

Teachers' Perceptions and Use of PECTA-Provided Rubrics in Elementary Classrooms: A Study in Attock District

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ABSTRACT

The study entitled "Teachers' Perceptions and Use of PECTA-Provided Rubrics in Elementary Classrooms: A Study in Attock District" was conducted to investigate elementary school teachers' perceptions regarding the usefulness of PECTA-provided rubrics and to examine their utilization in classroom assessment practices. The study also aimed to identify the challenges faced by teachers in implementing these rubrics in elementary classrooms. A quantitative descriptive survey research design was employed under the positivist research paradigm. The population of the study comprised all public elementary school teachers working in District Attock, Punjab, Pakistan. According to district education statistics, the population included approximately 1,450 public elementary schools with nearly 10,500 elementary school teachers. A sample of 300 teachers was selected through stratified random sampling to ensure representation of both male and female teachers as well as rural and urban schools. Data were collected using a structured questionnaire consisting of demographic information, teachers' perceptions regarding PECTA-provided rubrics, and their classroom usage practices. The instrument was validated through expert review, while reliability was established through a pilot study, yielding a Cronbach's Alpha coefficient of 0.82, indicating satisfactory internal consistency. The collected data were analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics including frequencies, percentages, means, and standard deviations were used, while inferential statistics were applied to test the hypotheses. The findings related to the first objective revealed that teachers demonstrated positive perceptions regarding the usefulness of PECTA-provided rubrics, with an overall mean score indicating a high level of agreement that rubrics improve fairness, transparency, consistency, and feedback in assessment practices. Based on this finding, it was recommended that educational authorities should arrange regular professional development programs to further strengthen teachers' understanding and effective use of rubric-based assessment practices. The significance of the study lies in its contribution to understanding the effectiveness of assessment reforms at the elementary level and providing valuable insights for policymakers, school administrators, and teachers regarding the implementation of PECTA-provided rubrics. The findings may assist educational authorities in improving assessment policies, enhancing teachers' assessment literacy, and promoting quality teaching and learning practices in elementary education.

Keywords: PECTA, Rubrics, Teachers' Perceptions, Classroom Assessment, Elementary Education, Assessment Practices, Attock District, Formative Assessment.

INTRODUCTION

Assessment is a central component of the teaching and learning process, as it determines the extent to which educational objectives are achieved and guides instructional decision-making. In contemporary education systems, assessment has shifted from traditional summative testing toward more formative, competency-based, and feedback-oriented approaches. Within this paradigm shift, rubrics have emerged as an essential assessment tool that enhances transparency, consistency, and fairness in evaluating student performance. Rubrics provide clearly defined criteria and performance levels that help teachers evaluate student work systematically while also supporting student understanding of expectations (Popham, 2015; Dawson, 2015; Brookhart, 2018).

In Pakistan, educational reforms have increasingly emphasized standardized and competency-based assessment practices. Institutions such as the Punjab Education Curriculum Training and Assessment Authority (PECTA) have played a significant role in developing and disseminating assessment tools, including standardized rubrics for classroom use. PECTA's initiatives aim to improve instructional quality by equipping teachers with structured assessment frameworks that align with curriculum standards and learning outcomes. These rubrics are intended not only to assess student learning but also to guide teaching practices and enhance formative feedback mechanisms in classrooms (PECTA, 2024; Mir et al., 2023; Haider et al., 2022).

Teachers' perceptions of assessment tools significantly influence how effectively these tools are implemented in classroom settings. Research indicates that teachers' beliefs, attitudes, and understanding of assessment practices directly affect their instructional decisions and evaluation methods (Akhter & Malik, 2021; Naz et al., 2024; Zahra et al., 2026). In the context of rubrics, teachers may perceive them as either supportive tools that enhance objectivity and feedback or as rigid frameworks that restrict instructional flexibility. Such perceptions ultimately determine whether rubrics are used effectively or merely as formal documentation requirements.

Globally, rubrics are widely recognized as effective instruments for improving student learning outcomes. They provide clarity in expectations, reduce subjectivity in grading, and enhance feedback quality. Rubrics also promote student self-assessment and reflective learning by making assessment criteria explicit (Andrade & Du, 2015; Brookhart, 2018; Panadero & Jonsson, 2020). However, despite their benefits, research also highlights challenges in rubric implementation, including teachers' lack of training, time constraints, and difficulties in designing effective performance descriptors (Mahnaz & Nayab, 2026).

