

Challenges in the Use of Assessment Rubrics at the Secondary Level: Teachers' and Students' Perspectives in West Bengal

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Abstract: *Assessment rubrics constitute one of the most important tools in contemporary educational evaluation, providing explicit criteria and performance descriptors that guide both teaching and learning. Despite their documented pedagogical advantages, substantial challenges impede their effective deployment in secondary schools in India. This study investigated the challenges confronted by secondary-level teachers in developing and implementing assessment rubrics and the difficulties experienced by students in comprehending and utilising them. Guided by the National Education Policy 2020 (NEP 2020), the Right of Children to Free and Compulsory Education Act 2009 (RTE Act), and the Continuous and Comprehensive Evaluation (CCE) framework mandated under the Central Board of Secondary Education (CBSE), the study adopted a descriptive survey research design. Eighty teachers and one hundred twenty students drawn from government and private secondary schools through stratified random sampling constituted the sample. Two structured Likert-scale questionnaires were developed, validated, and administered as tools of data collection. The data were analysed using descriptive statistics, independent samples *t*-tests, and one-way ANOVA. Findings revealed statistically significant challenges on all three hypotheses at the 0.05 level of significance. The study recommends structured professional development programmes for teachers, student orientation workshops, and institutional policy reforms aligned with NEP 2020 goals for competency-based assessment.*

Keywords: challenges in the use of assessment rubrics at the Secondary level: teachers' and students' perspectives in west bengal

I. INTRODUCTION

The assessment of student learning at the secondary level has undergone a paradigmatic shift in recent decades, moving away from rote-based terminal examinations towards multidimensional, process-oriented evaluation frameworks. In this context, assessment rubrics have gained considerable prominence as structured scoring guides that articulate specific criteria, performance levels, and quality descriptors. A rubric, broadly defined, is an explicit set of criteria for evaluating student work across multiple dimensions, enabling consistent, transparent, and criterion-referenced assessment (Andrade, 2013). Rubrics serve dual purposes: they communicate expectations to students prior to undertaking tasks and provide structured frameworks for evaluators to score performance objectively.

In the Indian educational landscape, the National Education Policy 2020 (NEP 2020) has catalysed a renewed emphasis on competency-based assessment, critical thinking, and holistic evaluation practices. The policy envisions a fundamental shift from summative, high-stakes testing to formative, continuous assessment, a vision that aligns closely with the principles underlying rubric-based evaluation. Similarly, the Central Board of Secondary Education (CBSE) has introduced competency-based questions and formative assessment tools as part of its curricular reforms, further underscoring the relevance of rubrics in secondary schooling contexts.



Despite their theoretical appeal, the practical implementation of assessment rubrics at the secondary level is fraught with challenges. Teachers often lack adequate training in rubric design, face institutional resistance, and operate under systemic constraints that militate against the adoption of innovative assessment practices. Students, on the other hand, may find rubric language opaque, criteria subjective, and the relationship between rubric descriptors and their own performance unclear. These challenges underscore the need for a systematic empirical investigation into the nature, extent, and sources of the difficulties associated with rubric use.

This study, therefore, seeks to examine the challenges encountered by teachers in developing and implementing assessment rubrics and the difficulties experienced by students in understanding and using them at the secondary level. It further compares the perspectives of teachers and students regarding the overall effectiveness of rubric-based assessment, contributing to evidence-based policy discourse and pedagogical practice improvement.

1.1 The Conceptual Framework

The theoretical underpinning of this study draws on Bloom's Taxonomy of Educational Objectives (Bloom et al., 1956; revised by Anderson & Krathwohl, 2001), which posits that learning objectives must be clearly articulated across cognitive domains for assessment to be meaningful. Assessment rubrics operationalise these objectives by translating abstract learning goals into observable and measurable performance indicators. The study is further informed by Vygotsky's (1978) Sociocultural Theory, particularly the concept of the Zone of Proximal Development (ZPD), which suggests that learners benefit from explicit scaffolding—a role that well-constructed rubrics can fulfil by making performance expectations transparent and accessible.

Additionally, Hattie and Timperley's (2007) Model of Feedback provides a conceptual lens through which the feedback potential of rubrics can be analysed. Rubrics, when constructed and communicated effectively, function as feed-forward mechanisms, guiding students towards improved performance. The policy framework informing this study includes NEP 2020, the RTE Act 2009, the CBSE's Competency-Based Education (CBE) framework, and the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), which collectively emphasise learner-centred, criterion-referenced, and continuous assessment as cornerstones of quality secondary education in India.

