

# New Trends and Issues Proceedings on Humanities and Social Sciences



Volume 6, Issue 1 (2019) 154-164

[www.prosoc.eu](http://www.prosoc.eu)

Selected Paper of 11th World Conference on Educational Sciences (WCES-2019) 07-10 February 2019, Milano Novotel Milano Nord Ca' Granda Convention Center, Italy

## Transparency in evaluation through the use of rubrics in university subjects

**Leticia-Concepcion Velasco-Martinez\***, Department the & Research Methods and Evaluation in Education, Universidad de Malaga, 29071 Malaga, Spain

**Juan-Carlos Tojar-Hurtado**, Department the & Research Methods and Evaluation in Education, Universidad de Malaga, 29071 Malaga, Spain

### Suggested Citation:

Velasco-Martinez, L.-C. & Tojar-Hurtado, J.-C. (2019). Transparency in evaluation through the use of rubrics in university subjects. *New Trends and Issues Proceedings on Humanities and Social Sciences*. [Online]. 6(1), pp 154–164. Available from: [www.prosoc.eu](http://www.prosoc.eu)

Selection and peer review under responsibility of Prof. Dr. Jesus Garcia Laborda, University of Alcala, Spain.  
©2019. All rights reserved.

---

### Abstract

Two key elements of educational innovation in evaluation are student participation and transparency. In both cases, rubrics are a powerful resource promoting a transparent and fair evaluation. However, there is still not enough evidence on the levels of student participation in the assessment process. The objective of this study is to ascertain the level of transparency provided by the use of scoring rubrics in university subjects by analysing the relevant factors that are involved in a more significant and participatory evaluation of learning processes. This research is approached from a qualitative perspective through content analysis of in-depth interviews conducted with higher education institutions in Mexico ( $n = 22$ ). The results and conclusions show the importance of promoting more transparent evaluative practices in order to acquire true formative evaluation.

**Keywords:** Participation, transparency, higher education, interview, scoring rubrics.

---

\* ADDRESS FOR CORRESPONDENCE: **Leticia-Concepcion Velasco-Martinez**, Department the & Research Methods and Evaluation in Education, Universidad de Malaga, 29071 Malaga, Spain  
E-mail address: [leticiav@uma.es](mailto:leticiav@uma.es) / Tel.: +34 952136637

## 1. Introduction

The new trends in university education rely on an evaluation model closely linked to the concept of formative evaluation promoted by the competency-based approach (Poblete, Bezanilla, Fernandez-Nogueira & Campo, 2016), scoring rubrics being one of the most commonly used tools to obtain evidence on the acquisition of competencies (Cebrian, 2014; Jonsson & Svinghy, 2007; Panadero & Jonsson, 2013; Reddy & Andradre, 2010; Valverde & Ciudad, 2014).

In the context of the competency-based approach, a rubric is a scale of assessment preferably used by teachers—and also by students—in self-assessment and co-assessment tasks to assess the descriptors of competencies. All this is carried out according to a series of relevant dimensions that can be qualitatively and quantitatively evaluated in relation to a rating scale which is discussed and at the same time shared by all participants (Tojar & Velasco, 2015). Regarding the meaning and scope of rubrics, they are used in the university context to assess the quality of students' work in a wide range of subjects or activities (Asari, Ma'rifah & Arifani 2016; Blanco, 2008). Furthermore, the most significant surveys on this field indicate that one of the main strengths of a rubric is its capacity to clarify and detail the evaluation criteria and to make teachers' expectations known, which allows a higher level of transparency in teaching-learning processes (Jonsson, 2014). In addition to this, studies carried out by authors such as Rekalde and Bujan (2014) and Stevens and Levi (2015) emphasise that the use of rubrics facilitates training in competencies by: (a) informing the student of the achievements made and of those that remain to be made; (b) providing immediate feedback through evidence verified by means of pre-established criteria; (c) contrasting the teaching-learning processes with the results achieved; (d) highlighting the multidimensional character of competencies by integrating knowledge, skills and attitudes and (e) transforming the use and implementation of a rubric into an activity of commitment and ethical responsibility.

Consequently, having a specific rubric not only favours a more systematised evaluation but also allows teachers to be more consistent in their value judgment on a given grade and also guarantees students that they will be evaluated with the same criteria as their peers, which solves issues of arbitrariness, inconsistency or subjectivity in evaluation and therefore reduces the margin of error in grading (Garcia-Sanz, Belmonte & Galian, 2017). Similarly, Panadero and Jonsson (2013) indicate that the unique characteristics of rubrics not only make them appropriate tools for improving the psychometric properties of performance evaluations but also to support the formative evaluation process, in which feedback from the evaluation is used to inform students on their progress and help them in learning advance.

