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An Analysis Of The Implementation Of Assessment Rubrics In Evaluating Writing Creativity

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Abstract
Assessment of writing creativity in primary education often faces challenges due to subjective judgments by teachers. The use of assessment rubrics offers an objective and structured alternative for evaluating aspects of creativity such as originality, elaboration, and uniqueness. This study aims to: 1) analyse the application of assessment rubrics in assessing writing creativity, 2) evaluate the impact of using assessment rubrics on improving students' writing skills. The research method used is Systematic Literature Review (SLR) with steps of identification, selection, data extraction, and synthesis of information from various relevant scientific articles. Data sources were obtained from national and international accredited journals within the last ten years. Inclusion criteria included publications that discussed assessment rubrics, objective assessment, writing creativity, and their implementation in primary education. It can be concluded that rubrics are effective tools for assessing writing creativity, but their optimal implementation requires teacher capacity building and stronger policy support to ensure sustainability.
Keywords: *assessment, rubric, evaluation, writing*

Abstrak
Penilaian kreativitas menulis di pendidikan dasar sering menghadapi tantangan akibat adanya penilaian subjektif oleh guru. Penggunaan rubrik penilaian menawarkan alternatif yang objektif dan terstruktur untuk mengevaluasi aspek kreativitas seperti orisinalitas, elaborasi, dan keunikan. Penelitian ini bertujuan untuk: 1) menganalisis penerapan rubrik penilaian dalam menilai kreativitas menulis, 2) mengevaluasi dampak penggunaan rubrik penilaian terhadap peningkatan keterampilan menulis siswa. Metode penelitian yang digunakan adalah Systematic Literature Review (SLR) dengan tahapan identifikasi, seleksi, ekstraksi data, dan sintesis informasi dari berbagai artikel ilmiah yang relevan. Sumber data diperoleh dari jurnal nasional dan internasional terakreditasi dalam sepuluh tahun terakhir. Kriteria inklusi meliputi publikasi yang membahas rubrik penilaian, asesmen objektif, kreativitas menulis, serta implementasinya dalam pendidikan dasar. Dapat disimpulkan bahwa rubrik merupakan alat yang efektif untuk menilai kreativitas menulis, namun penerapannya secara optimal memerlukan peningkatan kapasitas guru dan dukungan kebijakan yang lebih kuat agar dapat berkelanjutan.
Kata kunci: *asesmen, rubrik, evaluasi, menulis*

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INDTRODUCTION

The Indonesian language constitutes a core subject within the elementary school curriculum. As a formal educational institution, the school provides a structured environment in which students develop their linguistic competencies. The national curriculum highlights the pivotal role of language skills in fostering students' intellectual, social, and emotional development. Through effective instruction in the Indonesian language, these three dimensions of growth can be systematically cultivated. The degree to which instructional objectives are attained is reflected in students' learning outcomes, which serve as essential indicators of their comprehension of content and mastery of language skills. Accordingly, learning outcomes function as critical benchmarks for evaluating the effectiveness of the instructional process in achieving the competencies prescribed by the curriculum (Alfianika & Sitohang, 2022).

Writing is a cognitive process through which individuals organize and express their thoughts by converting abstract ideas into structured written language (Novitaningrum et al., 2024). In practice, the assessment of students' writing particularly in terms of creativity is often carried out subjectively within the school environment. Many teachers tend to evaluate writing based on personal judgment or what is colloquially referred to as "educated guessing," without a clear and structured assessment instrument (Rahmayanti et al., 2024). Such assessments pose a risk of unfairness, as they do not accurately reflect students' creative thinking potential and abilities. In the absence of concrete assessment criteria, teachers may focus more on technical errors or linguistic rules while overlooking the creative dimensions of the text (Hikmah, 2021).

