

Daily Classroom Assessment Using Checklists and Rubrics

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1 .Abstract

I was asked to implement a real assessment as a way to assess the competence of my students in the classroom. There were three areas of student competence that had to be assessed by reliability, **continuous daily observation** using **rubrics** scale and daily **checklist** in assessments, attitudes, cognitive and skills in stages and types. The real assessment that these modern tools can be used to assess students' skills in and outside the classroom performance in the **project, portfolio and conference**. This study aims to describe the implementation of an authentic assessment to measure students' productive skills in English language with modern skills and conception, including classroom and outer space, based on the Secondary curriculum for fourth and fifth grades in Iraqi Secondary Stages, explaining the problems that teachers have faced, when applying and explaining the solution that they use to overcome those problems. The data will be collected by comparing my class, in which I use this technique, with comparison to my classmates' classes who use formal methods in their career, and the notes in the two classes have been validated and the results are documented.

Keywords: observation, rubrics, checklists, portfolios and projects.

التقييم اليومي الصفي باستخدام نماذج التقييم وقوائم المراجعة

ماجد داخل حمادي

الملخص:

لقد طلب مني تنفيذ تقييم حقيقي كوسيلة لتقييم كفاءة طلابي في الفصل الدراسي فكانت هناك ثلاثة مجالات لكفاءة الطلاب يجب تقييمها من خلال الموثوقية والملاحظة اليومية المستمرة باستخدام :

- مقياس نماذج المشاهدة اليومية (daily Observation)
 - مقياس المعايير (rubrics)
 - وقائمة المراجعة اليومية في التقييمات والمواقف والمعرفة والمهارات على مراحل وأنواع. (checklist)
- فالتقييم الحقيقي لإمكانية استخدام هذه الأدوات الحديثة لتقييم مهارات الطلاب داخل وخارج أداء الفصل الدراسي في المشروع والحفاظة والمؤتمر. تهدف هذه الدراسة إلى وصف و تنفيذ تقييم أصيل لقياس المهارات الإنتاجية للطلاب في اللغة الإنجليزية بالمهارات والتصورات الحديثة ، بما في ذلك الفصول الدراسية والفضاء الخارجي ، بناءً على منهج الثانوية للصفين الرابع والخامس الإعدادي في المراحل الثانوية العراقية ، مع شرح المشكلات التي يواجهها مدرسو اللغة الأنكليزية ، عند تطبيق وشرح الحل الذي يستخدمونه للتغلب على تلك المشكلات. سنقوم بتسجيل جمع البيانات من خلال مقارنة صفية حية ، حيث استخدمت هذه التقنية ، مقارنة بفصول زملائي الذين يستخدمون أساليب رسمية في حياتهم المهنية ، وقد تم التحقق من صحة الملاحظات في الفصلين وتوثيق النتائج.

الكلمات المفتاحية: (الملاحظة ، نماذج التقييم ، قوائم المراجعة ، الحقائق والمشاريع).

2. Introduction:

Between 2007 and 2013, the Iraqi Ministry of Education implemented school curricula in the English language. One of the important changes in this communicative curriculum is the use of a new assessment method based on the Ministry of Education regulations to

implement the fully communicative regulations in the 2013 school year, and the training of teachers to meet the new methods required to implement reliable assessments such as the method for assessing student competency. Moreover, according to the new regulation of the Ministry of Education, we started work on the assessment system, we are expected to assess students' skills using the accompanying foundations of the new communicative curriculum and make performance, on projects and portfolios assessments and implement those types of assessments that seemed too difficult for the English language and its teachers. Based on the preliminary research, and based on this paper, it may contribute to reducing the complexity of the practice of this new kind of assessment, facilitating the main obstacles in them, and overcoming other difficulties:

- Related to the management of classroom assessment.
- Activities due to the huge number of students in the one classroom.
- Some investigations about the implementation of a real evaluation procedure by previous researchers.

This research which stems from the teacher's point of view, is the implementation of a credible 2013 assessment of the curriculum. It described, in details, that teacher who still has a limited understanding about the data of the new curriculum, as he also believes that the official file has not been implemented with a reliable and effective assessment due to the complex procedure of this new data. Therefore, this paper tries to open a door of research for researchers to facilitate the teacher's task in Modern communicative assessment inside and outside the classroom.