The formative value of rubrics also becomes clear when they are defined, agreed and socialised with the class-group before being applied. Thus, students are encouraged to make the evaluation criteria their own, which helps them to bring their results closer to those agreed upon (self-evaluation), to reflect on their potentialities and to detect difficulties, and even learn to ask for help when they do not find the necessary resources to solve them (Fraile, Panadero & Pardo, 2017). In this regard, Sabariego (2015) also adds that negotiating the evaluation dimensions and indicators with students as well as rubric proficiency levels allows for standardising the evaluation criteria for all the different groups and being more objective with students' work. Similarly, the teaching staff also achieves higher levels of evaluation consistency and coordination. However, authors such as Bharuthram (2015) and Dawson (2017) warn that institutions, teachers and researchers have worked and studied the possibilities of rubrics without having a shared vision of their meaning, applications and impact on learning development.

In this regard, as Yaniz and Villardon (2012) indicate, particular attention should be paid to the discourses existing up to now on the variety of evaluation methods, techniques and procedures, especially because they are not notably varied when we take into account that most of them have the same objectives, fulfill the same functions and are used for the same purposes. On this basis, the interest in and relevance of the study of more transparent and shared tools and strategies for

evaluating competencies—such as rubrics—began to increase with a view to promoting a more formative, meaningful and participatory evaluation for students (Dawson, 2017; Williamson, 2017). In this regard, as indicated in these studies, evaluation should be a transparent exercise all throughout, and should also make sure that the criteria are explicit, public and negotiated between faculty and students so that the evaluation is more equitable and fair. Therefore, it is necessary for students to know the grading criteria as well as the assessment intentions and purpose so that they can adapt their learning process to the requirements of the assessment tests (Valverde, Revuelta & Fernandez, 2012).

Thus, the methodological proposals arising from the common space of higher education raise the need to promote higher levels of students' involvement and participation in their assessment process. In this new educational landscape, students assume a more prominent role in their learning processes and are more aware of their achievements and limitations, of their competency level, of the way they solve their tasks, and of the strong points they should strengthen and the weak points they should correct in order to face future learning situations (Cano, 2008). In short, this approach implies that each student must be responsible for their own evaluation process bearing in mind that evaluation serves to highlight progress and stimulate learning for all and not to judge success or failure (Herrero-Fabregat & Pastor-Blazquez, 2012). This evaluation approach involves breaking with the traditional one-way perspective of the process so that each student is the protagonist of their own learning rather than a mere recipient of knowledge.

However, some authors (Quesada-Serra, Rodriguez-Gomez & Ibarra-Saiz, 2016) indicate that there is a lack of research providing conclusive results on the levels of students' participation in their assessment process. These authors also admit that there is not enough evidence in teaching programmes on the involvement of students with regard to the need to train them in the design and application of assessment tools. Furthermore, there seems to be a lack of interest in the analysis and study of the implications of negotiating and agreeing with students on the evaluation criteria during the study of a subject.

From this perspective, Alvarez-Rojo, Padilla-Carmona, Rodriguez-Santero, Torres-Gordillo and Suarez-Ortega (2011) argue that it is essential for teachers to make their vision, purposes and expectations explicit regarding evaluation. This would make it possible to achieve a higher degree of transparency, commitment and accountability in the evaluation process. They also emphasise that involving students in evaluation processes requires that the norms, principles and evaluation criteria be explicit and clear so that students can identify the stage of the process they find themselves in (Perez, Vizcarro, Garcia, Bermudez & Cobos, 2016). Similarly, authors such as Villarroel and Bruna (2014) and Contreras, Martinez, Rubio and Vila (2016) point out that teachers should show their students the learning objectives in a transparent and precise way from the beginning of the course, as well as the evaluation criteria and the weight that the activities will have in the final grade, as this will have more impact on learning than unstructured feedback (Yaniz & Villardon, 2012).

From this perspective, it is necessary to debate questions such as: What criteria and principles currently guide the teaching and evaluation of competencies? Is evaluation based on principles of transparency and significance for the student? Are the competencies assessment methods and tools designed and applied consistent with the current situation of educational changes? What methods and tools have been introduced for competence assessment? Do they imply a change in the evaluation processes and practices of teachers? Or are they tools that appear to be innovative but only in form and not in their purposes? All these questions are intended to shed light on the purposes, objectives, situations and uses of the scoring rubric, and to favour dialogue and reflection on the need to establish more consistent forms of evaluation which differ from the traditional ways of evaluating learning. They also allow for opening the debate on the suitability and effectiveness of the new approaches and evaluation procedures taking rubrics as reference tools of educational innovation promoting a more transparent, participative and meaningful evaluation of learning for students.

