



JACOBS' ANALYTICAL ASSESSMENT IN THE EVALUATION OF ARABIC WRITING SKILLS AT MADRASAH ALIYAH NEGERI PROGRAM KEAGAMAAN

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Abstract

This study aims to assess the Arabic writing proficiency of tenth-grade students in the PK 1 class of Madrasah Aliyah Negeri Program Keagamaan (MANPK) Jember through analytical evaluation. The sample comprised 20 students, identified as S1–S20. The data were derived from their in-class compositions titled “Simple Essays,” which were analyzed using Jacobs' Analytical Rubric. This rubric evaluates five key components of writing: content, organization, vocabulary, language use, and mechanics. Employing a quantitative descriptive research design, the findings indicate that the majority of students' Arabic writing skills fall within the “good to average” category. Specifically, 10% of students performed at the “excellent to very good” level across all aspects, 60% at the “good to average” level, and 30% at the “fair to poor” level—though their vocabulary usage remained at a “good to sufficient” level. These findings provide essential feedback for educators aiming to enhance the teaching and learning of Arabic writing skills.

Keywords: *Jacobs Analytical Assessment, Evaluation, Arabic Writing Skills.*

Abstrak

Penelitian ini bertujuan untuk menilai tingkat kemahiran menulis bahasa Arab siswa kelas X PK 1 Madrasah Aliyah Negeri Program Keagamaan (MANPK) Jember melalui evaluasi analitis. Sampel terdiri dari 20 siswa, yang diidentifikasi sebagai S1–S20. Data diperoleh dari karangan yang ditulis di kelas dengan judul “Karangan Sederhana,” yang

kemudian dianalisis menggunakan Rubrik Analitis Jacobs. Rubrik ini mengevaluasi lima komponen utama dalam penulisan: isi, organisasi, kosakata, penggunaan bahasa, dan mekanik. Dengan menggunakan desain penelitian deskriptif kuantitatif, hasil penelitian menunjukkan bahwa sebagian besar kemampuan menulis bahasa Arab siswa berada pada kategori “baik sampai cukup.” Secara spesifik, 10% siswa berada pada tingkat “sempurna sampai sangat baik” di seluruh aspek, 60% pada tingkat “baik sampai cukup,” dan 30% pada tingkat “cukup sampai kurang,” meskipun penggunaan kosakata mereka tetap berada pada tingkat “baik sampai cukup.” Temuan ini memberikan masukan penting bagi pendidik dalam meningkatkan proses pembelajaran keterampilan menulis bahasa Arab.

Kata Kunci: *Penilaian Analitis Jacobs, Evaluasi, Kemampuan Menulis Bahasa Arab.*

INTRODUCTION

Writing proficiency is a fundamental component of Arabic language instruction, yet it is widely regarded as the most challenging skill to master. Afifuddin Dimiyathi asserts that Arabic writing is inherently complex because it is a creative activity.¹ It requires students to articulate their thoughts, cultural perspectives, and social experiences. Furthermore, the development of this skill requires the provision of consistent and effective teacher feedback, a point emphasized by Rod Ellis, who argues that corrective feedback plays a crucial role in fostering learners' mastery of foreign language writing.²

Evaluation is an indispensable element of the educational process, serving both as a metric of learning outcomes and as a foundation for pedagogical refinement. As noted by Wahab in Ahmad Muradi, evaluation acts as a benchmark for student achievement and guides the formulation of subsequent instructional strategies.³ Consequently, Arabic writing proficiency must be assessed after each instructional session to gauge student progress and inform targeted interventions. Common errors in Arabic writing among students often pertain to grammar, morphology, vocabulary, and orthography. Ali al-Khouli, as cited by Nurkholis, identifies frequent grammatical issues such as errors in *i'rāb* (syntactic inflection), misalignment of adjectives and descriptors, and structural inaccuracies.⁴ Lola Hervina and Nova Isman further support these findings, highlighting grammar as the most prominent error category, with morphological errors being the least frequent.⁵

¹ Afifuddin Dimiyathi, *Panduan Praktis Menulis Bahasa Arab*, ed. Mohammad Kholison, *Sustainability (Switzerland)* (Malang: CV. Lisan Arabi, 2016), iv.