To promote a fairer, more measurable, and objective evaluation process, the use of assessment tools such as scoring rubrics is essential. A rubric is an assessment instrument presented in the form of a table or set of descriptors that outline clear criteria and indicators, serving as a guide for evaluating student work in a comprehensive and systematic manner (Sasipraba et al., 2020). In the context of creative writing, rubrics go beyond linguistic aspects and also consider idea development, originality, plot structure, character development, and setting (Nur'aini & Ulfan, 2024). By using rubrics, teachers can assess students' writing in a more transparent, consistent, and unbiased way (Rahmawati et al., 2021; Anisah, 2018).

However, not all teachers are accustomed to implementing scoring rubrics in their daily instructional practices. Some still rely on conventional approaches, without recognizing the importance of systematic measurement tools. This reflects a research gap are most studies on rubrics emphasize linguistic aspects, while the creative dimension of writing remains underexplored. The novelty of this study lies in its focus on assessing creativity in short story writing through rubrics at the elementary level. By positioning rubrics as tools to measure imagination and originality, this research contributes to developing more objective and creativity-oriented assessment practices in Indonesian language education.

METODE

This study employs the Systematic Literature Review (SLR) method to examine the application of scoring rubrics in assessing writing creativity. According to Pati and Larusso as cited in (Sari et al., 2023), the aim of this method is to obtain a comprehensive overview of existing research, identify patterns, trends, and research gaps in a systematic, transparent, and structured manner. The review process includes searching, selecting, analyzing, and synthesizing data from relevant scholarly articles. Data sources were drawn from two primary databases: Scopus-indexed journals and nationally accredited SINTA 2 journals. The articles reviewed were published between 2020 and 2025. The search employed keywords such as "rubric assessment," "writing creativity," "creative writing evaluation," "rubrik penilaian menulis," and "kreativitas

menulis," conducted through the official Scopus and SINTA portals (sinta.kemdikbud.go.id).

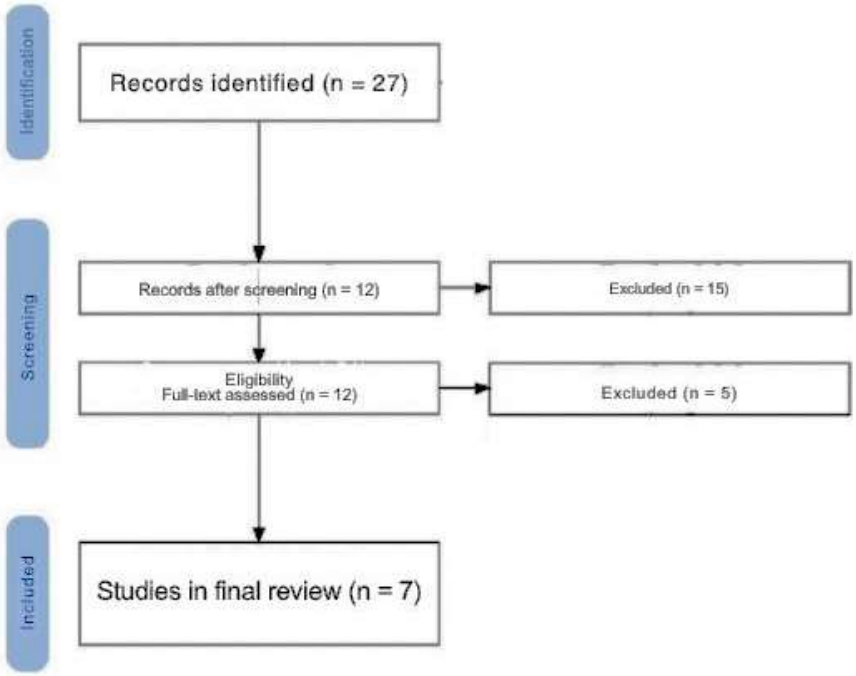
The inclusion criteria for article selection were as follows: (1) articles involving rubrics as assessment instruments, (2) articles explicitly addressing creativity in the context of writing, (3) articles written in either Indonesian or English, (4) articles published in Scopus or SINTA 2 indexed journals, and (5) articles that clearly state their research methodology. The exclusion criteria included: (1) non-systematic review articles, (2) articles discussing writing without addressing creativity or rubrics, (3) articles not available in full-text, and (4) articles not peer-reviewed.