## **2. Purpose of the article**

This study is based on the conviction that evaluation must be a completely transparent process that allows for the visibility of evaluation methods and techniques, the clear definition of evaluation criteria and the encouragement of feedback processes for learning outcomes. Thus: Is transparency one of the pedagogical criteria or principles that guide the teaching and evaluation of students' learning? What level of transparency do evaluation systems have in university courses? Are rubrics regarded as an evaluation tool that brings more transparency, dialogue and co-responsibility to teaching and evaluation processes? The answers to these questions will provide information on the current state of the evaluation systems of university subjects and analyse the conceptions and opinions on the use of rubrics as an evaluation instrument promoting transparency, participation and understanding of the evaluation and learning processes in the classroom. Therefore, the objective of the study is to ascertain the level of transparency provided by the use of rubrics in university subjects, and to determine the key factors and elements involved in a more meaningful and participatory assessment of students' learning processes.

## **3. Methods**

### **3.1. Procedure**

This research was carried out based on a qualitative approach through the application of in-depth interviews. This study aimed to identify the conceptions, opinions and perspectives held by teaching and research staff on the usefulness and suitability of rubrics to respond to the competency-based assessment model. This study also focused on the level of transparency in evaluation methods, strategies and criteria used by university teaching staff. Specifically, situations and practical experiences in the use of rubrics as an instrument for assessing competencies in university classrooms were analysed. Through the testimonies of key informants, we assessed the extent to which rubrics ensure truly transparent, shared and participative assessment in university subjects.

### **3.2. Sample**

The sample included 22 professionals involved in educational research and university teaching in Mexico who were carrying out different educational innovations related to the evaluation of competencies and the use of rubrics in the university environment. An incidental, non-probability sample was taken, requesting the voluntary collaboration of key informants who used rubrics as an innovative resource in educational practices. The key informants worked at the *Universidad Nacional Autonoma de Mexico*, the *Benemerita Universidad Autonoma de Puebla*, the *Universidad Autonoma de Tlaxcala*, the *Universidad Iberoamericana*, the *Instituto Tecnologico de Estudios Superiores de Monterrey (TEC de Monterrey)* and the *Instituto de Investigaciones sobre la Universidad y la Educacion* among others.

### **3.3. Study variables and information-gathering techniques and tools**

A mixed category model was constructed through a process of inductive categorisation (analysis of the content of the interviews) and deductive categorisation (analysis of theoretical models from the review of the scientific literature) for the collection of information from in-depth interviews. In order to identify, analyse and classify the categories of the study, the following tasks of collection and analysis of the content of the interviews were carried out: (1) Data reduction (separating, classifying and synthesising interview texts); (2) Data layout and transformation (organising and relating text fragments to create associations between them) and (3) Extraction and verification of conclusions (building foundations and models and theories to represent the studied phenomenon). These techniques and tools for collecting information allowed us to ascertain those elements and factors in

the design and application of a rubric which provide higher levels of transparency to the evaluation of students' competences. The categories extracted from the analysis of key informants' testimonies were: (1) Transparency in the technical design (TTD) of the rubric and (2) Transparency in the pedagogical design (TPD) of the rubric.

### 3.4. Analysis

The interviews were analysed through a qualitative analysis of the contents of the interview transcripts (Denzin & Lincoln, 2012; Miles, Huberman & Saldana, 2014) using the verbatim expressions taken from the testimonies of key informants as units of analysis. The verbatim expressions, such as text fragments or statements, were present both at the time of selection and throughout the process of categorisation, analysis and elaboration of conclusions (Tojar, 2006). The information collected was subjected to processes of reduction, transformation, extraction and verification. Techniques such as classification and categorisation, models and typologies were used. By means of a process of increasing abstraction, the elaborated data gradually became a corpus of theory. Based on the above mentioned analysis processes, explanatory matrices and graphs were elaborated to visualise the links between the data and to be able to interpret them. Later, processes of extraction and verification of the information were carried out that allowed for the identification of regularities and patterns with respect to the analysed fragments. Finally, certain generalisations, frames of reference and typologies were constructed regarding the purposes, characteristics and educational implications on transparency of rubrics. Atlas.ti v7.0 (2012) was used to facilitate qualitative analyses.