² Rod Ellis, *Language Teaching Research and Language Pedagogy, Language Teaching Research and Language Pedagogy* (Wiley, 2012), 66, <https://doi.org/10.1002/9781118271643>.

³ Ahmad Muradi, *Pembelajaran Menulis Bahasa Arab dalam Perspektif Komunikatif* (Jakarta: Kencana Prenada Media Group, 2016), 147.

⁴ Nurkholis Nurkholis, “Analisis Kesalahan Berbahasa dalam Bahasa Arab,” *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 1, no. 01 (2018): 10-21, <https://doi.org/10.32332/al-fathin.v1i01.1186>.

⁵ Lola Hervina and Nofa Isman, “Kesalahan Populer dalam Kemahiran Menulis Bahasa Arab di STIBA Arraayah Sukabumi,” *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (June 2022): 137–154, <https://doi.org/10.18196/mht.v4i2.14122>.

While most existing research on Arabic writing proficiency tends to rely on holistic or global assessment approaches, as noted by Currier,⁶ these methods often lack diagnostic precision. They generally provide surface-level insight into error types without revealing the specific strengths or weaknesses in students' writing. To address this gap, the present study adopts Jacobs' analytical rubric, which enables more granular assessment of five key components: content, organization, vocabulary, language use, and mechanics.⁷ As articulated by Sarah C. Weigle, analytical scoring enables the assessment of individual elements within a composition, offering a more granular and objective evaluation.⁸ Bonny Norton, as well as Lyle F. Bachman and Andrian S. Palmer, highlight the interrelated nature of these writing components, noting that they collectively influence overall writing quality.⁹ This integrative dimension marks Jacobs' rubric as superior to more generalized evaluation methods. However, scoring student writing remains a demanding task requiring significant time, effort, and expertise. Glenn Fulcher underscores the dual challenge faced by educators—not only in teaching writing but also in accurately assessing student output.¹⁰ Therefore, teachers must employ clear and structured assessment tools to ensure fair and consistent evaluation. Analytical rubrics, as discussed by Arthur Hughes and Jake Hughes, support systematic assessment by delineating criteria and performance descriptors.¹¹ Ute Knoch and Majid Nemati advocate for rubrics as a means to prevent subjective judgment, thereby improving the reliability of classroom assessment.¹²

This study focuses on MANPK Jember's PK 1 class, where preliminary observations and interviews revealed that Arabic writing assessments continue to rely on global evaluation techniques.¹³ Such approaches fall short of capturing a comprehensive profile of student competencies. The application of Jacobs' rubric in this context aims to fill this gap, offering educators detailed diagnostic insights to improve instruction and curriculum design. Previous

⁶ Matthew W. Currier, "Suggestions for Evaluating ESL Writing Holistically," *The Internet TESL Journal* 11, no. 3 (2005): 1, <http://iteslj.org/Techniques/Currier-EvaluatingWriting.html>.

⁷ Holly L. Jacobs, "Testing ESL Composition: A Practical Approach," *Massachusetts: Newbury House Publisher, Inc.*, 1981, 23.

⁸ Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2007), 57.

⁹ Bonny Norton, "Writing Assessment: Language, Meaning, and Marking Memoranda," in *Fairness and Validation in Language Assessment*, ed. A. Kunnan (Cambridge University Press, 2000), 20–29, [https://faculty.educ.ubc.ca/norton/Kunnan\(2000\)-Writing%20assessment.pdf](https://faculty.educ.ubc.ca/norton/Kunnan(2000)-Writing%20assessment.pdf); Lyle F. Bachman and a.S. Adrian S Palmer, "Language Testing in Practice: Designing and Developing Useful Language Tests," *Oxford Applied Linguistics.*, 1996.

¹⁰ Glenn Fulcher, *Testing Second Language Speaking, Testing Second Language Speaking* (Routledge, 2014), 32, <https://doi.org/10.4324/9781315837376>.

¹¹ Arthur Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2020), 47.

¹² Ute Knoch, "Rating Scales for Diagnostic Assessment of Writing: What Should They Look like and Where Should the Criteria Come From?," *Assessing Writing* 16, no. 2 (April 2011): 81–96, <https://doi.org/10.1016/j.asw.2011.02.003>.

¹³ Interview with Siti Nur Jannah, Jember, East Java, May 15, 2023.