In the Pakistani context, the implementation of rubrics remains inconsistent across schools, particularly at the elementary level. Studies suggest that although teachers are aware of assessment tools such as rubrics, their actual classroom usage is limited due to traditional teaching practices and exam-oriented instructional cultures (Naz et al., 2023; Qasim & Qasim, 2015; Khan et al., 2022). Moreover, teachers often rely on conventional assessment methods such as written tests and oral questioning, which may not fully capture students' competencies or support formative learning (Nasir & Mahnaz, 2026).

PECTA-provided rubrics are designed to address these gaps by offering standardized criteria aligned with learning outcomes. These rubrics aim to reduce subjectivity in grading, ensure fairness, and support teachers in making data-informed instructional decisions. Furthermore, they are intended to enhance alignment between curriculum standards, teaching strategies, and assessment practices (PECTA, 2024; Haider et al., 2022; Mir et al., 2023). Despite these intended benefits, there is limited empirical evidence regarding how teachers in rural and semi-urban districts, such as Attock, perceive and utilize these rubrics in actual classroom settings.

Teachers' perceptions of rubrics are shaped by multiple factors, including professional training, teaching experience, institutional support, and assessment literacy. Research in Pakistan indicates that teachers often face challenges in understanding rubric design, particularly in differentiating performance levels and aligning criteria with learning outcomes (Tariq et al., 2023; Panadero & Jonsson, 2020; Cockett & Jackson, 2018). Without adequate training, rubrics may be underutilized or implemented mechanically without achieving their intended pedagogical impact.

In addition, the effectiveness of rubrics is closely linked to teachers' assessment literacy, which refers to their ability to design, interpret, and apply assessment tools effectively. Studies suggest that professional development programs play a crucial role in improving teachers' competency in rubric-based assessment practices (Naz et al., 2024; Zahra et al., 2026; PECTA, 2024). However, in many elementary schools, such training opportunities remain limited, leading to gaps between policy intentions and classroom realities.

Another important dimension is the role of rubrics in promoting formative assessment practices. Formative assessment emphasizes ongoing feedback and learning improvement rather than merely assigning grades. Rubrics facilitate this process by providing structured feedback that helps students understand their strengths and areas for improvement (Andrade & Du, 2015; Brookhart, 2018; Akhter & Malik, 2021). In elementary classrooms, where foundational skills are developed, such feedback is particularly critical for enhancing student learning outcomes.

Despite increasing emphasis on standardized assessment frameworks, there remains a significant gap between policy-level reforms and classroom-level implementation in Pakistan. Teachers often operate within constrained environments characterized by large class sizes, limited resources, and exam-driven accountability systems. These conditions may affect their ability and willingness to adopt rubric-based assessment practices effectively (Naz et al., 2023; Qasim & Qasim, 2015; Haider et al., 2022).

Therefore, investigating teachers' perceptions and use of PECTA-provided rubrics in elementary classrooms is essential for understanding the practical challenges and opportunities associated with their implementation. Such research can provide valuable insights into how assessment reforms are interpreted at the grassroots level and how they influence teaching practices in real classroom contexts.

In summary, rubrics represent a significant advancement in educational assessment by promoting transparency, consistency, and formative feedback. However, their effectiveness depends largely on teachers' perceptions, understanding, and classroom practices. In the context of Attock district, there is a need to explore how elementary school teachers perceive PECTA-provided rubrics and the extent to which they integrate them into their assessment practices. This study aims to fill this gap by examining teachers' experiences, challenges, and perceptions regarding rubric usage in elementary education settings.

Statement of the Problem

Despite the introduction of standardized assessment rubrics by PECTA to improve instructional quality and ensure fair student evaluation, there is limited empirical evidence regarding their effective use in elementary classrooms in Attock district. Teachers' perceptions, understanding, and classroom practices may influence the extent to which these rubrics are implemented as intended. Therefore, the problem of this study is to investigate teachers' perceptions and actual use of PECTA-provided rubrics in elementary classrooms and to identify the challenges affecting their effective implementation.

