the studies where the use of rubrics showed positive effects on students learning, they were used in combination with different meta-cognitive activities such as self-regulation and self- or peer assessment. The authors state that the rubrics support other competencies, like critical thinking, and therefore it is difficult to conclude that scoring rubrics give positive effects on students' performance alone (Panadero & Jonsson, 2013, pp. 140-142).

Sundeen (2014) studied how teaching students the elements of scoring rubrics before writing might improve the quality of their writing. Though the study does not include EFL students, the findings can be important as a comparison to other studies on scoring rubrics' effect on written competence. The study showed no differences between the focus groups and the control group when it came to the structure or amount of words, sentences, or paragraphs. However, the quality of the writing, as measured by the scoring rubric, was best in the texts written by students who got explicit instructions

while working with the scoring rubric (Sundeen, 2014, p. 84). Still, the group of students who only received the rubric before writing with no explanation also produced texts with better quality than the control group. Sundeen (2014) concluded that when teachers invest time in introducing and giving students access to instructional rubrics before their writing, the written quality has the potential to improve (p. 84). Still, it is important to acknowledge that even though the rubric increases students' knowledge of the criteria, translating that knowledge into actual writing is more demanding (Andrade, 2001, p. 8).

Li and Lindsey (2015) found from students' answers to open-ended questions about their perceptions of a holistic scoring rubric that the students mainly commented that the rubric served as a guideline for their papers. The rubric made the written assignment more manageable, it provided an outline for their paper, and they better understood the teachers' expectations and task requirements through the rubric (Li & Lindsey, 2015, p. 75). When the students reflected on the rubric's effect on their learning, they expressed uncertainty of the actual impact. Some students thought the rubric could challenge them to strive for a higher competence level, write more in-depth assignments, and be reminded to focus on structural elements like grammar (Li & Lindsey, 2015, p. 75). At the same time, other students claimed that the rubric could have a negative effect because it made them focus more on meeting the requirements rather than developing their written competence. In their study, Li and Lindsey (2015) found a major difference in students' and teachers' (instructors) consistency in how they used the rubric to rate written texts. Therefore, they promote more classroom time devoted to discussing and understanding rubrics, specifically focusing on language (Li & Lindsey, 2015, p. 76).

Becker (2016) has researched what effects developing and/or applying scoring rubrics can have on students' writing performance. The results showed clearly a positive effect on the students who developed and/or used scoring rubrics in their writing process. Becker (2016) underscores the importance of including the students in this process, so the scoring rubrics are not just an assessment that the teacher has ownership of. He points to the fact that developing and using scoring rubrics activate the students' metacognition. These types of metacognitive activities help writers gain new insight into what teachers expect of students' writing and thereby promote their abilities to transfer learning to new situations (Becker, 2016, pp. 22-23; Nicol, 2020, p. 7). However, Nicol (2020) argues that for students to be able to merge previous knowledge (for instance, previous feedback) with new information within a rubric or written assignment, the comparison between the examples should be made explicit (p. 6). She suggests that students explain the comparison, preferable in writing, to reinforce the comparison process by challenging the students to validate their explanations as justification of their findings (Nicol, 2020, p. 6). Hence, for students to transfer learning to future situations, the teacher needs to facilitate explicit metacognitive activities in the classroom.

Scoring rubrics have been criticized because students have found the criteria difficult to understand, making them feel dissatisfied with the feedback because they lack the skills or language to use it to improve their texts (Carless & Boud, 2018, p. 1317; Robinson, Pope & Holyoak, 2013, p. 261). Burner (2015) also found this experience with Norwegian EFL- students who expressed they did not always understand the teacher's intentions behind the feedback (p. 10). Carless (2020) advocates the importance for students and teachers to collaborate more with feedback issues to gain mutual appreciation and decrease misunderstandings (p. 436). This aligns with Reddy and Andrade's (2010) advice to share or co-create scoring rubrics with students to ensure transparency. Matshedisho (2020) studied university students' initial apprehension of rubrics without

any assistance from a teacher. He concluded that there was a gap between the instructors' expectations and the students' understanding (Matshedisho, 2020, p. 175). Torrance (2007) argues that even though the focus on criteria might enhance the transparency of what is expected from students, the criteria-focused assessment also shifts focus more on procedures and practises instead of learning. He underlines that this type of assessment becomes instrumental and detailed, removing the challenge and autonomy of the learner (Torrance, 2007, p. 282). However, Fraile, Panadero, and Pardo (2017) support Becker (2016) and argue that the creation and negotiation in designing scoring rubrics can improve students' autonomy and empowerment, which can prevent the rubrics from becoming instrumental. Bearman and Ajjawi's (2019) conceptual paper examines the notions of transparent assessment criteria. They argue that there has been too much focus on assessment criteria as representations of teachers' expectations. Therefore, the authors suggest a multiple metaphor that views assessment criteria as active materials working together with the students to co-produce assignments. Invitational assessment criteria challenges students to create meaning rather than just communicate expectations. In this perspective, teachers should consider how their assessment-artefacts, like rubrics, invite students into different learning activities.

Ene and Kosobucki (2016) explore in their research study the relationship between the teachers' corrective feedback and the analytic scoring rubric, to learn more about how these assessment strategies together supported the student's language and written development (p. 3). This case study followed one L2 student's progression over a school year (Ene & Kosobucki, 2016, p. 5). The analytic rubric used in this research study focused mainly on form, and the teacher used it to point to main written achievements. Ene and Kosobucki (2016) argue that the positive effects of the rubric were that it made the student and the teacher focused on the assessment criteria (p. 12). This access to criteria in the learning process is argued to promote self-assessment and is, therefore, an advantage with using scoring rubrics (Andrade & Du, 2005; Fraile et al., 2017; Wang, 2017). In the interviews conducted in the research study, the L2 student did not explicitly mention the scoring rubric but experienced the teachers' supplemental comments to be a more helpful learning tool (p. 10). Because of this, the full potential of the scoring rubric remained untapped, and mainly became an instrument used to focus on the formal aspects of writing (Ene & Kosobucki, 2016, p. 11). The L2 student expressed that one of the most difficult elements to revise in her written texts was word choice. This category was especially difficult because she did not receive explicit guidance from the teachers on how to improve. Thus, Ene and Kosobucki (2016) claim that lower-level students need more direct feedback to be able to make appropriate revisions in future writing, while advanced students can use more indirect feedback to self-correct (p. 12). The research study concludes that the corrective feedback and analytic rubric were contributing factors to the L2 student's linguistic development and increased accuracy. However, the student preferred detailed supplemental comments from the teachers (Ene & Kosobucki, 2016, p. 12). For this reason, further research should focus on ways to balance students' needs with the functionality of analytic rubrics.

In her study of Chinese EFL students' formative use of rubrics, Wang (2017) explored their perceptions of the rubrics' role in self-assessment. She argues it is worth exploring whether self-regulation processes can be activated by using scoring rubrics in self-assessment (Wang, 2017, p. 1281). The study identified factors that affected the effectiveness of the rubrics in the students' self-assessment, e.g., the coverage of categories and structures and rubric users' domain knowledge. First, she argues for teachers to include students in creating categories/criteria to make them more engaged

in their assessment and prevent the scoring rubric from becoming just an instrument. The study also suggests a more flexible structure between holistic and analytic rubrics during the different stages of the self-assessment to meet the students' individual levels. Second, the study argues that the scoring rubric mostly helps students with Hattie and Timperley's (2007) two first questions on feedback: (1) Where to go? (2) What's up? The students understood their present levels of performance but lacked the English proficiency or knowledge to be able to improve their written competence and thereby be able to achieve Hattie and Timperley's (2007) third question: (3) What next? (Wang, 2017, p. 1289).

Baker, Homayounzadeh, and Arias (2020) studied how university EFL students in a writing course through the use of an instructional rubric would a) be able to internalize criteria to predict the scores given to an essay, and b) report/demonstrate development in their writing as a result of interacting with the rubric. They used a rubric originally designed for scoring tests and revised it in several steps, including both other experienced instructors and students in the process. In the revision, Baker et al. (2020) focused on aspects like:

- the number of criteria and levels in the rubric;
- the language, written in the second person, simplified, and descriptive, since the students were supposed to use them independently; and
- including explanatory notes for each level based on previously graded essays, to show the learners the difference between the levels, high, medium, and low (Baker et al., 2020, p. 4).

The students in the study showed metacognitive awareness in their discussion of, e.g., relevance and organizing ideas and self-regulation as they reflected on changes they would do based on their past writing behaviours (Baker et al., 2020, p. 8). The study's goal was to see whether a rubric could work both for test preparation purposes as well as for supporting student learning. Baker et al. (2020) concluded that the rubric did not help students to predict scores reliably on their own. However, the authors note that "the exercise of learning to use the scale was pedagogically beneficial for students in terms of greater awareness of assessment criteria and improved self-efficacy and self-regulation related to future planning" (Baker et al., 2020, p. 9).

2.3.3 Criticism of the use of scoring rubrics

Panadero and Jonsson (2020) argue that there is no such thing as the ideal rubric and that there is still a need for systematic research on different aspects of design and use of rubrics. Their review of the latest research that criticizes the use of scoring rubrics in education reveals several critical claims against rubrics without any empirical data to support them. The research also found that some of the critics have misread or misinterpreted previous research, and this limits the value of the claims as scientific evidence. On the other hand, they agree that there are limitations to rubrics that have not been sufficiently explored. They urge new research to be more nuanced and with a less predetermined understanding of rubrics. The findings were divided into themes (Panadero & Jonsson, 2020, pp. 6-13):

- Standardization and narrowing the curriculum. The critique was that standardization narrows the learner's environment, and students' understanding of the criteria and standards used to assess become too narrow using scoring

rubrics. An argument for this critique was that if all criteria have the same number of performance levels, it gives a halo effect (Panadero & Jonsson, 2020, p. 6).

- Instrumentalism and "criteria compliance". The critique was that scoring rubrics made students think more about gaining criteria and grades than writing. Too much coaching from the teachers makes the students passive in the learning process (Panadero & Jonsson, 2020, p. 9).
- Simple implementations do not work. The critique was that handing out a scoring rubric is not enough for students to progress, and teachers need training in how to use rubrics effectively. No matter what, the rubrics cannot replace teaching (Panadero & Jonsson, 2020, p. 10).
- Limitations of criteria and analytical assessments. The theme reflected that there was little precision in a rubric, and therefore it became only an illusion of accuracy. An argument posed was that the rubric only gave a selection of criteria and thereby prevented the rubric from assessing all parts of knowledge. It was problematized that some elements are not possible to articulate in a rubric (Panadero & Jonsson, 2020, p. 11).
- Context dependence. The critique was that criteria are interpreted differently by teachers, and by a teacher within different contexts. Therefore, scoring rubrics are socially constructed and context-dependent (Panadero & Jonsson, 2020, pp. 12-13).
- Miscellanea (containing criticism that did not fit under any specific category). The theme included that a) rubrics are too connected to evaluation and grades and hinders from changing the focus on grades, b) creating or co-creating rubrics are stressful and time-consuming, and c) they control the teaching too much (Panadero & Jonsson, 2020, p. 13).

Even though scoring rubrics are criticized for making students passive in their learning, Panadero and Jonsson (2020) suggest that rubrics still open for a dialogue and discussion between students and teacher where the students are taken into a learning and assessment community (p. 14). If the main purpose of making rubrics is formative assessment and make criteria transparent (communicate expectations) to the students, the reliability of the rubric is not that big of a concern (Panadero & Jonsson, 2020, p. 14). Panadero and Jonsson (2020) underscore that a rubric seldom stands alone, but is usually supplemented with other forms of communication that make rubrics a part of the teaching instead of replacing it (p. 14). Using rubrics within a known community does not mean that they need universal criteria where the language or criteria become "lost in translation", but instead, "the rubric becomes one of several tools for learning to identify and appreciate the qualities of the community" (Panadero & Jonsson, 2020, p. 15). Panadero and Jonsson (2020) argue that it is important to find a middle way when using rubrics to meet the critique of instrumentalism. The rubric should include criteria that indicate quality, "without dictating exactly what students should do, or how they should do it" (Panadero & Jonsson, 2020, p. 15). Support in understanding scoring rubrics could be scaffolding and co-creation of rubrics (Bearman & Ajjawi, 2019; Becker, 2016; Reddy & Andrade, 2010). Not all students are affected in a similar way and the advantage with rubrics is that they can help students to take responsibility and regulate their own learning (Panadero & Jonsson, 2020, p. 16).

It is important to stimulate students' capacity over time to be their own assessors. By letting students take a more active role in their learning, use assessment information to self-assess and self-monitor their learning progress, reflect on their learning, and make adjustments in the process, they will gain a deeper understanding of how they can progress (Lee, 2017, p. 11). In my thesis, I argue that it is more important to see scoring rubrics as a strategy to activate the students' metacognition and promote their self-regulatory behaviours like goal setting, self-assessment, and revision, rather than viewing them as an isolated tool to promote written competence.

2.3.4 Validity and reliability in rubrics

The Norwegian Directorate for Education and Training (2020) has created a general set of criteria for achieving objectives in English for Norwegian students after 10th grade. Since these criteria are meant as a support for teachers when assessing students' overall achievement grades, the formative assessment criteria are often developed locally in schools and sometimes by the individual teacher. To ensure the criteria and scoring rubric's validity Moskal and Leydens (2000) argue the importance of considering four pieces of evidence of validity:

- Content-related evidence has to do with the preciseness and choice of assessment criteria and whether the descriptions help the users to assess what they are supposed to. This means that the scoring rubric will not develop students' written skills if the criteria do not reflect the means for how to do this. If the language is too difficult, the students could be assessed for their reading skills rather than their understanding of how to improve (Moskal & Leydens, 2000, p. 1).
- "Construct-related evidence is the evidence that supports that an assessment instrument is completely and only measuring the intended construct" (Moskal & Leydens, 2000, p. 2). Construct-related evidence concerns in this thesis with the individuals' reasoning with their assessment of writing abilities. It might also be necessary to remember what other factors in a writing process that are relevant and make sure these are reflected in the scoring rubric. This also helps the students understand that the process of getting to the achievement level of a scoring rubric is essential to develop written competence.
- Criterion-related evidence supports the extent to which the results of an assessment correlate with a current or future event (Moskal & Leydens, 2000, p. 2). This means that the criteria in a scoring rubric need to make sure that the students will be able to write good texts in later types of writing situations.
- "Consequential evidence refers to examining the outcomes of an assessment and using these outcomes to identify possible alternative interpretations of the assessment results" (Moskal & Leydens, 2000, p. 4). The teacher needs to consider whether the scoring rubric results in different assessment results according to, e.g., the students' gender or knowledge level and thereby whether the outcome of the rubric is beneficial for the entire group of students.

To ensure validity, the intention behind the scoring rubric needs to be clear. This can be done by asking questions like: What are the students supposed to be able to do, and how can they display these proficiencies? Teachers need to look at the objectives, create criteria according to this, and then reflect whether the criteria measure the objectives before they choose what evidence criterion should be used. "Being aware of the different types of evidence that support validity throughout the rubric development process is

likely to improve the appropriateness of the interpretations when the scoring rubric is used" (Moskal & Leydens, 2000, p. 3).

When discussing a scoring rubric's reliability, the consistency of the assessment is what is important[4]. In classroom assessment, Moskal and Leydens (2000) argue two forms of reliability to be relevant:

- Interrater Reliability, which means that different students will understand the rubric in different ways and thereby have different outcomes. The descriptions at the scoring levels will be very important to reduce this difference.
- Intrarater Reliability, which can appear when external factors affect the assessment. These factors could be, e.g., students who do not see the purpose with the scoring rubric, who are tired of using it and therefore devote less time and effort into using it, the mood of the students the day they are going to use the rubric, or the earlier experiences they have with rubrics or their pre-conception of own competencies.

To ensure reliability in the scoring rubrics, teachers need to have the responding students in mind and possibly change the rubric accordingly. I argue the importance of the teacher's guidance and motivation through the assessment process to make sure that the students experience the rubric as a formative assessment strategy. Moskal and Leydens (2000) underscores that "whenever possible, the scoring rubric should be shared with the students in advance to allow students the opportunity to construct the response with the intention of providing convincing evidence that they have met the criteria" (p. 5). One method to clarify a scoring rubric is through the use of anchor papers. Anchor papers are a set of scored responses that illustrate the nuances of the scoring rubric (Andrade, Du & Wang, 2008, p. 9; Moskal & Leydens, 2000, p. 5).

Consequently, this thesis attempts to evaluate and revise the chosen criteria and language in the scoring rubric to make sure it assesses what it is supposed to. The research study also contributes to the knowledge on how students perceive the rubric as a formative assessment strategy, where the students describe their assessment abilities in relation to the scoring rubric. The thesis justifies the importance of a formative use of scoring rubrics, where the focus is not on where the students are (summative assessment), but where they are going and how to get there.

[4] Jonsson and Svingby (2007) have studied the reliability of scoring rubrics by reviewing several studies on the subject. Since these are all focused on the reliability in the scoring rubric as a summative assessment, I will not describe the results in this thesis.

3 Methodology, research design, and methods

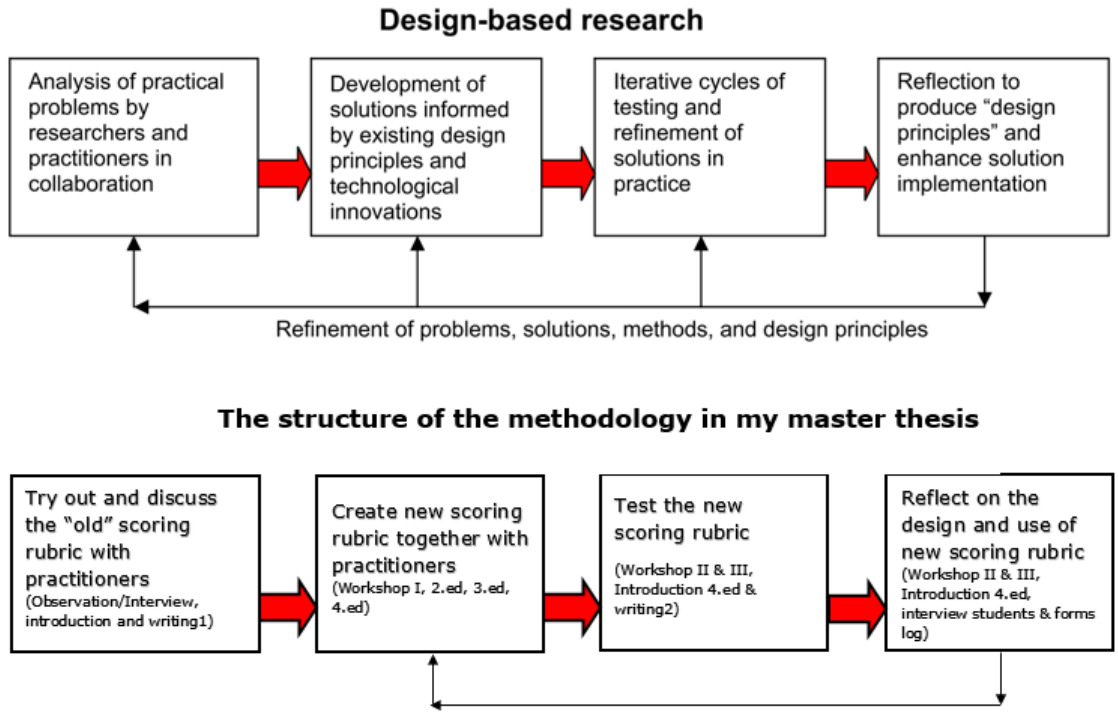
Since the purpose of the thesis sprung from my own experiences and a desire to challenge my assumptions on the advantages of a scoring rubric I have co-created with colleagues, I chose a qualitative approach to the research to work more closely with the participants and the data material. When I challenge my own assessment practise, this can also reflect the assessment culture at my workplace. The choices made in terms of methodology and method were important to reflect the context of this specific study and to best be able to answer my research questions. Therefore, it became important for me as a researcher and as a teacher through this thesis to contribute to the research field and thereby encourage some changes and critical discussions on my school's assessment culture. This chapter will first give an overview of the thesis' Design-based research (DBR) methodology, case study research, and the context and materials used in the study. Next, I will situate myself as a researcher in the study. Last, I will discuss the data collection methods used in the study.

3.1 Design-based research

This thesis is based on a Design-based research (DBR) methodology because this enabled me as a researcher to involve the participants of the study and create a small research community at my workplace. According to Anderson and Shattuck (2012), DBR was designed by and for educators that seek to increase the influence and movement from educational research into improved practise (p. 16). They also note that there are several terms in use for the methodology like design-research and development research, but this paper will use the term Design-based research (DBR). Amiel and Reeves (2008) argue that the process of knowing in educational research is closely connected to practice and that it implies some kind of change (p. 33). Therefore, they suggest that DBR as a methodology invites more valuable research because of the close connection to a real-world environment. The goal is to create a stronger connection between educational research and the problems or challenges that schools, teachers, or students experience (Amiel & Reeves, 2008, p. 34; Design-Based Research Collective, 2003, p. 8). DBR invites the researcher and the participants to develop and conduct the research in collaboration where the participants are seen as valuable partners (Amiel & Reeves, 2008, p. 35). The research process consists of a cycle of repeating steps, which systematically tries to make improvements and changes. DBR studies provide "rich descriptions of the contexts in which the studies occur, the challenges of implementation, the development processes involved in creating and administrating the interventions, and the design principles that emerge" (Anderson & Shattuck, 2012, p. 22). The process is visualized by Amiel and Reeves (2008) through four steps and I have attempted to show how these steps can be transferable to my thesis in Figure 3. The different steps will be further explained in the various activities (chapter 3.5.1 DBR process).

Figure 3

The Structure of DBR



Note. The bottom row of the figure is a visualization of how the DBR process is conducted in this research study. The black arrows show how many cycles that this study went through. The top row of the figure was produced by Amiel and Reeves (2008), and it summarizes the DBR process (p. 34). From "Design-Based Research and educational technology: Rethinking technology and the research agenda", by T. Amiel, and T.C. Reeves, 2008, *Educational Technology & Society*, *11*(4), p. 34. Copyright 2008 by International Forum of Educational Technology & Society (IFETS).

Since DBR is based on a cycle of continuous progress and development (Figure 3), there are always opportunities to make improvements. Anderson and Shattuck (2012) view this as a challenge because it makes it difficult to know if the research is (or can be) completed (p. 17). For me, DBR opened up the opportunity to include the study's participants in a process of development, testing, and implementing a refined scoring rubric, which I could continue or end, according to the timeframe available. In their review study of DBR articles, Anderson and Shattuck (2012) saw the timeframe as a challenge with the methodology, especially when comparing studies. Some studies described the number of cycles conducted while others talked about years or methods (Anderson & Shattuck, 2012, p. 21). In this thesis, I chose to focus both on the number of cycles and timeframe, and I will further describe this when presenting an overview of the activity. Amiel and Reeves (2008) argue that the development of new theory within the research field might occur after a long engagement and through multiple design investigations. However, the outcome of DBR derives from empirically and richly described materials, which can work as guidelines for the practitioners or be implemented by others interested in studying similar settings and concerns (Amiel & Reeves, 2008, p. 35). Since this thesis' study was conducted through only one academic school term, I will argue the importance for me as a teacher, to use the results from this study in future processes of development. Since this thesis combines DBR and case study

research, it provides an in-depth description of the context, activity, and participants, which can make it easier to compare it to future studies.

Even though DBR invites the researcher to work closely with the participants, "researchers do not 'find' knowledge; they construct it" (Merriam & Tisdell, 2016, p. 9). Therefore, the DBR researcher needs to be "humble in approaching research by recognizing the complexity of interactions that occur in the real-world environment and the contextual limitations of proposed designs" (Amiel & Reeves, 2008, p. 35). I will discuss this further in chapter 3.4: Situating myself as a researcher. DBR has been criticized because of the intimate involvement of the researcher in the process, which could challenge the credibility and trustworthiness of the process and empirical material (Anderson & Shattuck, 2012, p. 18). Still, I agree with Amiel and Reeves (2008) that the systematic and cyclic process (design-reflection-design) in DBR, and the serious negotiation and debate over the research with practitioners, can increase the possibility that the research produces knowledge that contributes positively to the research field, but especially to the practitioners involved in the study (p. 36). Anderson and Shattuck (2012) also argue that the researcher's inside knowledge adds just as much as it detracts from the research validity (p. 18). In their analysis of DBR articles, they found that the methodology has been used to make a difference, but mostly in the form of small scale interventions in the lives of individual teachers or schools (Anderson & Shattuck, 2012, p. 24). The Design-Based Research Collective (2003) suggest that "the value of DBR should be measured by its ability to improve educational practice" (p. 8). Since my motivation in this thesis is connected to understanding how we can develop the formative assessment culture at my school, this methodology gives me that opportunity.

3.2 Case study research

This thesis uses a case study method to gain concrete contextual and in-depth knowledge about the participants' perception of scoring rubrics as a formative assessment strategy to promote written competence in an EFL classroom. Case study research can include several different types of cases such as a close examination of an incident, a person, an organization, topics, issues, or programs (Creswell, 2013; Hays, 2004; Schwandt & Gates, 2018; Yin, 2014). The study can also consist of single or multiple cases. The case study is seen as intensive research where in-depth comparison is done within the case. Depending on the focus of the study, Swanborn (2010) divides the cases into micro- (persons and interpersonal relations), meso- (organisation and institution), and macro-levels (communities and states) (p. 6). All of the levels can consist of one or several actors. Swanborn (2010) argues that we can get insight into the micro-level social processes by describing behaviours and situations in detail accompanied by people's motives and perceptions.