## 4. Results

Twenty-two interviews were transcribed and 2.041 verbatim citations were selected. Seventy-five categories and 994 subcategories were constructed from these citations. As some of the citations were recoded, i.e., assigned to several categories and subcategories at the same time, the total number of units of analysis was 21.846. For this study, the designations used by Atlas.ti for 'code family' and 'codes' have been changed to 'categories' and 'subcategories', respectively. The denomination 'codes' has been used to label subcategories. With regard to the 'Transparency' macro-category, two main categories were constructed: TTD of the rubric (TTD, with five subcategories) and TPD of the rubric (TPD, with 9 subcategories). Table 1 shows a brief description of a selection of subcategories (with their corresponding code), and an example of a verbatim quotation.

**Table 1. Codes and examples of literal quotations from the 'transparency' macro-category**

Codes	Subcategory	Category	Verbatim quotes
LEP	The language used in the rubric makes the evaluation more explicit and accurate.	TTD	'...it allows the students to have knowledge and awareness of what they are learning [...] the rubric must be made known to the students, even before being evaluated, they must know what is going to be evaluated and how. Therefore, a challenge when creating rubrics, from my experience, is that the criteria and levels of performance should be totally in agreement, comprehensive, direct and focused on the student'. (P13:57, 95:95)
DC	The rubric favours dialogue and communication between teacher and student.	TPD	'...the teacher is told that student must know how they are going to be assessed, it is a golden rule. So, they have to know exactly how they are going to be evaluated and then there is also the approach that involves presenting the syllabus where the

RPD	The rubric allows the teacher to reflect on his/her own educational practice.	TPD	evaluation criteria are included and the dialogue with students. (P15:58, 84:84) '...the main advantage is that it is a guide and, then shifting to competencies and shifting to the evaluation matrix and rubrics was like a jolt that forced us to go back to study, to start again...it was like a whole new approach'. (P3:36, 37:37)
AS	The rubric eliminates arbitrariness and subjectivity	TPD	'... one thing is to tell students they're doing it right or wrong and fire off grades, another is to sit down and construct a rubric and base yourself on that. I think that's important.' (P9:110, 126:126).
FC	The rubric provides a reasoned basis for evaluation.	TTD	'...the rubrics do help clarify how you're going to evaluate and why you put 'x' and why you decided it was basic, intermediate, or advanced and gave it a 70 or 80 or 90.' (P10:146, 281:281)
MCR	The rubric allows the students to be evaluated with the same criteria	TTD	'...this type of planning is better because we know well how to evaluate, before this everyone understood the essay however they wanted to, some graded well and some graded badly because there was no rubric with certain requirements and that was a problem.' (P15:88, 140:140)
RMA	Feedback on the rubric allows for improvements in learning.	TPD	'...the important thing at the end is not the seven or eight or nine points, but the feedback, the opportunity to improve, and even taking the rubric as a self-evaluation tool. The latter seems to me to have permeated much less....' (P3:37, 37:37)
CCC	Seeking consensus on the rubric clarifies the relationship between student and teacher.	TDP	'...rubrics have the advantage of making explicit what was implicit, of establishing variables and levels of mastery and of agreement between teachers and students about achievements sought. That is positive'. (P1:77, 42:42)
IC	Presenting the rubric at the start of the course favours learning.	TPD	'...many students don't know the rubric until they see their grade and, now that I think about it, they should know it because by knowing it, they would have a guide, they would be better oriented...'. (P7:86, 152:152)
OND	The rubric is more objective when evaluation criteria and performance levels are well defined.	TTD	'...the important thing about the rubric is that it is very clear about what is excellent and that the student has clarity because in the end that is what is sought; that is the learning expected and that is what is going to be evaluated'. (P.20:65, 117:1117)
CE	The rubric helps to clarify the teacher's expectations.	TPD	'...I make clear what it is that I want and also I am more consistent regarding how I am going to evaluate them and what criteria I am going

PL	The rubric shows students where they are and how far they still have to go.	TTD	to use to evaluate them [...].’ (P14:30, 85:85) ‘...it’s interesting for students to understand what they need to do in order to be excellent, where they stayed behind, and that ‘where do I stay behind’ is the exact question they need.’ (P21:58, 87:87)
AP	A rubric favours learning self-regulation, makes students participant in their own learning.	TPD	‘it helps you regulate the activity, guides you, shows you the dimensions you are expected to develop...and the levels of performance that go from here to there. It makes you wonder: Where am I? What am I missing? And how is this accomplishing this? Then, it allows you to also generate metacognitive processes of self-regulation in order to reach a higher level of performance’. (P4:31, 76:76)
CR	A rubric generates commitment and responsibility in the improvement of learning.	TPD	‘... it gives students the possibility to observe themselves in a rubric, to be much more responsible and to appropriate their own process of learning, then they are no longer at the mercy of the teacher’. (P21:86, 139:139).