The SLR procedure follows the model developed by Kitchenham and adapted for the field of education. The process begins with identifying the need for the review through the formulation of research questions. The primary research question is: "How are scoring rubrics applied in assessing writing creativity according to studies published in Scopus- and SINTA 2-indexed journals?" This main question is broken down into three sub-questions: the types of rubrics used, the aspects of creativity assessed, and the implications of their application in educational contexts.

The second stage involves the identification and selection of literature. The initial search yielded 27 articles from the two databases. After screening titles and abstracts, 12 potentially relevant articles were identified. Full-text reviews were then conducted to confirm alignment with the inclusion criteria, resulting in 7 final articles for analysis.

The third stage is data extraction. Key information collected includes: (1) article identity (title, authors, year, journal), (2) research objectives, (3) research approach or methodology, (4) type of rubric used, (5) indicators of creativity assessed, (6) main findings, and (7) study limitations. Data extraction was conducted using a custom-designed coding sheet to ensure consistency during analysis. The analysis procedurs for mapping based on PRISMA framework is displayed in Picture 1.

Picture 1. PRISMA flowchart



The fourth stage is data analysis. A descriptive qualitative approach with thematic analysis was employed. Articles were grouped based on research focus and patterns of findings. Thematic identification followed open, axial, and selective coding. The analysis aimed to describe trends in the use of rubrics for assessing writing creativity, including rubric categories (holistic or analytic), dimensions of creativity assessed

(originality, flexibility, elaboration, fluency), and the effectiveness of rubric implementation in instructional settings.

Credibility of the SLR findings was ensured through researcher triangulation. Two independent researchers were involved in the selection and extraction processes. Discrepancies were resolved through discussion until consensus was reached. All steps were documented transparently to ensure methodological reproducibility.

Synthesis of findings was conducted by integrating key insights from all selected articles. A narrative synthesis approach was adopted to interpret the results and answer the research questions. Findings are presented according to thematic dimensions, accompanied by summary tables displaying essential information from each study. Research ethics were maintained by fully citing all sources and adhering to proper scholarly citation standards. No data manipulation or interpretation beyond the original content of the articles was performed. As this study did not involve direct human subjects, ethical approval from an institutional review board was not required.

This SLR is expected to make a significant contribution to the development of creative writing assessment instruments and to guide researchers and educational practitioners in designing and implementing valid and reliable rubrics. The synthesized findings also aim to provide a theoretical and practical foundation for teachers, lecturers, and curriculum developers in evaluating writing skills not only in terms of grammar and structure, but also in terms of students' creative expression and imagination.

RESULT AND DISCUSSION

Based on the seven journal articles that met the predetermined criteria regarding the application of rubrics in assessing writing creativity, the findings from each study are summarized and presented in Table 1. This table provides a comprehensive overview of the research contexts, assessment instruments used, creativity indicators evaluated, and the key outcomes reported in each study. The synthesis aims to highlight patterns, similarities, and differences in the implementation of rubric-based assessment across various educational settings.

Tabel 1. Review Jurnal

Author(s) and Year of Publication	Title	Finding
(Trüb et al., 2025)	Judgment accuracy in primary school EFL writing assessment: Do text characteristics matter?	Assessing EFL students' writing at the elementary school level presents significant challenges due to limited language proficiency at early stages. Pre-service teachers tend to be more accurate in evaluating linguistic aspects than in assessing content and text structure. They often grade more strictly and with greater variability than expert raters, particularly in areas such as syntax and cohesion. Targeted training is necessary to improve the accuracy of evaluating content and organizational elements in writing. Inaccurate assessment may negatively impact students' motivation and self-confidence, highlighting the importance of strengthening assessment competence within teacher education programs.