A case study can give an in-depth understanding of a single case and keep the study focused and manageable for the timeframe of this master thesis. Swanborn (2010) supports the use of case study when the purpose of the research is to gain more information about what a group of people perceive and decisions concerning their interactions during a period of time (p. 27). Schwandt and Gates (2018) have created an overview of four primary uses of case studies:

- Descriptive case studies. In these studies, the goal is to develop a complete and descriptive portrayal of some phenomenon or give voice to a specific group of people. The descriptive case studies often use participant observation and in-

depth interviews to understand the experiences and perspectives of the case studied (Schwandt & Gates, 2018, p. 607).

- Hypothesis generation or theory development, which is sometimes referred to as the exploratory use of case studies. These studies are connected to theoretical ideas where the research explores cases considered "least likely" and "most likely" to confirm the theory. The cases are often extreme or atypical in relation to the study's phenomenon (Schwandt & Gates, 2018, p. 611).
- Hypothesis and theory testing, which is also called explanatory case studies. The goal of these studies is to compare multiple instances of the same phenomenon, looking for common features or major differences. The researchers also test the hypothesis of theories by examining patterns of similarities and differences (Schwandt & Gates, 2018, pp. 612-613).
- Development of normative theory. Schwandt and Gates (2018) claim this to be the least familiar use of case studies (p. 615). The research is concerned with the evaluation of what should be (norms, values, and ideas) rather than what is (empirical phenomenon).

For this thesis, the descriptive case study is preferable since the goal of the research is to develop a detailed portrayal of the case to better understand the experiences and perspectives of the participants (Schwandt & Gates, 2018, p. 608). To get an in-depth understanding of the phenomenon being examined through a case study, the researcher needs to collect data from multiple sources, such as interviews, observations, documents, and artefacts (Creswell, 2013, p. 98).

3.3 Study context and materials

The current research study was conducted at the school where I have worked as a teacher for 11 years. It is a small lower secondary school in the rural parts of Norway. The school has around 150 students divided between 8^{th} – 10^{th} grade with two groups in each grade. Currently, four English teachers work at the school and two of these mainly taught English in 10^{th} grade when the study was carried out. The school was involved in the AFL program in 2015 through a Massive Open Online Course (MOOC). One of the results of this course was that all subjects created new assessment criteria designed as scoring rubrics. This rubric will be described when discussing artefacts in my research (chapter 3.3.2). To get a deeper understanding of the DBR process of this research study, this chapter will describe the activities included in the process.

3.3.1 Sampling and participants

Convenience sampling was used as a sampling strategy in the current study. Convenience sampling means that you select a sample based on time, money, location, availability of sites, respondents, and so on (Merriam & Tisdell, 2016, p. 98). The method has its limitation due to the subjective nature of choosing the sample. However, it could be useful in research studies like this when the researcher has limited resources, time, and the aim of the study is not to generate results used for generalizing an entire population (Etikan, Musa & Alkassim, 2016, p. 1). For me, it was easy to gain access to participants in the school where I work. Given the special time and circumstances that surround the context when the data material was gathered, with the Covid-19 global pandemic and lockdown in Norwegian schools (12 March 2020 – May 2020), I had the advantage of already being a part of my participants' cohort. This means that I was able

to gather visual data in a period where many people only were able to meet digitally. Since the pandemic did not influence other parts of the gathering of data, it will not be discussed in any more detail.

The participants in this research study consisted of five out of 45 students from 10th grade and their two English teachers. Since both of the teachers were new to the school, they had little experience with the scoring rubrics used at the school. Therefore, I chose to do a semi-structured interview with one of the school's English teachers that had used the scoring rubric for several years with 8th to 10th grade. Since I knew the students that participated in the research well and have been the one grading them for the past two years, I chose not to take part in the sampling of students. I could have picked the students randomly using a random sampling strategy. Vogt, Gardner, and Haeffele (2012) argue that "when sampling for interviews, participants are usually chosen deliberately, not randomly. Whether the person studied is right for the research project is a matter of judgement rather than of sampling technique" (p. 117). However, I chose some inclusion/exclusion criteria for the current English teacher to use as a basis for her student sampling. For example, the students should represent a varied ability level in English, gender representation, and group membership. The reason I had these criteria was to make sure that the participants would attempt to represent the entire group of students rather than possibly just, e.g., girls or highly proficient English students. The students in this study were going to have an active role in developing the scoring rubric and participate in group dialogues. When selecting cases the students must be able to participate and willing to do so (Vogt et al., 2012, p. 116). These factors became a part of the judgment the teacher had to consider when sampling. In total, eight students were asked to participate and five gave their consent (N = 5). The group consisted of three girls (n = 3) and two boys (n = 2). Table 1 presents the five students' profiles with pseudonyms used for anonymity purposes. Vogt et al. (2012) term this way of sampling for an interview as "purposive sampling [where] you deliberately select the cases you want to study"(p. 141).

Table 1

Student Participants' Profiles

STUDENT NAME	GENDER	AGE	ENGLISH PROFICIENCY
ANNA	Female	15	Intermediate
HENRY	Male	15	High
ISABELL	Female	15	Intermediate
JENNIFER	Female	15	High
RAPHAEL	Male	15	Intermediate

Since the master thesis' third research question considered how teachers introduce the scoring rubrics and guide students in the assessment process, I got consent from the students' two English teachers to participate in the research. Since both teachers were recently employed at the school, they had not been a part of the local work with the AFL at the school where the research study was conducted. However, one of them had worked at a primary school in the same municipality that also participated in the AFL MOOC in 2015. Still, none of them had worked with the scoring rubric that the students had been familiar with from 8th grade. Therefore, I also got consent from a colleague (Maria) teaching English in 8th grade who had worked with the scoring rubric for four

years, to participate in a control interview. The control interview will make it possible to give a more nuanced picture of the school's assessment practise related to the use of scoring rubrics. Table 2 presents the three teachers' profile with pseudonyms used for anonymity purposes.

Table 2

Teacher Participants' Profiles

TEACHER NAME	GENDER
RUTH	Female
WILMA	Female
MARIA	Female

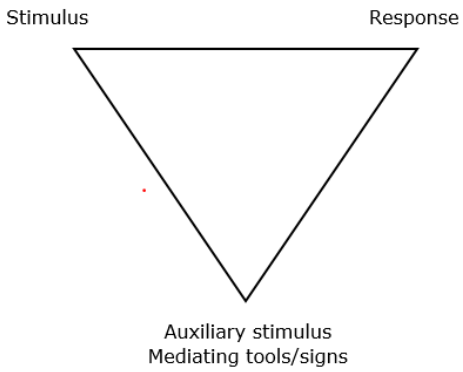
3.3.2 Artefact

In this chapter, I will discuss the term artefact and connect it to learning and language development. Since the thesis revolves around the use of scoring rubrics to develop English written competence, I will also present the scoring rubric used in this study.

Artefacts are physical tools with discursive features that work as external memory storage systems (Säljö, 2006, p. 50). From a social constructivist perspective, these tools are said to mediate our actions (Säljö, 2006, p. 24; 2016, p. 108).

Figure 4

Vygotsky's Original Idea on Mediation



Note. The figure is originally from Vygotsky (1978), but the text is reprinted from *Læring og kulturelle redskaper: Om læreprosesser og den kollektive hukommelsen* by R. Säljö, 2006, Cappelen akademisk forlag. Copyright 2006 by J.W.Cappelens Forlag.

To understand what is meant by mediation, Säljö (2006, p. 25) uses Vygotsky's (1978, p. 40) ideas for human behaviour (Figure 4). Vygotsky (1978) argued that there are more to humans than just stimulus and response.

> Because this auxiliary stimulus possesses the specific function of reverse action, it transfers the psychological operation to higher and qualitatively new forms and per-mits[sic] humans, by the aid of extrinsic stimuli, to control their behaviour from the outside. The use of signs leads humans to a specific structure of

> behaviour that breaks away from biological development and creates new forms of a culturally-based psychological process (Vygotsky, 1978, p. 40).

In other words, we humans have a will of our own that makes us able to use mediating tools in new situations and contexts. This auxiliary stimulus builds knowledge through creating new cognitive schemes. Using external tools or signs changes the cognitive schemes the same way material tools reshape a working process. Signs and physical artefacts are developed by people as a resource to solve problems or enhance some sort of action. The mediation creates knowledge that one can build on further in different contexts or situations (Säljö, 2006, pp. 25-26). Säljö (2006) presents two types of tools: material tools (artefacts) and linguistic tools (p. 27). These are both cultural resources that contribute to the continuing existence of knowledge and skills in society. Interactions between people can be seen as a mechanism for mediation. Every conversation is according to Säljö (2006) an expression for mediation, meaning that people are a mediating resource for each other in all interaction (p. 36).

In this research study, the scoring rubric becomes an artefact that guides the students to understand and remember what is required when they write English texts. Säljö (2006) claims that students gain more knowledge and skills when they develop and use artefacts because the process and product challenge them to think, communicate, work, and solve problems (p. 27). It does not only work as a physical artefact, but it can be a cultural tool with intellectual sides. By this, I meant that the physical scoring rubric, gives the students descriptive criteria they can find and work towards in their written work, but at the same time, it can challenge them to reflect on earlier achievements or set goals for future performance. A mediating tool can be inaccessible and abstract for those who are not familiar with them (Säljö, 2006, p. 37). Therefore, it is important to make sure that the artefact, in this thesis the scoring rubric, is understandable and useful for the students.

The analytic scoring rubric presented in Figure 2 was created during the MOOC in the AFL program. I and two other English teachers developed the scoring rubric based on the LK06/13 Curriculum and our experience with analytic scoring rubrics. The goals were to create a scoring rubric that we as teachers could use when we assessed the students for their final assessment grade, for students to know what was expected of them at the end of 10^{th} grade, and as a basis for all formative and summative assessment in English. There was a large focus on the language used to make it positive and descriptive of what students had accomplished at the different levels. The three sections: content, language and structure were also used in the national exam's assessment guide. A similar rubric was made for oral assessment and used for instance, for the local oral exam with external examiners.

The scoring rubric presented in Figure 5 was used in this case study. The rubric was developed by the researcher based on the assessment criteria for overall achievement grades in written English in Figure 2, however, simplified to be more suitable for single written assignments. The students selected for the study had used this rubric from 8^{th} grade and were therefore familiar with the content and how to use it. The rubric is divided into three main areas: content, language, and structure. The content challenges students to create and communicate their texts inspired by other sources considering elements like headline, descriptions, and the body of the text. When students work with their language skills, the scoring rubric describes elements such as sentence and text construction, vocabulary, expressions, orthography, and word inflexion.

Figure 5

Scoring Rubric used in the Research Study

Name:			
	1-2	**3-4**	**5-6**
Content	No headline	The headline fits the text	A good headline which is gripping and/or give the reader a hint about the plot
	Have written a text focusing on the plot	Have included some descriptions of setting and character	Use all senses when describing characters and setting
	Parts of the text makes sense	The text has a clear context	The text has a logical and planned context
	The text is to short/long related to the task/content	The text has a suitable length related to the task	The text has a well-planned structure
	The text is based on other topics than the curriculum	The text includes elements from the topic we have been working with	The text is clearly inspired by the topic we have been working with
Language	Very simple vocabulary	Usually the same words that are used	Large variety in vocabulary
	The language is difficult to understand because of the grammatical errors	The language has some grammatical errors, but is understandable	Solid grammatical language that helps the text to communicates well
	Some correct spelling	Mostly good spelling	Very good spelling with few errors
	No use/poorly use of punctuation	Manage punctuation	Master the use of punctuation
	Mostly Norwegian sentence structure and word order	Good sentence structure and word order	Understand English sentence structure and word order and is able to use this in own texts
Structure	Do not use paragraphs/ the paragraphs does not help the structure	Use paragraphs that to some extent is appropriate	Use paragraphs in a good and appropriate way
	Write sentences as separate items/ simple text	Write a coherent text	Write a text with logical structure and good flow

Note: The scoring rubric is translated into English for this thesis. The students receive the scoring rubric in their first language, Norwegian. The rubric in its original language can be found in appendix G, Original scoring rubric.

The structural elements that are expressed in the scoring rubric focus on coherence and formal requirements. The intentions of how to use the rubric were: 1) to guide students when they write so that they remember the main criteria necessary to create a complete text, 2) to give feedback to students after writing an assignment on what they can develop more in their next assignment, and 3) to model how students can give each other peer-feedback while writing.

3.4 Situating myself as a researcher

Since this thesis has a qualitative approach to the research and is based on a social constructivist epistemological stance, I find it necessary to situate myself within the research. My interpretation of reality will be influenced by my experiences, background and the social context of the research. Fejes and Thornberg (2019) also argue that the

relationship between the researcher and the subject of research is important to use as an active tool within the analytic process (p. 20). Therefore, I will present my background and academic position, my relationship to the context, the artefact, and the participants of the study.

First, I have been working as a teacher in the EFL classroom for ten years, all this time in lower secondary school. My English academic education comes from attending online studies at The Norwegian University of Science and Technology (NTNU) and Volda University College. Before I started the master's degree course, I also attended English courses at NTNU as a part of the Norwegian Directorate for Education and Training's competence strategy, "kompetanse for kvalitet" ("Competence for quality") (KfK). Even though several of the courses have taught writing and grammar, none had a specific focus on the assessment of students' written competence. Therefore, I will argue that most of my assessment practice comes first from my own experience as a student receiving feedback from my teachers and second through adapting my English teacher colleagues' assessment practises. When my workplace was introduced to the AFL program, this was a revelation and very educational for me as a teacher. However, the research on formative assessment and writing in EFL classrooms was not a focus in the program and the changes that I and my colleagues did in our assessment practise were adjusted from the principals of AFL, the guidelines given from the new curriculum, LK06/13 and our own experiences as teachers. Working with this master thesis has thereby given me even more knowledge on how to change my assessment practises, especially when it comes to the use of scoring rubrics in written assignments in the EFL classroom.

Second, I am the co-producer of the scoring rubric-artefact that the students are evaluating. The fact that I have used the scoring rubric for several years means that I believe it useful for my assessment practise. In this thesis, I have had to challenge this former belief and attempted to treat the scoring rubric objectively and with a critical view, which includes being open to the students' perception of how it works as a strategy to write better English.

Third, I have been the participants' teacher for the last two years and their current teachers are my colleagues. The influence that I can have on the setting and participants is "generally known as reactivity" (Maxwell, 2013, p. 124). Positive factors with the relationship between the participants and the researcher are that we have an open dialogue, they are familiar with being in a conversation with me from before, and the participants are also used to me being in the classroom both as a teacher and observer of colleagues. A disadvantage with the close relationship between researcher and participants is that the researcher could be selective in the observation. A positive bias is the tendency to interpret other people's traits or skills as more positive than they are (Gjøsund, Huseby & Engmark, 2017, p. 33). Another disadvantage with our relationship could be the participants' desire to please me as a researcher, and thereby give answers that they believe that I want to hear. Since I have been the one introducing them to the scoring rubric since 8th grade, this could also affect how honest they are in their evaluation of the rubric. However, I find it useful not being their current English teacher and researcher at once, because then there are no expectations that participating in the research will influence the teacher's final assessment. Being aware of these possible errors when gathering data makes the researcher more prepared when going into the research.

Maxwell (2013) suggest that a qualitative researcher need to be aware of two specific threats to the validity of the research; 1) that the selection of data is according to the researcher's existing preconceptions, and 2) that the selection of data is according to what the researcher find "standing out" (p. 124). Even though I have chosen a context that I am closely connected to, I have attempted to go into the research with curiosity and an open mind. Sometimes, I have experienced my own biased expectations as a teacher. In these cases, I have actively tried to shift focus from my internal dialogue, listen more to the students' actual words, and tried to perceive them rather than interpret them. At the same time, I know that my experiences as a teacher affect how I conduct and lead the research process. For instance, the case design method focuses on interviews creating a "friendly" and "non-threatening" environment, but these are also important features in a classroom environment and for me as a classroom leader (Yin, 2014, p. 110). When leading the workshops with the students in the development phase, it is clear that I, on one hand, ask questions to help the students to show their thoughts and knowledge. At the same time, however, I several times give them, for instance, examples, possible solutions, or language proposals. These are all reaction patterns that derive from my competence and experience as a teacher. However, Von Glasersfeld (1987) hold that it is not the particular correction or response from the teacher that matters, but rather the way in which it was arrived at, i.e., the process.

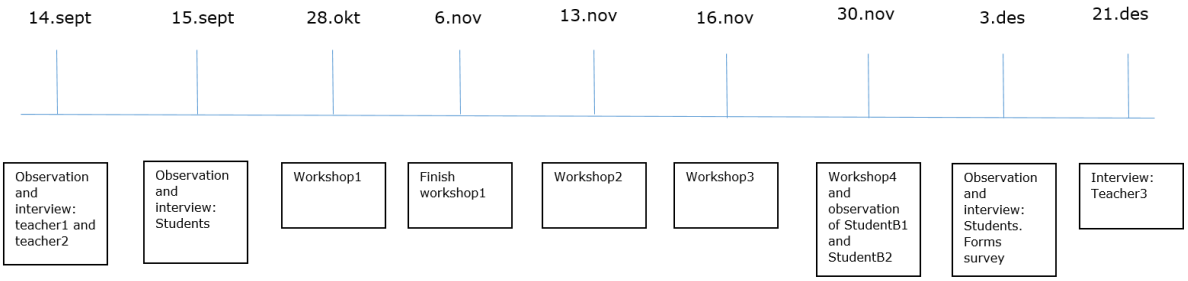
One of my motivations for conducting this research was the benefits that I can gain as a teacher through the process and from the results of the research. The positive things I will take from it is the ability to ask questions that encourage students to participate, because of my relationship with the participants, I manage easily to create a collaborative environment and I have strategies for moving the process forward. Aspects of being a teacher that I believe can be seen as biased in the process are my subjective opinion about the artefact and pre-perception of the participants. When acknowledging the subjective stance of the researcher, it is connected to the epistemological stance as well as the methodological choices. Braun, Clarke, Hayfield, and Terry (2019), describe the researcher as a "storyteller, actively engaged in interpreting data through the lens of their cultural membership and social positioning, their theoretical assumptions and ideological commitments, as well as their scholarly knowledge" (pp. 848-849). They argue that one should perceive the subjectivity of the researcher as normal and desirable for the analytic process. Thus, this chapter will be an important lens for understanding the study's context, limitations, and validity.

3.5 Data collection

Christoffersen and Johannessen (2012) refer to the "doorkeepers" who can prevent the researcher from further contact with possible informants or participants for a research study (p. 53). In educational research, the principal could be this "door keeper". Since I am working at the school that has participated in the research, I have a close relationship with the principal and the school administration. They have been very positive and have encouraged us to participate in research-based school development. This has been a strength for my project because they have seen their participation as fruitful for their future work with developing the assessment culture. The 10th grade teachers have given the students that participated in the study all the extra time needed for interviews and workshops. They had also a personal interest in meeting my desires when it came to the timeframe of gathering data and were positive to creating and conducting writing situations that suited this thesis research study. The data material was gathered between 14/9-20 and 21/12-20, as shown in Figure 6.

Figure 6

Data Material Timeline



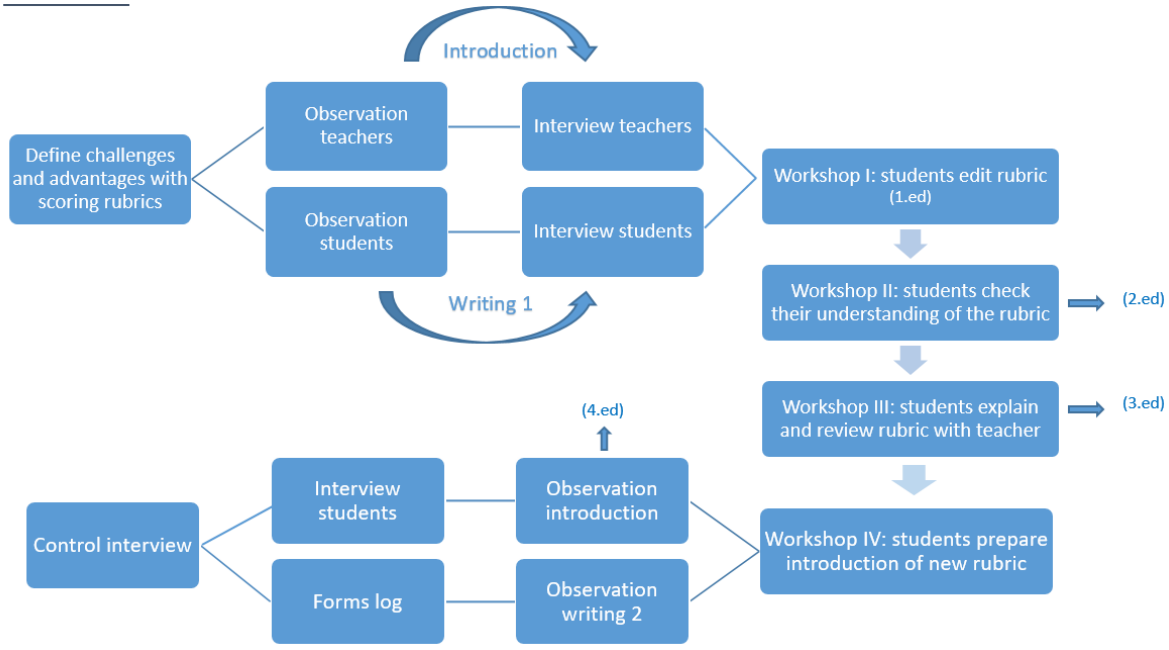
Further, I will describe the process of collecting the data material before I discuss observation and semi- structured interview as qualitative methods used within the DBR-process.

3.5.1 DBR-process

In this section, I will go through the activities that were executed through the DBR-process, and which I have attempted to visualize in Figure 7.

Figure 7

The Process



As described, the DBR methodology supports a mutual partnership between the researcher and participants, which supports the sociocultural aspect of constructing learning through interactions with people and artefacts. In this thesis, the focus group students and researcher worked together with developing the scoring rubric used as a formative assessment when writing in the EFL classroom. First, I searched for and read research on the use of scoring rubrics in EFL classrooms to get a broader understanding of the challenges and advantages of scoring rubrics besides my own experiences as a teacher. Then, I observed the two teachers that participated in the research as they

introduced the students to their written assignment and to the scoring rubrics that they were going to use as formative assessment. Afterwards, the teachers were interviewed so that the researcher could get a better understanding of their thoughts and opinions about the use of scoring rubrics. Next, the students participated in a 90-minute writing session where the researcher observed if and how the students used the scoring rubrics while they wrote[5]. The teachers used the app "Klasserom" (classroom) to monitor and to some degree control the students' activity on their iPads while they wrote. I got permission from my participants to observe their iPads from the same app and record their screens[6]. The written assignment (Writing 1 in Figure 7) was followed by semi-structured interviews with the students in two groups (A: Anna and Henry, B: Isabell, Jennifer, and Raphael). During the interview, the students evaluated the scoring rubric and had several ideas on how to improve the rubric to be more accessible. Therefore, this became the starting point for the co-creation and revision of the scoring rubric. A new scoring rubric was then developed through a co-creation process that consisted of four workshops:

Workshop 1. The workshop included all five participants and lasted for 90 + 45 minutes. During this time, the students edited the original scoring rubric into a new 1st edition which can be found in Appendix G. The researcher organized this process through three phases. First, the students individually highlighted the parts of the old scoring rubric they found useful and wanted to keep as it was. Second, they discussed the descriptions of criteria that they had highlighted differently and agreed on how to change the language so that it became more accessible to all of them. This was a very time-consuming activity and the level of engagement in the discussions was uneven. Therefore, I chose to try a different approach in the third phase. This time, all the students were given Post-it Notes and asked individually to write suggestions for new descriptions of criteria. Then, all the suggestions were posted on a whiteboard and read aloud. In the end, the students agreed on either one or a combination of the suggestions that they found most fitting.

Workshop 2. A week after the first workshop, the researcher had organized a task to see whether the new first edition rubric was understandable enough for the students. As shown in Figure 8, the content of the rubric was cut into pieces and the students were given a blank rubric to fill them into. The students discussed and agreed on a result they thought was correct, before comparing it to the original first edition. As shown in Figure 9, they had mixed some of the rubrics and descriptions of criteria. The students discussed how they could change the language so that it was more precise and transparent in terms of what was meant by the description. These changes were made to the 2nd edition of the new scoring rubric. The findings from this workshop will be discussed later.

[5] The assignment for this written session came after working with the topics civil rights and segregation for a period of three weeks. The students were given the picture "Moving Day" by Norman Rockwell from 1967 and asked to create a text inspired by the picture.
[6] The data gathered by recording the student's screens were used to verify that the written notes made by the researcher were correct and if not, the new information was included in the observation's rating form. Therefore, the recordings were not analyzed as individual material.