The analysis of the categorisation process confirms the importance of paying attention to language. Rubrics are more understandable when the wording of criteria and the description of performance levels are established in a measurable and observable way (‘[...] a challenge when creating rubrics [...] is that the criteria and levels of performance should be totally in agreement, comprehensive, direct and focused on the student.’, P13:57, 95:95). This aspect illustrates a good design of scoring rubrics in terms of validity of content and construct. In the same way, rubrics tend to be considered as having a higher level of objectivity when evaluation criteria are constructed in a clear, explicit and detailed manner (‘[...] the important thing about the rubric is that it is very clear about what is excellent and that the student has clarity because in the end that is what is sought; that is the learning expected and that is what is going to be evaluated.’, P20:65, 117:1117). In other words, constructing a rubric with a high descriptive level improves its interpretation, comprehension and mastery. Also, higher objectivity is achieved with a rubric when all students are evaluated with the same evaluation criteria, which provides teachers with elements of judgment to carry out a fairer and more rigorous evaluation (‘[...] this type of planning is better because we know well how to evaluate, before this everyone understood the essay however they wanted to, some graded well and some graded badly because there was no rubric with certain requirements.’, P15:88, 140:140). In short, the rubric reduces subjectivity and arbitrariness in evaluation; it is a reference or guide for the teacher ‘[...] one thing is to tell students they’re doing it right or wrong and fire off grades, another is to sit down and construct a rubric and base yourself on that. I think that’s important.’, P9:110, 126:126). Thus, rubrics are regarded by teachers as an aid to support students grading. (‘[...] the rubrics do help clarify how you’re going to evaluate and why you put ‘x’ and why you decided it was basic, intermediate, or advanced and gave it a 70 or 80 or 90.’, P10:146, 281:281).

In accordance with all that has been said above, rubrics help teachers to clarify their intentions and expectations regarding the development of student learning (‘I make clear what it is that I want and also I am more consistent regarding how I am going to evaluate them and what criteria I am going to use to evaluate them [...].’ P14:30, 85:85) and, as a consequence, this tool also becomes an instrument of reflection on the teacher’s own educational practice (‘[...] the main advantage is that it is a guide and [...] it was like a jolt that forced us to go back to study, to start again...it was like a whole new approach.’, P3:36. 37:37). In this regard, it is important to emphasise that rubrics benefit all these processes when they are presented at the beginning of the course (‘[...] many students don’t know the

rubric until they see their grade and, now that I think about it, they should know it because by knowing it, they would have a guide, they would be better oriented [...]', P7:86, 152:152).

Based on the above, rubrics are also understood as evaluation tools promoting dialogue and communication between teacher and student ('[...] the teacher is told that students must know how they are going to be assessed, it is a golden rule. So, they have to know exactly how they are going to be evaluated and then there is also the approach that involves presenting the syllabus where the evaluation criteria are included and the dialogue with students.', P15:58, 84:84). Furthermore, its dialogic effect is enhanced when there is consensus and, therefore, teacher and students negotiate and reach agreements on learning purposes ('rubrics have the advantage of making explicit what was implicit, of establishing variables and levels of mastery and of agreement between teachers and students about achievements sought. That is positive.', P1:77, 42:42). In this way, rubrics allow students to ascertain the phase of the learning process they find themselves in and what they still need to do ('[...] it's interesting for students to understand what they need to do in order to be excellent, where they stayed behind, and that 'where do I stayed behind' is the exact question they need.', P21:58, 87:87). From this perspective, the important role played by feedback as an element for improving student learning is highlighted ('the important thing at the end is not the seven or eight or nine points, but the feedback, the opportunity to improve, and even the taking the rubric as a self-evaluation tool. The latter seems to me to have permeated much less.', P3:37, 37:37). From this viewpoint, rubrics also promote students' commitment and responsibility to improving their learning ('[...] it gives students the possibility to observe themselves in a rubric, to be much more responsible and to appropriate their own process of learning, then they are no longer at the mercy of the teacher.', P21:86, 139:139). All this favours the involvement of students in the evaluation process and allows them to develop mechanisms of learning self-regulation, making them participants their own learning ('[...] it helps you regulate the activity, guides you, shows you the dimensions you are expected to develop...and the levels of performance that go from here to there. It makes you wonder: Where am I? What am I missing? And how is this accomplishing this? Then, it allows you to also generate metacognitive processes of self-regulation in order to reach a higher level of performance.', P4:31, 76:76).