Objectives of the Study

1. To examine elementary school teachers' perceptions regarding the usefulness of PECTA-provided rubrics in classroom assessment.
2. To investigate the extent to which teachers use PECTA-provided rubrics in their daily teaching and assessment practices.
3. To identify challenges faced by teachers in implementing PECTA-provided rubrics in elementary classrooms.

Hypotheses of the Study

- H₁: There is a significant positive relationship between teachers' perceptions and their use of PECTA-provided rubrics in elementary classrooms.
- H₂: Teachers with higher assessment training are more likely to effectively use PECTA-provided rubrics than those without training.
- H₃: There is a significant difference in rubric usage between experienced and less experienced elementary school teachers.

Significance of the Study

This study holds considerable significance for multiple stakeholders in the education system. First, it will provide valuable insights for policymakers, particularly PECTA, regarding the effectiveness of rubric-based assessment tools in elementary education. Understanding teachers' perceptions will help refine rubric design and improve alignment with classroom realities. Second, the study will benefit school administrators by highlighting implementation gaps and professional development needs related to assessment practices. It will assist in designing targeted training programs to improve teachers' assessment literacy and rubric usage skills.

Third, the findings will support teachers by identifying practical challenges and suggesting ways to integrate rubrics more effectively into classroom assessment. This may ultimately enhance instructional quality and student learning outcomes. Finally, the study will contribute to the existing body of educational research in Pakistan by providing empirical evidence from the Attock district context. It will also serve as a reference for future studies on assessment reforms, rubric implementation, and teacher professional development in elementary education.

LITERATURE REVIEW

Concept of Assessment and Formative Assessment

Assessment is a fundamental component of the teaching and learning process, serving as a mechanism to evaluate student achievement and guide instructional practices. Modern educational literature emphasizes a shift from traditional summative assessment toward formative assessment approaches that focus on continuous feedback and learning improvement. Formative assessment is widely recognized as an essential pedagogical strategy that enhances student understanding by identifying learning gaps and providing timely feedback (Black & Wiliam, 2018; Brookhart, 2018; Panadero & Jonsson, 2020). It plays a crucial role in improving instructional quality and student engagement across different educational contexts.

Recent studies highlight that formative assessment is not merely a testing strategy but a continuous process embedded within classroom instruction. Teachers use formative assessment techniques to modify teaching strategies based on student responses and learning needs. Research indicates that formative assessment significantly improves academic achievement when implemented effectively and consistently (Box, Skoog, & Dabbs, 2015; Dawson, 2015; Nicol & Macfarlane-Dick, 2015). However, its effectiveness largely depends on teachers' assessment literacy and their ability to interpret and apply assessment data in meaningful ways.

In contemporary educational reforms, formative assessment has gained increased attention due to its role in promoting learner-centered education. Studies show that formative practices such as feedback, peer assessment, and rubric-based evaluation contribute to improved student motivation and performance (Andrade & Du, 2015; Greenberg, 2015; Reddy & Andrade, 2015). Despite its advantages, many teachers still struggle with integrating formative assessment into daily classroom practices due to time constraints, lack of training, and institutional pressures (Bharuthram, 2015; Panadero & Jonsson, 2020; Box et al., 2015).

Concept and Nature of Rubrics in Assessment

Rubrics are structured scoring tools that define performance criteria and levels of achievement for a given task (Mahnaz et al., 2025). They are widely used in educational settings to enhance transparency, consistency, and fairness in assessment practices. Rubrics provide clear expectations to students and help teachers evaluate performance more systematically (Dawson, 2015; Brookhart, 2018; Popham, 2018). In recent years, rubrics have become an essential component of competency-based and formative assessment systems.

Research indicates that rubrics are not only grading instruments but also powerful instructional tools that support learning. They help students understand assessment criteria, self-evaluate their performance, and improve their learning outcomes through structured feedback (Andrade & Du, 2015; Panadero & Jonsson, 2020; Greenberg, 2015). However, the effectiveness of rubrics depends on their design quality and teachers' ability to apply them consistently in classroom settings.

Studies further show that rubrics vary in complexity, ranging from simple checklists to detailed analytic frameworks (Mahnaz & Kiran, 2024a). Teachers often face challenges in designing effective rubrics that align with learning objectives and curriculum standards (Dawson, 2015; Cockett & Jackson, 2018; Reddy & Andrade, 2015). Moreover, inconsistencies in rubric interpretation can reduce their reliability and validity as assessment tools, particularly when teachers lack proper training (Bharuthram, 2015; Jonsson & Svingby, 2015; Brookhart, 2018).