Figure 8

Workshop 2 Activity

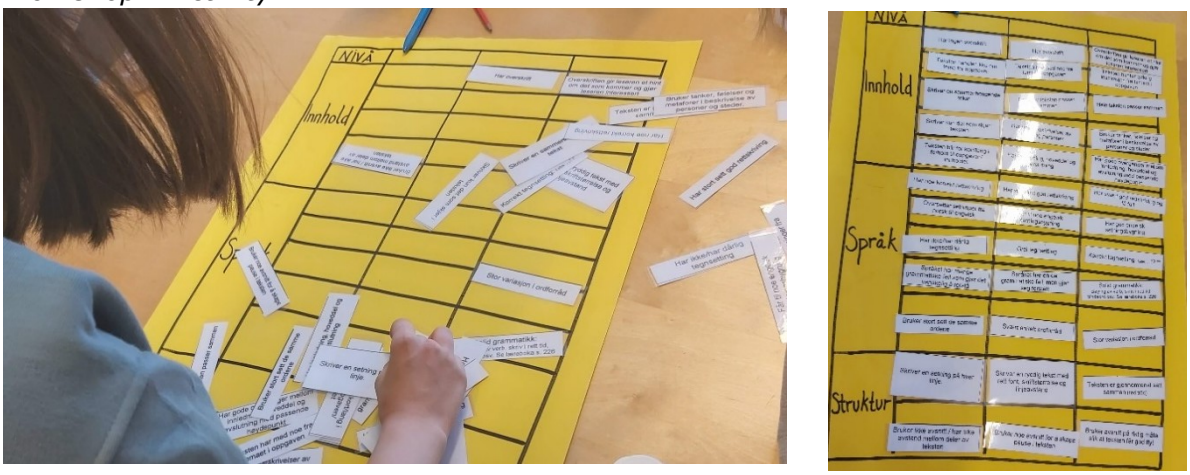
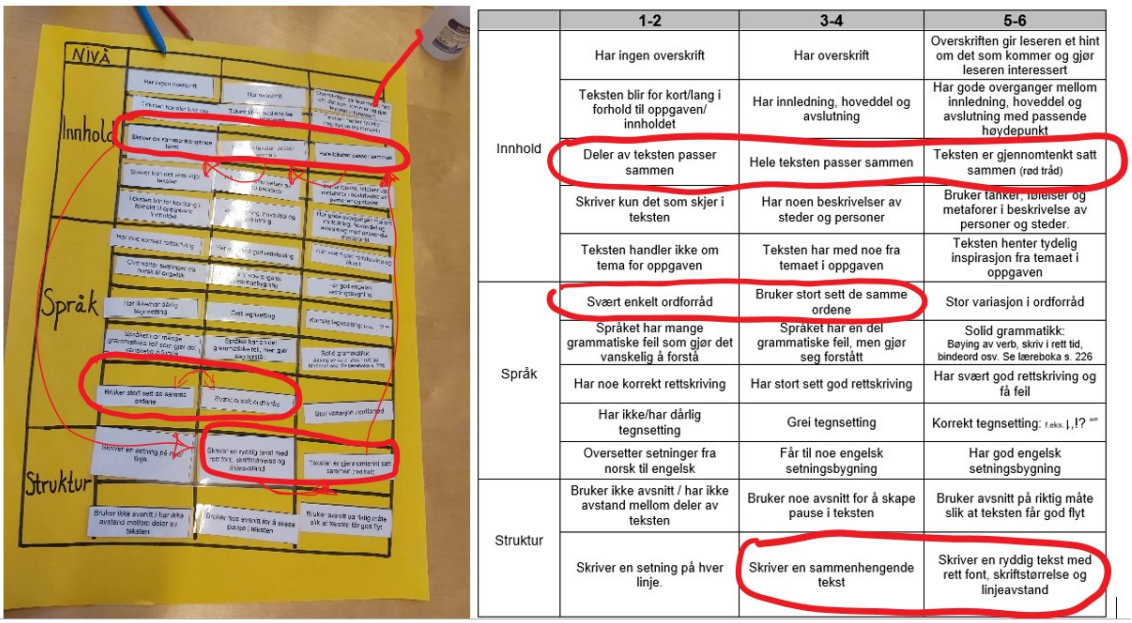


Figure 9

The Result after Workshop 2 Activity



	1-2	3-4	5-6
Innhold	Har ingen overskrift	Har overskrift	Overskriften gir leseren et hint om det som kommer og gjør leseren interessert
	Teksten blir for kort/lang i forhold til oppgaven/ innholdet	Har innledning, hoveddel og avslutning	Har gode overganger mellom innledning, hoveddel og avslutning med passende høydepunkt
	Deler av teksten passer sammen	Hele teksten passer sammen	Teksten er gjennomtenkt satt sammen (rød tråd)
	Skriver kun det som skjer i teksten	Har noen beskrivelser av steder og personer	Bruker tanker, følelser og metaforer i beskrivelse av personer og steder.
	Teksten handler ikke om tema for oppgaven	Teksten har med noe fra temaet i oppgaven	Teksten henter tydelig inspirasjon fra temaet i oppgaven
Språk	Svært enkelt ordforråd	Bruker stort sett de samme ordene	Stor variasjon i ordforråd
	Språket har mange grammatiske feil som gjør det vanskelig å forstå	Språket har en del grammatiske feil, men gjør seg forstått	Solid grammatikk: Bøying av verb, skriv i rett tid, bindeord osv. Se læreboka s. 226
	Har noe korrekt rettskriving	Har stort sett god rettskriving	Har svært god rettskriving og få feil
	Har ikke/har dårlig tegnsetting	Grei tegnsetting	Korrekt tegnsetting: f.eks. ,.!? ""
	Oversetter setninger fra norsk til engelsk	Får til noe engelsk setningsbygning	Har god engelsk setningsbygning
Struktur	Bruker ikke avsnitt / har ikke avstand mellom deler av teksten	Bruker noe avsnitt for å skape pause i teksten	Bruker avsnitt på riktig måte slik at teksten får god flyt
	Skriver en setning på hver linje.	Skriver en sammenhengende tekst	Skriver en ryddig tekst med rett font, skriftstørrelse og linjeavstand

Note. To the right in the figure is the original rubric with circles around the descriptive criteria that were misplaced in the workshop activity. On the left side, I have outlined and used arrows to show where the errors were misplaced.

Workshop 3. The students and the researcher decided to involve the teachers in the revision process since they gave the additional oral formative assessment in the classroom. The students also had a few questions on the teachers' expectations and understanding of some of the criteria. Two out of the five students volunteered to discuss the rubric with the teachers (Isabell and Josephine). The students presented the main changes they had done from the original scoring rubric and got feedback from one of the

teachers (Wilma)[7]. The workshop resulted in a 3rd edition of the scoring rubric. During the discussion, one student raised the dilemma about the graphic design of the rubric. The student argued that it was difficult to separate the different sections of the rubric when it was just black and white. Therefore, I proposed to create several different drafts with and without colour to show the students in the next workshop.

Workshop 4. This workshop's goal was to find a useful way to present the scoring rubric to the rest of the student group before they all were going to use it in a written assignment at the end of the autumn term. The group decided that Jennifer and Isabell, who had been the ones discussing the rubric with the teacher, also took charge of the presentation. The students looked at the drafts for the graphic presentation of the rubric and voted for which one they liked the best. When they were going to present the rubric, it was important for the students that the student group had an active part in discussing the rubric and not be passive listeners. Therefore, the students decided to introduce how they had worked with the rubric and present it as a useful tool for the coming written assignment. Then they would split the students into smaller groups of four or five and have them outline positive and negative parts of the rubric, especially focusing on what they did not understand or what seemed unclear. Then they would have an open discussion to create a mutual understanding of the rubric. During this planning, I had a more passive role as a researcher, coaching the students to believe in their ownership of the rubric and ability to engage the rest of the class in the process. Jennifer and Isabell were in charge of the presentation of the scoring rubric to the student group and my role here became only as an observer.

The three last workshops also functioned as a test of the scoring rubric created by the students after the first workshop. Through these stages, they revised the rubric with the new knowledge gained from interaction with other people and by being challenged on their first intentions. These cycles of refining the solution for a more useful scoring rubric for the students were time-consuming and not something a teacher could do with an entire student group for all rubrics. However, it was clear by the engagement of the students that they were more likely to use the rubric in the next written assignment. The final edition of the scoring rubric is presented in Appendix G, Final Scoring Rubric.

Three days after the students were introduced to the new scoring rubric, they had a 90-minute writing session[8]. Since the five students that participated in the research study went in two separate groups, and the second written session (Observation writing 2 in Figure 7) was conducted at the same time in both groups, I only observed three students this time. Because of some technical difficulties with the "klasserom" (Classroom) app, the students' iPads were not recorded during this written assignment. Instead, I developed a Forms assignment[9] with questions related to the students' perceptions of scoring rubrics to enhance their written competence in EFL. The students present at the writing session were encouraged to answer the Forms assignment anonymous, which

[7] The second teacher (Ruth) was at this time in Covid-19 quarantine and could therefore not participate.
[8] The assignment for this written session came after working with the topic indigenous peoples for a period of three weeks. The assignment had a structure similar to the National English Exam in Norway. First, there were two short answer tasks aimed for students to show the ability to present their own opinions based on texts they had read about indigenous peoples. Second, they could choose one out of four tasks to write a long answer text on different aspects of indigenous people.
[9] https://forms.office.com/r/u9mqNPbrNz

resulted in 33 students participating. The teachers had decided that the students who finished the written assignment early could leave the school premises earlier. Therefore, I chose to do the last semi-structured interviews shorter and more like a conversation based on the interview guide with the available students (A: Henry and Raphael, B: Anna and Isabell, Jennifer did not finish until the end of the lesson and were not interviewed at this stage). Since the two teachers that taught 10th grade this year had no former experience with the scoring rubric used in this research study, I chose to do a 30-minute semi-structured control interview with a third teacher (Maria). I will further discuss the use of observation and semi-structured interviews in qualitative research.

3.5.2 Observation

Observation in research involves a systematic and focused recording of a phenomenon that occurs in a particular setting. The observer must make decisions in advance of the observation concerning the setting or theme the observer will focus on and some phenomenon, situations, and persons that will be at the focus of attention during the observation. Observation is all about selection, planning, and systematics (Gjøsund et al., 2017, pp. 11-12). I chose to start the research study by observing the participants and thereby be able to put their responses, perception, and ideas in connection to their actions in the classroom. The method used was observer as participant where the researcher "observe and interact closely enough with members to establish an insider's identity without participating in those activities constituting the core of group membership" (Merriam & Tisdell, 2016, pp. 144-145). As a researcher, I will place my observation within a communicative process where I use self-reflection not just to interpret the data, but also to go into a dialogic inquiry with the material (Bratich, 2018, pp. 922-924). As discussed, when situating myself as a researcher, my role in this context is influenced by me being the observed teachers' former colleague and the students' former teacher. To retain some critical distance, I used field notes and designed an observation protocol to use as a guide during the classroom observations (Appendix C). When observing the teachers, I wrote in a field journal and later wrote the notes from the observation again in Microsoft Word. In my field notes, I have separated the observations and interpretations into two different columns. This way I would not direct my attention in one specific direction, thereby narrow my field of view, and potentially miss important observations (Gjøsund et al., 2017, p. 51). Since I could observe the students' use of the scoring rubric digitally in OneNote using the "klasserom" (classroom) app, I did not have to stand behind them or move around in the classroom. I also looked through the recordings to see if I had missed something during my observation. This made me as an observer less participative and created more distance between the observer and the participants. I will argue that this made the observation situation more like a normal classroom situation for the participants.

3.5.3 Semi-structured interviews

Christoffersen and Johannessen (2012) argue that qualitative interview is the method mostly used to gather qualitative data (p. 77). A semi-structured interview builds on an interview guide with more or less structured questions, but the order of questions and themes might vary as the interview develops (Christoffersen & Johannessen, 2012, p. 79; Merriam & Tisdell, 2016, p. 110). The interview guides used in this study are presented in Appendix D. I chose to conduct semi-structured interviews after both of the written assignments in the process. Through group interviews, the students were presented with other perspectives than just their own, which could help them to build their knowledge. This social aspect of learning was by Vygotsky emphasized as the

dialogic nature of learning (Schcolnik, Kol & Abarbanel, 2006, p. 13). As a researcher, I can facilitate this learning through group interviews. Postholm and Jacobsen (2016) claim that the advantage of this method is that one does not only focus on each individuals' perceptions but through discussion and elaboration get more extended information. However, they point out that the researcher must be critical to possible unfortunate group constellations that can emerge, or that certain participants dominate and start arguments within the group. In cases like these, it is important to be a clear leader in the interview (Postholm & Jacobsen, 2016, pp. 65-66). In several of the group interviews in my master project, the students engaged in a dialogue with the researcher and each other, rather than just answering questions. As a researcher, I can facilitate the social aspect of learning through the group interview.

Interviews are also an important part of case study evidence, and therefore one of the main methods in my thesis. Through the interview guide (Appendix D), I had a clear line of inquiry, but at the same time, I was concerned with creating a fluid conversation where all the participants in the group had the opportunity to participate. To facilitate this, Yin (2014) argues that "case study interviews require you to operate on two different levels at the same time: satisfying the needs of your line of inquiry while simultaneously putting forth "friendly" and "nonthreatening" questions in your open-ended interviews" (p. 110). The interviews were held in the students' first language, Norwegian, to create a natural setting, especially since the students' proficiency in English was different. I argue that as a teacher I have acquired the ability to lead an interview and create a comfortable setting.

The interviews were all recorded using Nettskjema and the app Diktafon, developed and operated by the University Information Technology Centre (USIT) at the University of Oslo (UIO). UIO (2020a) describes the purpose of Nettskjema: "For research investigations that will collect and process sensitive personal data, Nettskjema delivers data to Services for Sensitive Data (TSD). That is, forms can be set up for direct encrypted delivery to secure storage in the TSD-environment" (University of Oslo, 2020a). The files recorded with Nettskjema were uploaded over https into a form on https://nettskjema.uio.no where it was Pretty Good Privacy (PGP) encrypted in memory and transmitted securely to TSD. The data was never stored on any drives outside of TSD (University of Oslo, 2020b). Postholm and Jacobsen (2016) argue that recording the interviews is a research activity that encourages the researcher to listen to the recordings several times, and through this might discover new utterances and relations in the material (p. 81). I experienced how difficult it could be to capture everything and at the same time being an active listener. I later transcribed all the interviews in the Computer Assisted Qualitative Data Analysis Software (CAQDAS) NVivo (release 1.3) for Windows, which made it easier to use quotes when analysing and discussing the material. The use of CAQDAS will be discussed further in the analysis chapter.

Listening during the interview was a very demanding task and it took a lot of effort to hear what the students said and how they said it. Driver, Asoko, Leach, Scott, and Mortimer (1994) focus on two important components in the role of the researcher or teacher. First, the researcher/teacher presents necessary cultural tools or ideas. They then guide and support the students who try to make sense of this information themselves. Second, the researcher or teacher "listens and diagnoses the ways in which the instructional activities are being interpreted to inform further action" (p. 11). Creswell (2013) highlights the importance of reflecting on the relationship between the researcher and participants in an interview (p. 173). With this in mind, I tried to focus on

guiding and supporting the students in finding their answers and conclusions instead of pleasing me as their former teacher. Throughout the interview, I tried to be very careful not to impose any of my assumptions on the students, but ask open questions, encourage them to expand their thoughts and describe their experience. However, Von Glasersfeld (1987) argues that the interviewer can "never compare the model he or she has constructed of a child's conceptualizations with what actually goes on in the child's head" (p. 45). This is why it was important for me to be aware of my background and thereby position within my research.

4 Analysis

In this chapter, I will discuss the approaches used to analyse the data described earlier. Since Computer Assisted Qualitative Data Analysis Software (CAQDAS) has been important in my structure and analysis process, I will start by introducing the software choices I have made. Furthermore, I will describe the analytic method, thematic analysis, and through the phases within the method, analyse the material shown in Table 3.

4.1 Using NVivo software in qualitative data analysis

This thesis includes several different types of data material to conduct the qualitative analysis. CAQDAS can be a useful tool because it is not as time-consuming as manual coding (Zamawe, 2015, p. 14). However, it could take some time to learn a software program if one has not a basic understanding of a computer. Still, several libraries and researchers have shared tutorials online on this topic. For this thesis, I relied on Hull Uni Library's (2019) tutorials on how to get started with NVivo, classification of files and cases, coding techniques and queries. I will argue that this has made sure that the software does not bind me or take over the process, but that it rather complements my strategy for conducting the analysis.

The entire set of field notes, transcribed interviews, observation notes and material produced by the researcher were imported, coded, and organized using NVivo (release 1.3) for Windows. A full overview of all the data material gathered is visualized in Table 3.

Table 3

Research Study's Data Material

Date	Activity	Timeframe	Data material	Time recorded	Words	Pictures	Participants
14.09.20	Observation teachers	2 x 45 min	"Gradueringsskjema" and field notes		727 + 893		Teacher1 & Teacher2
14.09.20	Interview teachers	25 min	Transcription in NVivo	18:51	3569		Teacher1 and Teacher2
15.09.20	Observation students	2 x 90 min	"Gradueringsskjema" Screen capture	1:20,10 + 1:17,48	522		StudentA1, A2, B1, B2, B3
15.09.20	Interview students	45 min	Transcription in NVivo	24:03,7	3574		StudentA1, A2
15.09.20	Interview students	45 min	Transcription in NVivo	10:45,2 + 21:15,0	5074		StudentB1, B2, B3
28.10.20	Workshop 1	90 min	Transcription in NVivo:	44:59,7 + 10:41,3 + 21:18,6	3068		StudentA1, A2, B1, B2, B3
06.11.20	Workshop 1	45 min	Transcription in NVivo:	29:52,8	1382		StudentA1, A2, B1, B2, B3
13.11.20	Workshop 2	30 min	Pictures and notes		160	6	StudentA2, B1, B2, B3
16.11.20	Workshop 3	50 min	Transcription in NVivo:	44:59,8 + 3:22,3	7023		Teacher2, studentB1, B2
30.11.20	Workshop 4	20 min	Notes		431		Student(A1, A2, B3),B1, B2
30.11.20	Observation students	2 x 15 min	Field notes		815		StudentB1 & B2
03.12.20	Observation students	5 hours	Notes		385		23 - 10th-grade students, different teachers

03.12.20	Interview students	10 min	Transcription in NVivo:	7:41,4	1137		StudentA2 & StudentB3
03.12.20	Interview students	10 min	Transcription in NVivo:	8:00,0	1181		StudentA1 & StudentB1
03.12.20	FORMS	2 min	Survey results		1147	3	33 - 10th grade students
21.12.20	Interview teacher	30 min	Transcription in NVivo:	20:03,3 + 7:28,8	4693		Teacher3

The main function of CAQDAS, and in this case NVivo, is not to analyse data but rather to support the analysis process, which the researcher must always remain in control of (Zamawe, 2015, p. 13). In my analysis process, NVivo worked as a tool to always have a clear structure within all the different data material files and to arrange codes and categories in a systematic order. It was especially useful in the process of merging codes since NVivo automatically organized and saved the raw data material from all the different stages of the coding process. This allowed me to validate the organization of the codes by reviewing the data at every stage of the process. In the following chapters, I will describe how the process was executed and give examples from NVivo to visualize the different phases in the analysis.

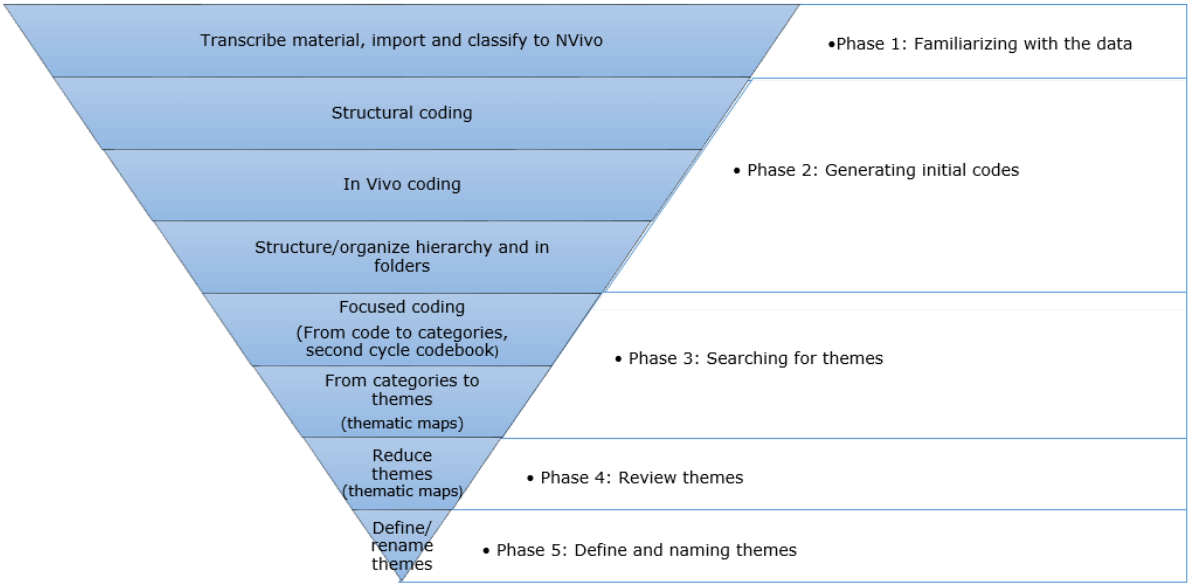
4.2 Thematic analysis

Thematic analysis (TA) can help structure the analysis process, especially for inexperienced researchers. Braun and Clarke (2006) argue that TA provides core skills useful for conducting many forms for qualitative analysis. The benefits of the method are, e.g., the flexibility, it provides rich, detailed, and complex descriptions of the data, and it is compatible with different theoretical frameworks and epistemological positioning (p. 78). Braun and Clarke (2006) define TA as a method for identifying, analysing, and reporting patterns within the data (p. 79). The patterns or themes aim to connect data that appear different, link data from multiple cases or contexts, explain large portions of data, and/or capture implicit ideas and code them into smaller units (Braun et al., 2019, p. 845). For this thesis, it will be helpful to use this analysis to structure the process of organizing, understanding, and presenting the data material and my findings.

The themes and patterns in this thesis were identified through an inductive approach, linking the themes directly to the data material and making the thematic analysis "data-driven" (Braun & Clarke, 2006, p. 83). The themes were identified at a latent level where the analytic process of creating themes included interpretation of the underlying ideas and assumptions within the data (Braun & Clarke, 2006, p. 84). Even though the analysis will not draw on deductive presumptions, it is affected by my epistemological stance. Braun and Clarke (2006) argue that thematic analysis conducted within a constructionist framework, similar to the constructivist stance of this thesis, will theorize the sociocultural context where the data was collected as a part of understanding the patterns within the material (p. 85). Still, the aim is to provide a coherent interpretation grounded in the data through a systematic approach (Braun et al., 2019, p. 848). The analysis in this thesis was guided by Braun and Clarke's (2006) six phases of analysis, which is presented on the right side of the model in Figure 10 (pp. 87-93). Figure 10 visualizes how the thematic analysis process starts from a broad perspective and through the phases condense to a more focused scope. The next chapters will describe the analysis process and refer to the stages of each phase visualized on the left side of Figure 10.

Figure 10

Thematic Analysis Model



Note. On the right side of the model, I have put in the phases of Thematic Analysis adopted from Braun and Clarke (2006), while on the left side are the specific content for each phase used in this research study.

4.2.1 Phase 1: Familiarizing with the data

All the recordings from interviews and workshops were transcribed in NVivo by the researcher. The results are presented in Table 3. As noted by Braun and Clarke (2006), the time spent transcribing is valuable to develop a deeper understanding of the data (p. 88). This phase is therefore the start of my preliminary analysis. The data files were imported to NVivo and classified according to the method, whether it was an interview, observation, or from a workshop. Secondly, the interviews were auto coded by speaker names, making it possible to get an overview of the participants' contributions. Organizing the data gave a solid overview and access to the data material that was important for the next phase of the analysis.

4.2.2 Phase 2: Generating initial codes

Since the thesis' main research question considers students' perceptions, I prioritize the students' interview data in the analysis since this can give more insight to these processes rather than observation and field notes. However, Saldaña (2016) states the importance of coding the participant observation field notes and forms since they "include important interpretations of social life and potentially rich analytic insight" (p. 17). Therefore, I have coded all the material using the same method and phases. In qualitative data analysis, a code is the researcher's attempt to translate and interpret meaning to the data material to further be able to, e.g., detect patterns or categories (Saldaña, 2016, p. 4). Just as thematic analysis consists of several phases, coding can be viewed as a "cyclical act", "coding cycle", or a process with several steps (Saldaña, 2016, p. 9). I will further describe how I used two different coding methods in the first coding cycle.

4.2.2.1 Structural coding

I chose to start generating initial codes with structural coding as a foundation for further detailed coding. Structural coding is a method that can categorize segments of data related to specific research questions (Saldaña, 2016, p. 98). The structural codes were constructed from the three research questions in the thesis. This way, I could have a basis for organizing later codes according to what question I wanted to answer.

The first research question is "How do students as co-creators of scoring rubrics perceive them as a strategy to promote learning in written English at the lower secondary level in Norway? The structural code became, "students' perception of scoring rubrics (SR)", where the coded materials' content was related to thoughts, feelings, opinions, and claims presented by the students and in some cases the teachers. For example, Jennifer connects her perceptions on how to be successful in written English to the rubric by labelling the columns good and bad. Raphael on the other hand is more concerned with the effort it takes to both read and fulfil the intention behind the rubric. He for instance says, "That you need to pay attention all the time and work hard to manage the best side. And there is quite a lot of text in each column, so there is a lot that you kind of need to get right in your assignment". All parts of the data that involved students' perceptions on the scoring rubrics or their perceptions on the development of written competence were given this code.