3.Methodology and Data Collection

The Daily Observation for Learners in the Classroom through Check lists and Rubrics:

1. The Checklists

Checklist are Assessment forms which are used to monitor students during the daily observation performance and to track student progress and educational work in and out of the classroom to perform language activities over time within the educational space(Gehlbach & Artino, 2018). It can also be determined whether or not students met scale on those assignments to make a score list to track this process. The teacher defines the different parts of a particular communication task and any other associated requirements (Scriven, 2000).

The teacher also creates a list of columns of questions that are answered with “yes” and “no” or other markers that he determines to the type of daily follow-up score (Meola, 2004). The teacher tells the students that they will need to speak for at least three minutes continuously just to point. To make minimal notes during the presentation, the English teacher then presents a checklist for evaluating students' completion of assignments in terms of checklists. Evaluation can be useful for a complete class evaluation for its ease of construction and use closely with tasks. At the same time, it is limiting because it does not judge the relative quality of the student's performance on a specific task(Hosie et al., 2005)..

2. Rubrics:

A good teacher will typically rate products and presentations for his students in and out of the classroom using a grading scale to assess

his students' grades throughout the day (Kohn, 2006).. at the beginning and end of class, and sometimes has input on how they show their competence; It therefore uses assessment criteria mainly for language tasks that require the student to produce some form of oral or written output in addition to writing. However, assessment is more accurate when the teacher uses forms appropriate to the task and objectives of the instruction, while the checklist simply indicates what needs to be done. The evaluation criterion provides a measure of the quality of performance on the basis of the established criteria if there is a specific criterion, characteristic or behavior of the students for each one individually (Wang, 2017). Grammar is frequently used with standards or samples that are used to evaluate a student's daily, monthly, quarterly, and yearly performance. As a result, grammar is used primarily for language tasks that require the student to produce some form of oral or written output, in addition to writing. However, assessment is more accurate when the teacher uses forms appropriate to the task and objectives of the instruction, while the checklist simply indicates what needs to be done. The evaluation standard provides a measure of the quality of performance on the basis of the specified criteria if there is a specific standard, characteristic or behavior of students for each one individually. Grammar is frequently used with standards or samples that are used to assess a student's daily, monthly, quarterly, and yearly performance (Young, 2009).

There are four kinds of Rubrics:

A. Holistic rubrics

Overall grading is about assigning a single score to a student's overall writing performance, and this is essentially what teachers do

when they assign numeric or letter score to assess students' writing for composition. This measure is used as general incentives for learning, when students are differentiated in this way with respect to their general achievements in writing and speaking as well. This method is very useful for guiding teaching and learning, however comprehensive measures or principles of general language performance respond when each score on the general scale represents a general impression; Where a single integrated score is assigned for performance. The focus of the overall grade is on what the student does well and convincingly (Wiseman, 2012).

The comprehensive rubric is usually four or six points and the pop-up displays a general four-point form for rating writing performance. The ACTFL's comprehensive grading system and the Proficiency Guidelines (1986) are well-known examples. On the other hand, the ACTFL Guidelines are not suitable for use in the classroom because they are intended for a broad assessment of general language proficiency and are not always designed to align with curriculum objectives or classroom instructions where they are taught. The use of comprehensive assessment mainly for large scales on a relatively rapid scale, but consistency is required, although it reflects less benefit in the classroom, because teachers provide pupils with less information about their academic achievement (Brookhart, 2013).

B. Analytic rubrics

Analytical scores are different components or features of student responses that teachers give as separate scores on (article, spelling, grammar, organization, or punctuation, can be scored separately). In the

analytical system, educational goals and plans, as well as determining performance levels for each category generally according to teachers' expectations based on past experience, so analytical assessment provides useful feedback to students and diagnostic information to teachers about specific satisfactory or unsatisfactory performance areas, and this information can be useful for instruction planning analytical different aspects or dimensions of performance are represented by different measures. Content, structure, vocabulary, grammar, and mechanics, for example, are some of the elements of writing performance. The overall score is calculated by adding the dimensional scores. There are two benefits to analyzing data:

This will provide students with more information about their strengths and weaknesses in many aspects of their language performance, and on the other hand, grades will constitute an analytical case that the components do not always add up to the whole. Separate scores for different aspects of a student's writing or speaking performance are not helpful, so a teacher's or student's assessment of the entire performance is appropriate.(Zhao, 2013)

- Teachers can assign different weights to different dimensions. This allows the teacher to focus more on the most important elements of the overall achievement of the communication task. In a writing rubric, for example, the Content dimension might have a grand total of up to 30, yet the Mechanics range was able to be 10 only.
- It offers students with more information about their strengths and shortcomings in several aspects of their language performance. Analytic scores, on the other hand, have been criticized since the components do not always add up to the whole. Separate marks for different aspects of a student's writing or speaking

performance are not useful. The teacher or student's assessment of the entire performance is favorable.

C. Primary trait rubrics :

The teacher predetermines the key criterion or attribute for successful performance of a task when recording the key attributes. Thus, this method involves narrowing the criteria for judging performance towards one key dimension: For example, consider an assignment that requires the student to write a persuasive letter to a newspaper editor of his School, the rubric for potential key attributes for this task is displayed in the pop-up window. This type of rubric has the advantage of allowing teachers and students to focus on one aspect or dimension of language performance. It is also a relatively quick and easy way to record writing or speaking performance, especially when the teacher wants to emphasize one specific aspect of that performance (Vahdani-Sanavi, 2020).

D. Multi-trait rubrics

The multiple-image approach appears to be similar to the basic multiple-feature approach, however it allows us to classify performance into three or four dimensions rather than just one, and this approach is similar to the multi-feature approach in the analytical standard, also in terms of the multiple attributes which being scored individually, however, where the Analytic Scale includes traditional dimensions such as content, organization, and grammar, the Multiple Image Scale includes dimensions closely aligned with the features of the task. For example, in an information gap in the speaking task when the student is

asked to explain an image in complete details for the listener to choose from a group of similar images, the multi-image rubric might include dimensions such as description quality, fluency, and language control, as the example in the pop-up shows (Ohta et al., 2018).

I. The Ongoing Observation to the learners:

The teacher begins his observation to his students while they are doing the official class duty entrusted to them after the teacher gives directions and his feedback to them to work and how to collaborate in pairs or groups (Cervetti et al., 2020). However the teacher will be void and he extracts his list of students (**his checklist**) and the assessment scale (**his rubric**) to watch the performance of the students precisely, far of their awareness , and gives the assessment scores according to the rubric in a (Moon & Luo, 2017) checklist which contains their names and that event are an integral part of everyday teaching. Teachers constantly observe their students' use of the language during formal teaching or while students work individually in their desks. Teachers can arrange the **in peer position or in group attitude** meeting times during which they carefully observe students on a one-on-one basis (YoMoonung-SunLuo, Bei-B & Ei, 2011). It is important for the teacher to determine: why he wants to observe and what kinds of decisions he wants to be able to make based on his observations.

A number of decisions must be made when planning surveillance:

- Why do you want to monitor and what decisions do you want to make as a result of your feedback?
- What aspects of teaching or learning are appropriate for decisions you want to monitor?

- Does he want to observe individual student, small groups of students, or the whole class?
- Will he notice on one occasion or frequently?
- How will he record his feedback?

There are several techniques that a teacher can use, the most important of which are three ways to record class notes(Schincariol & Radford, 1998):

1. Anecdotal records (the copybook of the grades of the students).
2. Checklist with the names of his students mixed with the rubric.
3. Rating Scales (different rubrics according to the language activities).

II. Teacher for Teacher Observation

Many teacher development programs include observation of English language teaching teachers, and it has long served a variety of objectives for both pre-service and in-service teachers. The purposes for which pre-service and post-service teachers benefit. The educational process and the supervision should take care of this issue by appointing one of the supervisors to visit the teacher's classroom and watching the lesson and commenting on it and on the effectiveness of the teaching used by the teacher. Binary observation between teachers for one specialty is linked to the annual supervisory evaluation for this purpose – It typically has negative overtones, especially with major teachers, because the teacher is seen as a potentially scary encounter(Freeman, 1982), As a result, once teachers have finished their initial training sessions, they are unwilling to engage in peer observation. To enable instructors to continue viewing

each other as a pleasant rather than a negative experience, observation should be isolated from annual evaluation and annual supervision.