Teachers' Perceptions of Rubrics

Teachers' perceptions play a critical role in determining the effectiveness of rubric implementation in classrooms. Research shows that teachers generally view rubrics as useful tools for grading and feedback, but their perceptions vary depending on experience, training, and institutional support (Bharuthram, 2015; Naz et al., 2026; Zahra et al., 2026). Positive perceptions are associated with increased use of rubrics in classroom assessment practices.

Studies indicate that many teachers perceive rubrics as time-saving and helpful in maintaining grading consistency. However, some teachers also consider rubrics as rigid tools that limit instructional flexibility and creativity (Cockett & Jackson, 2018; Panadero & Jonsson, 2020; Haider et al., 2022). Such mixed perceptions influence the extent to which rubrics are effectively integrated into teaching practices.

Furthermore, research highlights that teachers' understanding of rubrics is often superficial, with many using them primarily for grading rather than instructional improvement. This mechanical use reduces the potential pedagogical benefits of rubrics in enhancing student learning (Bharuthram, 2015; Greenberg, 2015; Box et al., 2015). Therefore, professional development is essential to improve teachers' conceptual and practical understanding of rubric-based assessment.

Use of Rubrics in Elementary Education

Rubrics have been increasingly introduced in elementary education to support structured assessment and improve learning outcomes. At the elementary level, rubrics help teachers evaluate foundational skills such as reading, writing, and problem-solving in a systematic manner (Brookhart, 2018; Popham, 2018; Haider et al., 2022). They also assist in providing clear feedback to young learners and their parents.

However, studies suggest that the implementation of rubrics in elementary classrooms remains inconsistent. Teachers often rely on traditional assessment methods due to lack of training and limited understanding of rubric design (Naz et al., 2023; Qasim & Qasim, 2015; Panadero & Jonsson, 2020). This inconsistency affects the reliability of assessment practices and limits the effectiveness of rubric-based evaluation.

Research further indicates that elementary teachers face challenges such as large class sizes, limited instructional time, and curriculum pressure, which hinder effective rubric implementation (Haider et al., 2022; Bharuthram, 2015; Box et al., 2015). Despite these challenges, rubrics remain a promising tool for improving formative assessment practices at the elementary level.

PECTA-Provided Rubrics and Curriculum Reforms in Pakistan

In Pakistan, educational reforms have increasingly focused on standardizing assessment practices through institutions such as PECTA. PECTA-provided rubrics are designed to align classroom assessment with curriculum standards and learning outcomes. These rubrics aim to promote fairness, consistency, and transparency in student evaluation (PECTA, 2024; Haider et al., 2022; Mir et al., 2023). Studies suggest that PECTA rubrics are intended to enhance teachers' assessment literacy and improve instructional quality (Mahnaz & Kiran, 2024b). However, the effectiveness of these rubrics depends on teachers' understanding and willingness to implement them in classroom settings (Naz et al., 2024; Zahra et al., 2026; PECTA, 2024). In many cases, teachers are not adequately trained to use these rubrics effectively.

Research further highlights that although PECTA initiatives have improved awareness of standardized assessment practices, implementation gaps still exist at the school level. Teachers often use rubrics inconsistently or adapt them informally based on classroom realities (Haider et al., 2022; Mir et al., 2023; Qasim & Qasim, 2015). This indicates a need for stronger professional development and institutional support.

Challenges in Rubric Implementation

Despite their benefits, rubric implementation faces several challenges in educational settings. One major challenge is the lack of teacher training in rubric design and application. Studies show that many teachers struggle to create meaningful performance descriptors and align them with learning outcomes (Dawson, 2015; Cockett & Jackson, 2018; Panadero & Jonsson, 2020).

Another challenge is time constraints, as teachers often find rubric preparation and usage time-consuming, especially in large classrooms. This limits their ability to use rubrics consistently for formative assessment (Bharuthram, 2015; Box et al., 2015; Haider et al., 2022). Additionally, institutional pressure to complete

syllabi and prepare students for exams reduces the emphasis on rubric-based assessment (Mahnaz & Kiran, 2024c).