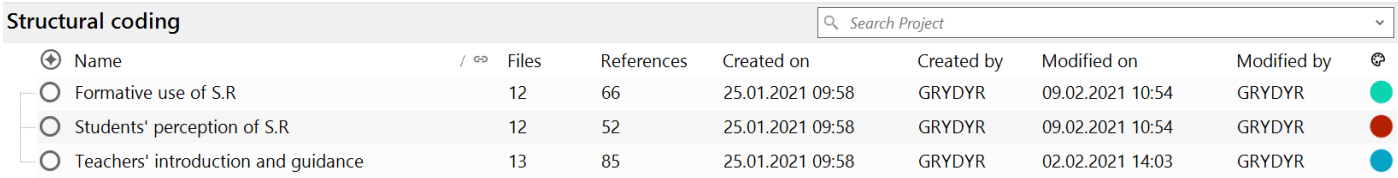
The second research question, "How do students use scoring rubrics in their learning process?" was given the structural code: "formative use of SR". When the students for example explained how they did or did not use the scoring rubric during the written assignments, the segment was coded to their formative use of SR. The rating forms and field notes from observation covered material that specifically reflected this code. Therefore, structural coding became a useful strategy to include all the data material.

The third research question, "How do teachers introduce the scoring rubrics and guide students in the assessment process?" got the code: "Teachers' introduction and guidance". An example of segments that I coded here was, e.g., when the students gave examples of how they had learnt about the scoring rubrics from teachers in different subjects, or the observations made when the teachers introduced the scoring rubrics to the students before their written assignments.

An overview of the results from the structural coding is visualized in Figure 11. Each code was given a code colour in NVivo, to separate them from other cases and classifications. The result of this coding became a basis for more in-depth analysis with In Vivo coding, which I will describe in the next chapter.

Figure 11

Result from Structural Coding



4.2.2.2 In Vivo coding

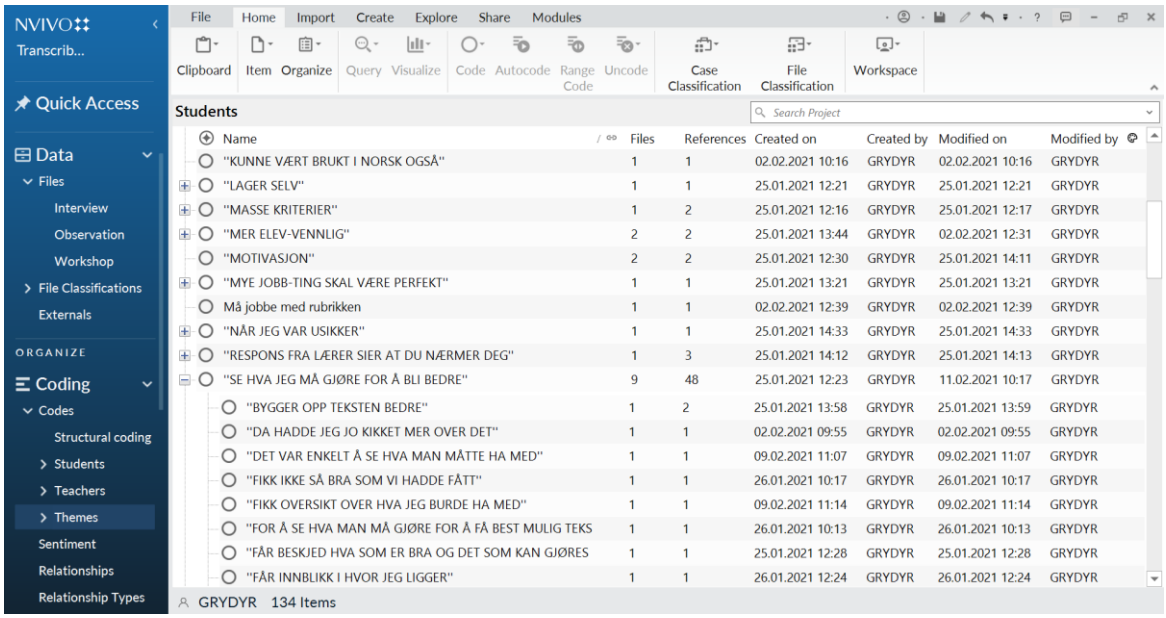
To keep the data rooted in the participants' language, I chose to use In Vivo coding As a code, In Vivo "refers to a word or a short phrase from the actual language found in the

qualitative data" (Saldaña, 2016, p. 105). This way, I could ground the analysis in the participants' perspectives and accredit their voices. Saldaña (2016) argues that this method is especially useful when interviewing youth. "The child and adolescent voices are often marginalized, and coding with their actual words enhances and deepens an adult's understanding of their cultures and worldviews" (Saldaña, 2016, p. 106). While applying In Vivo coding, I did a close reading of the material and coded all the words and sentences that I thought stood out or that seemed interesting while reading. In the data material with students' and teachers' voice, I capitalized and used quotation marks around the code. For the field notes, observation forms and pictures, I wrote the codes in lower-case letters to be able to differentiate for later coding.

As suggested by Saldaña (2016), I chose to do some preliminary organization of the data and codes into tentative categories during the process through folders and subfolders in NVivo, as shown in Figure 12.

Figure 12

Organizing in NVivo



Note: As shown to the left in the figure, two main folders for codes were divided by participants (teacher and students) and the structural coding got a separate folder. After coding a data file with In Vivo, I organized the codes by comparing and sorting them according to what seemed to go together as subcodes, which is shown on the right side of the figure with +/- signs. During coding, I also paid attention to codes that were almost similar and then merged them, so that I would not end up with far too many codes in the end.

4.2.3 Phase 3: Searching for themes

After I had code mapped all the data, I went through a second cycle coding process, which Saldaña (2016) defines as "an advanced way of reorganizing and reanalyzing[sic] the data" (p. 234). Second cycle coding can help develop more thematic categories which are coherent with the third phase of thematic analysis (Braun & Clarke, 2006, pp. 89-90). I chose to use what Saldaña (2016) refers to as focused coding (p. 239). In focused coding, the goal is to search for the most frequent or significant codes to be able to develop the most important categories in the data (Saldaña, 2016, p. 240). For example,

"Se hva jeg må gjøre for å bli bedre" (See what I need to do to get better) had 29 other codes sorted underneath and was referenced 48 times in nine different files. To see whether the codes were connected to the students' perceptions or their formative use of scoring rubrics, I did the focused coding based on the structural coding and sorted all the codes into two categories, visualized in Figure 13. On the left side, the data material structurally coded with "Formative use of S.R" is highlighted green and has a green code stripe in the middle. In the coding strip, it was possible to find other codes (in white) that suggested how to sort them accordingly, resulting in the list to the right. This way, NVivo gave an instant first glance reference and visual classification of the structural coding (Saldaña, 2016, p. 33).

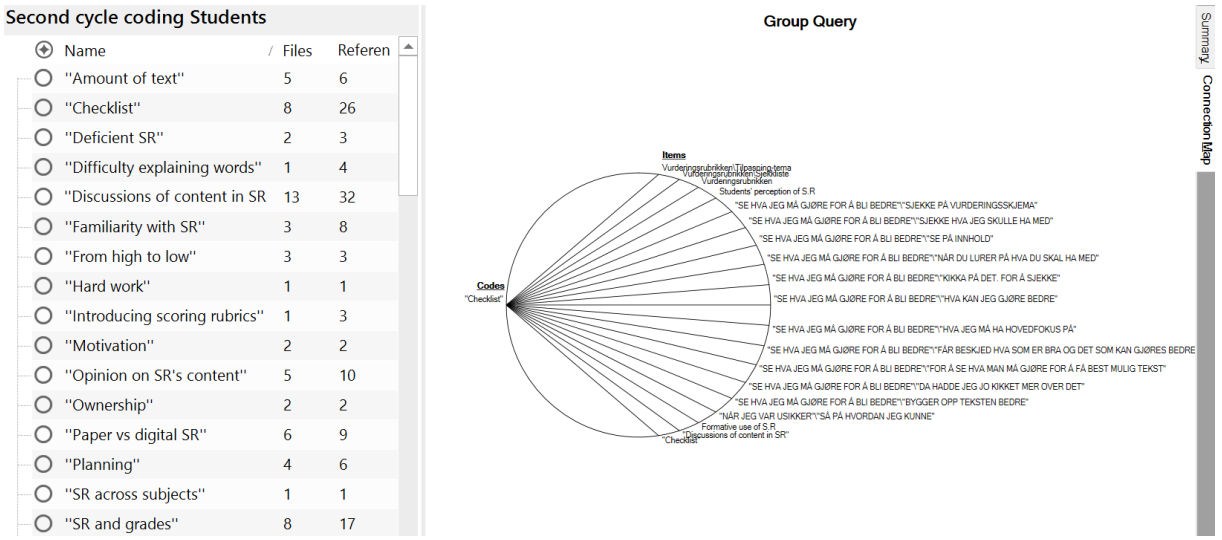
Figure 13

NVivo Coding

After sorting through the codes, I read the coded material to find a meaningful coherence and see if it made sense to merge them. In the first category, formative use of SR, the material focused on examples of what students looked for in the scoring rubric so that they would not forget to include it in their written assignment. Therefore, I merged these into a new code named "Checklist". In the second category, students' perception, the students expressed gratitude for how the scoring rubric helped them to remember important factors when writing English and visualized the assignment's expectations. Therefore, I merged these into a new code named "support and guidance". As I created the new code, I also wrote a description of the relationships I found in the material that resulted in a second cycle codebook, Appendix E. This is an overview of all the focused coding names, each given a description and an overview of the number of times it is referenced to the code and in how many files they occur. On the left in Figure 14, there is an excerpt of new codes created in the student folder and to the right an example of codes that was chosen to merge and now called "checklist". Through this query in NVivo, it is also possible to see how the codes were systematized in the hierarchy during the first coding cycle. As one can see from this query, 11 out of the 29 codes under "Se hva jeg må gjøre for å bli bedre" (See what I need to do to get better), were found related to this code.

Figure 14

Merged Codes and Group Query



I repeated the process with all the codes in the student folder before I did the same with the teacher folder. There were some codes in the teacher folder that had a direct relationship to focused codes in the student folder, so after reading through the material I moved these between folders in this coding process. Focused coding enabled me to assess comparability across participants' data and thereby connect them in the new code and folder (Saldaña, 2016, p. 243). The results of the condensation made in this second coding cycle are visualized in the reduction of the number of code items in Table 4.

Table 4

Result of Condensation after Second Coding Cycle

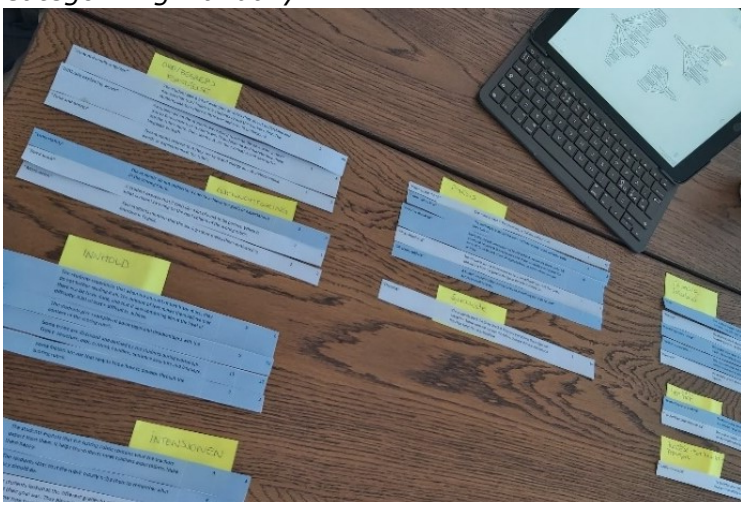
Folder	First coding cycle	Second coding cycle
Students	134 Items	28 Items
Teachers	110 Items	17 Items

Since the focused coding still resulted in too many codes, I chose to use the second cycle codebook (Appendix E) to find relationships and connections between categories. This way I was able not just to look at the word connections in the coding, but also the connections in the descriptions. At this point, I decided physically to sort the codes into groups. I chose to do this manually as shown in Figure 15, by cutting up the second cycle codebook transcripts and moving them around until they fell into natural topic groups. To visualize the result of this process, I chose to create thematic maps in iThoughts[10] (Braun & Clarke, 2006, p. 90). To link all the processes to the first structural coding, I continue to start by sorting the categories into the three structural codes in Figure 11. I still divided the categories in the students and teacher folders so that it would not be too many to focus on at once. In Appendix F, I have created thematic maps 1-10 to show how I organized the categories and found relationships between the two folders.

[10] iThoughts is a mind mapping app for iOS, Mac and Windows, enabling the user to visually organize thoughts, ideas, and information.

Figure 15

Categorizing Manually

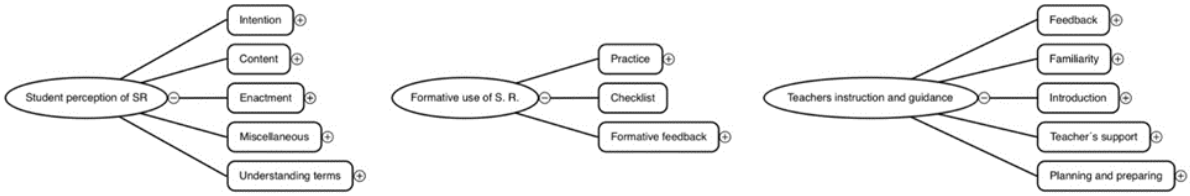


Note: The figure shows the cut-up pieces from Appendix E sorted into new groups and given a new name with the yellow labels. The iPad on the picture shows how the groups are further visualized in iThoughts.

Finally, I stopped with the 13 new themes visualized in Figure 16 divided into students' perception of SR, formative use of S.R., and teachers' instruction and guidance. The themes related to "students' perception of SR" were connected to students' experiences, opinions, difficulties, motivation, and feelings evolving around how they used and understood the scoring rubric.

Figure 16

Thematic Map 11. Themes after Focused Coding



When reading the descriptions in the codebook and looking once more at the data material, there were four categories that the codes related to "students' perception of S.R. could be split into; understanding terms, enactment, content, and intention. Some categories did not seem to belong within any of the major themes and were therefore temporarily placed in a theme called "miscellaneous" (Braun & Clarke, 2006, p. 90). Reading the data material for these categories also showed that they were not directly connected to any of the research questions either. The themes related to "formative use of S.R." were connected to the practical use of the scoring rubric with examples of how students did or did not use the rubric in the EFL writing process. The themes that stood out were practice, checklist, and formative feedback. The themes related to "teachers' instruction and guidance" were connected to how the teachers instructed, encouraged, and guided the students before, during, and after a writing situation. There was also a focus on how to give and receive feedback by using the scoring rubric, and the considerations made in the process of implementing the rubric from 8th to 10th grade. The

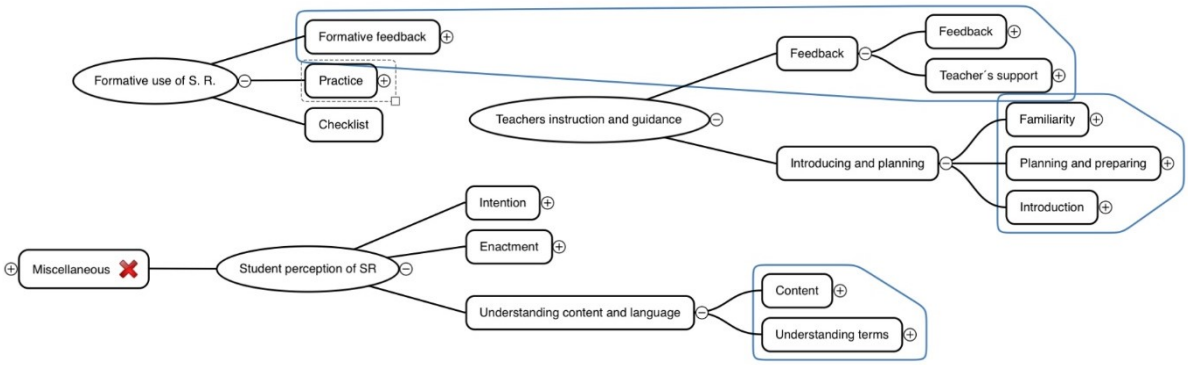
themes created from this were feedback, familiarity, teacher's support, planning and preparing, and introduction.

4.2.4 Phase 4: Review themes

The purpose of this phase has two levels. The first level is re-reading and reviewing the coded data extracts to make sure that the data within the themes cohere together meaningfully. When encountering data excerpts that did not fit the theme, these were removed and re-coded to another theme. During the process, there seemed like several of the themes within the same structural code had more in common than thought when using the codebook. Therefore, it became more useful to see them as one theme. For example, the two themes related to feedback cohered enough to merge into one, even though they originally were coded within two different structural codes. The theme, "teacher's support", could be a part of a more developed "feedback" term, and was therefore merged into this theme. Reading the material within the theme "introduction" made it seem to be comparable to the "planning and preparing" theme. All the new connections are visualized in Figure 17 with the blue outline.

Figure 17

Thematic Map 13. Final Themes



In the second level, the themes are reviewed in relation to the entire data set to see that it seems to give an overall representation of the entire material (Braun & Clarke, 2006, p. 91). Through this process, I became confident that the seven remaining themes, visualized in Table 5, included the main findings within the data material. They also shed light on all three research questions.

Table 5

Final Themes

Structural codes	Themes
Students' perception of SR	Intention
	Enactment
	Understanding content and language
Formative use of SR	Checklist
	Practice
Teachers' instruction and guidance	Feedback
	Introducing and planning

4.2.5 Phase 5: Defining and naming themes

During this phase, the goal is to find final names for the themes that guide the reader to an understanding of their content. Braun and Clarke (2006) describe this phase as the identification of "the 'essence' of what the theme is about" (p. 91). In this phase, it was important to make sure that the reader would have a better understanding of the themes just from reading the name. Thus, I adjusted the themes' names from single words to short sentences, connecting them to the artefact of the thesis, the scoring rubric. Just as when reviewing the themes, I re-read the coded data within each theme to make sure that, despite the change, it still represented the data. The new names are included in Table 6.

Table 6

Renamed Final Themes

Structural codes	Themes	Renamed themes
Students' perception of SR	Intention	Scoring rubrics as guidance and reminder
	Enactment	Enacting the scoring rubric's intention
	Understanding content and language	Understanding the scoring rubric's content and language.
Formative use of SR	Checklist	Scoring rubrics as checklists
	Practice	Scoring rubrics used in practice
Teachers' instruction and guidance	Feedback	Scoring rubric reinforced by teachers' feedback
	Introducing and planning	Familiarity with scoring rubric through structured introduction and modelling.

4.2.6 Phase 6: Producing a report

Through a thorough analysis of the data material, the next phase will sum up the themes by creating an analytic narrative of the story that my data gives (Braun & Clarke, 2006, p. 93). Since this thesis used a DBR process, the report will rather be included in the discussion and presentation of the themes. In chapter five, I will therefore discuss my findings through the phases of the DBR process using the themes and empirical data to describe the findings.

4.3 Trustworthiness, credibility and generalizability

Since this study used a descriptive case study method, Schwandt and Gates (2018) propose four possible responses to the findings' generalizability. First, they claim the question of generalizability to be irrelevant since the purpose of the single case study is not to be representative, just to present itself. If one had several descriptive studies of the same phenomenon, one might look for tendencies or comparisons, but alone the case serves as a "knowledge base for case-based reasoning"(Schwandt & Gates, 2018, p.

609). Secondly, Vogt et al. (2012) argue that the single case provides valuable information because:

> Research employing one case or a small number of cases is interesting, not (as is sometimes claimed) because it abandons all attempts at generalization, but because the cases are cases of something: a typical institution, an unusual group, a surprising event. … These adjectives are generalizations. (p. 116)

The third response claims that the case study contributes to naturalistic generalization. This means that if the case study is well written, in-depth and richly descriptive, the reader can recognize and acknowledge the study (Schwandt & Gates, 2018, pp. 609-610; Stake, 1995, p. 85). The fourth response turns to analytic generalization, where the researcher employs an analytic frame consisting of a theoretical proposition or ideas (Schwandt & Gates, 2018, p. 610). Yin (2014) argues that the strength of the case study is that it gives "the opportunity to shed empirical light about some theoretical concepts or principles" (p. 40). Even though the findings in this research are not generalizable for a large population, they can give some indications that can be compared to other studies. However, one of the limitations of using a case study research design is the data material's richness and variety, which Hyland and American Council of Learned Societies (2003) argue makes the cross-checking more difficult and thereby the material vulnerable to researcher bias (p. 263).

Hays (2004) advises case study researchers to keep in mind the research question so they are not tempted to be drawn away from their topic of study that might, and most likely will, occur when collecting data (p. 226). Since case studies can be experienced as a sort of evaluation of those being studied, it is important that the researcher is aware of this tension and facilitates a good relationship. Since the collected data is analysed through the researcher's lens, chapter 3.4, "Situating myself as a researcher", provides information about my perspective as a researcher and the relationship I have to the case (Hays, 2004, p. 233).

To ensure that the research in this thesis considers ethical perspectives, it is important to pay careful attention to the study's conceptualization when collecting, analysing, interpreting, and presenting the data (Merriam & Tisdell, 2016, p. 238; Postholm & Jacobsen, 2016, p. 125). Even though no sensitive personal information was gathered in this research, I have applied to the Norwegian Centre for Research Data (NSD) (Appendix A). I got consent from all participants signed by their parents (Appendix B). It is my duty and responsibility as a researcher to "secure the principles of research ethics" (Christoffersen & Johannessen, 2012, p. 47). When conducting research, there is never one single truth. Things are constantly evolving, and I have to be aware of the weaknesses as well as the strengths associated with the collection of data material and the way it is processed. Postholm and Jacobsen (2016) highlight some questions the researcher can ask in this process:

- How valid are my findings and results?
- Do I have empirical data that support the interpretations and claims I am making?
- How reliable are my findings and results?
- Are there any obvious errors or deficiencies associated with the data collection? (p. 126)

The findings in this thesis have emerged through a detailed and structured analysis process. The empirical data has been scrutinized throughout the coding process to make

sure that the findings always were closely connected to the empiric data. However, there is always a chance that the collection of the data is influenced by me as a researcher, especially observations that are my notations of what I believe I see and what I notice from my perspective. Therefore, it was important to create structural forms and interview guides to be prepared and make the notations as close to the research aim as possible (Appendix C & D). To increase the level of precision and reliability, the data material from the observations could have been filmed, allowing me to review them several times. It is also possible that the connections and correlations that I have found in the analysis are random "false" connections. The better rooted I am in theory and earlier empirical data, the stronger the argument that this may apply to more people than my sample will be (Postholm & Jacobsen, 2016, p. 127). Reliability is about the extent to which the craftsmanship of gathering and analysing the data material is of high quality. Reliability is also about describing how the data is collected. Here, I have to be tidy and have good routines to be well prepared. The more prepared and precise, the more reliable data. However, it is possible that conducting several observations and interviews have influenced the participants and thereby the results.

5 Findings and discussion

In this chapter, the findings from the analysis process will be discussed through the structure of the DBR process. The process is divided into three main phases: 1) Outline of the current status, which includes a discussion of the advantages and disadvantages with the "old" scoring rubric; 2) Development of a new scoring rubric through workshops, conducted through co-creation between students, teachers, and researcher; 3) Reflection, a phase focusing on reflections that could improve the new rubric and enhance implementation of the result. Lastly, I will discuss the final themes from the analysis according to each research question.

5.1 Students as co-creators of rubrics

As presented in the method chapter, the DBR process often contains different cycles with the possibility to go back and forth between the phases for as long as the study needs it to. However, when discussing the findings in this thesis, I will organize the phases chronologically. As shown in Chapter 2, Background and relevant research, the collaboration between students and teachers and co-creating rubrics ensure transparency and help students develop a deeper understanding of how to progress in their EFL written competence (Bearman & Ajjawi, 2019; Becker, 2016; Carless, 2020; Fraile et al., 2017; Lee, 2017; Panadero & Jonsson, 2020; Reddy & Andrade, 2010). Therefore, I argue that the DBR methodology should be used even more within educational research, to develop and evaluate strategies in learning or assessment practices. The main change that I found with the students' perceptions through this study was their ownership of the rubric. The process of the study allowed the students to advocate their opinions and understanding of assessment practises and learning situations in their EFL classroom. Their voice will therefore be present in the discussion.