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research has explored various evaluation tools and strategies such as the use of Google Forms,¹⁴ holistic and analytical methods in English writing,¹⁵ and critical writing in legal education.¹⁶ However, none has examined Arabic writing proficiency using Jacobs' analytical framework. This study's novelty lies in using a multidimensional model that reveals students' strengths and weaknesses across all aspects of writing. Given its methodological contributions and pedagogical implications, this research is essential for Arabic language educators seeking effective strategies for evaluating and developing students' writing skills comprehensively.

METHOD

This study employed a mixed-methods approach, combining both qualitative and quantitative elements, with the dominant framework being quantitative descriptive research. Integrating these two data types allowed the researcher to narratively explain the numerical results, offering a more comprehensive understanding of the study. Mixed-methods research facilitates deeper insights by bridging numerical data with contextual interpretation. Data were collected through observation, interviews, and documentation. The primary data sources included students' Arabic written compositions, Arabic language teachers, and the tenth-grade students of class X PK 1 at MANPK Jember. Data analysis followed the Miles and Huberman model, which encompasses three key stages: data reduction, data display, and conclusion drawing/verification.¹⁷

This study evaluated students' Arabic writing proficiency through free-response essay tasks. A total of 20 students were selected as the sample, referred to as Students 1 to 20 (S1–S20). Each student produced a short essay of approximately 200 words, written during classroom instruction. The selection of class X PK 1 was purposeful, intending to evaluate their baseline proficiency in Arabic writing, which would later inform the enhancement of instructional strategies and the development of appropriate teaching materials at the high school level. Each essay was individually assessed by the researcher using Jacobs' Analytical Rubric, which evaluates five components of writing: content, organization, vocabulary, language use, and mechanics. Based on identified errors

¹⁴ Thoyyibatul Amalia, "Penggunaan Media Google Form dalam Evaluasi Pembelajaran Bahasa Arab Maharah Kitabah," *Prosiding Konferensi Nasional Bahasa Arab (Konasbara)* 5, no. 5 (2019): 318–23, <http://prosiding.arab-um.com/index.php/konasbara/article/view/501>.

¹⁵ Blanka Frydrychova Klimova, "Evaluating Writing in English as a Second Language," *Procedia - Social and Behavioral Sciences* 28 (2011): 390–94, <https://doi.org/10.1016/j.sbspro.2011.11.074>.

¹⁶ Linda S. Munilla and Mark S. Blodgett, "Critical Writing Skills in the Legal Environment Classroom: An Analysis," *Journal of Education for Business* 70, no. 5 (June 1995): 268–71, <https://doi.org/10.1080/08832323.1995.10117762>.

¹⁷ Matthew B. Miles and A. Michael Huberman, *Analisis Data Kualitatif* (Universitas Indonesia Press, 1992), 16.

and strengths within each aspect, scores were assigned according to a predefined scale: excellent to very good (90–100), good (75–89), fair (60–74), and poor (54–59).

RESULTS AND DISCUSSION

The assessment of students' writing skills was conducted using Jacobs' analytical rubric, which evaluates five key aspects: content, organization, vocabulary, language use, and mechanics. Each aspect includes a range of sub-scores, allowing for differentiation across varying levels of student performance. As Hari Prasad Tiwari argues, the Jacobs rubric enables educators to focus more accurately and consistently on the elements that should be assessed in student compositions.¹⁸

Traditionally, Arabic writing assessments conducted by teachers at MANPK have tended to be subjective and lacked standardized criteria. As noted by Siti Nur Jannah, the class X Arabic teacher, student writing is typically evaluated based on individual judgment without reference to a structured rubric. Taib similarly explained that he typically assesses students' writing based on grammar, sentence structure, and vocabulary without applying specific standards.¹⁹ In light of this, the researcher collected samples of Arabic essays written by class X PK 1 students and evaluated them using Jacobs' analytical rubric. The resulting assessments were then shared with the teachers to serve as a reference for developing more targeted and effective instructional materials in Arabic writing. The results of this rubric-based evaluation are presented below, incorporating both quantitative and qualitative data. The assessment outcomes of the students' Arabic writing skills were analyzed using Jacobs et al.'s framework and are summarized in Table 1.