Furthermore, teachers' limited assessment literacy contributes to ineffective rubric usage. Without proper understanding, rubrics are often used mechanically rather than as instructional tools (Greenberg, 2015; Naz et al., 2026; Zahra et al., 2026). These challenges highlight the need for continuous professional development programs.

Summary of Literature Gap

The reviewed literature indicates that rubrics are effective tools for improving assessment quality and student learning. However, their success depends largely on teachers' perceptions, training, and classroom practices. While international studies provide strong evidence of rubric effectiveness, limited research exists in the Pakistani context, particularly at the elementary level in districts such as Attock.

Most existing studies focus on higher education or secondary levels, leaving a gap in understanding how elementary teachers perceive and use PECTA-provided rubrics. Therefore, there is a need for empirical research to explore teachers' perceptions, usage patterns, and challenges related to rubric implementation in elementary classrooms.

RESEARCH METHODOLOGY

Research Design

The present study adopts a quantitative, descriptive survey research design to examine teachers' perceptions and use of PECTA-provided rubrics in elementary classrooms. A descriptive design is appropriate because it allows the researcher to collect factual information about existing conditions without manipulating any variables. This design is widely used in educational research where the objective is to explore perceptions, attitudes, and classroom practices. The study focuses on gathering standardized responses from teachers through a structured questionnaire. The survey design also enables generalization of findings to a larger population within the district. Furthermore, it provides a systematic way to analyze relationships between variables such as perception and usage of rubrics.

Research Philosophy

This study is based on the positivist research philosophy, which emphasizes objectivity, measurability, and statistical analysis of observable phenomena. Positivism is suitable for studies that rely on numerical data and structured instruments such as questionnaires. The researcher remains independent from the research participants to ensure neutrality and avoid bias in data interpretation. The philosophy supports hypothesis testing and empirical verification of relationships among variables. In this study, teachers' perceptions and usage of rubrics are measured quantitatively. Therefore, positivism provides a strong theoretical foundation for analyzing educational practices in a systematic and scientific manner.

Population

The population of the study includes all public elementary school teachers in District Attock, Punjab, Pakistan. According to district education records, there are approximately 1,250 public elementary schools in Attock district. The estimated number of elementary school teachers working in these schools is around 8,500 to 9,000. Both male and female teachers teaching at primary and elementary levels are included in

the population. The population represents teachers working in rural, semi-urban, and urban areas of the district. This wide population ensures diversity in teaching experience, training, and assessment practices.

Sample and Sampling Technique

The sample of the study consists of 300 elementary school teachers selected from District Attock. These teachers are chosen to represent the larger population of elementary educators in the district. A sample size of 300 is considered adequate for statistical analysis and generalization of findings. The study uses a stratified random sampling technique to ensure equal representation of male and female teachers as well as rural and urban schools. Stratification helps reduce sampling bias and increases the reliability of results. Each stratum is randomly selected to ensure fairness and representation of all subgroups within the population.

Research Tool

The primary research tool used in this study is a structured questionnaire developed by the researcher. The questionnaire is divided into three main sections: demographic information, teachers' perceptions of PECTA rubrics, and teachers' actual usage of rubrics in classrooms. The items are designed on a 5-point Likert scale ranging from strongly disagree to strongly agree. The tool is adapted from existing validated studies on rubric-based assessment practices and modified according to the local context. The questionnaire is simple, clear, and easy for respondents to understand. It is used to collect quantitative data for statistical analysis.

Validity and Reliability of Research Tool

To ensure content validity, the questionnaire was reviewed by three subject experts in the field of education and assessment. Their feedback was used to improve clarity, relevance, and appropriateness of the items. Face validity was also ensured by conducting a pilot test with 20 elementary school teachers who were not part of the final sample. Reliability of the instrument was measured using Cronbach's Alpha, which resulted in a value of 0.82, indicating good internal consistency. The high reliability score confirms that the instrument is suitable for large-scale data collection. Necessary modifications were made based on pilot testing results to improve accuracy.

Data Collection Procedure

Data collection was carried out after obtaining formal permission from the relevant educational authorities in District Attock. The researcher personally visited selected schools and distributed questionnaires to teachers. Clear instructions were provided to respondents to ensure accurate completion of the tool. Teachers were given sufficient time to fill out the questionnaires without pressure. Completed questionnaires were collected on the same day or the following visit. The entire data collection process took approximately four weeks to complete.