(Benedek et al., 2025)	Why do you think you are creative? An analysis of sources and correlates of creative self-concept judgements	Self-assessment of creativity, including in the context of writing, is strongly influenced by direct personal experiences, particularly mastery experiences. Students tend to evaluate their writing ability based more on the frequency of their engagement in creative writing activities than on measurable writing achievements. This self-evaluation is also shaped by personality traits such as openness to experience, self-esteem, and self-concept clarity, and may be negatively affected by tendencies to engage in social comparison. High self-assessments of creativity often do not reflect objective performance, but rather represent subjective perceptions formed through social interactions, past experiences, and personal beliefs. Therefore, understanding the factors that shape students' creative self-concept is essential for designing more accurate writing assessment strategies that support the development of their creative potential.
(Wu et al., 2025)	Canvas and quill: Improving students' creativity and writing composition through creative painting diary	The integration of visual imagery and writing in the Creative Painting Diary (CPD) has been shown to significantly enhance elementary students' writing skills, particularly in sentence structure and creativity. This approach provides structured daily writing practice, enabling students to develop technical skills such as organization, word choice, and textual coherence. Through the combined activities of drawing and writing, students are granted greater freedom to express their ideas, thereby fostering intrinsic motivation and creative imagination. Assessment results revealed substantial improvements in fluency, flexibility, originality, and elaboration following the CPD intervention compared to the control group. These findings highlight the importance of considering students' creative processes in writing assessment, not merely technical aspects, by allowing integrated expression through both visual and verbal modes.
(Yulianingsih & Koeswanti, 2023)	Perbedaan Model Problem Based Learning dengan Discovery learning dalam Meningkatkan Keterampilan Menulis Teks Cerita Fiksi	This study demonstrates that the Discovery Learning model is more effective than Problem-Based Learning in enhancing elementary students' skills in writing fictional narratives. Assessment using a rubric indicated that aspects such as sentence structure, composition organization, and diction developed more significantly among

		students taught through the Discovery Learning approach. This model promotes active student engagement in constructing knowledge through direct experience, making the writing process more meaningful and personal. Evaluation of students' written work under this approach revealed improvements in imagination, logical thinking, and confidence in articulating ideas through writing. Therefore, the selection of an appropriate instructional model has a substantial impact on the quality of students' written outcomes and should be considered a critical factor in writing assessment strategies.
(Trismayanti, 2021)	The Effectiveness of Formative Assessment in Improving Students' Writing Skill	Formative assessment has proven to be effective in improving students' writing skills, as it allows teachers to provide feedback during the learning process rather than solely at the end. Through this type of assessment, students experience improvements in various writing aspects such as vocabulary, grammar, sentence structure, spelling, and punctuation. Teachers are able to identify students' strengths and weaknesses, enabling them to adjust instructional strategies in a more targeted and responsive manner. Moreover, formative assessment fosters increased motivation and confidence in students' writing, as they feel more guided and supported throughout the process. Therefore, the implementation of formative assessment serves as a critical approach in supporting the continuous development of students' writing abilities.
(Van Hooijdonk et al., 2022)	Examining the assessment of creativity with generalizability theory: An analysis of creative problem solving assessment tasks	Assessing creative writing ability, particularly within the context of Creative Problem Solving (CPS), presents reliability challenges due to variability stemming from tasks, raters, and the interactions among these elements. This study reveals that only a small portion of score variance is attributable to students' actual abilities, while the majority is influenced by external factors such as task characteristics and differences among raters. Generalizability Theory was employed to identify and quantify these sources of variance, as well as to determine the minimum number of tasks and raters required to achieve reliable assessment outcomes. Findings indicate that making absolute decisions about student ability