In this study, it was discovered that one of the teacher development programs is observing, with a focus on a number of concerns that need to be addressed in order for monitoring activities to be effective (Gunter et al., 1995), (Good, 1987), (Attridge et al., 1989). They are:

. They are:

1. The focus should be on watching in order to increase its value, if the teacher knows what the viewer is looking for, and they should conclude observing them and saying things like, "Oh, that was a fantastic lesson!" This is particularly beneficial to either party. Giving the viewer a task, such as providing information on the students' involvement patterns during the class, giving and reinforcing the viewer's focus, and gathering relevant information for the teacher, on the other hand. Observing them and saying things like, "Oh, that was a fantastic lesson!" This is particularly beneficial to either party. Giving the viewer a task, such as providing information on the students' involvement patterns during the class, giving and reinforcing the viewer's focus, and gathering relevant information for the teacher, on the other hand.

2. Specific activities must be taken by viewers. Lessons are multi-faceted events that encompass a wide range of activities. If the viewer wishes to see, say, a teacher and a student communicate, it contains a number of actions that can be employed to make the work more effective.

3. The observing teacher must remain an continuous. The viewer cannot effectively notice if he or she is also participating in the lesson.

In a language program, peer viewing among faculty is frequently advocated as a means to increase teacher effectiveness and foster staff development. However, it may be difficult to put into effect for the following reasons(Richards & Lockhart, 1992):

- (1) Teachers have a lot on their plates,
- (2) they are sometimes hesitant to let their students into their classrooms, and
- (3) They might not regard peer monitoring as having any value. This report presents a study aimed at promoting peer observation as a valuable tool in language learning. The language includes instructions for using peer observation, as well as descriptions of the project development and feedback from participants(Acheson & Gall, 2003).

Another goal was to create opportunities for employees to self-develop by witnessing their peers' education in order to expose them to alternative teaching methods and provide them opportunities to think critically about their education. Teacher development has long acknowledged the importance of offering chances for critical self-reflection. Information regarding the experience is gathered at the start of any reflective experience(Boud et al., 2013). In this project, peer observation is used as a method of gathering information about an educational profession.

Preparation for Observation in its both faces :

- 1.Prepare a list of the beginning of school observations of the students and fellow specialists.

2. Briefly list, analyze and discuss the different classroom arrangements in which the observations occurred and how the observers benefited and supported the learning process.
3. Identification of all areas of school environments that require students to strengthen the learning process/use of specific procedures.
4. Make a list of procedures (including safety rules and procedures) that the lead teacher/student teacher will use with the pupils. You will have the opportunity to look at the rules and implement them in detail.
5. Develop a list of the main teacher's rules for student behavior in addition to the procedures mentioned in the teacher's plan elements."
6. List the positive outcomes and the viewers used.
7. List the negative outcomes and viewers used.
8. How to present expectations and behavioral rules for the teacher.
9. Prepare a record for dealing with inappropriate behavior among students.
10. Prepare a record of how teachers are promoting appropriate behaviors.

Results and Discussion:

As the teacher assess his class he himself uses the following form which contains rubrics mixed with checklist to manage the assessment through the daily observation we give a combination of rubrics and checklists to participants in the application seminar for teachers (Abdulrazak Oudah Alghaliby, 2021):

Diagram 1 preparing assessing checklist with ongoing Rubric for language areas of speaking

The main topics	The task given	The grade				The student name
1. Fluency	Piece of reading	1.	2	3	4.	1. Ahmed
2. Pronunciation	comprehension	1.	2	3	4.	2. Ali
3. Vocabulary	asking each other	1.	2	3	4.	3. Samir
4. Grammar	Exercises	1.	2	3	4.	4. Kamal
Total						
						4 students for today
Date.....	Teacher's signature...					Head Signature.....

1. The teacher can change those areas in the first field of the above rubric according to the objectives he has previously decided to produce one comes fit and compatible with his purpose.
2. The teacher can divide the grade according to the areas of the language paying attention to the aspects of the language and the method of testing to be oral/ aural and written.
3. The components of language should be taken into consideration to be: reading comprehension, pronunciation, vocabulary, grammar, writing and composition.