5.1.1 Outline of the current status

One of the motivations for doing this study was to view the assessment culture within the school where I work. Using a scoring rubric has been an assessment strategy that we have relied on in written English since we participated in the AFL program. In the semi-structured interviews, the students showed that they were familiar with the scoring rubric with statements like when Anna says, "We learnt about scoring rubrics when we started in 8th grade. Therefore, when we are in 10th grade, we get it. And we have gone through them a lot in different subjects". Henry also expresses familiarity with the rubric: "It was new to us when we started 8th grade, but we are familiar with it now". Still, in the interviews, the students give examples of elements that they do not understand in the rubric that hinders them from using them during their writing process. For example, Isabell says that "… sometimes, it is written in a difficult way. It is like … What do they actually mean here? I want to achieve it, but how do I manage to do so?" The words and sentence structure in the rubric were for Isabell written too academically, which made it difficult to use the rubric as help to write better English texts. She expresses that she is motivated to enact with the intention of the rubric, but she lacks the knowledge of how to put it into practice. In a conversation about the language used, Jenifer states that "It should have been written in a more student-friendly way. Like we would have written the goal ourselves". Isabella replies, "Or it could have been written something under, like a

simpler version … Because it could be difficult for some". The students expressed both frustration on the current rubrics content and a wish to make it more accessible. The theme "Enacting the scoring rubric's intention" represented the students' reactions to the formative use of scoring rubrics. The rubric's criteria made the teachers' expectations more transparent, but the students struggled with enacting this in their own written texts (Baker et al., 2020; Burner, 2015; Carless & Boud, 2018; Moskal, 2000; Reddy & Andrade, 2010; Robinson et al., 2013; Wang, 2017). The students express difficulties with knowing how to achieve the intentions from the levels of the scoring rubric, which Wang (2017) argues is due to their lack of English proficiency or knowledge (p. 1281). The students stress over the amount of work they believe it will take to achieve the expectations in the rubric. They connect the workload to how much text and criteria there are in the rubric. At the same time, they express that they are more motivated when it is clear what they are supposed to do. It seems like the students are conflicted between their desire to fully understand what is expected within the different levels of written English, and at the same time not be overwhelmed by the same expectations. They shift between focusing on their written improvement and writing to please the teachers' expectations. While discussing what it means to have an interesting headline, Anna states: "How are we going to know what they (the teachers) want?" This could indicate that even if the intention of the rubric is formative assessment, the students still consider it as the teachers' summative assessment of their work, rather than guidance to develop their written competence. In the second semi-structured interview, Raphael was asked if the rubric influenced the way he wrote: "It influences us to write the type of texts that the teacher wants. Since what it (the rubric) says is what the teachers expect us to achieve, so then we write a text that reflects the rubric as much as possible". This could indicate that when students have less ownership of the assessment strategy, they view it as the teachers' tool and thereby connect it more to an assessment **of** their learning than **for** learning.

The theme that reflected the students' perception of the scoring rubric was "scoring rubric as guidance and reminder". Just as Wang (2013) found with her Chinese EFL students, this theme reflects the advantages of rubrics as guidance and support in students' EFL writing (p. 93). The students argue that it is positive that they know what is expected of them and that receiving the rubric in advance of written tasks can help them improve their grades and better understand the teachers' feedback (Vattøy & Smith, 2019, p. 265). One student, Henry, expresses, "It helps us understand where we are going and what we need to develop and work with more. If we look at the rubric, we see what needs to be improved". The rubric becomes a way of reminding the students what is important to include when they write a text (Li & Lindsey, 2015). One student from the Forms survey referred to the rubric as "a supportive hand", which indicates the positive influence the type of formative feedback can have on students. However, the theme "scoring rubrics used in practice" reveal that the actual formative use is diverse and inconsistent. The students gave different examples of how they usually used the scoring rubric when writing English texts. For instance, Jennifer says, "I did not feel the need to use the rubric today, because I was so concerned with writing everything I wanted to include. In the end, I did not have time to review it". Meanwhile, another student, Henry, states, "I looked at it in the beginning before I started and then while I wrote if I had some questions and then at the end to check if I had forgotten something". Finally, Anna says the following: "I looked at it in the end, because then you can review everything". The students showed little change in the way they used the rubric from the first to the second written assignment. This could indicate that the students need more

time to change their writing strategies. Another reason could be that students' formative use of rubrics are closely connected to the teachers' introduction and guidance, which did not change within the two written assignments either. Further research on how students who co-create scoring rubrics change their formative usage would be necessary to conclude any further.

Another factor within the students' use of the scoring rubric was the importance of having the rubrics on paper when they were writing. Since all the students in the study have iPads in school, they usually write digitally. The students say that they get distracted if they need to switch between pages or apps on the iPad. Jennifer argues that "It is better if we get the rubric printed on paper", and is supported by Isabell stating, "Yes, I use them much more then, because I do not have to go in and out of different apps". The students do not discuss the differences between writing digitally or by hand (Askvik, van der Weel & van der Meer, 2020; Engblom et al., 2020; Morphy & Graham, 2012; Taube et al., 2015; Yamaç et al., 2020), but are more concerned with changing their focus on the screen. This is an area, which would need further research to understand how one should effectively use different formative strategies for reviewing and writing better texts digitally in EFL classrooms.

Even though the students in this study are positive about the use of scoring rubrics, they admit that they do not believe the rubric helps them develop their English language skills. Instead, the rubric mainly reminds them to include the correct content, which guides them in their writing and takes away some stress of forgetting important content features. The students expressed that they did not know how to improve their written text. Just as Silva (1993) and Ene and Kosobucki (2016), I found in the observations of the students' writing process, that they are very concerned with generating text. The students argue that the reason they mostly focus on writing and not editing and evaluating the text as they write is because of the timeframe given. While the L2-student in Ene and Kosobucki's (2016) research study focused mostly on the idea instead of grammar, Jennifer says, "I believe that because of the timeframe, we focused more on writing the plot. I believe that if we did not have that limited amount of time, and rather worked with the text for a longer period, we would have developed more". As suggested by several researchers including Burner (2015) and Graham and Sandmel (2011), process writing and more interaction during the different stages of writing could enhance the students' perception of FA as useful. According to Silva's (1993) studies, EFL students struggle even more with planning, transcribing, and reviewing their texts than in their native language and therefore need more guidance and interaction from teachers in their writing process (pp. 661-662).

In this study, the rubric appears to help students mostly with global-level concerns, while my observations show that the oral feedback that students request from teachers are mainly concerned with local-level aspects of the text (Saliu-Abdulahi et al., 2017, p. 41). This could be connected to the theme, "familiarity with scoring rubrics through structured introduction and modelling". The theme gave examples of how the teachers prepare and remind students of what to be aware of before and while writing. During the introduction of the written assignment and scoring rubric, the teachers helped the students reflect on their pre-knowledge on the assignments topic and important factors when writing an EFL text. However, the introduction focused on content and structure, which resulted in the students planning what to write rather than how to write better. Isabell was concerned she would forget everything she had planned to write, so she focused on gathering all her thoughts on the plot instead of using time on the scoring rubric. Raphael also argued

that it was important to plan what to write because it made it easier to start. If the teachers and students have more ownership of the rubric together, it could increase their understanding of what aspects of writing each student can develop further. Teacher Maria expressed in the control interview the importance of having ownership of the rubric: "I needed to develop my own understanding of each criterion. Find out what is the difference between a low, medium and high level of competence in each criterion and just get to know our assessment criteria well". Even though it was not a part of the introduction of criteria within this study, teacher Maria and earlier research point out an advantage with using model texts or anchor papers as scaffolding (Baker et al., 2020, p. 4; Moskal & Leydens, 2000, p. 5). Maria describes her practise and intention with the criteria:

> I use examples of a high level of achievement for some criteria and a low level for other criteria. In the end, the goal is that when the students are in 10th grade, they are able to read an exam paper and tell me what grade it would get. (Maria)

Through the co-creation of rubrics and anchor papers, teachers can provide relevant guidance and scaffolding to promote meaningful learning (Kaufman, 2004; Panadero & Jonsson, 2020).

In the observations and interviews, the students admit forgetting several of the elements that the teachers explain about the scoring rubric and the written assignment in the introduction. Teachers need to be aware of the method they use when they are presenting the scoring rubric to give students strategies needed to regulate their written performance (Nicol, 2020). Maria argues that it is important for the students to understand the teacher's expectations within each level of the rubric's criteria and that these change as students learn more:

> I try to underline to the students that even if the criteria are constant, I have different expectations according to what grade they are in. I do not expect the same grammar from an eighth-grader as I do from a tenth grader. It is important that they understand that. That even though your grammar is at a high level now, it does not mean that you can just lean on that and believe that you will sail through lower secondary. They need to be aware that the expectations will increase. Because I cannot expect more than I have been able to teach them. However, when they learn more I expect more. (Maria)

Through the control interview with Maria who was familiar with the scoring rubric used in the study, she paints a picture of what Sandvik (2019) describes as an explicit student-active AFL community (p. 61). In these communities, dialogue with students on what they are going to learn is important. Thus, the use of rubrics as a feedback strategy can provide students with an assessment language and thereby scaffold the feedback dialogue. Panadero and Jonsson (2020) argue that scoring rubrics involve teachers and students in a dialogue about criteria, which invites them into a common community of practise (p. 14). Raphael describes a situation where he did not receive the rubric as the rest of the student group did and how difficult that made it for him to know what was important in the assignment he got after. This reveals the importance of the scaffolding and guidance that can be promoted by the scoring rubric through structured introduction and modelling.

When analysing the formative use of scoring rubrics, the theme "scoring rubrics as checklists" reflects the teachers' focus in the theme "familiarity with scoring rubrics

through structured introduction and modelling". When students talk about writing a better text, they focus on the plot and structure rather than grammar, vocabulary, or punctuation. Raphael explains the advantages with the rubric and says, "I might in a way find a better structure for my text and include things that I would not think of on my own." Jennifer agrees with him and adds that when she has a scoring rubric at hand, "I become better at structuring the text in a more logic order". While the students wish to achieve the highest levels and get better grades, they refer to the rubric as a checklist rather than feedback on the text's quality. The observation of the teachers' introduction also showed that the teachers refer to the rubric as something students can check to see if they have included everything that they are supposed to. This aligns with the research of Li and Lindsey (2015) where the students described the rubric as a guideline and an outline to start an essay (p. 75). The theme "scoring rubric as checklist" shows that the students mostly use the scoring rubric as guidance and instruction for what they need to include in their text. They explain that the rubric visualizes what they are expected to do, and they mostly look at what the rubric says about, e.g., headline, content, and theme. What is more difficult to understand in the rubric is sentence structure and spelling. These findings were important factors used in the next phase of the DBR process, which will be discussed further.

5.1.2 Development of a new scoring rubric through workshops

The main changes done through the first workshop can be seen in Appendix G, in the differences between the original scoring rubric and the 1st edition. The workshop's goal was to edit and further develop a scoring rubric that was more in tune with the students' own needs and requirements (Baker et al., 2020). Before this meeting, the students got feedback from the teacher on their last written assignment. The students discussed how the scoring rubric could have helped them to do something about the feedback while they wrote. Jennifer remarked that only one of her teacher's feedbacks could be found explicitly in the scoring rubric:

> Because if I had looked at the scoring rubric here, and it had told me to make sure I write all the verbs correctly, remember the present and past tense and such. Then I would have looked for that in the text more. Because I did not think about that at all when I wrote. (Jennifer)

Jennifer states that she needs to be reminded more explicitly what to look for in her text when revising it. The theme, "scoring rubrics reinforced by teacher's feedback", advocates a close relationship between the scoring rubric's criteria and the feedback that teachers provide students. Raphael is positive to feedback and says, "The teacher's feedback can show what you need to do differently the next time so that you really understand how to get to a higher level." The teachers' supplemental comments are important for the rubric to be a more helpful learning strategy for students (Ene & Kosobucki, 2016). Therefore, the students agreed to use their teachers' feedback as a starting point to include examples of what, e.g., grammar or punctuation mean. Since they also argued how the rubric should not contain too much text, they compromised by just having examples at the highest level of achievement and giving directions to page numbers in their Norwegian and English Textbook where they could find more information about the topic.

Brookhart (2018) advocates the importance of descriptive language in scoring rubrics instead of evaluative language (e.g., excellent, poor) to help students know how to improve (p. 2). This was a demanding task for the students. Often, they had a clear idea

of what was the average (middle column/3-4) description but struggled with the two other levels, which Anna argues was because "We do not usually talk about this so we do not have the accurate words to use". Isabell, however, was concerned with the impact that words could have on students: "For me, it is important not to use words like only or just, because they seem a bit negative". Anna became frustrated at the lack of words: "It is so difficult to explain it" and was supported by Jennifer, "I am not able to explain what I mean". To help the students I had to ask questions, such as "But what do you think a student at "lower goal achievement" would do when they use paragraphs?", or give concrete examples from my own experience as a teacher. Finding words and phrases that the students could agree on, i.e., a common vocabulary or language for talking about assessment, was one of the most time-consuming elements of the workshop, and at some point, we agreed to try some structures out and rather evaluate them later.

During the workshop, the students discussed the language used especially across levels. At times, they had a very different understanding of what the descriptive criteria meant. They were especially confused when there were different descriptions in the three different levels of achievement, e.g., as shown in Figure 18, and they ended up discussing what the intention was. Jennifer tried to understand the criteria's intention by asking the other students for their opinion: "First they (refers to the teachers that created the rubric) use the word plot and then they continue with descriptions. Does that mean that one did not include descriptions here (points to the middle column in the rubric)? Is that what they are trying to say? That here (points to the left column in the rubric) they only focus on the plot? I do not understand!" Raphael supports her frustration: "I do not know, because I do not understand either". Isabell contributes with her interpretation: "Is it that they (writers at level 1-2) focus **only** on the plot when they write and nothing else?" Jennifer replies: "Oh … I thought that it was positive that they focused on the plot".

Figure 18

Difficulty with Language across Levels

1-2	3-4	5-6
Have written a text focusing on the plot	Have included some descriptions of setting and characters	Use all senses when describing characters and setting
Har skrevet en tekst med fokus på handling	Har noen skildringer av steder og personer	Bruker alle sansene i beskrivelse av personer og steder.

In the excerpt in Figure 18, for instance, the students were confused by the change in words when the first and lowest level talked about plot whilst the second level used descriptions and the third level included using senses when describing. Jennifer understands that she has misinterpreted the content when discussing it with the other students. The changes made as a result of this discussion was not to use the word; plot, as this was something they felt necessary for all levels to include and rather be more direct on what the lowest level usually did in the plot; writes only what happens. In the two other levels, they chose to use the same word, descriptions, but give more advanced examples of types of descriptions the highest level were capable of using. Sometimes the students were not able to come to any conclusion themselves either, and this is when I, as a researcher, helped them further by explaining how I understood the different levels, to help them find the words they would rather use to explain the same thing. This is an

example of how co-creating or co-revising rubrics can enhance students' self-efficacy and perception of scoring rubrics (Fraile et al., 2017, p. 74).

The first workshop had a clear connection to the theme, "understanding the scoring rubrics content and language". Words, terms, and expressions that the students found difficult to understand and achieve were, e.g., sentence structure (setningsoppbygning), word order (ordstilling), show comprehension (vise forståelse), very easy … (svært enkelt …), mainly (stort sett), elements (elementer), and curriculum (pensum). Isabell expresses her views on the language used in the rubric: "I think that when they (teachers) use such words it becomes more difficult to understand what they actually mean". Jennifer elaborated further: "It seems also more difficult to achieve it when the words are unfamiliar". During the discussion on how the students used the rubric, Isabell also referred to the language: "I feel it is easier to use the scoring rubric while I write if the language is not too difficult. Like, in other subjects, if there are many words that I do not immediately understand, I will not be able to use the rubric. On the other hand, if the rubric is understandable to me, that I comprehend the criteria, then there is no trouble to use them to see what I need to do". The descriptions and language in the rubric were unclear and too complex, which the students argued could be the reason why some students did not use the rubric at all. This coheres with some of the criticism of scoring rubrics, arguing that criteria and language are difficult to understand and that the intention becomes unclear (Moskal, 2002, p. 3; Moskal & Leydens, 2000; Reddy & Andrade, 2010; Robinson et al., 2013). However, through discussing and revising the scoring rubric, the students gained a more positive attitude toward using the rubric, because of their ownership (Carless, 2020). This way the rubric does not become something that only the teacher has ownership of (Becker, 2016). Still, I argue that if the students are not guided to use the scoring rubric actively in their planning, they will not use it while they write either. The result was that even though the students in the study had ownership of the rubric, observation showed that they did not use it more frequently while writing. This could be the reason that the students view the scoring rubric as a checklist rather than formative feedback on the quality of their text.

The second workshop's goal was to check whether the students, after a break from the criteria, understood them the same way or if they had to alter something to make the rubric more explicit. Through this workshop, I found that the students seemed to change their way of thinking and learned something about the use of language. They were challenged to reconsider their former opinion about how they understood the criteria and through dialogue and experience with the rubric, they developed new knowledge. The students had trouble with distinguishing the difference between the phrases "very simple use of" and "mainly used" and found a new way to express the differences more clearly. As shown in Figure 9 in this thesis analysis, the students had difficulties separating the structure and content. For instance, the difference between the descriptions: "a coherent text" and "a thoughtful structure of the text (a common thread)", was unclear. Therefore, the students decided that this was something they would like to discuss with their English teachers when presenting their new rubric in the third workshop. The students became very engaged in the task both when they solved the practical assignment and when they discussed how to change their "errors". Säljö (2016) argues that this personal engagement is necessary for human activity to result in learning (p. 33). For the scoring rubric to be an artefact and tool that mediates knowledge it is important that it happens in the interaction between people and with some sort of communication (Säljö, 2016, p. 111).

Through the third workshop, the students and their teacher discussed the new rubric and challenged each other's understanding of the criteria and language. The findings from this workshop appear mainly in the theme "understanding the scoring rubrics content and language" and "scoring rubrics used in practice". The students explained the difficulties they had with language and the revisions they had made. They also gave the teacher feedback on how they believed the students would use the rubric more, for example, receiving it on paper and changing the layout/design. The changes that occur during the workshop phases were important for the result to be valid and useful to the students, however, the process is time-consuming. Therefore, it is essential to remember that the dialogue that appears between students, teachers, and the researcher is just as important to create a collective learning community (Havnes et al., 2012; Kaufman, 2004). I have experienced the collaborative environment in my workshop—phases to be very fruitful to understand the students' perceptions of criteria and their struggle with language, which to me did not come across as very academic in the first place. It has also made me question my presumptions about the criteria, and together we contributed to the mutual development of our feedback literacy (Carless, 2020, p. 436).

After transcribing the field notes from observing the students' introduction of the scoring rubric (workshop IV), I found the description of the student group's engagement interesting. Therefore, I chose to divide the differences in engagement into three categories: 1) "Not interested and non-users of rubrics", 2) "Indifferent, but compliant-users of rubrics", and 3) "Engaged and active- users of rubrics". The first category was the students who came late to class, who had nothing to say about the rubric in the group assignment, who did not listen to the instructions or guidance from Jennifer and Isabell or the teachers present, and who stated that they did not use the rubric at all. The second category was the students who conducted the group task as instructed but had nothing to share or comment on in the rubric. Some also stated that they did not see any differences from the earlier rubrics they had used. The third category of students was active in the group work, they discussed and marked out both things they liked and things they did not understand. They participated with feedbacks aloud in the class and contributed to new changes being made into the rubric to make it even more understandable for them to use further. Allowing the students to take charge of the introduction of the scoring rubric, gives the teacher time to observe the categories of students. These findings could further be used to see if category 1 and 2 who showed less interest in using the scoring rubric, would change opinion by being a part of the co-creation themselves. The observations from this workshop were mostly included in the theme familiarity with scoring rubrics through structured introduction and modelling. The introduction was more in tune with how the students preferred to be introduced to the rubric where they invited the students more actively in discussing the rubric.

5.1.3 Reflection

In this thesis, the last phase of the DBR process was more focused on the reflections made on the scoring rubrics after each workshop rather than the entire project. Because of the short timeframe of the study, I decided not to use that much time on evaluating the entire process with the participants, since this was not the main goal of the research questions. I claim that the students made the most important reflections during some of the workshops. During workshop II, the task itself made the students reflect and further realize that some of the language was too indistinctive and therefore caused misunderstandings (for example, the difference between "mainly used" and "very simple", or "a coherent text" and "a thoughtfully structured text"). In workshop III and

IV, the students had to justify their choices when they presented the new scoring rubric to the teacher and the rest of 10th grade and were here challenged to reflect together. This means that the feedback from those outside the research process challenged the student-creators to keep evaluating and altering the rubric to develop a result that would be better and more useful. What this thesis has shown is that the DBR-process within educational practices can provide a model for how to include students into a collaborative learning community. Collaboration, dialogue, and guidance are essential elements in the LK20's description of formative assessment in the English subject. This way the students can go from learning about and understanding the criteria, to enacting the criteria (Bearman & Ajjawi, 2019, p. 8). The LK20 emphasise that students should experiment on their own and with others, express what they believe they have achieved and reflect on their development in the subject, and enable the students to use the guidance provided to develop their writing skills (The Norwegian Directorate for Education and Training, 2019a, p. 9). Thus, this thesis provides examples of how students can engage in workshops and experiment with criteria in the English subject.

5.2 Themes and research questions

In the DBR process, the themes from the analysis have been present in several of the stages and sometimes appeared to overlap. However, the themes are grounded in the structural coding cycle, which connects them directly to the three research questions in the thesis. To sum the themes up, I will use them to answer the questions.

The main research question was: *How do students perceive scoring rubrics as a strategy to promote learning in written English at the lower secondary level in Norway?*

The students in this study view scoring rubrics as necessary to guide and remind them of what to do to write texts the best way they can. However, they express frustration on how to be able to enact this in practice. This is also connected to the fact that they have trouble understanding some of the language and the teachers' intention behind the content. Therefore, the students need to be a part of developing or discussing the scoring rubrics together (Bearman & Ajjawi, 2019).

The second research question was connected to the students' formative use of the rubric and was: *How do students use scoring rubrics in their learning process?*

The students mostly use the scoring rubric as a checklist, because while they write they are more concerned with remembering all the things they had planned. They believe that they can use the rubric in several subjects. The scoring rubric is more accessible to the students printed on paper. Observations show the need for teachers to take charge and give directions in the students' writing process. Students mainly use the rubric at the beginning and end of the writing session, while some look at it when they have a question related to the content.

The third research question was: *How do teachers introduce the scoring rubrics and guide students in the assessment process?*

This research study shows that teachers need ownership of the rubric to create writing situations where the formative use of the rubric becomes the main strategy. The teacher who was familiar with the rubric had clear intentions and strategies for how to introduce and work with the scoring rubric from eighth to tenth grade. The teachers in this study use the rubric as a checklist to show what the students should include in their texts focusing mainly on the content and structure of the text. The study found that it lies in

the nature of teaching to use visualizations, as the teachers refer to the scoring rubric in class unintentionally. Even though the school has been working with the AFL program for several years, it is not given that the assessment culture invites new or substitute teachers into this culture automatically. It also shows the importance of teachers discussing their intentions behind the use of scoring rubrics and viewing their practice in light of earlier research on formative assessment and writing in the EFL classroom.

6 Conclusion

In this chapter, I will summarize the findings and draw conclusions from the research study. Next, I will discuss the implications this study can have on formative assessment in the Norwegian EFL context. Finally, I will present the limitations of this study and make some suggestions for further research.

6.1 Main findings

In this thesis, I have examined EFL students' perceptions of the scoring rubric as a formative assessment strategy to promote written English competence, the participants' formative use of the rubric, and the teachers' introduction and guidance of the scoring rubric. The thesis' methodology included the students as co-creators of the rubric and participants in the implementation of the new rubric to the rest of the student group. Since I have positioned myself in a social constructivist epistemology or worldview, as discussed in the introduction, the choice in methodology has shown to be suitable as a knowledge and learner-centred approach. Through the DBR's collaborative nature, the participants created a community with active learners who develop knowledge through interaction and social participation.

I have tried to answer the three research questions through the thematic analysis of interviews, observation, and the process of design-based research data. In the study, I found that students experience scoring rubrics as guidance and reminder when writing English texts. However, they have difficulties with the enactment of the scoring rubrics intentions because of, e.g., the amount of text and language choice. The students use the scoring rubric as a checklist and have clear expectations of how they best use the rubric in practice. Thus, this thesis advocates the importance of familiarizing students with scoring rubrics through a structured introduction and teacher modelling. The thesis underscores that scoring rubrics are reinforced by the teachers' feedback.

In my thesis, I argue that it is more important to see scoring rubrics as a strategy to activate the students' metacognition and promote their self-regulatory behaviours like goal setting, self-assessment and revision, rather than viewing them as isolated tools to promote written competence. Even though the students express knowledge of how to use the rubric, since they have been working with it since 8th grade, they have difficulties with understanding how to use it formatively. They might be familiar with the rubric and the formative use, but they still need practise in understanding the expectations of the criteria and further operationalizing them to write better texts. The DBR process allows for students and teachers to collaborate in accessing the formative potential of the rubric together. The teacher-student dialogue is relevant when enacting the LK20 curricula with a focus on formative assessment in the EFL classroom. However, it is still important for teachers to guide the students on how to use scoring rubrics while they write to make it work as a strategy to write better English texts (Li & Lindsey, 2015, p. 76). Teachers also need to take into consideration how they facilitate writing situations concerning the research done on process writing since, for instance, timeframe and feedback during writing are examples that the students in this thesis give as something that would help them focus more on several levels of their writing.

6.2 Implications on formative assessment in the Norwegian EFL context

Through the discussion of the findings in chapter 5, I advocate the importance of a collaborative and active discussion of scoring rubrics to make them a good strategy to improve students' written skills. A goal should be for teachers and students to talk about rubrics not just as a checklist, but also as a formative assessment strategy, thus a way of understanding how to develop and become better at writing English. The teacher-student dialogue is central for the rubric to truly enhance the students' metacognitive awareness (Baker et al., 2020). Then, the scoring rubric can give students an assessment language to discuss and reflect on their development in written English. Still, teachers have an explicit role in facilitating direct attention to learning goals and criteria (Vattøy & Smith, 2019, p. 267). Therefore, this thesis postulates the importance of teachers co-creating rubrics together with students to create a common understanding of how to enact the rubrics intention and enhance students' self-efficacy. Further, this thesis gives examples of how teachers and students together can become more assessment literate, through discussing and communicating criteria and the performance descriptions. However, since co-creation is a time-consuming activity, I would suggest the activity conducted through the second workshop as a method that can be used on already existing scoring rubrics, as a starting point for discussing the criteria.