## 5. Discussion, conclusion and recommendations

The categorisation process shows the benefits of rubrics as an evaluation instrument that provides transparency to students' learning process. According to authors such as Moni, Beswick and Moni (2005), the language used in the rubrics, its clarity and adequacy, is one of the most challenging aspects of its design. In this regard, Cebrian and Monedero Moya (2014), in line with the results in this study, point out that rubrics are an excellent instrument to indicate students where they are in their learning process and what they have yet to achieve. In this way, during this process of reflection, a rubric also allows teachers to clarify their expectations by providing higher transparency in teaching and learning processes (Jonsson, 2014; Reddy & Andrade, 2010). Studies carried out by authors such as Rekalde and Bujan (2014) and Stevens and Levi (2015) also coincide with the results in this study and emphasise that the use of rubrics facilitates training in competencies when immediate feedback is provided through evidence verified by pre-established criteria. Thus, rubrics are an excellent resource for learning because they allow students to clearly reflect on the feedback provided, plan their tasks, check their progress and review their work before its presentation, which improves their performance and reduce their levels of anxiety (McKevitt, 2016; Panadero & Jonsson, 2013). Evaluation with rubrics thus understood goes beyond the verification of results and allows students to identify their strengths and weaknesses (Menendez-Varela & Gregori-Giralt, 2016). It is also important to present the rubric at the beginning of the activity so that it is more meaningful and formative for students.

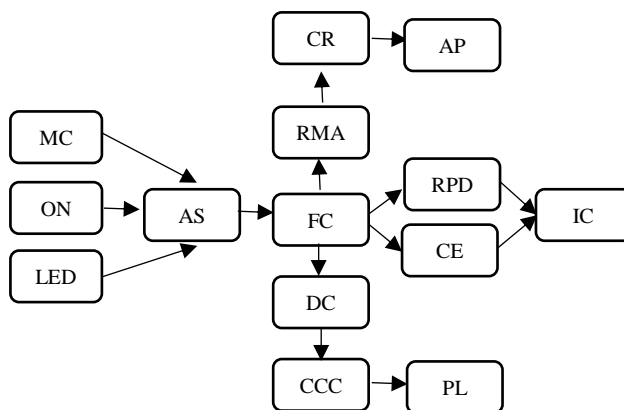
As other papers point out (Garcia-Sanz et al., 2017), a rubric is more transparent when it can assure each student that they will be assessed with the same criteria as their peers. This aspect allows for the overcoming of arbitrariness, inconsistency or subjectivity in the evaluation and helps teachers to



rationally base their grade. Furthermore, according to Tojar and Velasco (2015), rubrics improve evaluation transparency since the criteria, components and weights of the evaluation and of the grade are public, consensual and shared with the students. In this regard, Sabariego (2015) also indicates that agreeing the evaluation criteria and the level of rubric execution with the students provides teachers with higher levels of coherence, cohesion and coordination in evaluation. In the same way, establishing a negotiation process generates in students a higher degree of commitment, involvement and responsibility in the improvement of their own learning.

Finally, in relation to learning processes, it is not yet possible to state that there is a direct relationship between the use of rubrics and performance improvement (Panadero & Jonsson, 2013; Valverde & Ciudad, 2014), but there is indeed verified evidence that rubrics are tools of extraordinary value for the development of student monitoring and self-regulation processes. All of this contributes to a better understanding of learning that translates into an increase in students' autonomy and responsibility levels (Fraile et al., 2017; Greenberg, 2015; Panadero, Brown & Strijbos, 2016). In short, as this research has shown, it is essential to design and apply rubrics that provide assessment transparency in order to promote students' interest, participation and understanding of their own learning and assessment process. In relation to all that has been analysed so far, it is necessary to remember that while assessment can be a source of motivation for learning, it can also sometimes be used to limit, hinder or stop quality learning, even though teachers' educational practices are considered excellent.

The adequacy of the phenomenographic perspective adopted was evidenced after the qualitative analysis. This perspective has allowed for the establishment of categories and subcategories and to organise them in different systems. In addition to this, macro-categories were constructed and established as 'theoretical' frameworks represented through comprehensive diagrams that made it possible to understand the relationships between categories and dimensions for the analysis of the rubrics in a more adequate manner. Figure 1 shows one of the comprehensive diagrams constructed as a theoretical framework for the analysis of the 'Transparency' macro-category.