On the ringing the bell declaring the end of the lesson those names will get their grade appreciation by the teacher for this planned observation and the check list will be shown to the head master and kept in his official files to be tested on the visit of the supervisors. The grades are transferred to the teacher's grade copybook to be collected to those the outcome of the other written and oral exams. The form of the finished checklist will get this burdened form:

Diagram 2 The Finished form burdens the grades of the chosen group in speaking areas

The main topics	The task given	The grade				The student name
1.Fluency	Piece of reading	1. C	2 D	3 B	4.A	1.Ahmed = 17 / 25
2.Pronunciation	comprehension	1.C	2.D	3.C	4.C	2.Ali = 14 / 25
3.Vocabulary	asking each other	1.B	2.B	3.B	4.A	3.Samir = 21 /25
4.Grammar	Exercises	1.A	2.A	3.A	4A.	4.Kamal = 23 / 25
Neatness		1.C	2.C	3.C	4.C	Added for all
Final Grade		17	14	21	23	4 students for today
Date.....	Teacher's signature...	Class: A Stage: 1 st year School: Advanced School				Head Signature.....

A = 5 B = 4 C = 3 D = 2 Neatness = A,B,C,D ...The final grade , what comes out of (25) multiplied by 2 =

The above-mentioned rubrics can be usable according to the purpose, the teacher chooses to be compatible with the topic, he is on or going to be on. The above mentioned checklist-rubrics can be used in both purposes: for observing Speaking as we have done above

and for Writing by changing the areas of language in it for(**message, organization, linking, accuracy**)following the same steps as and the **procedure, we have followed in speaking diagrams**. The operation will result the following diagram No (3):

This diagram number 3 is the result of observing the Writing Tasks:

The main topics	The task given	The grade				The student name
1.Message	Relevance of composition	1. C	2. D	3. B	4. A	1.Ahmed = 17 / 25
2.organization	Clarity in writing	1.C	2.D	3.C	4.C	2.Ali = 14 / 25
3.linking	Linking o words in task	1.B	2.B	3.B	4.A	3.Samir = 21 / 25
4.Accuracy	Correct Grammar Use	1.A	2.A	3.A	4.A	4.Kamal = 23 / 25
Neatness		1.C	2.C	3.C	4.C	Added for all
Final Grade		17	14	21	23	4 students for today
Date..... ...	Teacher's signature....	Class: A Stage: 1 st year School: Advanced School				Head Signature.....

The checklist is a crucible to put any you like to observe using the areas of language, you suggest to form a rubric for assessment. Let's have a look on rubric number four which is connected to the component of the language:

The Virgin Diagram 4 showing assessing process to the Components of the Language

No	Ongoing Observation on tasks of Language Areas/ one is tested for one time							
Language Areas	The Language Area for this date:							
	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Comprehension								
Pronunciation								
Vocabulary								
Spelling								
Punctuation								
Grammar								
Composition								
Neatness								
Teachers signature	Stage:.....				Head signature.....			
.....	Class:.....				Group.....			
.....	School:.....				Date:.....			