The results of the present research study indicate that teachers and school leaders should discuss their schools' assessment culture and rubrics' place within this culture to achieve an integrated student-active culture, where one does not focus mainly on the goals and criteria, but on the knowledge exchange (Sandvik, 2019, p. 66). The assessment culture should be a recursive discussion that includes the entire institution, so substitute teachers and newly employed teachers are included in this culture. Following, the teacher education might need to evaluate whether their students become assessment literate enough to engage with students in dialogue on how to improve their written competence in English. This thesis shows that co-creating scoring rubrics can be a strategy that mediates formative feedback practises.

Altogether, this thesis' findings contribute to the field of EFL teaching in Norway, suggesting co-creating rubrics to be a useful strategy to facilitate formative assessment when writing English. As a methodological contribution, this thesis shows how to conduct design-based research in a research study within a limited timeframe. The transparency in the presentation of method and analysis in this thesis can provide enough information to be implemented by other researchers in their studies.

6.3 Limitations and suggestions for further research

While this study has limited AFL strategies to consider the use of scoring rubrics, the focus on EFL is limited to writing in English. This makes the scope of the thesis narrow and therefore rubrics need to be seen as only one of many strategies or approaches that can be implemented in the EFL writing classroom (Hyland & American Council of Learned Societies, 2003, p. 23). Moreover, there can be other external circumstances that also affect students' development of written skills, like the students' social network or physical/ mental conditions, which are not discussed in this thesis (Hyland & American Council of Learned Societies, 2003, pp. 263-264).

As discussed in chapter 3.3.1, the convenience sampling strategy and the small case selection hinders the results from being generalizable to the entire student population.

Therefore, I suggest further research on scoring rubrics in Norwegian EFL classrooms that can support and challenge the results in this thesis. For further research in Norway, it would be interesting to follow students for a longer time through longitudinal studies to see if they perceive the use of scoring rubrics differently as they get older and progress through the upper secondary school grades. A longer timeframe in the DBR process could also investigate whether students change their formative usage of scoring rubrics. Though the sampling of this research study had in its criteria to include students with different English proficiency to get a broader picture of students' perceptions, there is not enough focus or data to generalize anything according to the difference in perceptions according to the students' proficiency. Further research could therefore focus more on the different formative use and understanding of scoring rubrics across proficiency levels.

Even though the participants in this research study wrote on iPads, the study does not discuss or reflect on how the digital device might have affected the way the students wrote or what the goal of using digital writing was in the two written assignments. However, this research study found that the students preferred to receive the scoring rubric on paper instead of digitally on a screen. Therefore, further research could study both advantages and disadvantages of digital writing in the EFL writing classroom.

The research on scoring rubrics internationally has increased over the last decade, which I would argue is a sign that this type of assessment is recognized to be widely used in educational practise. In the introduction of English Didactics in Norway (1.3.3), I have presented different views on English as L2 or EFL in Norway. Because of the continuing development and practise of English in Norway, I would argue that the need for research within EFL education continues to be important. As this research study mainly focuses on the students' perception and observations made by the researcher, further research could for example conduct a pre-test and post-test through an experimental design with control groups to study the learning outcome in the lower secondary Norwegian EFL classroom. This could help us further understand the 21st century's Norwegian students' challenges and advantages in EFL writing development. As argued in this thesis, further research could examine in what way written assessment in the ELF classroom is taught in EFL teacher' education in Norway.

References

Amiel, T., & Reeves, T. C. (2008). Design-Based Research and educational technology: Rethinking technology and the research agenda. *Educational Technology & Society*, *11*(4), 29-40.

Anderson, T., & Shattuck, J. (2012). Design-Based Research: A decade of progress in education research? *Educational Researcher*, *41*(1), 16-25. https://doi.org/info:doi/

Andrade, H., & Brookhart, S. M. (2016). The role of classroom assessment in supporting self-regulated learning. In D. Laveault & L. Allal (Eds.), *Assessment for learning: Meeting the challenge of implementation* (pp. 293-309). Springer. https://doi.org/10.1007/978-3-319-39211-0_17

Andrade, H., & Du, Y. (2005). Student perspectives on rubric-referenced assessment. *Practical assessment, research & evaluation*, *10*(3), 1-11. http://scholarsarchive.library.albany.edu/edpsych_fac_scholar/2

Andrade, H. G. (1997). Understanding rubrics. *Educational leadership*, *54*(4), 14-17. https://ilearn.marist.edu/access/content/group/bb30edbb-84eb-4d65-8292-ff8ac52de2e3/Readings%20and%20Information/Andrade%201997%20rubrics.pdf

Andrade, H. G. (2001). The effects of instructional rubrics on learning to write. *Current Issues in Education*, *4*(4), 1-22. http://scholarsarchive.library.albany.edu/etap_fac_scholar/6

Andrade, H. L., Du, Y., & Wang, X. (2008). Putting rubrics to the test: The effect of a model, criteria generation, and rubric-referenced self-assessment on elementary school students' writing. *Educational Measurement: Issues and Practice*, *27*(2), 3-13. https://doi.org/10.1111/j.1745-3992.2008.00118.x

Askvik, E. O., van der Weel, F., & van der Meer, A. L. (2020). The importance of cursive handwriting over typewriting for learning in the classroom: A high-density EEG study of 12-year-old children and young adults. *Frontiers in Psychology*, *11*, 1810. https://doi.org/10.3389/fpsyg.2020.01810

Baker, B. A., Homayounzadeh, M., & Arias, A. (2020). Development of a test taker-oriented rubric: Exploring its usefulness for test preparation and writing development. *Journal of Second Language Writing*, *50*, 100771.

Bearman, M., & Ajjawi, R. (2019). Can a rubric do more than be transparent? Invitation as a new metaphor for assessment criteria. *Studies in Higher Education*, 1-10. https://doi.org/10.1080/03075079.2019.1637842

Becker, A. (2016). Student-generated scoring rubrics: Examining their formative value for improving ESL students' writing performance. *Assessing Writing*, *29*, 15-24. https://doi.org/10.1016/j.asw.2016.05.002

Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: principles, policy & practice*, *18*(1), 5-25. https://doi.org/10.1080/0969594X.2010.513678

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: principles, policy & practice*, *5*(1), 7-74. https://doi.org/10.1080/0969595980050102

Black, P., & Wiliam, D. (2018). Classroom assessment and pedagogy. *Assessment in Education: principles, policy & practice*, *25*(6), 551-575. https://doi.org/10.1080/0969594X.2018.1441807

Bratich, J. (2018). Observation in a surveilled world. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (5th ed., pp. 911-945). Sage Publications.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Braun, V., Clarke, V., Hayfield, N., & Terry, G. (2019). Thematic Analysis. In P. Liamputtong (Ed.), *Handbook of research methods in health social sciences* (pp. 843-860). Springer. https://doi.org/doi.org/10.1007/978-981-10-5251-4_103
Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. Ascd.
Brookhart, S. M. (2018). Appropriate criteria: Key to effective rubrics. *Frontiers in Education*, *3*, 22. https://doi.org/10.3389/feduc.2018.00022
Burner, T. (2014). An intervention study of formative assessment in English as a foreign language writing classes in Norway. Conference presentation at IAEA, Singapore,
Burner, T. (2015). Formative assessment of writing in English as a foreign language. *Scandinavian Journal of Educational Research*, *60*(6), 626-648. https://doi.org/10.1080/00313831.2015.1066430
Burner, T. (2019). PhD revisited: Formative assessment of writing in English. In U. E. Rindal & L. M. Brevik (Eds.), *English didactics in Norway - 30 years of doctoral research* (pp. 78-97). Universitetsforlaget. http://urn.nb.no/URN:NBN:no-77282
Carless, D. (2020). Longitudinal perspectives on students' experiences of feedback: a need for teacher–student partnerships. *Higher Education Research & Development*, *39*(3), 425-438.
Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & evaluation in higher education*, *43*(8), 1315-1325. https://doi.org/10.1080/02602938.2018.1463354
Christoffersen, L., & Johannessen, A. (2012). *Forskningsmetode for lærerutdanningene*. Abstrakt forl.
Collins. (2009a). Assessment. In *Collins COBUILD advanced dictionary*.
Collins. (2009b). Lingua franca. In *Collins COBUILD advanced dictionary*.
Council of Europe. (2001). *Common European framework of reference for languages : Learning, teaching, assessment*. Cambridge University Press.
Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed. ed.). Sage.
Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage.
Crusan, D., Plakans, L., & Gebril, A. (2016). Writing assessment literacy: Surveying second language teachers' knowledge, beliefs, and practices. *Assessing Writing*, *28*, 43-56. https://doi.org/10.1016/j.asw.2016.03.001
Design-Based Research Collective. (2003). Design-based research: An emerging paradigm for educational inquiry. *Educational Researcher*, *32*(1), 5-8. https://doi.org/10.3102%2F0013189X032001005
Driver, R., Asoko, H., Leach, J., Scott, P., & Mortimer, E. (1994). Constructing scientific knowledge in the classroom. *Educational Researcher*, *23*(7), 5-12.
Earl, L. (2006). Assessment-a powerful lever for learning. *Brock Education: A Journal of Educational Research and Practice*, *16*(1).
Ene, E., & Kosobucki, V. (2016). Rubrics and corrective feedback in ESL writing: A longitudinal case study of an L2 writer. *Assessing Writing*, *30*, 3-20. https://doi.org/10.1016/j.asw.2016.06.003
Engblom, C., Andersson, K., & Åkerlund, D. (2020). Young students making textual changes during digital writing. *Nordic Journal of Digital Literacy*, *15*(03), 190-201. https://doi.org/https://doi.org/10.18261/issn.1891-943x-2020-03-05
Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, *5*(1), 1-4.
Fejes, A., & Thornberg, R. (2019). *Handbok i kvalitativ analys* (3rd ed.). Liber.
Fenner, A.-B. (2020). The historical development of English as as school subject. In A.-B. Fenner & A. S. Skulstad (Eds.), *Teaching English in the 21st century: central issues in English didactics* (2nd ed., pp. 17-42). Fagbokforlaget.
Flower, L., & Hayes, J. R. (1981). The pregnant pause: An inquiry into the nature of planning. *Research in the Teaching of English*, 229-243.

Fraile, J., Panadero, E., & Pardo, R. (2017). Co-creating rubrics: The effects on self-regulated learning, self-efficacy and performance of establishing assessment criteria with students. *Studies in Educational Evaluation*, *53*, 69-76. https://doi.org/10.1016/j.stueduc.2017.03.003

Gjøsund, P., Huseby, R., & Engmark, E. (2017). *Eleven i fokus: Observasjonsarbeid i skolen* (3rd ed.). Cappelen Damm akademisk.

Graham, S., & Sandmel, K. (2011). The process writing approach: A meta-analysis. *The Journal of Educational Research*, *104*(6), 396-407. https://doi.org/10.1080/00220671.2010.488703

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, *77*(1), 81-112. https://doi.org/10.3102/003465430298487

Havnes, A., Smith, K., Dysthe, O., & Ludvigsen, K. (2012). Formative assessment and feedback: Making learning visible. *Studies in Educational Evaluation*, *38*(1), 21-27. https://doi.org/10.1016/j.stueduc.2012.04.001

Hayes, J. R. (1996). A new framework for understanding cognition and affect in writing. In C. M. Levy & S. Ransdell (Eds.), *The Science of Writing: Theories, methods, individual differences, and applications* (pp. 1-27). Lawrence Erlbaum Associates.

Hays, P. A. (2004). Case study research. In K. deMarrais & S. D. Lapan (Eds.), *Foundations for research: Methods of inquiry in education and the social sciences* (pp. 217-234). Lawrence Erlbaum Associates.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press.

Hull Uni Library. (2019, 6.june). *NVivo12* [Video]. YouTube. https://youtube.com/playlist?list=PLjCDy_BmhjHJsZnHXpMMC7OVUr7BcpgX8

Hyland, K., & American Council of Learned Societies. (2003). *Second language writing*. Cambridge University Press.

International-Reading-Association. (2009). *New literacies and 21st-century technologies: A positional statement* [brochure]. I. R. Association. http://www.literacyworldwide.org/docs/default-source/where-we-stand/new-literacies-21st-century-position-statement.pdf?sfvrsn=6

Jones, M. G., & Brader-Araje, L. (2002). The impact of constructivism on education: Language, discourse, and meaning. *American Communication Journal*, *5*(3), 1-10. https://ac-journal.org/journal/vol5/iss3/special/jones.pdf

Jonsson, A., & Svingby, G. (2007). The use of scoring rubrics: Reliability, validity and educational consequences. *Educational research review*, *2*(2), 130-144.

Kaufman, D. (2004). Constructivist issues in language learning and teaching. *Annual review of applied linguistics*, *24*, 303-319. https://doi.org/https://doi.org/10.1017/S0267190504000121

Lee, I. (2007). Feedback in Hong Kong secondary writing classrooms: Assessment for learning or assessment of learning? *Assessing Writing*, *12*(3), 180-198. https://doi.org/10.1016/j.asw.2008.02.003

Lee, I. (2017). *Classroom writing assessment and feedback in L2 school contexts*. Springer. https://doi.org/10.1007/978-981-10-3924-9

Li, J., & Lindsey, P. (2015). Understanding variations between student and teacher application of rubrics. *Assessing Writing*, *26*, 67-79.

Matshedisho, K. R. (2020). Straddling rows and columns: Students'(mis) conceptions of an assessment rubric. *Assessment & evaluation in higher education*, *45*(2), 169-179. https://doi.org/10.1080/02602938.2019.1616671

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*. Sage publications.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). John Wiley & Sons.

Morphy, P., & Graham, S. (2012). Word processing programs and weaker writers/readers: A meta-analysis of research findings. *Reading and Writing*, *25*(3), 641-678. https://doi.org/https://link.springer.com/article/10.1007/s11145-010-9292-5

Moskal, B. M. (2000). Scoring rubrics: What, when and how? *Practical Assessment, Research, and Evaluation*, *7*(1), 3. https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1086&context=pare
Moskal, B. M. (2002). Recommendations for developing classroom performance assessments and scoring rubrics. *Practical Assessment, Research, and Evaluation*, *8*(1), 14. https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1123&context=pare
Moskal, B. M., & Leydens, J. A. (2000). Scoring rubric development: Validity and reliability. *Practical Assessment, Research, and Evaluation*, *7*(1), 10. https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1093&context=pare
Murphy, E. (1997). *Constructivism: From philosophy to practice*. ERIC. https://eric.ed.gov/?id=ED444966
Nicol, D. (2020). The power of internal feedback: Exploiting natural comparison processes. *Assessment & evaluation in higher education*, 1-23. https://doi.org/10.1080/02602938.2020.1823314
Ose Askvik, E., Van der Weel, F., & van der Meer, A. L. (2020). The importance of cursive handwriting over typewriting for learning in the classroom: A high-density EEG study of 12-year-old children and young adults. *Frontiers in Psychology*, *11*, 1810. https://doi.org/10.3389/fpsyg.2020.01810
Packer, M. J., & Goicoechea, J. (2000). Sociocultural and constructivist theories of learning: Ontology, not just epistemology. *Educational psychologist*, *35*(4), 227-241. https://doi.org/10.1207/S15326985EP3504_02
Panadero, E., & Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: A review. *Educational research review*, *9*, 129-144. https://doi.org/10.1016/j.edurev.2013.01.002.
Panadero, E., & Jonsson, A. (2020). A critical review of the arguments against the use of rubrics. *Educational research review*, 100329. https://doi.org/10.1016/j.edurev.2020.100329
Piaget, J. (1953). *Logic and psychology*. Manchester University Press.
Piccardo, E., Berchoud, M., Cignatta, T., Mentz, O., & Pamula, M. (2011). *Pathways through assessing, learning and teaching in the CEFR*. Council of Europe. https://doi.org/10.13140/2.1.4295.4247
Popham, W. J. (1997). What's wrong--and what's right--with rubrics. *Educational leadership*, *55*(2), 72-75.
Popham, W. J. (2009). Assessment literacy for teachers: Faddish or fundamental? *Theory into practice*, *48*(1), 4-11.
Postholm, M. B., & Jacobsen, D. I. (2016). *Læreren med forskerblikk: Innføring i vitenskapelig metode for lærerstudenter*. Cappelen Damm Akademisk
Reddy, Y. M., & Andrade, H. (2010). A review of rubric use in higher education. *Assessment & evaluation in higher education*, *35*(4), 435-448. https://doi.org/10.1080/02602930902862859
Rindal, U., & Brevik, L. M. (2019). State of the art: English didactics in Norway. In U. Rindal & L. M. Brevik (Eds.), *English didactics in Norway - 30 years of doctoral research* (pp. 418-440). Universitetsforlaget.
Robinson, S., Pope, D., & Holyoak, L. (2013). Can we meet their expectations? Experiences and perceptions of feedback in first year undergraduate students. *Assessment & evaluation in higher education*, *38*(3), 260-272. https://doi.org/10.1080/02602938.2011.629291
Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional science*, *18*(2), 119-144.
Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). Sage.
Saliu-Abdulahi, D., Hellekjær, G. O., & Hertzberg, F. (2017). Teachers'(formative) feedback practices in EFL writing classes in Norway. *Journal of Response to Writing*, *3*(1), 31-55. http://urn.nb.no/URN:NBN:no-62153
Sandvik, L. V. (2019). Mapping assessment for learning (AfL) communities in schools. *Assessment Matters*, *13*, 44-70. https://doi.org/10.18296/am.0037

Sandvik, L. V., & Buland, T. (2014). *Vurdering i skolen. Utvikling av kompetanse og fellesskap* (Sluttrapport fra prosjektet Forskning på individuell vurdering i skolen, Issue. https://www.udir.no/globalassets/upload/forskning/2015/fivis-sluttrapport-desember-2014.pdf
Schcolnik, M., Kol, S., & Abarbanel, J. (2006). Constructivism in theory and in practice. *English teaching forum*, *44*(4), 12-20. https://eric.ed.gov/?id=EJ1107896
Schwandt, T. A., & Gates, E. F. (2018). Case Study Methodology. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (5th ed.). Sage Publications.
Silva, T. (1993). Toward an understanding of the distinct nature of L2 writing: The ESL research and its implications. *Tesol Quarterly*, *27*(4), 657-677. https://doi.org/10.2307/3587400
Skulstad, A. S. (2020). Teaching writing. In A.-B. Fenner & A. S. Skulstad (Eds.), *Teaching English in the 21st century: central issues in English didactics* (pp. 117-140). Fagbokforlaget.
Stake, R. E. (1995). *The art of case study research*. Sage Publications.
Sundeen, T. H. (2014). Instructional rubrics: Effects of presentation options on writing quality. *Assessing Writing*, *21*, 74-88. http://dx.doi.org/10.1016/j.asw.2014.03.003
Swanborn, P. (2010). *Case study research: What, why and how?* Sage Publications.
Säljö, R. (2006). *Læring og kulturelle redskaper: Om læreprosesser og den kollektive hukommelsen* (S. Moen, Trans.). Cappelen akademisk forl. (2005)
Säljö, R. (2016). *Læring : en introduksjon til perspektiver og metaforer* (I. C. Goveia, Trans.). Cappelen Damm akademisk. (2015)
Taube, K., Fredriksson, U., & Olofsson, Å. (2015). *Kunskapsöversikt om läs-och skrivundervisning för yngre elever* (Final Report). https://www.diva-portal.org/smash/get/diva2:813027/FULLTEXT01.pdf
The Norwegian Directorate for Education and Training. (2006/2013). *English subject curriculum* (ENG1-03). https://www.udir.no/kl06/ENG1-03?lplang=http://data.udir.no/kl06/eng
The Norwegian Directorate for Education and Training. (2017). *Core Curriculum - values and principles for pimary and secondary education*. https://www.udir.no/lk20/overordnet-del/?lang=nob
The Norwegian Directorate for Education and Training. (2019a). *English subject curriculum* (ENG01-04). https://www.udir.no/lk20/eng01-04
The Norwegian Directorate for Education and Training. (2019b). *Observation on the national assessment for learning programme (2010-2018): Skills development in networks.* (Final report). https://www.udir.no/tall-og-forskning/finn-forskning/rapporter/erfaringer-fra-nasjonal-satsing-pa-vurdering-for-laring-2010-2018/
The Norwegian Directorate for Education and Training. (2020). *Kjennetegn på måloppnåelse – engelsk 10. trinn*. https://www.udir.no/laring-og-trivsel/lareplanverket/kjennetegn/kjennetegn-pa-maloppnaelse--engelsk-10.-trinn/
Throndsen, I., Hopfenbeck, T. N., Lie, S., & Dale, E. L. (2009). *Bedre vurdering for læring* (Evaluering av modeller for kjennetegn på måloppnåelse i fag). https://www.researchgate.net/publication/237243802_Bedre_vurdering_for_laering_Rapport_fra_Evaluering_av_modeller_for_kjennetegn_pa_maloppnaelse_i_fag
Torrance, H. (2007). Assessment as learning? How the use of explicit learning objectives, assessment criteria and feedback in post-secondary education and training can come to dominate learning. *Assessment in Education*, *14*(3), 281-294.
University of Oslo. (2020a, 7.february). *Short introduction to Nettskjema*. https://www.uio.no/english/services/it/adm-services/nettskjema/about-nettskjema.html
University of Oslo. (2020b, 7.february). *Dataflow in mobile app using Nettskjema and TSD*. https://www.uio.no/english/services/it/adm-services/nettskjema/app/

Vattøy, K.-D. (2020). Teachers' beliefs about feedback practice as related to student self-regulation, self-efficacy, and language skills in teaching English as a foreign language. *Studies in Educational Evaluation*, *64*, 100828. https://doi.org/10.1016/j.stueduc.2019.100828

Vattøy, K.-D., & Smith, K. (2019). Students' perceptions of teachers' feedback practice in teaching English as a foreign language. *Teaching and Teacher Education*, *85*, 260-268. https://doi.org/10.1016/j.tate.2019.06.024

Vogt, W. P., Gardner, D. C., & Haeffele, L. M. (2012). *When to use what research design*. Guilford Press.

Von Glasersfeld, E. (1987). Learning as a constructive activity. In C. Janvier (Ed.), *Problems of representation in the teaching and learning of mathematics* (pp. 33-49). Lawrence Erlbaum Associates.

Vygotsky, L. S. (1978). *Mind in Society: Development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.

Wang, W. (2013). Students' perceptions of rubric-referenced peer feedback on EFL writing: A longitudinal inquiry. *Assessing Writing*, *19*, 80-96. http://dx.doi.org/10.1016/j.asw.2013.11.008

Wang, W. (2017). Using rubrics in student self-assessment: Student perceptions in the English as a foreign language writing context. *Assessment & evaluation in higher education*, *42*(8), 1280-1292. https://doi.org/10.1080/02602938.2016.1261993

Weigle, S. C. (2002). *Assessing writing*. Ernst Klett Sprachen.

Wylie, E. C., & Lyon, C. J. (2020). Developing a formative assessment protocol to support professional growth. *Educational Assessment*, 1-17. https://doi.org/10.1080/10627197.2020.1766956

Yamaç, A., Öztürk, E., & Mutlu, N. (2020). Effect of digital writing instruction with tablets on primary school students' writing performance and writing knowledge. *Computers & Education*, *157*, 103981.

Yin, R. K. (2014). *Case study research : design and methods* (5th ed.). SAGE.

Zamawe, F. C. (2015). The implication of using NVivo software in qualitative data analysis: Evidence-based reflections. *Malawi Medical Journal*, *27*(1), 13-15. https://doi.org/https://doi.org/10.4314/mmj.v27i1.4

Appendices

Appendix A: NSD's assessment

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekttittel

ESL-students' perception of scoring rubrics as a tool to promote their written English competense

Referansenummer

525040

Registrert

08.09.2020 av Gry Merete Dyrdal - grymerg@stud.ntnu.no

Behandlingsansvarlig institusjon

Norges teknisk-naturvitenskapelige universitet / Fakultet for samfunns- og utdanningsvitenskap (SU) / Institutt for lærerutdanning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Fredrik Mørk Røkenes, fredrik.rokenes@ntnu.no, tlf: 73598148

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Gry Merete Dyrdal, grymerg@ntnu.no, tlf: 97608475

Prosjektperiode

14.09.2020 - 25.05.2021

Status

16.09.2020 - Vurdert

Vurdering (1)

16.09.2020 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen, så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjema med vedlegg 16.9.2020. Behandlingen kan starte.

DEL PROSJEKTET MED PROSJEKTANSVARLIG
Det er obligatorisk for studenter å dele meldeskjemaet med prosjektansvarlig (veileder). Det gjøres ved å trykke på «Del prosjekt» i meldeskjemaet.

TAUSHETSPLIKT

Vi minner om at lærer har taushetsplikt, og dermed kun kan uttale seg generelt om hva som har skjedd i undervisningen. Informantene må omtale hendelser og elever på en måte som ikke gjør noen identifiserbare, hverken direkte ved bruk av navn eller indirekte gjennom kombinasjoner av bakgrunnsopplysninger. Vi anbefaler at informantene minnes om taushetsplikten i forkant av intervjuene.

