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Patent Search

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Inventor

Name	Address	Country
Dr. Arabati Pradeep Kumar, Associate Professor / Department of English, Anurag University.	Anurag University, Venkatapur, Ghatkesar, Medchal, Hyderabad, Telangana-500088.	India
Dr. P V Laxmiprasad, Associate Professor / Department of English, Anurag University	Anurag University, Venkatapur, Ghatkesar, Medchal, Hyderabad, Telangana-500088.	India
Dr. Sneha Deshmukh, Assistant professor / Department of English, Anurag University.	Anurag University, Venkatapur, Ghatkesar, Medchal, Hyderabad, Telangana-500088.	India
Dr.G.Venkata Ramana, Associate Professor of English / Department of BS&H, B V Raju Institute of Technology.	B V Raju Institute of Technology, Vishnupur, Narsapur, Medak, Telangana-502313.	India
Dr. Sridevi Tulasi, Associate Professor of English / Department of Freshman Engineering, Geethanjali College of Engineering and Technology.	Geethanjali College of Engineering and Technology, Cheeryal, Keesara, Medchal, Telangana-501301.	India
Dr.P.Rajitha, Associate Professor of English / Department of Freshman Engineering, Geethanjali College of Engineering and Technology.	Geethanjali College of Engineering and Technology, Cheeryal, Keesara, Medchal, Telangana-501301.	India
Dr.Pramodini Patnaik, Associate Professor of English / Department of Freshman Engineering, Geethanjali College of Engineering and Technology.	Geethanjali College of Engineering and Technology, Cheeryal, Keesara, Medchal, Telangana-501301.	India
P.B. Esther Rani, Assistant professor / Department of English, Institute of Aeronautical Engineering.	Institute of Aeronautical Engineering, Dundigal, Hyderabad, Telangana-500043.	India

Applicant

Name	Address	Country
Dr. Arabati Pradeep Kumar, Associate Professor / Department of English, Anurag University.	Anurag University, Venkatapur, Ghatkesar, Medchal, Hyderabad, Telangana-500088.	India
Dr. P V Laxmiprasad, Associate Professor / Department of English, Anurag University	Anurag University, Venkatapur, Ghatkesar, Medchal, Hyderabad, Telangana-500088.	India
Dr. Sneha Deshmukh, Assistant professor / Department of English, Anurag University.	Anurag University, Venkatapur, Ghatkesar, Medchal, Hyderabad, Telangana-500088.	India
Dr.G.Venkata Ramana, Associate Professor of English / Department of BS&H, B V Raju Institute of Technology.	B V Raju Institute of Technology, Vishnupur, Narsapur, Medak, Telangana-502313.	India
Dr. Sridevi Tulasi, Associate Professor of English / Department of Freshman Engineering, Geethanjali College of Engineering and Technology.	Geethanjali College of Engineering and Technology, Cheeryal, Keesara, Medchal, Telangana-501301.	India
Dr.P.Rajitha, Associate Professor of English / Department of Freshman Engineering, Geethanjali College of Engineering and Technology.	Geethanjali College of Engineering and Technology, Cheeryal, Keesara, Medchal, Telangana-501301.	India
Dr.Pramodini Patnaik, Associate Professor of English / Department of Freshman Engineering, Geethanjali College of Engineering and Technology.	Geethanjali College of Engineering and Technology, Cheeryal, Keesara, Medchal, Telangana-501301.	India
P.B. Esther Rani, Assistant professor / Department of English, Institute of Aeronautical Engineering.	Institute of Aeronautical Engineering, Dundigal, Hyderabad, Telangana-500043.	India

Abstract:

Abstract This study explores the transformative potential of co-created rubrics in assessing English as Second Language (ESL) writing. Utilizing a mixed-methods approach, research involved control and experimental groups to evaluate the efficacy of traditional versus co-created rubrics. Key findings indicate statistically significant improvements in the experimental group's multiple dimensions of ESL writing. A t-test revealed enhanced coherence in writing ($p < 0.05$), while a Chi-square test affirmed enriched vocabulary usage ($p < 0.05$). Further, a Mann-Whitney U test validated better grammatical accuracy ($p < 0.05$), and a paired t-test confirmed improvements in overall writing structure ($p < 0.05$). Furthermore, one-sample t-tests disclosed that both students and educators had positive perceptions of the co-creation process ($p < 0.05$) and perceived the process as more transparent ($p < 0.05$). These findings collectively suggest that co-created rubrics not only elevate the quality of ESL writing but also enhance the fairness and transparency of the assessment process. The study concludes that co-created rubrics offer a viable and effective approach for ESL writing assessment, warranting broader educational adoption.

Complete Specification

Description: TRANSFORMING ESL WRITING ASSESSMENT WITH THE CO-CREATION OF RUBRICS

Field and Background of the Invention

Evaluating students' writing abilities in the context of learning English as a second language (also known as ESL) has been the focus of academic research and instructional concerns for a long time. Traditional assessment strategies, which are frequently exemplified by standardised examinations and rubrics centred on the teacher's role, have been criticised for their inadequacies in meeting the varied requirements of ESL students. These approaches are frequently criticised for being inflexible, opaque, and disjointed from the actual learning process; as a result, they negatively impact not just the level of students' motivation but also the quality of their writing. According to research that has been conducted up till now, typical assessment rubrics, despite offering a structured framework, frequently fail to account for the individual learning trajectories and cultural backgrounds of ESL students. This approach, which uses a single standard for all students, can lead to biased and ineffective evaluations, which may deter students from participating actively in the writing process.

Rationale for Co-Creation

In response to these issues, new research in English as a second language writing evaluation has begun investigating alternate ways. Co-creation of assessment rubrics is one strategy that can be utilised, and it requires students to actively design the criteria and descriptors that will be used to evaluate their work. This is one method that can be used. The purpose of collaboratively developing assessment criteria, or rubrics, is to democratise the evaluation process by making it more open, inclusive, and aligned with the learning outcomes. Although the idea of co-creation in educational assessment has been around for some time, very little research has been done on how

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