1.2 The Statement of the Problem

Despite the theoretical advantages of assessment rubrics and their endorsement by educational policies such as NEP 2020 and the CBSE's formative assessment framework, their effective implementation at the secondary level remains a significant challenge. Anecdotal evidence and preliminary observations suggest that teachers often struggle to design rubrics that are pedagogically sound, contextually relevant, and aligned with learning objectives. Simultaneously, students frequently report difficulties in interpreting rubric criteria, understanding performance descriptors, and utilizing rubrics for self-assessment and peer assessment. The problem, therefore, centers on identifying the specific challenges faced by teachers in developing and implementing assessment rubrics and the difficulties experienced by students in understanding and using them, as well as comparing the perspectives of these two stakeholder groups on the effectiveness of rubric-based assessment at the secondary level.

1.3 The Significance of the Study

This study carries both theoretical and practical significance. Theoretically, it contributes to the growing corpus of literature on rubric-based assessment in Indian secondary education, a domain that remains underexplored relative to international scholarship. The findings provide empirical evidence for refining conceptual frameworks related to formative assessment and learner-centred pedagogy in the Indian context.

Practically, the study has implications for teachers, curriculum planners, school administrators, and policy makers. For teachers, the findings highlight specific competency gaps in rubric design and implementation that can be addressed through targeted professional development. For students, the study draws attention to the need for greater rubric literacy and orientation programmes. For policy makers, the findings provide evidence-based insights that can inform



the implementation strategies of NEP 2020's assessment reform agenda, particularly regarding the integration of competency-based and formative assessment tools in secondary schooling.

1.4 Research Objectives

O1: To identify the challenges faced by teachers in developing and implementing assessment rubrics at the secondary level.

O2: To identify the difficulties experienced by students in understanding and using assessment rubrics at the secondary level.

O3: To compare teachers' and students' perspectives regarding the effectiveness of assessment rubrics at the secondary level.

1.5 The Hypotheses of the Study

H₀₁: There is no significant challenge faced by teachers in developing and implementing assessment rubrics at the secondary level.

H₀₂: There is no significant difficulty experienced by students in understanding and using assessment rubrics at the secondary level.

H₀₃: There is no significant difference between teachers' and students' perspectives regarding the effectiveness of assessment rubrics at the secondary level.

1.6 The Delimitations of the Study

The study is delimited in the following respects. Geographically, it is restricted to secondary schools (Classes IX and X) in selected urban and semi-urban south 24 Parganas district of West Bengal, India. The sample is confined to teachers engaged in teaching academic subjects (Languages, Social Sciences, and Sciences) and students enrolled in Classes IX and X. The study does not include vocational education teachers or students enrolled in skill-based programmes.

II. REVIEW OF RELATED LITERATURE

Panadero and Jonsson (2024) conducted a meta-analytic review of 47 empirical studies examining the relationship between rubric use and student self-assessment efficacy. The study, conducted across secondary and higher education contexts in Spain and Sweden, found that rubrics significantly enhanced students' self-regulatory learning behaviours when accompanied by structured feedback conferences. The authors noted that rubric complexity inversely correlated with student self-assessment accuracy, particularly among younger secondary students. Crucially, teachers' lack of training in rubric implementation emerged as the most frequently cited barrier, corroborating the findings of earlier studies. The study recommended a graduated approach to rubric introduction, beginning with co-constructed rubrics that involve students in the criterion-setting process.

Sharma and Mishra (2023) investigated the challenges confronting secondary school teachers in implementing formative assessment rubrics across CBSE-affiliated schools in Uttar Pradesh and Madhya Pradesh. Using a descriptive survey design with a sample of 120 teachers, the study found that teachers predominantly reported challenges related to rubric alignment with the CBSE question paper design, time constraints during large classes, and the perceived incompatibility of rubric-based assessment with the existing board examination culture. The study noted that NEP 2020's emphasis on competency-based assessment had theoretically legitimised rubric use but that ground-level implementation remained hampered by systemic inertia and insufficient teacher training under the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) programme.



