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## Developing a Formative Self-Assessment Rubric for Speaking Skills in Higher Education

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**Annotation** *This article analyzes existing speaking assessment rubrics and examines their potential for use in formative self-assessment in higher education. Particular attention is given to the limitations of widely used assessment frameworks and previously developed rubrics in supporting learner reflection and autonomy. Based on the analysis of selected studies, a formative self-assessment rubric for evaluating students' speaking performance was developed. The proposed rubric includes clear assessment criteria and a scoring system designed to help students identify strengths and weaknesses in their speaking skills. The rubric is intended to facilitate reflective learning, promote learner autonomy, and support more effective formative assessment practices in speaking courses. In addition, the rubric aims to make assessment procedures more transparent and understandable for students, encouraging active participation in the evaluation process. The proposed tool may be used by both teachers and students to improve speaking performance and enhance the overall quality of language learning in higher education and support more effective formative assessment practices in speaking courses.*

**Keywords** *Self-assessment, speaking assessment, formative assessment, rubric development, learner autonomy, higher education*

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## Oliy ta'limda og'zaki nutq ko'nikmalarini rivojlantirish uchun formativ o'zini baholash rubrikasini ishlab chiqish

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**Annotatsiya** *Ushbu maqolada og'zaki nutqni baholash uchun mavjud bo'lgan rubrikalar tahlil qilinadi hamda ularning oliy ta'limda formativ o'z-o'zini baholashda qo'llash imkoniyatlari ko'rib chiqiladi. Tadqiqotda keng qo'llaniladigan baholash tizimlari va avval ishlab chiqilgan rubrikalarning talabalarda refleksiya va o'quvchi avtonomiyasini rivojlantirishdagi ayrim cheklovlariga alohida e'tibor qaratiladi. Tanlangan ilmiy tadqiqotlar tahlili asosida talabalarning og'zaki nutq ko'nikmalarini baholashga mo'ljallangan formativ o'z-o'zini baholash rubrikasi ishlab chiqildi. Taklif etilayotgan rubrika aniq baholash mezonlari hamda ball berish tizimini o'z ichiga oladi va talabalarga o'z nutqiy ko'nikmalarining kuchli va zaif tomonlarini aniqlashga yordam beradi. Ushbu rubrika reflektiv o'rganishni rivojlantirish, o'quvchi avtonomiyasini oshirish hamda og'zaki nutq darolarida formativ baholash amaliyotlarini yanada samarali tashkil etishga xizmat qiladi. Shuningdek, rubrika baholash jarayonining shaffofligi va tushunarligini oshirib, talabalarning baholash jarayonida faol ishtirok etishini rag'batlantiradi. Taklif etilgan vosita o'qituvchilar va talabalar tomonidan og'zaki nutqni rivojlantirish hamda oliy ta'limda chet tilini o'qitish sifatini oshirish uchun qo'llanishi mumkin.*

**Kalit so'zlar** *O'zini baholash, og'zaki nutqni baholash, formatif baholash, baholash rubrikasi, talaba avtonomiyasi, oliy ta'lim*

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## **Разработка рубрики формирующего самооценивания для развития навыков устной речи в высшем образовании**

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**Аннотация** *В данной статье анализируются существующие рубрики оценки устной речи и рассматривается их потенциал для использования в формативном самооценивании в системе высшего образования. Особое внимание уделяется ограничениям широко используемых оценочных моделей и ранее разработанных рубрик в поддержке рефлексии обучающихся и развитию автономии. На основе анализа отобранных научных исследований была разработана формативная рубрика самооценивания для оценки устной речи студентов. Предложенная рубрика включает чёткие критерии оценивания и систему баллов, предназначенную для того, чтобы помочь студентам определить сильные и слабые стороны своих речевых навыков. Рубрика направлена на развитие рефлексивного обучения, повышение автономии обучающихся и поддержку более эффективных формативных практик оценивания на занятиях по устной речи. Кроме того, рубрика способствует повышению прозрачности и понятности процедур оценивания для студентов, стимулируя их активное участие в процессе оценивания. Предлагаемый инструмент может использоваться как преподавателями, так и студентами для совершенствования устной речи и повышения качества обучения иностранному языку в высшем образовании.*

**Ключевые слова** *Самооценивание, оценивание устной речи, формирующее оценивание, рубрика оценивания, автономия обучающихся, высшее образование*

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### **Introduction**

In recent decades, language education has experienced a significant shift from traditional teacher-centered assessment toward learner-centered and formative assessment practices, which emphasize active student participation, self-reflection, and ongoing improvement (Black & Wiliam, 1998). Formative assessment positions learning and feedback at the heart of instruction, encouraging learners to monitor and regulate their own progress rather than rely solely on summative judgments (Black & Wiliam, 1998).

