

Introduction of Assignment Assessment System for Higher Education in Sri Lanka

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The Sri Lanka Qualifications Framework (SLQF) has been introduced into the Higher Education sector for improving many vital aspects of learning and assessing the learning process. In response to this framework, assessment procedures must be included when the syllabus is designed. However, in the syllabus it only explains methods of evaluation and allocation of marks as an assessment procedure (See Table 1).

Methods of Evaluation	Allocation of marks
Examination	75%
Assignments/Performances	20%
Attendance	05%
Total	100%

Table 1 – Example for Assessment Procedure

It does not clarify assessment criteria and therefore students do not know what exactly his or her lecturer expects from them to gain 20% of marks from total for his or her assignment. On the other hand absence of proper assessment criteria may also impact on lecturer when he or she mark the assignment.

This study fills these gaps by introducing rubrics. Rubrics have become popular with academics especially in developed countries like New Zealand as a means of communicating expectations for an assignment, providing focused feedback on works in progress, and grading final products. Heidi Andrade defined rubric as “a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor”.

Rubrics can be used to grade student work but they can serve another, more important, role as well. For example, Rubrics can teach as well as evaluate. When used as part of a formative, student-centred approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work. Students should be able to use rubrics in many of the same ways that teachers use them—to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.

Introduction of said assignment assessment system have implications for academics in higher education and practice in the forms of development of policies.

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