

**INVESTIGATING THE IMPACT OF RUBRIC-REFERENCED  
SELF-ASSESSMENT PRACTICES ON THE SECOND LANGUAGE  
WRITING SKILLS OF  
MIXED-ABILITY LEARNERS**

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**Abstract** - This study examined the impact of rubric-referenced self-assessment practices on the writing skills of a selected mixed-ability group of ESL students enrolled in the Faculty of Arts, University of Jaffna, Sri Lanka. A mixed-method approach was adopted, employing participants' pre- and post-intervention scores, informal classroom discussions, teacher observation, and participants' scores for all seven write-ups. Twenty-three male (04) and female (19) students from the second year of the Bachelor of Arts degree programme enrolled to participate in an eight-week study. Students were oriented to the rubric-referenced self-assessment framework in two-hour sessions to get introduced to the novel self-assessment practices, co-construct the rubrics, and learn the procedures of rubric-referenced self-assessment practices. Following the orientation programme, the participants produced seven descriptive writings on different functions conducted at the university, and self-assessed their write-ups with the aid of the rubric, co-constructed by them to create self-generated feedback to inform revision. Subsequently, self-generated feedback was viewed by the teacher and teacher feedback was provided for further revision and improvement. Data collected were analyzed quantitatively as well as qualitatively to report the impact on writing skills. The findings indicated that self-assessment practices significantly impacted the writing skills of a particular group of participants.

**Keywords:** descriptive writing; feedback; rubric; self-assessment; writing skills