Research consistently highlights that frequent, actionable feedback – including self-assessment – enhances student learning outcomes and engagement (Boud & Falchikov, 1989). Among learner-centered tools, self-assessment is particularly valuable for promoting learner autonomy and self-regulated learning, enabling students to evaluate their own performance and make instructional decisions about their next steps. Evidence from second language acquisition research suggests that self-assessment increases metacognitive awareness,

motivation, and engagement when learners are guided by clear criteria and supported through repeated practice (Ross, 2006). Despite its pedagogical value, formalized and practical self-assessment tools remain limited. The Common European Framework of Reference for Languages (CEFR) provides a widely used self-assessment grid, offering broad “can-do” descriptors for estimating proficiency across language skills, including speaking. However, the CEFR grid is primarily summative, serving as a benchmark rather than a detailed, formative tool for ongoing classroom feedback (Council of Europe, n.d.).

### **Literature review**

The Common European Framework of Reference for Languages (CEFR) is a globally recognized framework developed by the Council of Europe to standardize language competence descriptions across six proficiency levels (A1–C2) and four language skills, including speaking (Council of Europe, 2001/2020). The CEFR also provides self-assessment grids that allow learners to estimate their proficiency level by rating themselves against generalized “can-do” descriptors for skills such as spoken interaction and spoken production (European Commission, n.d.). Although widely used for benchmarking and instructional planning, these grids are relatively broad and do not provide the detailed formative guidance necessary for continuous self-improvement in classroom contexts. Because the descriptors focus on overall levels rather than specific performance features such as fluency, interactional strategies, or pragmatic appropriateness, instructors and learners cannot easily extract actionable feedback for iterative improvement. Therefore, despite the CEFR’s international value, there remains a need for more detailed, formative self-assessment rubrics tailored to the realities of speaking instruction in higher education.

Latifa et al. (Latifa et al., 2015) developed a practical speaking test rubric for university-level English students in Indonesia,

aiming to provide a structured and objective tool for assessing speaking performance. The rubric covers key components of speaking, including fluency, accuracy, pronunciation, vocabulary, grammar, and interaction, and uses descriptive levels to guide evaluators in providing concrete feedback. While primarily designed for teacher assessment, it offers indirect support for student self-monitoring, though its formative application is limited. The development process relied on curriculum requirements and expert consensus, ensuring clarity and applicability in classroom contexts. Strengths of the rubric include its practicality, coverage of core speaking skills, and alignment with communicative competence principles. However, its limitations include minimal emphasis on iterative self-assessment and context specificity, as it was tested within an Indonesian university setting.

Khan, Tariq, Ali, and Hussain (2024) employed the Competent Speaker Speech Rubric to assess undergraduate students’ oral proficiency in an English II course at the University of Swat, Pakistan. Using a quantitative design, the researchers observed the presentations of 65 students and evaluated them across eight competencies, including selecting and refining a topic, conveying a thesis or purpose, providing supporting material, appropriate language use, incorporation of vocal variety, effective pattern of presentation, articulation/pronunciation/grammar, and use of physical and nonverbal cues (Khan et al., 2024).

The study highlights the utility of detailed rubrics as valuable grading tools and emphasizes their role in informing instruction and feedback practices. However, although the rubric captures multiple speaking dimensions, it was applied solely for teacher assessment rather than as a formative self-assessment tool, indicating another gap in existing rubric practices.

### **Research methodology**

This study employed a qualitative review approach to examine existing speaking

assessment rubrics and identify their potential for formative self-assessment in higher education contexts. Relevant literature was identified through searches in academic databases such as Google Scholar using keywords including speaking assessment rubric, self-assessment in language learning, and formative assessment in speaking. The selection criteria focused on peer-reviewed studies that presented or analyzed practical speaking rubrics used in English language assessment. A small number of representative studies were selected for detailed analysis, including rubrics developed for university-level speaking evaluation. Each rubric was examined in terms of its assessment criteria, performance descriptors, scoring structure, and applicability for formative self-assessment. Particular attention was given to how these rubrics operationalize key dimensions of speaking proficiency such as fluency, pronunciation, vocabulary use, grammatical accuracy, and communicative effectiveness.

Based on this analysis, a formative self-assessment speaking rubric was developed for use in higher education speaking courses. The proposed rubric integrates common speaking assessment criteria identified in the reviewed studies while adapting the scoring system to support student reflection, learner autonomy, and quantitative analysis of self-assessment results.