		requires more tasks and raters compared to making relative decisions. Therefore, the development of writing assessment systems must strike a balance between efficiency and accuracy by ensuring that the assessment components are sufficient to validly represent students' abilities.
(Lase & Nababan, 2023)	The Use Rubric As An Assessment Instrument In Senior High School Students' Editorial Text Writing Activities	The use of rubrics as assessment instruments in editorial writing tasks has been shown to enhance objectivity, fairness, and clarity in evaluating students' written work. Analytic rubrics assist teachers in identifying students' strengths and weaknesses based on structured criteria such as critical thinking, text organization, language conventions, topic development, referencing, and grammar. Clearly communicating rubric criteria to students provides explicit guidance and encourages them to write in alignment with established standards. Rubric-based assessment also promotes the development of students' writing skills by offering constructive feedback and ensuring transparent evaluation. Thus, rubrics serve as essential tools in writing assessment—not only for measuring student performance but also for supporting the holistic development of their writing potential.

The use of rubrics as assessment instruments has emerged as a highly significant approach in evaluating students' creativity, particularly in the context of writing skills. Rubrics enable teachers to conduct objective, transparent, and systematic assessments, as each indicator is clearly defined based on predetermined criteria (Brookhart & Nitko, 2018). In writing activities, creativity is not limited to linguistic aesthetics but is reflected in students' ability to generate ideas, organize thoughts, and present original and convincing arguments. Several studies affirm that rubrics—especially analytic rubrics—help teachers identify students' achievements in aspects such as critical thinking, text structure, language conventions, and idea development. This is essential, as creativity is often subjective and thus requires measurement tools that can ensure fairness and consistency in evaluation.

The use of rubrics in writing assessment enables the accommodation of diverse learner characteristics and potentials. In studies exploring the Creative Painting Diary (CPD) model, students' creativity is nurtured not only through written expression but also through visual representation, with assessment facilitated by rubrics that reflect dimensions such as fluency, flexibility, originality, and elaboration. In this context, the rubric serves as a vital bridge between students' creative expression and teachers' understanding of the quality and depth of their work. The rubric provides a multidimensional framework that supports both formative and summative functions. It allows teachers to deliver precise and constructive feedback, encouraging students to engage in continuous self-improvement. This formative use of rubrics fosters metacognitive awareness by clearly communicating success criteria to students. When students understand the specific indicators of task success, they are more likely to

reflect critically on their own performance, engage in meaningful revisions, and strive to enhance the overall quality of their written output.

In addition, rubrics empower students by offering a clear sense of direction and measurable goals, thereby enhancing their motivation and confidence. From a pedagogical standpoint, rubrics transform the assessment process into an educational experience in itself—one that not only evaluates outcomes but also guides and cultivates creativity in a structured yet flexible manner. The rubric thus functions not merely as a grading tool, but as an instructional scaffold that supports creative growth and development. This perspective affirms that rubrics play an essential role in creative writing instruction by aligning assessment practices with instructional goals and learner development. Far beyond assigning grades, well-designed rubrics actively contribute to the holistic formation of students' creative capacities by shaping how they conceptualize, articulate, and refine their ideas.

Rubrics have also demonstrated their effectiveness in enhancing the quality of writing instruction across various educational levels. Studies involving EFL teachers, high school students, and university learners consistently reveal that the use of rubrics reduces grading bias and subjectivity, which often occur when teachers lack consistent evaluation standards. In the absence of clear assessment instruments, student creativity is frequently overlooked or inaccurately assessed, resulting in unfair or incomplete evaluations. Rubrics, particularly analytic ones, offer a detailed set of criteria—such as logical coherence, argumentative accuracy, and paragraph organization—that guide teachers toward more accurate and equitable assessments. These structured indicators allow for a more comprehensive appraisal of students' creative writing abilities by evaluating both content and form in a systematic manner.

