

ABSTRACT

This qualitative research study documents the observed and reported experiences of 22 tenth, eleventh, and twelfth grade vocational students and their teacher as they engaged in the use of formative rubrics for the purpose of evaluating the task performance and interpersonal skills of themselves and classmates.

While practicing automotive related tasks, the student pair groups completed self and peer assessments which were compared to those of the teacher, providing input for the purpose of improving performance related to identified program/teacher expectations. The four month study included participant observations, surveys, questionnaires, and documented reflective discourse about the rubrics' use.

The study showed that when students use rubrics that clearly explain the performance expectations, they demonstrate mostly on-task behavior during the completion of skills. When rubrics are based on valid objective criteria, the student self assessments, peer assessments, and teacher assessments reflect reliability. When students are asked to complete questionnaires and surveys about their behavior, assessed in accordance with the rubrics, their observations reflect honesty in comparison with the desired standards.