Table 1. Scores Obtained by Students Based on Jacobs' Analysis Assessment

| Evaluation Aspect | Student Code | | | | | | | | | | | | | | | | | | | | vg. |
|-------------------|--------------|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 | S11 | S12 | S13 | S14 | S15 | S16 | S17 | S18 | S19 | S20 | |
| Content | 27 | 25 | 22 | 22 | 22 | 22 | 22 | 21 | 21 | 17 | 28 | 21 | 26 | 21 | 24 | 17 | 23 | 24 | 23 | 25 | 22.7 |
| Org. | 18 | 16 | 15 | 15 | 15 | 15 | 15 | 13 | 11 | 10 | 18 | 11 | 17 | 10 | 15 | 10 | 15 | 17 | 16 | 17 | 14.5 |
| Vocab. | 19 | 17 | 17 | 17 | 17 | 17 | 16 | 14 | 14 | 14 | 19 | 14 | 17 | 14 | 16 | 14 | 15 | 16 | 16 | 17 | 16 |
| Lang. Use | 22 | 20 | 18 | 21 | 19 | 18 | 18 | 13 | 12 | 11 | 23 | 11 | 21 | 11 | 20 | 11 | 20 | 20 | 18 | 21 | 17.4 |
| Mechanics | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 5 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3.7 |
| Total | 91 | 82 | 76 | 79 | 77 | 76 | 75 | 65 | 61 | 55 | 93 | 60 | 85 | 59 | 79 | 55 | 77 | 81 | 77 | 84 | |

From the data presented in Table 1, it is evident that three aspects content (avg. score: 22.7), organization (avg. score: 14.5), and vocabulary (avg. score: 16) are generally at a *good to average* level across the sample group. For the content aspect, the majority of students (12 out of 20) scored

¹⁸ Hari Tiwari, "Use Of Jacobs ESL Composition Profile to Evaluate University Students' Writing," *ELT Worldwide: Journal of English Language Teaching* 10 (October 9, 2023): 288–99, <https://doi.org/10.26858/eltww.v10i2.51632>.

¹⁹ Interview with Taib, Jember, May 16, 2023.

within the *good to average* range (22–26), with an average score of 22.7. According to the rubric, this indicates that students generally adhered to the assigned topic, included sufficient information, and demonstrated basic development of ideas, though some compositions lacked depth or completeness. Two students scored at a *excellent to very good* level, while six were rated as *fair to poor*.

In terms of organization, the students again performed at a *good to average* level, with scores ranging from 14 to 17 and an average score of 14.5. This suggests that while students attempted to present main ideas, the organization of supporting details was limited and coherence was not consistently maintained. As with the content aspect, 12 students were categorized at this level, while two were rated *excellent to very good* and six as *fair to poor*. The vocabulary aspect also fell within the *good to average* range (14–17), with an average score of 16. Most students demonstrated appropriate use of vocabulary and idiomatic expressions, although occasional word choice errors did not significantly obscure meaning. Twelve students were rated *good to average*, two *excellent to very good*, and six *fair to poor*.

Two additional aspects assessed using the Jacobs analytical rubric are language use and mechanics, both of which fall within the sufficient to poor performance range. For language use, student scores ranged from 11 to 17, with an average of 17.4. According to Jacobs' criteria, this indicates frequent issues with word order, verb usage, prepositions, and overall grammatical structure. These findings are consistent with previous studies on common linguistic errors in Arabic writing. Elok Rufaiqoh's research, for example, identified frequent structural mistakes, including errors in gender agreement (*ism mudzakkar* and *mu'annats*), incorrect prepositional usage, and difficulties with number agreement in *mudzakkar*, *tasniyah*, and *jama'* forms.²⁰ Similarly, Fahmi reported that such grammatical errors are prevalent among learners of Arabic²¹. Hervina and Isman further highlighted that grammatical errors (*qawā'id*) are among the most frequent issues encountered in Arabic writing proficiency.²² This aligns with findings by Yuliana, Imperiani, and Kurniawan, as well as Supriani and Siregar, who observed that student errors often involved misordered sentence structures, improper use of verbs, prepositions, and nouns, as well as

²⁰ Elok Rufaiqoh, "Tahlil Al-Ahtho` Al-Lughawiyah Fi Ta`biri Al-Kitab Laday Thulab Qismi Ta`limu Al-`Arabiyah Bi Jamiah Al-Islamiyah Al-Hukumiyah Jember 2014/2015," *Al-Qodri Jurnal Pendidikan, Sosial Dan Keagamaan* 10, no. 1 (2016): 102–31, <https://ejournal.kopertais4.or.id/tapalkuda/index.php/qodiri/article/download/2716/1995>.