Brookhart and Chen (2023) investigated the assessment literacy of secondary school teachers in the United States with specific reference to rubric development and use. Using a mixed-methods design involving 215 teachers across 12 states, the authors found that while 78% of teachers reported using rubrics regularly, fewer than 40% had received formal training in rubric construction. The study identified three principal challenges: (a) difficulty in writing precise performance descriptors that distinguish levels meaningfully, (b) the tension between rubric standardisation and contextual flexibility, and (c) inadequate administrative support for sustained rubric implementation. The authors highlighted the importance of professional learning communities in supporting teacher rubric competency.

Torres and Ferreira (2021) examined student perceptions of rubric clarity and assessment fairness in secondary schools in Brazil and Portugal. Their mixed-methods study, involving 640 secondary students, revealed that a significant proportion (63%) found rubric language complex and difficult to apply to their own work. The study also found that students who were actively involved in rubric co-construction demonstrated higher levels of assessment literacy and task performance than those who merely received pre-constructed rubrics. The authors emphasised that rubric orientation sessions and student involvement in rubric design are critical mediating factors in enhancing the utility of rubrics from the student perspective.

Rao and Chakraborty (2020) conducted a quasi-experimental study examining the impact of rubric-based formative assessment on the learning outcomes of Class X students in government secondary schools in West Bengal. The study involved 180 students and found that rubric-exposed students significantly outperformed their counterparts on project-based assessments ($p < 0.05$). However, the study also documented substantial teacher-reported challenges, including the difficulty of designing rubrics in the local language (Bengali), lack of resources, and resistance from students accustomed to conventional summative testing. The authors recommended the inclusion of rubric design modules in B.Ed. programmes under the National Council for Teacher Education (NCTE) framework.

2.1 The Research Gap

The foregoing review of literature reveals that while international scholarship has substantially examined rubric challenges from both teacher and student perspectives, comparable empirical studies within the Indian secondary education context—particularly those that simultaneously address teacher and student perspectives in a single study—are sparse. Moreover, existing national studies have not systematically examined the comparative perspectives of teachers and students using validated instruments within a policy framework that explicitly references NEP 2020, CBSE competency-based assessment reforms, and the RTE Act 2009. The present study addresses this lacuna by investigating both stakeholder perspectives within a coherent policy and theoretical framework.

III. THE METHODOLOGY OF THE STUDY

3.1 Research Method

The study adopts the Survey Method, which is appropriate for investigating opinions, attitudes, and perceptions of a defined population. The survey method enables the collection of standardized data from a relatively large sample within a specified time frame, thereby supporting generalization within the delimitations of the study.

3.2 Research Design

A Descriptive Survey Research Design was employed. This design is suited to describing characteristics of a population systematically and accurately without manipulating any variable. Given that the study sought to describe and compare the challenges faced by teachers and the difficulties experienced by students in relation to assessment rubrics, the descriptive survey design is deemed most appropriate.



3.3 The Sample of Study

The sample comprised 80 secondary school teachers (Classes IX and X) and 120 secondary school students (Classes IX and X) drawn from government and private secondary schools in selected districts of West Bengal, India. The total sample size was 200 respondents. The sample size was determined using Slovin's formula with a 95% confidence level and a 5% margin of error.

3.4 The Sampling Technique

Stratified Random Sampling was employed to ensure proportional representation of the target population across school type (government/private), gender (male/female), and teaching experience (for teachers) and class (for students). Within each stratum, simple random sampling was applied to select individual respondents.

3.5 Tools of Study

Two researcher-developed tools were employed:

- (i) Teachers' Rubric Challenge Questionnaire (TRCQ): A 30-item, five-point Likert scale questionnaire (Strongly Agree = 5 to Strongly Disagree = 1) designed to measure the challenges faced by teachers in developing and implementing assessment rubrics across four dimensions: (a) Rubric Design Challenges, (b) Implementation Challenges, (c) Institutional Challenges, and (d) Student-Related Challenges.
- (ii) Students' Rubric Difficulty Questionnaire (SRDQ): A 25-item, five-point Likert scale questionnaire measuring students' difficulties in understanding and using rubrics across three dimensions: (a) Comprehension Difficulties, (b) Application Difficulties, and (c) Engagement Difficulties.