**Figure 1. Relationships between the categories of the 'transparency' macro-category**

The qualitative analysis of the interviews conducted in different university educational institutions in Mexico which were carrying out innovative experiences in competency assessment methodologies allowed us to ascertain the perceptions and conceptions that teachers and researchers had about transparency in assessment through the use of rubrics. As shown in Figure 1, it is possible to analyse the way in which teachers involved in innovative experiences conceive transparency in competency assessment processes through the use of rubrics, and the factors involved in their achievement. Therefore, the qualitative strategy to construct systems of categories and subcategories to analyse the perceptions of the interviewees on transparency in the assessment of competencies through the use of rubrics in university subjects is considered suitable.

Thus, the construction of the categories and subcategories corresponding to the 'Transparency' macro category has allowed us to create a comprehensive diagram. The graph shown in Figure 1 acts as a theoretical framework for analysing the way teachers conceive transparency in assessment through the use of rubrics in university classrooms.

## References

- Alvarez-Rojo, V., Padilla-Carmona, M. T., Rodriguez-Santero, J., Torres-Gordillo, J. J. & Suarez-Ortega, M. (2011). Analisis de la participación del alumnado en la evaluación de su aprendizaje. *Revista Espanola de Pedagogia*, 250, 401–425.
- Asari, S., Ma'rifah, U. & Arifani, Y. (2016). The use of cooperative round robin discussion model to improve students' holistic ability in TEFL class. *International Education Studies*, 10(2), 139–147. doi:10.5539/ies.v10n2p139
- Blanco, A. (2008). Las rubricas: un instrumento util para la evaluacion de competencias. In L. Prieto (Coord.). *La enseñanza universitaria centrada en el aprendizaje* (pp. 171–188). Barcelona, Spain: Octaedro/ICE Universidad de Barcelona.
- Cano, E. (2008). La evaluacion por competencias en la educacion superior. *Profesorado. Revista de Curriculum y Formacion de Profesorado*, 12(3), 1–16.
- Cebrian, M. & Monedero Moya, J. J. (2014). Evolucion en el diseno y funcionalidad de las rubricas: desde las rubricas 'cuadradas' a las erubricas federadas. *REDU: Revista de Docencia Universitaria*, 12(1), 81–98.
- Cebrian, M. (2014). Evaluacion formativa con e-rubrica: aproximacion al estado del arte. *Revista de Docencia Universitaria*, 12(1), 15–22. doi:10.4995/redu.2014.6427
- Contreras, W. E., Martinez, F., Rubio, J. & Vila, R. (2016). University students' perceptions of E-portfolios and rubrics as combined assessment tools in education courses. *Journal of Educational Computing Research*, 54(1), 85–107. doi:10.1177/0735633115612784
- Dawson, P. (2017). Assessment rubrics: towards clearer and more replicable design, research and practice. *Assessment & Evaluation in Higher Education*, 42(3), 347–360. doi:10.1080/02602938.2015.1111294
- Denzin, N. K. & Lincoln, Y. S. (2012). *Strategies of qualitative research*. Thousand Oaks, CA: Sage Publications.
- 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.
- Garcia-Sanz, M., Belmonte, M. & Galian, B. (2017). Opinion del alumnado sobre el empleo de rubricas en la universidad. *Estudios pedagogicos (Valdivia)*, 43(2). doi:10.4067/S0718-07052017000200005
- Greenberg, K. P. (2015). Rubric use in formative assessment: a detailed behavioral rubric helps students improve their scientific writing skills. *Teaching of Psychology*, 42(3), 211–217.
- Herrero-Fabregat, C. & Pastor-Blazquez, M. M. (2012). La evaluacion continua de las competencias en Ciencias Sociales en el titulo de Maestro de Educacion Primaria. *Revista de investigacion en educacion*, 10(1), 30–44.
- Jonsson, A. & Svingby, G. (2007). The use of scoring rubrics: reliability, validity and educational consequences. *Educational Research Review*, 2(2), 130–144.
- Jonsson, A. (2014). Rubrics as a way of providing transparency in assessment. *Assessment & Evaluation in Higher Education*, 39(7), 840–852, doi:10.1080/02602938.2013.875117
- McKevitt, C. T. (2016). Engaging students with self-assessment and tutor feedback to improve performance and support assessment capacity. *Journal of University Teaching and Learning Practice*, 13(1), 2. Retrieved from: <https://goo.gl/d1a1Xx>
- Menendez-Varela, J. L. & Gregori-Giralt, E. (2016). The contribution of rubrics to the validity of performance assessment: a study of the conservation-restoration and design undergraduate degrees. *Assessment & Evaluation in Higher Education*, 41(2), 228–244.
- Miles, M. B., Huberman, A. M. & Saldana, J. (2014). *Qualitative data analysis: a methods sourcebook*. (3rd ed.). California, CA: Sage.