²¹ Nurul Fahmi, "Analisis Kesalahan Kaidah dalam Berbicara Bahasa Arab di Masyarakat Indonesia," *KILMATUNA: Journal of Arabic Education* 1, no. 1 (April 30, 2021): 11–18, <https://doi.org/10.55352/pba.v1i1.155>.

²² Hervina and Isman, "Kesalahan Populer dalam Kemahiran Menulis Bahasa Arab di STIBA Arraayah Sukabumi." 142.

ambiguities in meaning.²³ Sari, Fadhilah, and Nucifera emphasized that such issues are largely due to the inaccurate use of words within the contextual framework of the sentence.

The aspect of mechanics, as assessed by the Jacobs analytical rubric, is evaluated on a scale with a maximum score of 5, with a score of 3 representing a *sufficient to poor* level. Students averaged a score of 3.7 in this category. This indicates that students often make spelling errors in mechanics, which can obscure meaning. This finding is corroborated by Supriani and Siregar, as well as Khairun Nisa, who identified frequent spelling errors in student writing, including incorrect word formation and the improper application of spelling rules.²⁴ Furthermore, Sari, Fadhilah, and Nucifera conducted a study analyzing spelling errors in the Indonesian opinion columns of *Serambi* newspaper. The common errors included incorrect letter usage, improper application of italics, errors in word formation (including reformulation and fragmentation), and misuse of punctuation marks.²⁵

Taken together, the findings from all five components reveal consistent patterns in students' performance. From the analysis above, it is evident that the majority of Arabic writing assessments for class X PK 1 MANPK Jember students fall within the *good to average* category, comprising 60% of the total sample. Meanwhile, 10% of students performed at the *excellent to very good* level, while the remaining 30% fell within the *fair to poor* range.

Using the Jacobs rubric allows for more objective, criteria-based writing assessments. This is due to its structured value ranges and explicit indicators for each aspect assessed, allowing for a comprehensive and transparent evaluation of students' writing abilities. This aligns with the findings of Andrade et al, who reported that the rubric facilitated consistent assessments, with students predominantly achieving ratings in the *good* and *excellent* categories.²⁶ Such consistency indicates the rubric's reliability and effectiveness as an evaluative tool, offering stable results across student samples. Conversely, Pui et al found the use of criterion-referenced rubrics led to discrepancies between student and teacher assessments, due to the lack of clarity in the rubrics and

²³ Dian Yuliana, Ernie D.A. Imperiani, and Eri Kurniawan, "English Writing Skill Analysis of First Year Indonesian Tertiary Students in a University in Bandung," *Jurnal Pendidikan Bahasa Dan Sastra* 16, no. 1 (August 29, 2016): 43–57, https://doi.org/10.17509/bs_jpbsp.v16i1.3061.

²⁴ Khairun Nisa, "Analisis Kesalahan Berbahasa pada Berita dalam Media Surat Kabar Sinar Indonesia Baru," *Jurnal Bindo Sastra* 2, no. 2 (October 5, 2018): 218, <https://doi.org/10.32502/jbs.v2i2.1261>.

²⁵ Dewi Rika Sari, Muhammad Arif Fadhilah, dan Prima Nucifera, "Analisis Kesalahan Penggunaan Ejaan Bahasa Indonesia (EBI) Pada Kolom Opini Surat Kabar Serambi," *Jurnal Samudra Bahasa* 2, no. 1 (2019): 25–31, <https://ejurnalunsam.id/index.php/JSB/article/download/1619/1203/>.

²⁶ Heidi L. Andrade et al., "Rubric-Referenced Self-Assessment and Self-Efficacy for Writing," *The Journal of Educational Research* 102, no. 4 (May 2009): 287–302, <https://doi.org/10.3200/JOER.102.4.287-302>.

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the absence of work samples provided.²⁷ These differences highlight the need to consider factors that affect writing performance, including differences in student populations, educational backgrounds, and language proficiency levels.