MELD VESENTLIGE ENDRINGER
Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:
https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 25.5.2021.

LOVLIG GRUNNLAG
Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. For utvalg 1 vil det også innhentes samtykke fra foreldre.

Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER
NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:
- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER
Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD vurderer at informasjonen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER
NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

Nettskjema er databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere

Appendix B: Informed consent statement

Vil du delta i forskningsprosjektet

” Scoring Rubrics – an assessment tool to promote written English competence in the EFL-Classroom”?

Dette er et spørsmål til deg om å delta i et mastergradsprosjekt hvor formålet er å dokumentere elevers opplevelse og utbytte av vurderingsrubrikker (Scoring Rubrics) i utviklingen av engelsk skrivekompetanse. I dette skrivet får du informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Gjennom arbeid med vurdering for læring har vurderingsrubrikker vært en del av underveisvurdering, egenvurdering og sluttvurdering i skolen. Vurderingsrubrikkene skal gi elevene kjennskap til hva som forventes av kompetanse innen ulike emner og dermed hva de kan strekke seg mot og forbedre.

I dette masterprosjektet ønsker jeg å få mer innblikk i hvordan elevene benytter vurderingsrubrikkene underveis i skriveprosessen sin og hvordan de opplever dette som et verktøy for å utvikle sine skriftlige ferdigheter i engelsk. I Norge er det tidligere forsket på hvordan lærere utvikler og bruker kjennetegn på måloppnåelse, men mindre på elevenes opplevelse med fokus på rubrikker i seg selv. Denne oppgaven vil dermed kunne bidra til dette feltet. Det er også interessant å benytte funnene fra denne studien i det arbeidet som skal settes i gang rundt ny læreplan (LK20).

Forskningsspørsmålene som oppgaven skal svare på er:

- How do students perceive scoring rubrics as a tool to promote learning in written English at the lower secondary level in Norway?
- How do students use scoring rubrics in their learning process?
- How do teachers introduce the scoring rubrics and guide students in the assessment process?

Hvem er ansvarlig for forskningsprosjektet?

Norges teknisk-naturvitenskapelige universitet (NTNU), fakultet for samfunns- og utdanningsvitenskap, institutt for lærerutdanning er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Utvalget til denne studien er valgt av faglærer ved skolen for å få god variasjon i engelskfaglige forkunnskaper og kjønn. Det er også gjort et utvalg av praktiske årsaker når det gjelder geografisk lokasjon og kjennskap til egen skole. Det er valgt ut 3 elever fra hver klasse på 10.trinn, til sammen 6 elever og en-to lærere.

Hva innebærer det for deg å delta?

Dersom du velger å delta i prosjektet, innebærer det at jeg som forsker vil observere deg i engelske skriveøkter dette skoleåret. Etter skriveøktene vil vi gjennomføre et halvstrukturert intervju alene eller i grupper, hvor vi snakker om din/deres opplevelse knyttet til skriving og vurderingsrubrikker. Disse intervjuene vil bli ansett som en del av undervisningen og blir ikke registrert som fravær. Jeg tar lydopptak og notater fra intervjuene, men alle deltakere vil bli anonymisert. Dersom foreldre ønsker kan de få se intervjuguide ved å ta kontakt med undertegnede på forhånd.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Jeg vil kun bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Det er kun masterstudent med veileder fra lærerutdanningen ved NTNU som vil behandle datamaterialet. Du vil ikke kunne gjenkjennes ved publikasjon av masteroppgaven. Navnet ditt vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data og datamaterialet vil lagres på en forskningsserver.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres og når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 30.07.2021, vil lydopptak og notater bli slettet.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og

- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra NTNU har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

Gry Merete Dyrdal
Masterstudent
Mob:
E-post:

Fredrik Mørk Røkenes
Førsteamanuensis og veileder
E-post:

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Gry Merete Dyrdal

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om masterprosjektet «Scoring Rubrics – an assessment tool to promote written English competence in the EFL-Classroom», og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å bli observert i klasserommet
- ☐ delta i intervju alene
- ☐ å delta i intervju i grupper

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

---

(Signert av prosjektdeltaker/foresatte, dato)

Appendix C: Observation guides

Appendix 3

Norwegian translation

Observasjonsguide elever:

- Stiller elevene spørsmål til vurderingsskjemaet?
- Hvor ofte kikker elevene aktivt på vurderingsskjemaet i løpet av skriveøkten?
- Hvordan benytter elevene skjemaet underveis i skriveprosessen:
    - Ser på det mens de skriver
    - Ser på det i starten av skriveøkten
    - Ser på det i slutten av skriveøkten.
    - Ser på det kun når lærer gjennomgår eller ber om det.
    - Ser ikke på det.
    - Krysser av på skjemaet.
    - Henviser til det når de skal få veiledning av lærer.
    - Bruker det for å gi respons til andres tekster

English translation

Observation guide students:

- Do students ask questions about the scoring rubric?
- How often do students actively look at the scoring rubric during the writing session?
- How do students use the scoring rubric during the writing process:
    - Look at it while they write.
    - Look at it at the beginning of the writing session.
    - Look at it at the end of the writing session.
    - Look at it only when the teacher introduces it or asks them to.
    - Does not look at it.
    - Highlight directly in the scoring rubric.
    - Refer to it when they get teacher feedback.
    - Use it to respond to other students' texts.

Gradueringsskjema observasjon av elever (Rating form used when observing students)

Observasjonsdato:		Observatør:		
Navn				
Grad av gjennomføring	J D N	J D N	J D N	Kommentar
Bruk av vurderingsrubrikk (V.S) Ser på V.S i starten av skriveøkta Ser på V.S mens de skriver Ser på V.S i slutten av skriveøkta Ser på V.S kun når lærer ber om det. Ser ikke på V.S Krysser av eller fargelegger V.S Henviser til V.S i veiledning med lærer Bruker V.S for å gi respons til medelever Stiller spørsmål om V.S				
J= ja (yes) D=delvis (some) N=nei (no)				
Annet				

Appendix D: Interview guides

Appendix 4

Norwegian translation

Intervjuguide elever, etter første skrive-økt:

Beskriv hvordan du opplevde skriveøkta i engelsk

Hvordan opplever du dine engelskferdigheter skriftlig?

Hva ønsker du å få til /oppnå i engelsk skriftlig?

Hva synes du om dette vurderingsskjemaet? Positivt og negativt?

(Hvordan) brukte du det i dagens skrive økt?

Hvordan introduserte læreren skjemaet for dere?

Har du noen spørsmål til skjemaet? Noe du ikke forstår eller synes er vanskelig/rart/unødvendig/veldig viktig (ev. hvis det er observert at det er stilt spørsmål – utdyp hva man lurte på.)

På hvilken måte kan vurderingsskjemaet hjelpe dere til å bli bedre til å skrive engelsk?

Hvordan kunne det ha hjulpet dere mer?

Reflekter over hva du tenker … (pek på tekst) i vurderingsskjemaet betyr.

Gjør disse kjennetegnene det lettere for dere å forstå hva som kreves i oppgaven?

Gjør kjennetegnene det lettere å forstå tilbakemeldinger fra lærer?

Blir dere motivert av et slikt skjema? Ev. hva motiverer dere til å skrive/gjøre tekstene deres bedre?

English translation

Interview guide students, after the first written session:

Describe how you experienced the English writing session.

How do you experience your level of English written skills?

What are your goals in English writing?

What do you think of this scoring rubric? Positive and negative?

(How) did you use it in today's writing session?

How did the teacher introduce the scoring rubric?

Do you have any questions about the scoring rubric? Something you do not understand or find difficult/strange/unnecessary/very important? (If it is observed that questions have been asked – elaborate on what they asked about.)

How can the scoring rubric help you become better at writing English?

How could it have helped you more?

Reflect on what you think ... (point to the text) in the assessment form means.

Do these criteria make it easier for you to understand what is required in the assignment?

Do the characteristics make it easier to understand teacher's feedback?

Does such a form motivate you? What motivates you to write/make your written texts better?

Norwegian translation

Intervjuguide elever, etter andre skrive-økt:

Opplevde dere denne skriveøkta annerledes enn den forrige?

Hva skal til for at dere benytter kriteriene i skriveprosessen?

Hvordan vil dere vurdere språket og utformingen av kriteriene nå?

Hvilke deler av vurderingskriteriene husker dere å ha sett på ekstra i denne skriveøkta?

Når i prosessen brukte dere de?

Gikk dere til noen andre hjelpemidler i løpet av timen?

Hvilke meninger har dere om at vurderingskriteriene kan styre/påvirke måten dere tenker på?

Hvilke deler av kriteriene er vanskeligst å få til og hvorfor?

English translation

Interview guide students, after second writing session:

Did you experience this writing session differently from the last one?

What does it take for you to use the criteria in the writing process?

How will you assess the language and design of the criteria now?

What parts of the scoring rubric do you remember to have looked at extra in this writing session?

When in the process did you use them?

Did you use any other aides during class?

Do you believe that the assessment criteria can control/influence the way you think?

Which parts of the criteria are the most difficult to achieve and why?

Norwegian translation

Intervjuguide lærere

(Utføres som en samtale ut ifra observasjon av lærerne)

Hva var målet med introduksjonen av vurderingskriterier/ skriveoppgaven?

Beskriv og evaluer timen.

Hvordan opplevde du elevenes forståelse av vurderingskriteriene?

Var det noe du ble overrasket over?

Ville du endret noe i prosessen?

Hvilke tanker gjør du deg rundt skriveprosessen til elevene ut ifra arbeidet med vurderingskriteriene?

English translation

Interview guide teachers:

(Carried out as a conversation based on observation of the teachers)

What was the goal when introducing the scoring rubric/ writing assignment?

Describe and evaluate the lesson.

How did you experience students' understanding of the assessment criteria in the scoring rubric?

Was there anything that surprised you?

Would you have changed anything in the process?

What thoughts do you have about your students' writing process, based on their work on the assessment criteria/scoring rubric?

Norwegian translation

Intervjuguide kontrollintervju med lærer

Hvilken fagbakgrunn har du?

Hvor lenge har du jobbet som lærer?

Hvilken erfaring har du med vurdering?

Hvordan forstår du begrepet feedback/tilbakemelding/fremover melding?

Hva tenker du om viktigheten av å gi tilbakemeldinger/fremover meldinger i engelsk?

Hva karakteriserer den skriftlige fremover meldingen du gir i engelsk?

Hvordan følger du opp fremover meldingen du gir i engelsk?

Hvordan knytter du læringsmål til den fremover meldingen du gir?

Hva er din erfaring med vurderingsrubrikker?

Hvordan utformer du vurderingsrubrikkene?

Hvilken funksjon har rubrikkene i din vurderingspraksis?

Involverer du elevene i utformingen av rubrikkene?

Har du en form for progresjon i bruken av rubrikker?

Hva er dine erfaringer med bruk av vurderingsrubrikker på ulike trinn?

Benytter du rubrikkene ulikt etter hvilken vurderingsform du er ute etter? (egenvurdering, hverandre vurdering, underveisvurdering, sluttvurdering)

English translation

Interview guide, control interview with teacher:

What is your educational background?

How long have you been working as a teacher?

What experience do you have with assessment?

How do you understand the concept of feedback/formative assessment?

What do you think about the importance of providing feedback/formative assessment in English?

What characterizes the written feedback you give in English?

How do you follow up on the formative feedback you provide in English?

How do you link learning objectives to the formative feedback you provide?

What is your experience with scoring rubrics?

How do you design the scoring rubrics?

What is the function of the rubrics in your assessment practice?

Do you involve the students in the design of the rubrics?

Do you have some kind of progression in the use of rubrics?

What are your experiences with using assessment rubrics in different grades?

Do you use the rubrics differently according to what type of assessment you are looking for? (Self-assessment, peer-assessment, formative assessment, summative assessment)

Appendix E: Second coding codebook

Codes\\Students\\Second cycle coding Students

Name	Description	Files	References
''Amount of text''	The students experience that when the amount of text is too much, they do not bother reading it all. The amount of text makes them believe that there is a lot to be done and that it says something about the level of difficulty. A lot of text = difficult to achieve	5	6
''Checklist''	The students used the SR to check if they had everything the assignment asked for. Those who did not use the rubric thought this was the reason they had forgotten e.g. headline.	8	26
''Deficient SR''	Some factors are not that easy to know how to develop through the scoring rubric.	2	3
''Difficulty explaining words''	A problem when the students were going to create the new scoring rubric was to find words that students would understand and thereby help them use the rubric more. They seem not to use evaluative and descriptive language enough.	1	4
''Discussions of content in SR''	Some terms are discussed and defined by the students during workshops. Topics: Structure, plot, content, headline, sentence structure and language.	13	32
''Familiarity with SR''	The students express that they are familiar with how to use scoring rubrics because it is something they have done since 8th grade.	3	8

Name	Description	Files	References
''From high to low''	The students talk about how they read the scoring rubric and what parts they look at.	3	3
''Hard work''	A student express that it feels like a lot of work to be perfect. Which is what is meant by being on the right column of the scoring rubric.	1	1
''Introducing scoring rubrics''	The student share ideas on what is important when introducing scoring rubrics, like not talking too much, working through them.	1	3
''Motivation''	Two students mention that the scoring rubric makes them motivated to improve in English.	2	2
''Opinion on SR's content''	The students give examples of advantages and disadvantages with the content of the scoring rubric.	5	10
''Ownership''	The students proudly show ownership of the rubric they have made together	2	2
''Paper vs digital SR''	There are several times referred to this subject. Some talk about digital SR as helpful because it is easy to save and share. Students express that it is more difficult to look at the SR digitally than on paper when they are writing.	6	9
''Planning''	The students, who had planned before they started to write, focused more on starting than on using the rubric.	4	6
''SR across subjects''	A student recognizes the scoring rubric as something that can be used across several subjects.	1	1

Name	Description	Files	References
''SR and grades''	The students looked at the different grades to make sure they tried to get what their goal was. They also express that the scoring rubric is important to know how to get a grade and what is expected of each grade.	8	17
''SR as a reminder''	The students state that the rubric mostly helps them to remember what they should do.	6	12
''SR as visualising''	The students want it to be easier to focus on different parts of the rubric and discuss how the graphic design of the rubric should be.	2	2
''Stress''	Two students express that they are stressed by the writing situation and are scared they will forget what they had planned and read.	1	2
''Student-friendly language''	The student gives a lot of examples of words they do not understand and express that this hinders the students to use the scoring rubric. The students like that there is little text and easy to understand.	9	40
''Students as co-creators''	One student expresses the importance of them being able to participate when creating scoring rubrics.	1	2
''Support and guidance''	The students believe that the scoring rubric helps them to know how to write better texts and that it guides them into doing so.	8	19
''Teachers' expectations''	The students express that the scoring rubric contains what the teachers expect from them. It helps the students meet teachers expectations. Make them happy.	3	4

Name	Description	Files	References
''Teachers' feedback while writing''	The students said that the teacher helped them mostly with how to write words correctly while they wrote.	2	3
''Teacher's feedback with SR''	The students give examples of how the teachers' feedback together with, and in the SR, helps them understand how to improve.	2	5
''Time and energy''	Two students express that they use time and energy on not understanding words or expectations in the rubric.	1	2
''Uncertainty''	The students do not understand how to achieve the goals or expectations in the scoring rubric.	3	3
''When to use the SR''	The rubric is used in the beginning, in the end, and not at all.	7	13

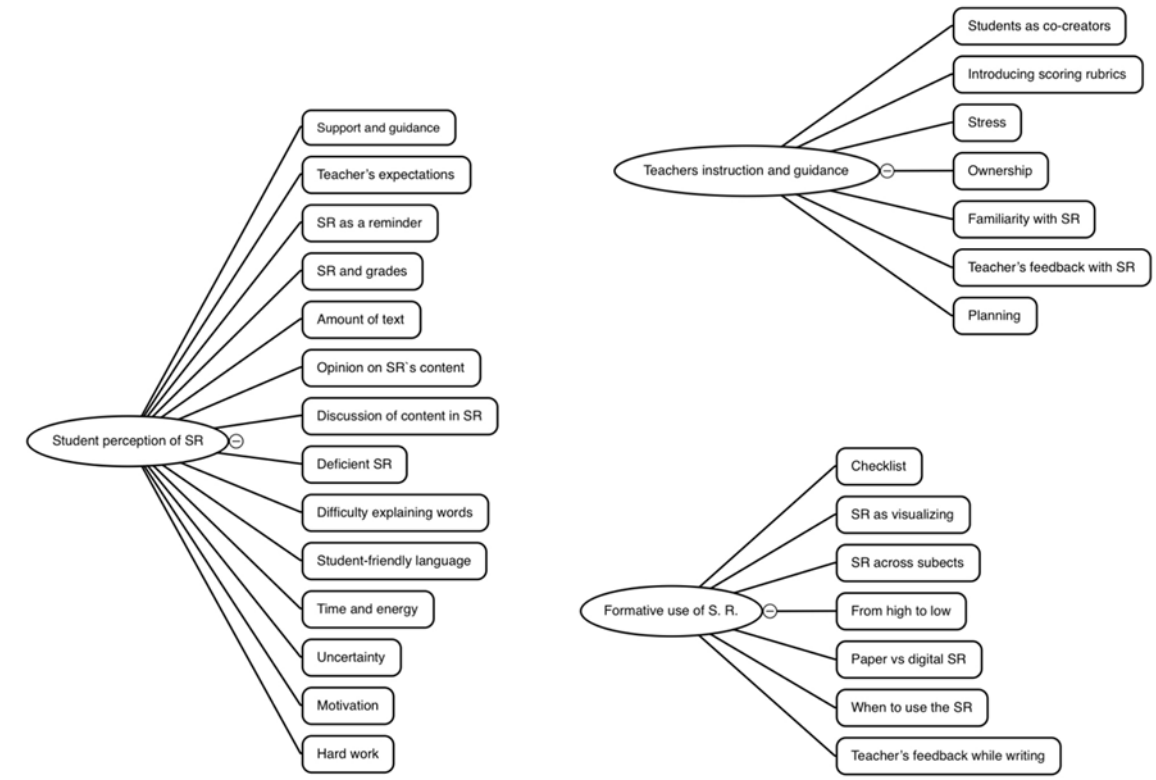
Codes\\Teachers\\Second cycle coding Teachers

Name	Description	Files	References
''Activating students pre-knowledge''	Examples of how teachers guide students to activate what they already know about writing and assessment.	3	10
''Adapt SR to student level''	The teacher expresses the importance to take the students age and level into consideration when deciding how to introduce and use the scoring rubric. A reality check for the teacher as well.	3	13
''Adjust amount of info''	The teachers believe that there is too much info to go through the entire scoring rubric. They think it will make students less motivated and that they will not be able to stay focused	3	9

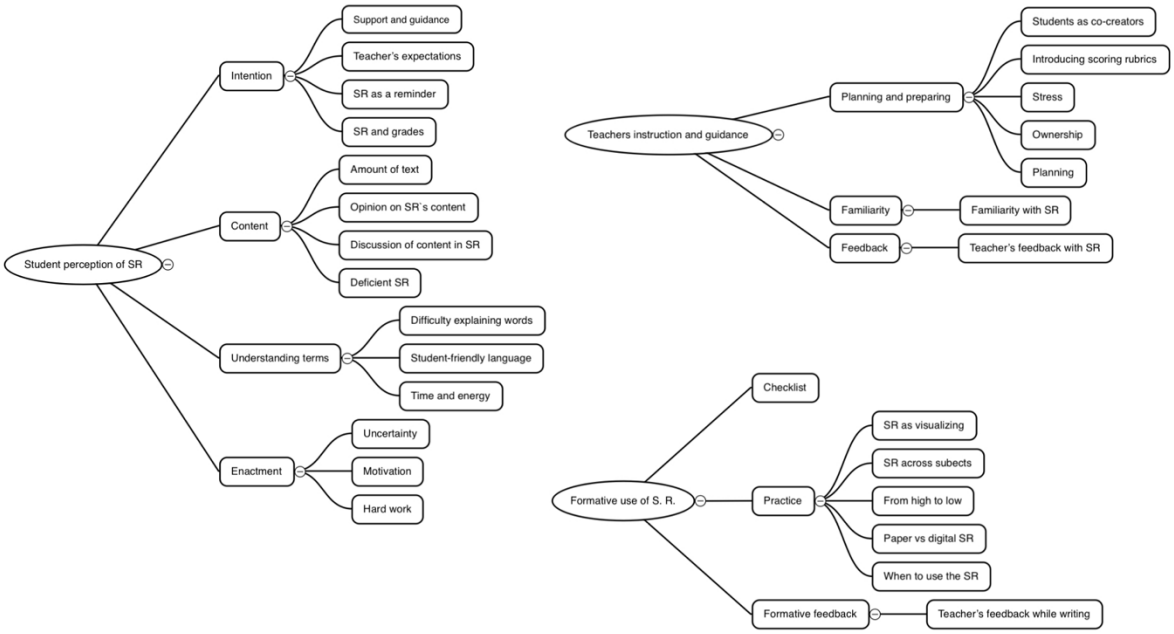
Name	Description	Files	References
''Checklist''	The teachers also view the scoring rubric as a list of things that students need to include in their written text.	2	5
''Content vs usage''	The teachers seem to focus more on talking through the content of the scoring rubric rather than how to use it while they write. The only advice is to look at it. Focus on the scoring rubric as something they can check (checklist).	3	13
''Encourage and desire''	Teachers encourage students to use the scoring rubric when they write while hoping that they eventually will desire to do so voluntarily to become better writers.	3	7
''Expectations''	The teacher talks about the expectations towards students and that it is important the students know this. This helps them to realise what is expected from the different levels of the scoring rubric and what development the teachers expects them to have.	1	1
''Formative Assessment''	Teachers give examples of how they will use the rubric to give feedback to the students while they are working on a task.	1	3
''Instruct and remind''	Teachers express the necessity to make sure students know what to do and that they are on the right track. They also need to constantly be reminded.	3	11
''Opinion on SR''	One teacher expresses that the scoring rubric is of good quality and that it helps to assess the students' skills.	1	2
''Self-assessment''	The teachers want the students to be able to see how they can develop and progress by looking at the scoring rubric from task to	2	5

Name	Description	Files	References
	task. Find things they can work on by themselves to succeed/advance.		
''SR as scaffolding''	The teachers point to the scoring rubric when they talk about different aspects of the written task. The SR becomes a way to scaffold to the students what the expectations are. It also visualizes what the teacher talks about.	5	16
''SR secondarily focus''	The teachers do not mainly focus on the scoring rubric. This is especially clear when they introduce the written assignment and they do not recognize how many times they refer to them.	1	7
''Student involvement''	The teachers reflect on the importance of involving the students in creating the scoring rubrics, but at the right time and in the right type of assignment. Observation shows that they do not include students in response, but the students get to discuss the second assignment before they start writing.	5	7
''Summative assessment''	Some teachers use the rubrics as a summative assessment instead of just a grade.	2	3
''Teacher's experience as student''	One teacher has experience with scoring rubrics from her education, which I would argue affect her attitude towards this type of assessment.	1	4
''Teachers' self-assessment''	The teachers express the writing task as an assessment of how they have succeeded in giving the students what they need.	1	1