Moreover, empirical studies that apply Generalizability Theory have confirmed that the reliability of writing assessments significantly increases when rubrics are used with an adequate number of tasks and raters. This suggests that rubrics not only improve consistency in scoring but also enhance the validity and dependability of complex creativity assessments. By minimizing the influence of extraneous variables such as task variability and inter-rater differences, rubrics contribute to a more stable and replicable evaluation process. These findings reinforce the notion that rubrics should be regarded as essential tools in educational assessment capable of capturing the multifaceted nature of creativity while ensuring fairness, rigor, and accountability in the measurement of student learning outcomes.

The implementation of rubrics has significant psychological and pedagogical impacts on students. When rubrics are clearly communicated to students prior to task initiation, they gain a deeper understanding of the learning objectives and direction, which in turn enhances their confidence and engagement (Fatmawati, 2022). Students who perceive the assessment process as fair and transparent are more likely to explore their ideas freely and express themselves creatively without fear of judgment. This sense of clarity and fairness fosters an environment that supports risk-taking and innovation in writing. From the teacher's perspective, rubrics also serve as valuable tools for understanding the individual development of each student, particularly in relation to their creative thinking potential and expressive capabilities (Widiastuti et al., 2022). In this context, assessment through rubrics functions not merely as a tool for evaluation, but also as a means of character development and talent cultivation (Febriyanti et al., 2017). Even in literature adopting a theological perspective, rubrics are described as instruments of compassion and justice in assessment, emphasizing that each student possesses unique qualities reflecting their Creator and thus deserves to be assessed thoughtfully and responsibly. This reinforces the idea that rubrics should be designed not only for measurement but also for nurturing the holistic growth of every learner.

Rubrics function not merely as tools for assigning final scores but as instructional guides that provide direction, motivation, and structure to students' creative thinking processes. They enable teachers to deliver more targeted and constructive feedback, while also encouraging students to engage in deeper self-reflection on the quality of their written work (Maulina et al., 2021). Rubrics promote equity by offering all students equal opportunities for growth, as the assessment standards employed are open, explicit, and consistent. For this reason, the implementation of rubrics should be continuously refined and developed as an integral component of inclusive, holistic, and sustainable creative learning processes. Carefully designed rubrics offer a robust foundation for assessing students' creativity in a fair, in-depth, and meaningful manner across all levels of education.

Rubric-based assessment has become a powerful tool for evaluating creativity in writing, with analytic rubrics more widely used than holistic ones because they provide detailed feedback on specific aspects of creativity. Dimensions such as originality, fluency, flexibility, and elaboration consistent with Torrance's and Guilford's theories are most frequently emphasized, with originality and elaboration often seen as central to creative writing. While rubrics enhance fairness and objectivity, challenges persist, including teachers' limited capacity to design and apply them, time constraints in classroom practice, and inter-rater reliability issues. In the Indonesian context, these findings underscore the need for localized rubric models, teacher training, and the integration of rubrics as learning tools rather than merely grading instruments. Properly designed rubrics not only reduce subjectivity but also function as instructional scaffolds that guide students' metacognitive awareness, foster creative growth, and align assessment with curricular goals in a more equitable and meaningful way.

CONCLUSION

The findings confirm that rubrics are effective not only as assessment instruments but also as pedagogical tools that foster fairness, transparency, and creativity in students' writing. For teachers, this implies the need to adopt rubrics systematically, not merely as grading devices but as instructional scaffolds that guide students' metacognitive awareness and creative growth. For policymakers, the results highlight the importance of developing assessment policies that mandate and support the use of rubrics, ensuring consistency and equity across schools. For researchers, the study affirms the significance of exploring rubric-based assessment as a means to bridge the gap between evaluation and instruction. Nevertheless, this review has limitations: the number of articles included was relatively small, and the range of topics was restricted, which may not fully represent the diverse contexts of rubric application in writing assessment. Future studies should expand the scope of literature, include empirical classroom-based interventions, and examine the long-term impact of rubrics on students' creativity and higher-order thinking skills. Such research would provide deeper insights into how rubric-based assessment can be optimized to support sustainable improvements in creative writing instruction across educational levels.

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