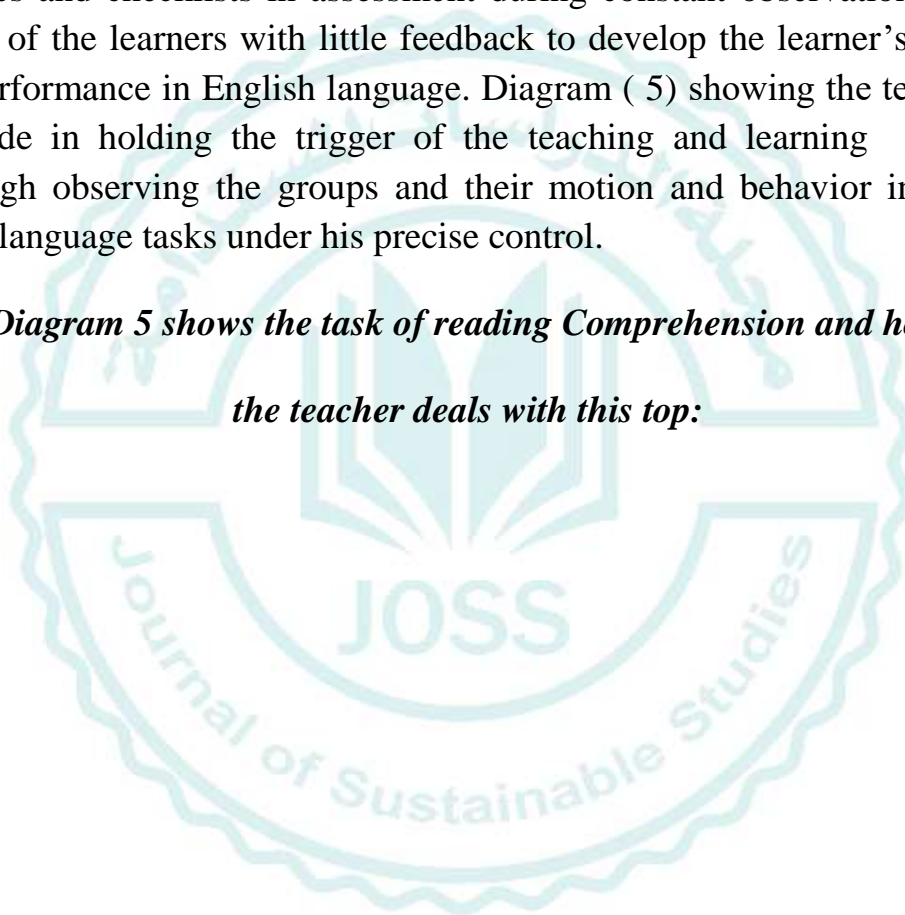
A=7 ...B=6... C=5 ...D=4 ...E=3... F=2... G=1... H=1=neatness 1 for all =

7 multiplied by 7=49 +1 neatness = 50

This checklist is a virgin checklist ready for use, because it is not burden by any duty. It is used to show the different levels between a

group or a class and another. It helps the teacher to recognize all the zones of the of language through the assessment tools such as ongoing observation clearly in front of him. He can give his final decision to any student and following his level up, by giving feedback and other teaching aids. The following diagrams will clarify the process of using rubrics and checklists in assessment during constant observation to the tasks of the learners with little feedback to develop the learner's ability of performance in English language. Diagram (5) showing the teacher's attitude in holding the trigger of the teaching and learning process through observing the groups and their motion and behavior in doing their language tasks under his precise control.

Diagram 5 shows the task of reading Comprehension and how the teacher deals with this top:



No	<i>Ongoing Observation on tasks of Language Areas/ one is tested for one time</i> <i>The Language Area for this date: Comprehension</i>															
Language Areas	Group 1		Group 2		Group 3		Group 4		Group 5		Group 6		Group 7		Group 8	
Comprehension	Ali	A														
Pronunciation	Ahmed	A														
Vocabulary	Mazin	A														
Spelling	Hamid A	A														
Punctuation	Salam	A														
Grammar	Sami A	A														
Composition	Munaf A	A														
Neatness	Amjed A	A														
Teachers signature	Stage: Class: School:								Head signature Date:							

A=7 ...B=6... C=5 ...D=4 ...E=3... F=2... G=1... H=1-neatness 1 for all =

7 multiplied by 7=49 +1 neatness = 50

The method to apply this series of rubrics to follow up the learners on their tasks in all aspects of language (comprehension, reading and listening, pronunciation, vocabulary, spelling, punctuation, structure and writing composition). As it is noticed that those diagrams are a mixture of spoken skills and written skills, but those skills are mixed in communication. That point will help the learners to speak and write at the same pace from one hand and they help the teacher to hold the trigger of the teaching and learning process from the other hand. The teacher moves on the green carpet of experience to perform his task step by step gently and precisely, so he deals with the groups by dividing his observation among the groups concentrating on one aspect of the

language for each time by assigning one vertical column in the checklist for each group. Just to:

1. Assign the aspect,
2. Give the task on it,
3. Give his pupils feedback on the task and
4. Start his observation for one group only

These four points will be followed in all the rest of the rubrics, I will mention below:

Diagram 6 shows the teacher's observation to Pronunciation

No	Ongoing Observation on tasks of Language Areas/ one is tested for one time							
Language Area	The Language Area for this date: Pronunciation							
	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Comprehension		ndh	A					
Pronunciation		Nhdh	A					
Vocabulary		Mhdh	A					
Spelling		Nhdh	A					
Punctuation		Nhdh	A					
Grammar		Mhdh	A					
Composition		Nhdh	A					
Neatness		Shhdh	A					
Teachers signature	Stage:2 Class:A School: Advanced Secondary				Head signature Group: 2 Date:			

A=7 ...B=6... C=5 ...D=4 ...E=3... F=2... G=1... H=1=neatness 1 for all =

7 multiplied by 7=49 +1 neatness = 50

This diagram 7 showing the teacher's observing Vocabulary task

No	Ongoing Observation on tasks of Language Areas/ one is tested for one time													
The Language Area for this date: Vocabulary														
Language Areas	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8						
Comprehension			Nour A											
Pronunciation			Jalal B											
Vocabulary			Wahid C											
Spelling			Mina A											
Punctuation			Wahid F											
Grammar			Huda B											
Composition			Mel H											
Neatness			Ail B											
Teachers signature	Stage:2 Class:A School: Advanced Secondary							Head signature Group: 3 Date:						

A=7 ...B=6... C=5 ...D=4 ...E=3... F=2... G=1... H=1=neatness 1 for all =

7 multiplied by 7=49 +1 neatness = 50

This diagram 8 shows the teacher's observation to the task on Spelling

No	Ongoing Observation on tasks of Language Areas/ one is tested for one time													
The Language Area for this date: Spelling														
Language Areas	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8						
Comprehension				Huda A										
Pronunciation				Mel B										
Vocabulary				Ail C										
Spelling				Huda A										
Punctuation				Mina F										
Grammar				Ail B										
Composition				Jalal H										
Neatness				Nour B										
Teachers signature	Stage:2 Class:A School: Advanced Secondary							Head signature Group: 4 Date:						

A=7 ...B=6... C=5 ...D=4 ...E=3... F=2... G=1... H=1=neatness 1 for all =

7 multiplied by 7=49 +1 neatness = 50

The Diagram number 9 showing the teacher' observation to writing composition and using punctuation

No	Ongoing Observation on tasks of Language Areas/ one is tested for one time									
	The Language Area for this date: Punctuation									
Language Areas	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8		
Comprehension					Mei	A				
Pronunciation					Ail	B				
Vocabulary					Huda	C				
Spelling					Mina	A				
Punctuation					Ail	F				
Grammar					Jalal	B				
Composition					Noor	H				
Neatness					Huda	-				
Teachers signature	Stage:2 Class:A School: Advanced Secondary					Head signature Group: 5 Date:				

A=7 ...B=6... C=5 ...D=4 ...E=3... F=2... G=1... H=1=neatness 1 for all =

7 multiplied by 7=49 +1 neatness = 50

Diagram number 10 clarify the teachers observation to a task on Grammar

No	Ongoing Observation on tasks of Language Areas/ one is tested for one time									
	The Language Area for this date: Grammar									
Language Areas	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8		
Comprehension						Ail	A			
Pronunciation						Huda	B			
Vocabulary						Mina	C			
Spelling						Omar	A			
Punctuation						Jalal	F			
Grammar						Huda	B			
Composition						Noor	H			
Neatness						Mei	-			
Teachers signature	Stage:2 Class:A School: Advanced Secondary					Head signature Group: 6 Date:				