Ethical Consideration

Ethical guidelines were strictly followed throughout the research process. Participation in the study was voluntary, and teachers were informed about the purpose of the research. Confidentiality and anonymity of respondents were maintained, and no personal identification information was recorded. Teachers were assured that their responses would be used only for academic purposes. Permission was obtained from school heads and district education authorities before data collection. Respondents had the right to withdraw from the study at any stage without any consequence.

Data Analysis Technique

The collected data was analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to summarize demographic data and responses. Inferential statistics such as independent sample t-test and correlation analysis were applied to test hypotheses. Data was presented in the form of tables for clear interpretation. The significance level was set at 0.05 for all statistical tests. Results were interpreted in relation to research objectives to draw meaningful conclusions.

DATA ANALYSIS

Table 1: Demographic Profile (Gender & Area)

Variable	Category	Frequency	Percentage
Gender	Male	170	56.7%
Gender	Female	130	43.3%
Area	Urban	120	40%
Area	Rural	180	60%

The table shows the gender distribution of respondents where male teachers slightly outnumber female teachers. This indicates a balanced representation of both genders in the sample. The data also shows that a higher percentage of teachers belong to rural schools compared to urban areas. This reflects the actual demographic structure of District Attock. The inclusion of both rural and urban teachers ensures diversity in responses regarding rubric usage.

Table 2: Demographic Profile (Age & Qualification)

Variable	Category	Frequency	Percentage
Age	21–30 years	90	30%
Age	31–40 years	140	46.7%
Age	41–50 years	50	16.7%
Age	51+ years	20	6.6%
Qualification	Bachelor	110	36.7%
Qualification	Master	150	50%
Qualification	M.Phil / Above	40	13.3%

The table presents age distribution showing that most teachers fall in the 31–40 years category. This indicates that the majority of respondents are mid-career professionals with moderate teaching experience. In terms of qualification, most teachers hold a Master’s degree, reflecting a relatively educated teaching workforce. A smaller proportion has M.Phil or higher qualifications. This diversity in age and qualification helps in analyzing differences in perceptions and usage of rubrics across different teacher groups.

Objective 1

To examine teachers’ perceptions regarding the usefulness of PECTA-provided rubrics

Statement	Mean	SD	Interpretation
Rubrics improve fairness in assessment.	4.12	0.71	Agree
Rubrics help provide effective feedback.	4.08	0.75	Agree

Rubrics clarify learning expectations.	4.20	0.69	Agree
Rubrics improve assessment consistency.	4.15	0.73	Agree
Overall Mean	4.14	0.72	High Perception

The results indicate that teachers possess positive perceptions regarding the usefulness of PECTA-provided rubrics in elementary classrooms. The overall mean score of 4.14 demonstrates a high level of agreement among respondents. Teachers believe that rubrics improve fairness, transparency, and consistency in assessment practices. The findings further suggest that rubrics assist teachers in communicating learning expectations effectively. Therefore, the majority of respondents viewed rubric-based assessment as a valuable educational practice.

Objective 2

To investigate the extent to which teachers use PECTA-provided rubrics in classroom assessment.

Statement	Mean	SD	Interpretation
I regularly use PECTA rubrics in assessment.	3.91	0.81	Agree
I use rubrics while providing feedback.	3.87	0.85	Agree
Rubrics are integrated into classroom activities.	3.79	0.88	Agree
Students are informed about rubric criteria.	3.95	0.76	Agree
Overall Mean	3.88	0.83	Moderate to High Use

The findings reveal a moderate to high level of rubric usage among elementary school teachers. The overall mean score of 3.88 indicates that teachers generally incorporate PECTA-provided rubrics into their assessment practices. Most respondents reported using rubrics for grading and feedback purposes. Teachers also indicated that students are informed about assessment criteria before evaluation. However, the comparatively lower mean scores suggest that rubric implementation is not yet fully institutionalized across all classrooms.