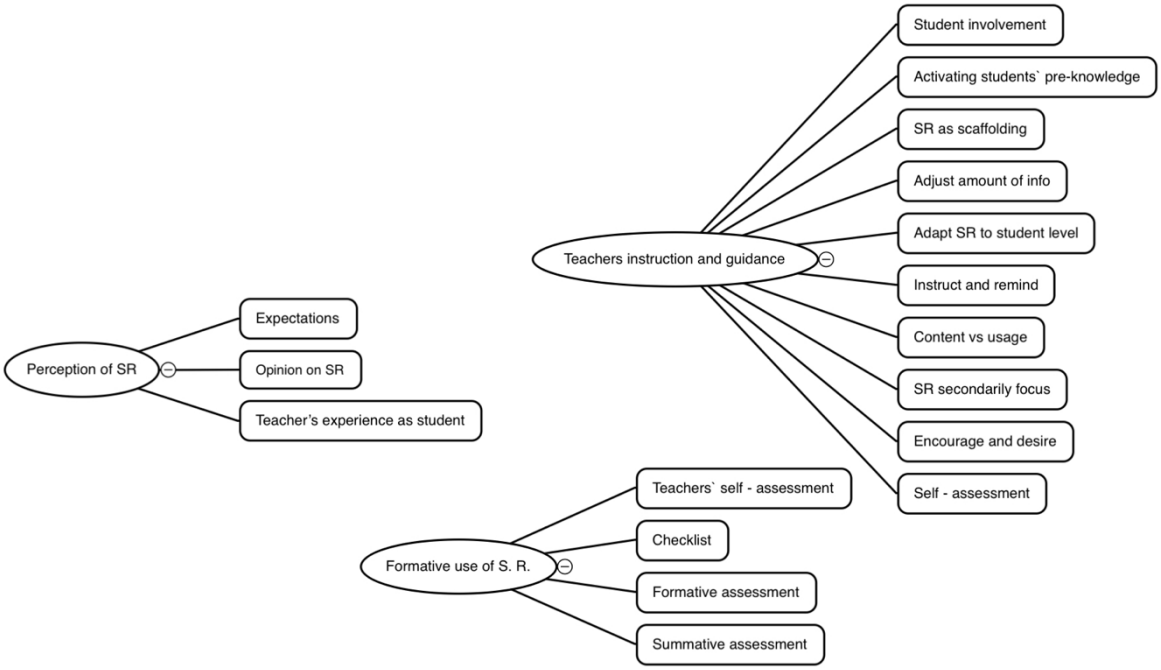
Appendix F: Thematic maps



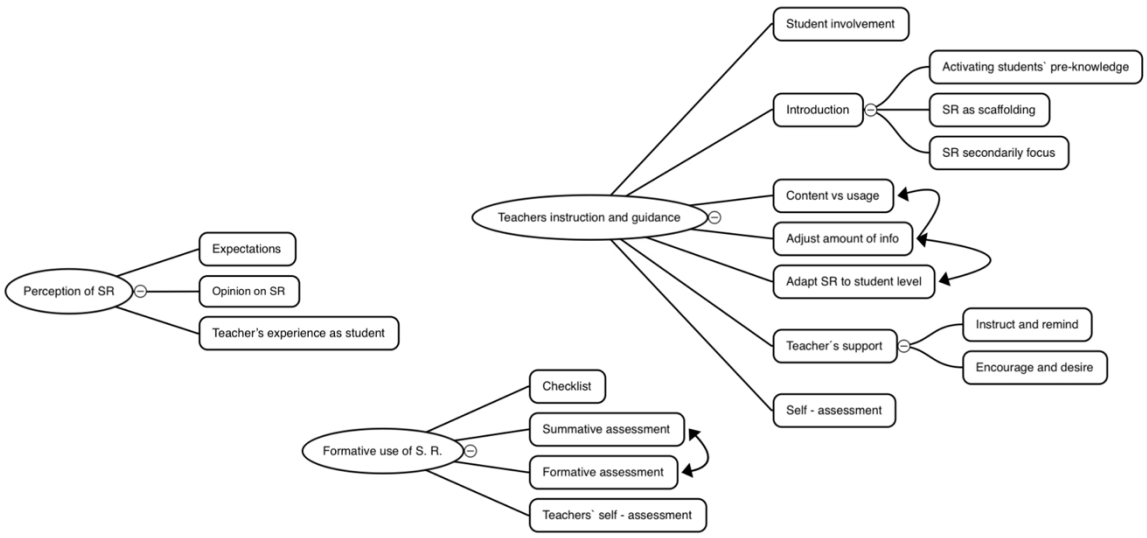
Thematic map 1. First structure of the categories in the student folder



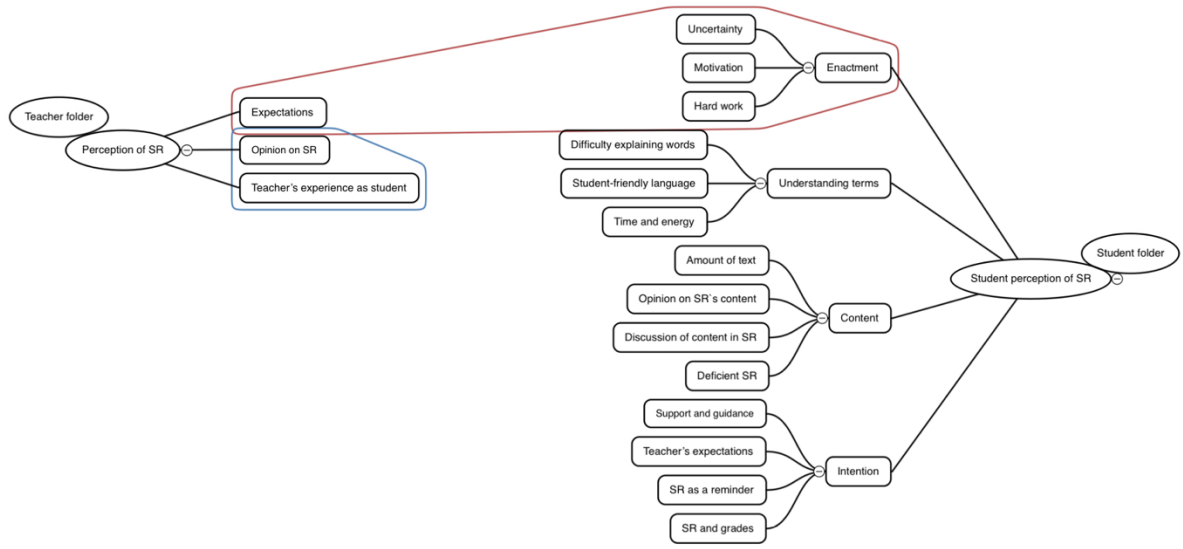
Thematic map 2. From categories to themes in the student folder



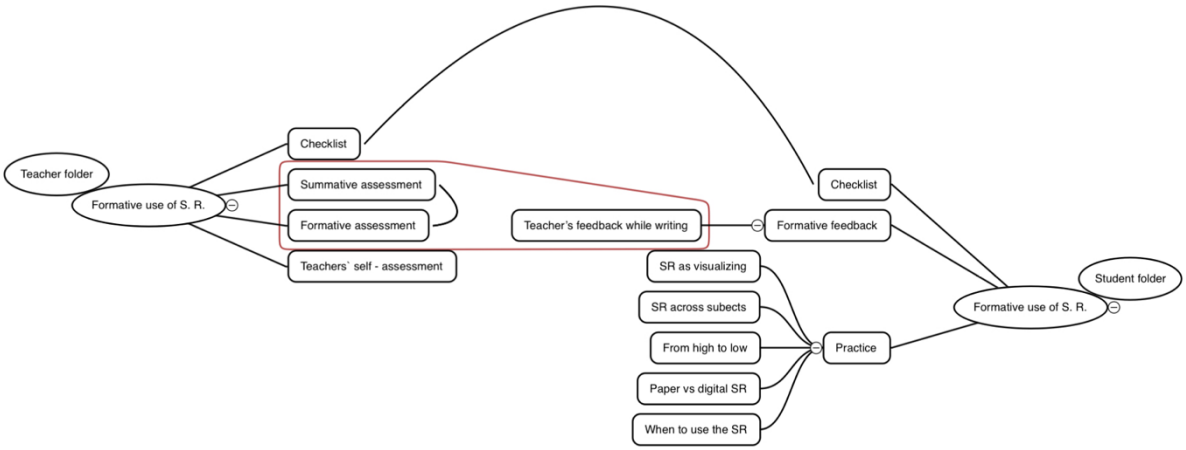
Thematic map 3. First structure of the categories in the teacher folder



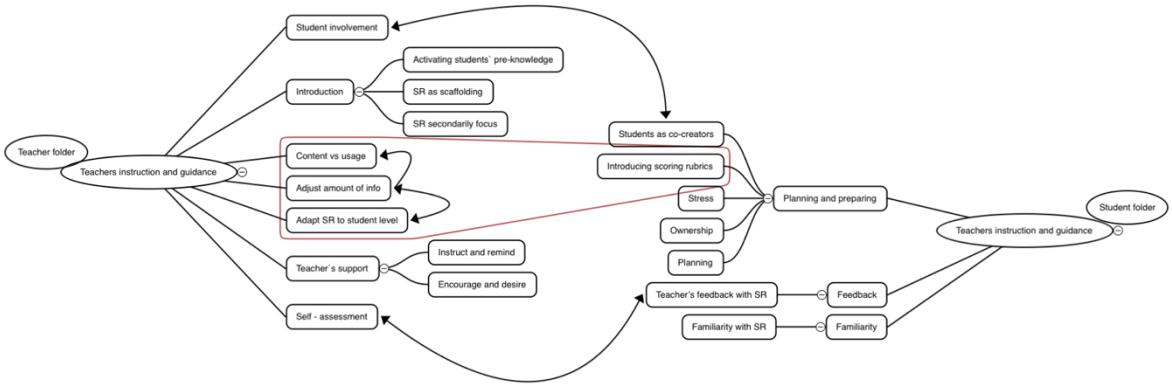
Thematic map 4. Themes and connections in the teacher folder



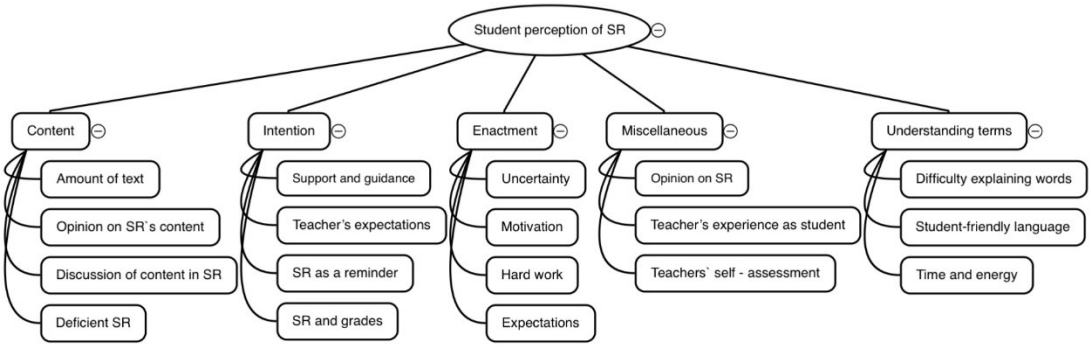
Thematic map 5. Relationship between student- and teacher folder, Students' perception of SR



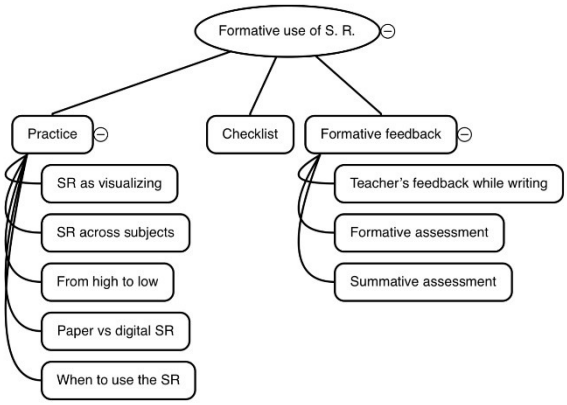
Thematic map 6. Relationship between student- and teacher folder, Formative use of S.R.



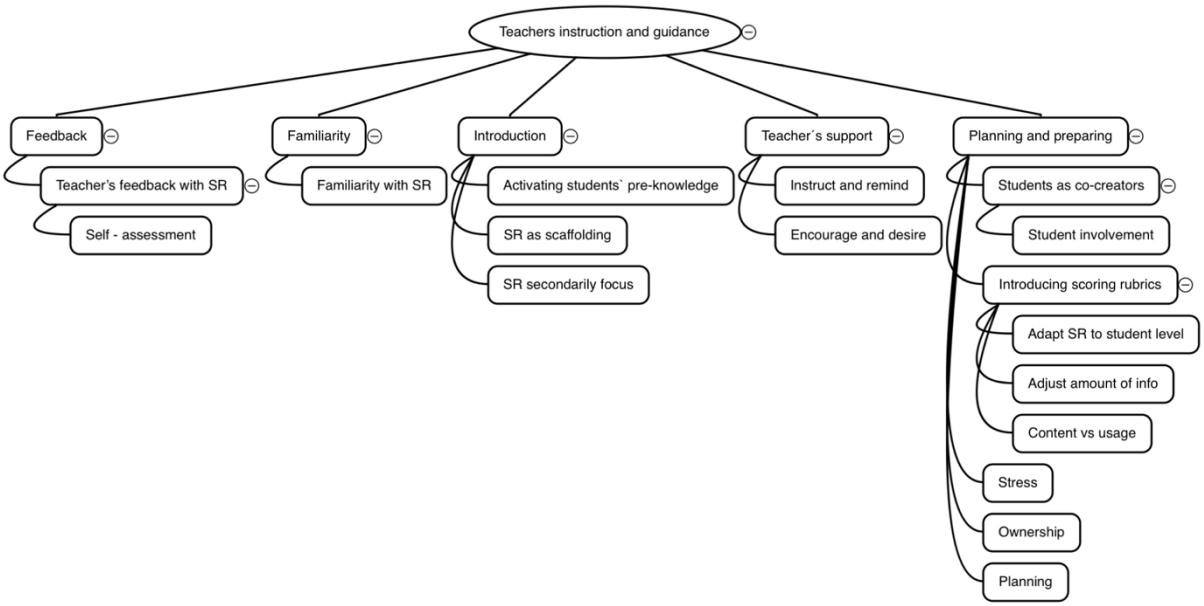
Thematic map 7. Relationship between student- and teacher folder, Teachers' instruction and guidance



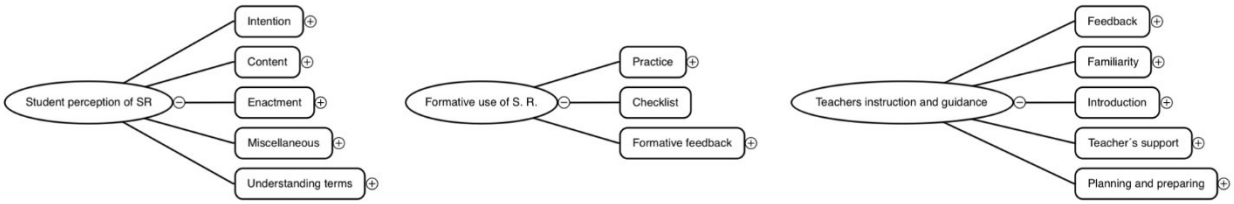
Thematic map 8. Themes for Students' perception of SR



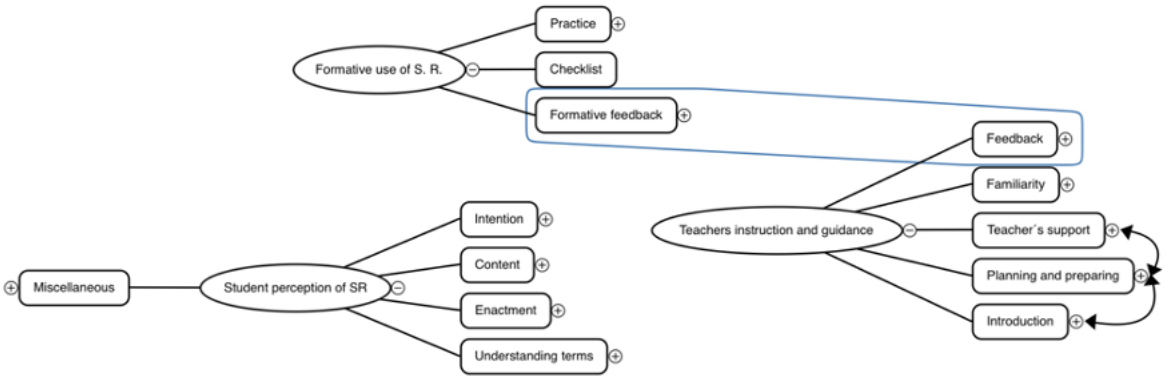
Thematic map 9. Themes for Formative use of S.R.



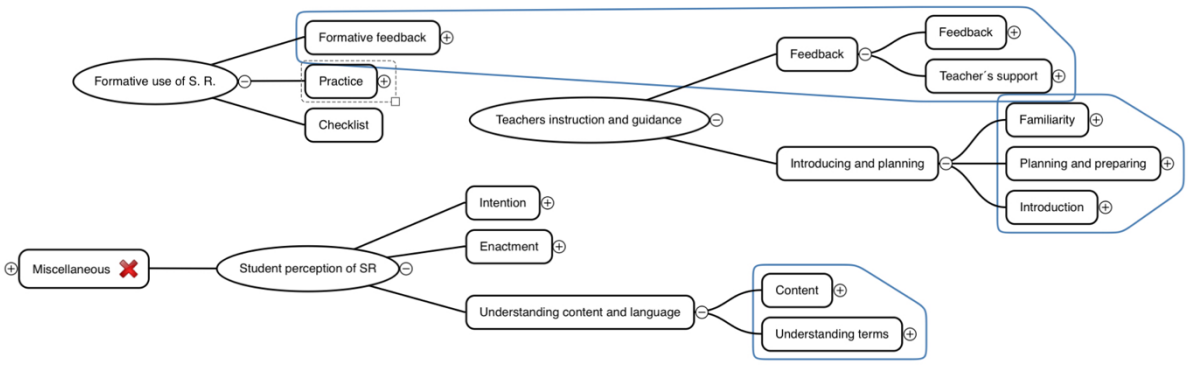
Thematic map 10. Themes for Teachers' instruction and guidance



Thematic map 11. Themes after focused coding



Thematic map 12. Reviewing themes



Thematic map 13. Final themes

Appendix G: Scoring rubrics

Original scoring rubric

Navn:			
	1-2	**3-4**	**5-6**
Innhold	Har ingen overskrift	Overskrifta passer til teksten	En god overskrift som er spenstig og/eller gir leseren et hint om det som kommer
	Har skrevet en tekst med fokus på handling	Har noen skildringer av steder og personer	Bruker alle sansene i beskrivelse av personer og steder.
	Deler av teksten gir mening	Teksten har en tydelig sammenheng	Teksten har en logisk og gjennomtenkt sammenheng
	Teksten blir for kort/lang i forhold til oppgaven/ innholdet	Teksten har passende lengde i forhold til oppgaven	Teksten har en gjennomtenkt oppbygning.
	Teksten har utgangspunkt i tema utenom pensum	Teksten har med elementer fra temaet vi har jobbet med	Teksten henter tydelig inspirasjon fra temaet vi har jobbet med
Språk	Svært enkelt ordforråd	Bruker stort sett de samme ordene	Stor variasjon i ordforråd
	Språket har mange grammatiske feil som gjør det vanskelig å forstå	Språket har en del grammatiske feil, men gjør seg forstått	Har et solid grammatisk språk som gjør at tekstene kommuniserer godt
	Har noe korrekt rettskriving	Har stort sett god rettskriving	Har svært god rettskriving og få feil
	Har ikke / har dårlig tegnsetting	Grei tegnsetting	Korrekt tegnsetting
	Har ofte norsk setningsbygning og ordstilling	Har god setningsbygning og ordstilling	Viser forståelse for engelsk setningsbygning og ordstilling og kan benytte dette i egne tekster.
Struktur	Bruker ikke avsnitt / har ikke avsnitt som hjelper strukturen	Bruker av avsnitt som til en viss grad er hensiktsmessig	Bruker avsnitt på en god og hensiktsmessig måte
	Skriver setninger etter hverandre til punkter/ enkel tekst	Skriver en sammenhengende tekst	Skrive en tekst med logisk oppbygning og god flyt

Original scoring rubric in English

Name:			
	1-2	**3-4**	**5-6**
Content	No headline	The headline fits the text	A good headline which is gripping and/or give the reader a hint about the plot
	Have written a text focusing on the plot	Have included some descriptions of setting and character	Use all senses when describing characters and setting
	Parts of the text makes sense	The text has a clear context	The text has a logical and planned context
	The text is to short/long related to the task/content	The text has a suitable length related to the task	The text has a well-planned structure
	The text is based on other topics than the curriculum	The text includes elements from the topic we have been working with	The text is clearly inspired by the topic we have been working with
Language	Very simple vocabulary	Usually the same words that are used	Large variety in vocabulary
	The language is difficult to understand because of the grammatical errors	The language has some grammatical errors, but is understandable	Solid grammatical language that helps the text to communicates well
	Some correct spelling	Mostly good spelling	Very good spelling with few errors
	No use/poorly use of punctuation	Manage punctuation	Master the use of punctuation
	Mostly Norwegian sentence structure and word order	Good sentence structure and word order	Understand English sentence structure and word order and is able to use this in own texts
Structure	Do not use paragraphs/ the paragraphs does not help the structure	Use paragraphs that to some extent is appropriate	Use paragraphs in a good and appropriate way
	Write sentences as separate items/ simple text	Write a coherent text	Write a text with logical structure and good flow

1st edition

Navn:			
	1-2	**3-4**	**5-6**
Innhold	Har ingen overskrift	Har overskrift	Overskriften gir leseren et hint om det som kommer og gjør leseren interessert
	Teksten blir for kort/lang i forhold til oppgaven/ innholdet	Har innledning, hoveddel og avslutning	Har gode overganger mellom innledning, hoveddel og avslutning med passende høydepunkt
	Deler av teksten passer sammen	Hele teksten passer sammen	Teksten er gjennomtenkt satt sammen (rød tråd)
	Skriver kun det som skjer i teksten	Har noen beskrivelser av steder og personer	Bruker tanker, følelser og metaforer i beskrivelse av personer og steder.
	Teksten handler ikke om tema for oppgaven	Teksten har med noe fra temaet i oppgaven	Teksten henter tydelig inspirasjon fra temaet i oppgaven
Språk	Svært enkelt ordforråd	Bruker stort sett de samme ordene	Stor variasjon i ordforråd
	Språket har mange grammatiske feil som gjør det vanskelig å forstå	Språket har en del grammatiske feil, men gjør seg forstått	Solid grammatikk: Bøying av verb, skriv i rett tid, bindeord osv. Se læreboka s. 226
	Har noe korrekt rettskriving	Har stort sett god rettskriving	Har svært god rettskriving og få feil
	Har ikke/har dårlig tegnsetting	Grei tegnsetting	Korrekt tegnsetting: f.eks. .,!? “”
	Oversetter setninger fra norsk til engelsk	Får til noe engelsk setningsbygning	Har god engelsk setningsbygning
Struktur	Bruker ikke avsnitt / har ikke avstand mellom deler av teksten	Bruker noe avsnitt for å skape pause i teksten	Bruker avsnitt på riktig måte slik at teksten får god flyt
	Skriver en setning på hver linje.	Skriver en sammenhengende tekst	Skriver en ryddig tekst med rett font, skriftstørrelse og linjeavstand

Final scoring rubric

Navn:

	1-2	3-4	5-6
Innhold	Har ingen overskrift	Har overskrift	Overskriften gir leseren et hint om det som kommer og gjør leseren interessert
	Teksten blir for kort/lang i forhold til oppgaven/ innholdet	Har innledning, hoveddel og avslutning	Har gode overganger mellom innledning, hoveddel og avslutning med passende høydepunkt
	Deler av teksten passer sammen	Hele teksten passer sammen	Teksten er gjennomtenkt satt sammen (rød tråd)
	Skriver kun det som skjer (handlingene) i teksten	Har noen beskrivelser av steder og personer	Bruker tanker, følelser og metaforer i beskrivelse av personer og steder Se norsk Basisbok s. 133
	Teksten handler ikke om tema: ***Indigenous Peoples***	Teksten har med noe fra temaet:***Indigenous Peoples***	Teksten henter tydelig inspirasjon fra temaet: ***Indigenous Peoples***
Språk	Enkelt ordforråd	Bruker mange av de samme ordene	Stor variasjon i ordforråd
	Språket har mange grammatiske feil som gjør det vanskelig å forstå	Språket har en del grammatiske feil, men gjør seg forstått	Solid grammatikk: Bøying av verb, skriv i rett tid, bindeord osv. Se læreboka s. 226
	Har noe korrekt rettskriving	Har stort sett god rettskriving	Har svært god rettskriving og få feil
	Har ikke/har dårlig tegnsetting	Grei tegnsetting	Korrekt tegnsetting: f.eks. .,!? “”
	Oversetter setninger direkte fra norsk til engelsk	Får til noe engelsk setningsbygning	Har god engelsk setningsbygning
Struktur	Bruker ikke avsnitt / har ikke avstand mellom deler av teksten	Bruker noe avsnitt for å skape pause i teksten	Bruker avsnitt på riktig måte slik at teksten får god flyt
	Følger ikke krav til font, skriftstørrelse og linjeavstand	Bruker forskjellig font, skriftstørrelse og linjeavstand	Bruker rett font, skriftstørrelse og linjeavstand

Final scoring rubric in English

Name:

	1-2	3-4	5-6
Content	No headline	Headline included	The headline gives the reader a hint on what is coming to catch the reader's interest
	The text is to long/short related to the content/ task	The text has a beginning, main part and conclusion/ending	Have good transitions between introduction, main part and ending/conclusion with a suitable turning point
	Parts of the text fit together	The text's content coheres	The text's content has a logical and planned structure (common thread)
	Writes only what happens (the act) in the text	Includes some descriptions of setting and characters	Use thoughts, emotions and metaphors when describing setting and characters. Read more in Norwegian Basis book p. 133
	The text is not about the topic: ***Indigenous Peoples***	The text includes some elements from the topic: ***Indigenous Peoples***	The text is clearly inspired by the topic: ***Indigenous Peoples***
Language	Simple vocabulary	Usually the same words that are used	Large variety in vocabulary
	The language is difficult to understand because of the grammatical errors	The language has some grammatical errors, but is understandable	Solid grammar: Conjugate verbs, tense, connecting words etc. Check textbook p. 226
	Some correct spelling	Mostly good spelling	Very good spelling with few errors
	No use/poorly use of punctuation	Manage punctuation	Master the use of punctuation: e.g. .,!? ""
	Translate sentences directly from Norwegian to English	Know how to use correct sentence structure and word order	Master the use of sentence structure and word order
Structure	Do not use paragraphs/ there are no space in the text	Occasionally use paragraphs to create pauses in the text	Master the use of paragraphs to give the text good flow
	Do not follow the requested font, font size and line spacing	Mix different fonts, font sizes and line spacing	Use correct font, font size and line spacing

Gry Merete Dyrdal

Scoring Rubrics – an assessment strategy to promote written English competence in EFL-classrooms

NTNU
Norwegian University of
Science and Technology