A=7 ...B=6... C=5 ...D=4 ...E=3... F=2... G=1... H=1=neatness 1 for all =

7 multiplied by 7=49 +1 neatness = 50

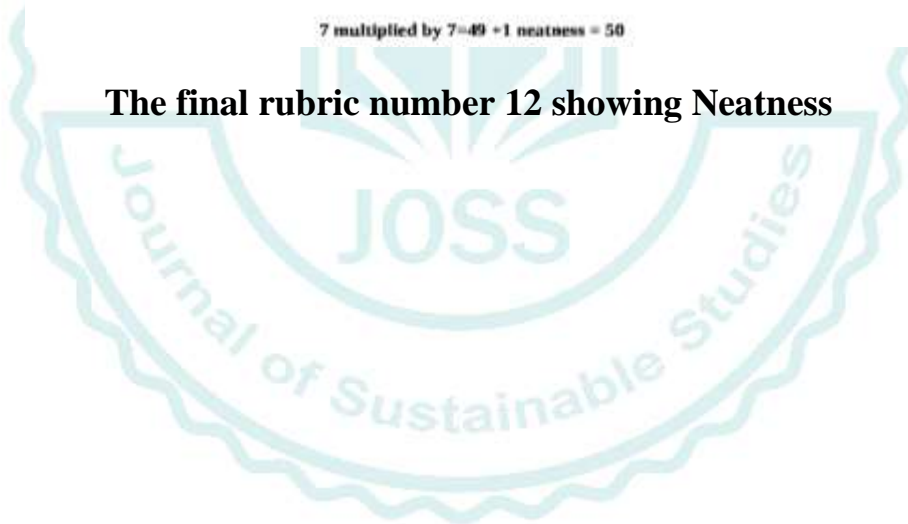
This diagram 11 exposes the teacher's observation to a task on Writing

No	Ongoing Observation on tasks of Language Areas/ one is tested for one time							
	The Language Area for this date: Composition							
Language Areas	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Comprehension							Omar F	
Pronunciation							Jala B	
Vocabulary							Hada H	
Spelling							Noor B	
Punctuation							Mel A	
Grammar							Ali B	
Composition							Hada C	
Neatness							Muna A	
Teachers signature	Stage:2 Class:A School: Advanced Secondary				Head signature Group: 7 Date:			

A=7 ...B=6... C=5 ...D=4 ...E=3... F=2... G=1... H=1=neatness 1 for all =

7 multiplied by 7=49 +1 neatness = 50

The final rubric number 12 showing Neatness



No	<i>Ongoing Observation on tasks of Language Areas/ one is tested for one time</i>															
	<i>The Language Area for this date: Neatness</i>															
Language Areas	Group 1		Group 2		Group 3		Group 4		Group 5		Group 6		Group 7		Group 8	
Comprehension	Ah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	Ahmed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	Maria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	Harid A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	Salim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	Samir A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Composition	Minaf A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neatness	Amal A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers signature	Stage:							Head signature								
	Class:							Date:								
	School:															

A-7 ...B-6... C-5 ...D-4 ...E-3... F-2... G-1... H-1-neatness 1 for all -

7 multiplied by 7=49 +1 neatness = 50

The activity in this rubric is a general activity and not an aspect of language. It is connected to the form of the language and it is given to the learners who are serious in learning and those who take care of using the language in appropriate case. The grade, devoted, will be distributed on the whole aspects with equal value, and is given to each student participating in the communicative tasks .

Conclusion:

This research occupies important cases about the mechanism of the communication process in and outside the classroom, in respect to the process of linguistic communication, and controlling the freedom of movement for learners in the classroom. Illuminating a kind of seriousness and formal connection between the student and the teacher in a transparent manner that the student does not feel as restricted in his movement, is a good technique the teacher follow in his academic job,

but rather gives this technique will help in organizing the freedom of the participation and dismiss boredom from the class and from the learning groups, because the teacher will plan all the cognitive movements that the students make. He draws for them the general and specific educational goals.

This research deals with the techniques of formal communicative discipline, which makes the student move and shift from one place to another to perform a duty in a mechanism surrounded by freedom, respect and beneficial exchange between a student and a student and a teacher and a student. The teacher holds the end of the thread for the educational process by giving feedback to give a grade on the student's complete movements in the class. Every move whether negative or positive is judged by a grade.

The following matters of discipline were presented in this research:

1. The student's daily observation of all linguistic activities without the student full feeling to what is happening
2. Watching one another from the same specialization, the teachers will build a new cognitive a new technology that give the teachers the opportunity for exchanging of experiences and the development of the educational process in solidarity. This action will reflect positively on the students.
3. Determine the spoken and written activities and intensify work on them by the teacher,
4. Defining the general activities that make up the structure of the language and working on them

5. Determine outside the classroom projects and a conference to work on to develop the students ability to use language live way.

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