- Moni, R. W., Beswick, E. & Moni, K. B. (2005). Using student feedback to construct an assessment rubric for a concept map in physiology. *Advances in Physiology Education*, 2, 197–203. Retrieved from: <https://goo.gl/86isEh>
- Panadero, E. & Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: a review. *Educational Research Review*, 9, 129–144.
- Panadero, E., Brown, G. B. & Strijbos, J. W. (2016). The future of student self-assessment: a review of known unknowns and potential directions. *Educational Psychology Review*, 28(4), 803–830. doi:10.1007/s10648-015-9350-2
- Perez, J., Vizcarro, C., Garcia, J., Bermudez, A. & Cobos, R. (2016). Development of procedures to assess problem-solving competence in computing engineering. *IEEE Transactions on Education*, 60(1), 22–28.
- Poblete, M., Bezanilla, M. J., Fernandez-Nogueira, D. & Campo, L. (2016). Formacion del docente en competencias genericas: un instrumento para su planificacion y desarrollo. *Educar*, 52(1), 71–91.
- Quesada Serra, V., Rodriguez Gomez, G. & Ibarra Saiz, M. S. (2017). Planificacion e innovacion de la evaluacion en educacion superior: la perspectiva del profesorado. *Revista de Investigacion Educativa*, 35(1), 53–70. doi:10.6018/rie.35.1.239261
- Reddy, Y. M. & Andrade, H. (2010). A review of rubric use in higher education. *Assessment & Evaluation in Higher Education*, 35(4), 435–448. doi:10.1080/02602930902862859
- Rekalde, I. & Bujan, K. (2014). Las eRubricas ante la evaluacion de competencias transversales en Educacion Superior. *Revista Complutense de Educacion*, 25(2), 355–374.
- Sabariego, M. (2015). La evaluacion de competencias transversales a traves de rubricas. *@tic revista d'innovaco educativa*, 14, 50–58. Retrieved from: <https://goo.gl/xC6U13>
- Stevens, D. D. & Levi, A. J. (2005). *Introduction to rubrics: on assessment tool to save time, convey effective feedback and promote student learning*. Sterling, VA: Stylus.
- Tojar, J. C. & Velasco, L. C. (2015). La rubrica como recurso para la innovacion educativa en la evaluacion de competencias. In A. Matas, J. J. Leiva, N. M. Moreno, A. Hilario & E. Lopez (Eds.), *I Seminario Internacional Cientifico sobre Innovacion docente e Investigacion Educativa* (pp. 33–51). Sevilla, Spain: AFOE.
- Tojar, J. C. (2006). *Investigacion cualitativa. Comprender y actuar*. Madrid, Spain: La Muralla.
- Valverde, J. & Ciudad, A. (2014). El uso de e-rubricas para la evaluacion de competencias en estudiantes universitarios. Estudio sobre fiabilidad del instrumento. *Revista de Docencia Universitaria*, 12(1), 49–79. doi:10.4995/redu.2014.6415
- Valverde, J. Revuelta, F. I. & Fernandez, M. R. (2012). Modelos de evaluacion por competencias a traves de un sistema de gestion de aprendizaje. Experiencias en la formacion inicial del profesorado. *Revista Iberoamericana de Educacion*, 60, 51–62. Retrieved from: <https://goo.gl/JdU2ry>
- Villarroel, V. & Bruna, D. (2014). Reflexiones en torno a las competencias genericas en educacion superior: Un desafio pendiente. *Psicoperspectivas*, 13(1), 23–34.
- Williamson, M. E. J. B. (2017). Global standards and outcomes of a legal education: how rubrics can help to deliver objectivity, transparency, verifiability and consistency. *The Law Teacher*, 51(3), 287–311. doi:10.1080/03069400.2016.1201743
- Yaniz, C. & Villardon, L. (2012). Modalidades de evaluacion de competencias genericas en la formacion universitaria. *Didac*, 60, 15–19. Retrieved from: <https://goo.gl/sHbcW9>