### **Analysis and Results**

The analysis of existing speaking assessment rubrics reveals several important patterns. Latifa et al. designed a practical rating rubric for university students that effectively evaluates fluency, pronunciation, vocabulary, and grammatical accuracy; however, the rubric primarily functions as a summative assessment tool, providing limited opportunities for students' formative self-reflection (Latifa et al., 2015). Similarly, Khan, Ali, and Hussain proposed the Competent Speaker Speech Rubric, which offers detailed descriptors across performance levels, yet its implementation largely depends on teacher scoring and does

not actively engage learners in self-monitoring their progress. While the CEFR self-assessment grid remains the most globally recognized standard, its descriptors are general and summative, making it difficult to directly apply in formative speaking tasks that promote learner autonomy. These observations underscore a critical gap: despite the availability of multiple rubrics, few tools are explicitly designed to support formative self-assessment, allowing learners to reflect on their strengths and weaknesses and to make informed improvements. To address this gap, the present study introduces a formative self-assessment speaking rubric specifically developed for higher education philology students. This rubric integrates the strengths of existing instruments while adapting scoring and descriptors to encourage active learner engagement, self-reflection, and ongoing monitoring of speaking performance.

To provide students with a structured and formative approach to self-assessment in speaking, a new rubric was developed for this study (Ravshanova, 2026). The rubric encompasses seven core criteria essential for speaking proficiency: pronunciation and intonation, fluency, vocabulary use, grammar and accuracy, content and ideas, organization and cohesion, and interaction and communication. Each criterion is scored on a five-point scale, ranging from "Needs Improvement" (1) to "Excellent" (5), with corresponding qualitative descriptors to guide learners in evaluating their own performance. This scoring system allows students to quantify their speaking skills, reflect on specific areas of strength and weakness, and track progress over time. In addition, the rubric is designed to be practical for statistical analysis, enabling pre- and post-assessment comparisons and facilitating research-based evaluation of self-assessment practices. Compared with existing tools, such as the CEFR self-assessment grid, which primarily functions as a summative instrument, this rubric emphasizes formative,

actionable feedback, making it suitable for classroom implementation in higher education speaking courses. Its design integrates the theoretical foundations of learner autonomy (Holec, 1981) and self-regulated learning

(Zimmerman, 2000), providing students with a framework for reflective practice while simultaneously offering instructors a systematic method to monitor learner development.

### Formative Self-Assessment Speaking Rubric

(Ravshanova, 2026)

	1 Needs Improvement	2 Satisfactory	3 Good	4 Very Good	5 Excellent
<b>Pronunciation &amp; Intonation</b>	Frequent mispronunciations incorrect intonation	Occasional mispronunciations	Minor pronunciations; intonation correct	Clear pronunciation	Clear and accurate pronunciation; natural intonation
<b>Fluency</b>	Speech is often hesitant, long pauses	Speech somewhat fluent; occasional	Speech generally fluent; few pauses	Smooth speech; minor pauses	Very smooth, natural and continuous speech.
<b>Vocabulary Use</b>	Very limited vocabulary	Basic vocabulary; limited variety	Adequate vocabulary; some variety	Rich vocabulary; appropriate word choice	Extensive and precise vocabulary; highly appropriate.
<b>Grammar &amp; Accuracy</b>	Frequent errors repetitive words	Several errors mostly understandable	Some errors mostly convenes	Few errors accurate sentences	Grammatically correct; consistently accurate
<b>Content &amp; Ideas</b>	Ideas unclear or irrelevant	Some ideas relevant; limited development	ideas mostly relevant; moderately developed	ideas clear, relevant, well-developed	Ideas highly coherent, relevant, and fully developed
<b>Organization &amp; Cohesion</b>	No clear structure; ideas disorganized	Limited organization; some connection of ideas	Moderately organized; mostly coherent	Well-organized; logical flow	Excellent organization; ideas flow naturally
<b>Interaction &amp; Communication</b>	Rarely engages; responses unclear	Limited engagement responses sometimes	Usually engages; responses mostly clear	Engages effectively; responses clear	Engages effectively; responses precise a confident

Total Score: 7 – 35

**Table 1.** Formative Self-Assessment Rubric for Speaking Skills (Ravshanova, 2026)

**Note:** "The formative self-assessment speaking rubric was developed by the author to provide students with a structured framework for evaluating their speaking performance (Ravshanova, 2026, unpublished manuscript)."

### Conclusion

This study examined existing speaking assessment rubrics and identified their strengths and limitations in supporting formative self-assessment in higher education. The analysis revealed that while many rubrics effectively measure speaking performance, they often emphasize teacher evaluation rather

than learner reflection. In response to this gap, a formative self-assessment rubric was developed to support students in monitoring and evaluating their own speaking progress. The proposed rubric aims to encourage learner autonomy, reflective learning, and more structured self-assessment practices in speaking courses.

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