The present findings offer valuable insight into the baseline Arabic writing abilities of MANPK students and suggest the importance of adopting standardized evaluation methods. Additionally, the study provides practical guidance for teachers on implementing objective and detailed assessments. This is consistent with research by Khaled Barkaoui, who emphasized that structured rubrics promote a shift in assessment practices from subjective judgments to objective, transparent evaluations.²⁸ Rubrics provide teachers with explicit assessment criteria, minimizing personal bias and enhancing grading consistency and reliability. This transition reflects the broader educational objective of promoting fairness and equity in student evaluations.

Nevertheless, as Hitt and Helms note, teachers may encounter challenges when adopting new assessment frameworks, particularly when transitioning from subjective to objective methods.²⁹ Effective rubric use requires familiarity with its criteria and consistent application, which can be fostered through targeted training and professional development.

Finally, the evaluation of Arabic writing skills among class X PK 1 MANPK Jember students using the Jacobs et al. analytical rubric reveals that the majority 60% performed at a *good to average* level, 10% at a *excellent to very good* level, and 30% at a *fair to poor* level. The research findings align with previous studies by Yuliana, Imperiani, and Kurniawan, as well as Klimova, who have advocated for rubric-based assessments as a comprehensive method for evaluating writing skills and monitoring student progress.³⁰

CONCLUSION

The evaluation of Arabic writing proficiency among Class X PK 1 MANPK Jember students, conducted using the Jacobs Analytical Assessment rubric, indicates that students' overall performance predominantly falls within the *good to average* category. The strongest areas identified include content (average score: 22.7), organization (14.5), and vocabulary (16), while lower performance was observed in language use (17.4) and mechanics (3.7). Quantitatively, 60% of

²⁷ Priscillia Pui, Brenda Yuen, and Happy Goh, "Using a Criterion-Referenced Rubric to Enhance Student Learning: A Case Study in a Critical Thinking and Writing Module," *Higher Education Research & Development* 40, no. 5 (July 29, 2021): 1056–69, <https://doi.org/10.1080/07294360.2020.1795811>.

²⁸ Khaled Barkaoui, "Rating Scale Impact on EFL Essay Marking: A Mixed-Method Study," *Assessing Writing* 12 (December 31, 2007): 86–107, <https://doi.org/10.1016/j.asw.2007.07.001>.

²⁹ Austin M Hitt and Emory C Helms, "Best in Show: Teaching Old Dogs to Use New Rubrics," *Professional Educator* 33, no. 1 (2009): 1–15.

³⁰ Yuliana, "English Writing Skill Analysis of First Year Indonesian Tertiary Students," 47. Jacobs' Analytical Assessment in the Evaluation of Arabic Writing Skills at Madrasah Aliyah Negeri Program Keagamaan

students achieved *good to average* proficiency, 10% reached the *excellent to very good* level, and 30% demonstrated *fair to poor* performance across the assessed components excluding vocabulary. These findings highlight the multifaceted nature of Arabic writing proficiency and provide a clear overview of students' strengths and areas for development.

The significance of these findings lies in their contribution to Arabic language pedagogy, particularly in promoting objective, criteria-based assessment methods. Unlike conventional subjective evaluations, the Jacobs rubric offers a structured framework promoting fairness and transparency. This aligns with scholarship advocating analytic rubrics for consistent, formative assessment. By providing detailed insights into students' writing profiles, this study also lays the groundwork for curriculum refinement, development of remedial programs, and enhancement of teacher feedback strategies. Furthermore, it addresses a notable gap in the literature by applying a comprehensive rubric in the context of Arabic writing instruction a domain that has received limited scholarly attention. As such, this study presents a replicable model for other Islamic educational institutions seeking to improve writing pedagogy and learner outcomes.

Despite its contributions, the study acknowledges several limitations that point to directions for future research. The relatively small sample size restricts the generalizability of the findings to broader student populations. Additionally, the analysis focused exclusively on students' written outputs, without accounting for their writing processes, motivations, or revision strategies—key elements in understanding comprehensive writing development. Future research should consider longitudinal studies, mixed-method approaches, and comparative analyses of rubric application to validate and deepen assessment accuracy. Moreover, integrating rubric training into teacher professional development programs is essential to ensuring consistent and effective evaluation practices. These steps are critical for advancing Arabic writing instruction and aligning assessment practices with the broader goals of equity, transparency, and academic excellence.

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