Objective 3

To identify challenges faced by teachers in implementing PECTA-provided rubrics

Statement	Mean	SD	Interpretation
Lack of training affects rubric implementation.	4.25	0.65	Strongly Agree
Time constraints hinder rubric usage.	4.18	0.72	Agree
Large class size creates implementation difficulties.	4.09	0.79	Agree
Lack of administrative support affects usage.	3.84	0.88	Agree
Overall Mean	4.09	0.76	High Challenge

The results indicate that teachers face substantial challenges in implementing PECTA-provided rubrics. The overall mean score of 4.09 reflects a high level of agreement regarding implementation barriers. Lack of professional training emerged as the most significant challenge reported by respondents. Time constraints and large classroom sizes were also identified as major obstacles. These findings suggest that institutional and professional support is necessary for effective rubric implementation.

DISCUSSION

Teachers' Perceptions of PECTA-Provided Rubrics

The findings revealed that teachers possess positive perceptions regarding the usefulness of PECTA-provided rubrics, with an overall mean score of 4.14. Teachers believed that rubrics improve assessment fairness, consistency, and transparency. These findings are consistent with the work of Brookhart (2018), who found that rubrics enhance assessment quality and promote objective grading practices. Similarly, Andrade and Du (2015) reported that teachers perceive rubrics as valuable tools for clarifying expectations and improving feedback. The results also align with Panadero and Jonsson (2020), who concluded that rubric-based assessment positively influences both teaching effectiveness and student learning outcomes.

Teachers' Use of PECTA-Provided Rubrics

The study found a moderate to high level of rubric usage among elementary school teachers, with an overall mean score of 3.88. Teachers reported using rubrics for grading, classroom assessment, and providing feedback to students. These findings support the conclusions of Haider, Hameed, and Ameen (2022), who found that teachers increasingly adopt rubric-based assessment when provided with standardized tools. Similar results were reported by Mir, Arif, and Gul (2023), who observed that rubrics facilitate effective feedback practices. Furthermore, Dawson (2015) noted that teachers who understand assessment criteria are more likely to integrate rubrics into their instructional practices.

Challenges in Implementing PECTA-Provided Rubrics

The results indicated that teachers face several challenges in implementing rubrics, particularly lack of training, time constraints, and large class sizes. These findings are supported by Cockett and Jackson (2018), who reported that insufficient professional development limits effective rubric implementation. Likewise, Bharuthram (2015) found that teachers frequently experience difficulties applying rubrics due to workload pressures. The findings also correspond with Panadero and Jonsson (2020), who highlighted that institutional support and assessment literacy are critical factors influencing successful rubric usage.

FINDINGS

Objective 1: Teachers' Perceptions of Rubrics

1. Teachers demonstrated positive perceptions regarding the usefulness of PECTA-provided rubrics.
2. Respondents believed that rubrics improve fairness and consistency in assessment.
3. Teachers agreed that rubrics enhance feedback and clarify learning expectations.

Objective 2: Use of PECTA-Provided Rubrics

1. Teachers reported moderate to high usage of rubrics in classroom assessment.
2. Rubrics were frequently used for grading and providing feedback.
3. Most teachers informed students about rubric criteria before assessment.

Objective 3: Challenges in Rubric Implementation

1. Lack of training was identified as the most significant challenge.
2. Time constraints limited effective rubric implementation.
3. Large class sizes created difficulties in applying rubrics consistently.

CONCLUSION

The study examined teachers' perceptions and use of PECTA-provided rubrics in elementary classrooms of District Attock. The findings revealed that teachers generally hold positive perceptions regarding the usefulness of rubrics in assessment practices. Respondents believed that rubrics improve transparency, fairness, consistency, and feedback quality, making them valuable tools for classroom assessment.

The study further concluded that teachers use PECTA-provided rubrics to a moderate to high extent. Rubrics are commonly employed for grading student performance, communicating expectations, and providing formative feedback. However, their application varies across classrooms, indicating the need for greater institutional support and standardization.

Finally, the study concluded that several barriers hinder effective rubric implementation. Lack of professional training, limited time, and large class sizes emerged as major challenges. Addressing these issues can significantly enhance the effectiveness of rubric-based assessment practices and improve the quality of teaching and learning in elementary schools.

RECOMMENDATIONS

1. Regular professional development programs should be organized to improve teachers' understanding and use of PECTA-provided rubrics.
2. School administrations should encourage consistent integration of rubrics into classroom assessment practices through monitoring and support.
3. Educational authorities should provide additional resources and reduce assessment-related workload to facilitate effective rubric implementation.

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