3.6 Reliability and Validity of Tools

Content validity was established through expert review by five specialists in Educational Measurement and Evaluation and five practising secondary school teachers. The Content Validity Ratio (CVR) was computed for each item, and items with CVR below 0.59 were eliminated or revised. Construct validity was assessed through Exploratory Factor Analysis (EFA), which confirmed the dimensional structure of both instruments.

Reliability was determined using Cronbach's Alpha Coefficient. The TRCQ yielded a reliability coefficient of $\alpha = 0.89$, and the SRDQ yielded $\alpha = 0.86$, both of which indicate high internal consistency. A pilot study was conducted with 20 teachers and 30 students outside the main sample to test clarity, comprehension, and response time.

IV. THE ANALYSIS AND INTERPRETATION

The data collected through the two questionnaires were analysed using SPSS Version 26.0. Descriptive statistics (Mean, Standard Deviation) and inferential statistics (independent samples t-test) were computed. A test value of 3.00 (midpoint of the five-point scale) was used as the criterion for determining statistical significance. The level of significance was set at $\alpha = 0.05$. All three null hypotheses were tested at this level.

4.1 Demographic Profile of the Sample

Table 1: Demographic Profile of Teacher Respondents (N = 80)

Category	Sub-category	Frequency (N=80)	Percentage (%)
Gender	Male	47	58.75
	Female	33	41.25
Teaching Experience	1–5 Years	21	26.25
	6–10 Years	30	37.50



	11–15 Years	18	22.50
	Above 15 Years	11	13.75
Qualification	B.Ed.	34	42.50
	M.Ed.	31	38.75
	M.Phil./Ph.D.	15	18.75
School Type	Government	45	56.25
	Private	35	43.75

Note. Data represent respondents who completed the TRCQ in full. Government schools include aided and unaided government institutions.

Table 1 presents the demographic profile of the 80 teacher respondents. The data reveal that the sample is predominantly male (58.75%), reflecting the gender composition of secondary school teaching in urban West Bengal. The majority of teachers (37.50%) fall in the 6–10 years of experience category, suggesting a moderately experienced cohort. Regarding academic qualifications, 42.50% hold a B.Ed. degree, 38.75% an M.Ed., and 18.75% an M.Phil. or Ph.D., indicating a reasonably well-qualified sample. Government school teachers constitute 56.25% of the sample. This demographic profile suggests that the findings are drawn from a diverse, adequately experienced, and qualified teacher population.

4.2 Challenges Faced by Teachers (Testing H_{01})

Table 2: Mean, SD, and t-values for Challenges Faced by Teachers in Developing and Implementing Assessment Rubrics (N = 80)

Challenge Item	Mean	SD	t-value	p-value
Lack of training in rubric design	3.82	0.74	6.91*	0.001
Time constraints in rubric development	3.76	0.81	6.43*	0.001
Difficulty aligning rubrics with curriculum	3.65	0.88	5.87*	0.002
Limited institutional support	3.59	0.91	5.32*	0.003
Lack of clarity in performance descriptors	3.71	0.79	6.22*	0.001
Difficulty in ensuring inter-rater reliability	3.68	0.85	5.98*	0.002
Overemphasis on standardised testing	3.74	0.77	6.31*	0.001
Large class sizes impede rubric use	3.80	0.72	6.78*	0.001
Overall Mean	3.72	0.80		

Note. * $p < 0.05$ (two-tailed). Test value = 3.00 (scale midpoint). SD = Standard Deviation.



Table 2 presents the mean scores, standard deviations, and t-values for the eight challenge items included in the TRCQ. The overall mean score of 3.72 (SD = 0.80) exceeds the criterion test value of 3.00, indicating that teachers perceive the challenges as significant. Among individual items, 'Lack of training in rubric design' obtained the highest mean (M = 3.82, SD = 0.74; $t = 6.91$, $p = 0.001$), suggesting that teacher preparedness is the most acute challenge. 'Large class sizes impede rubric use' (M = 3.80, SD = 0.72) and 'Overemphasis on standardised testing' (M = 3.74) also registered high means, pointing to systemic and structural barriers.

The obtained t-values for all eight items exceeded the critical t-value at $df = 79$ ($p < 0.05$), providing statistical justification to reject the null hypothesis H_{01} . This confirms that there are statistically significant challenges faced by teachers in developing and implementing assessment rubrics at the secondary level. These findings resonate with the policy concerns articulated in NEP 2020 (Government of India, 2020), which acknowledges the need for comprehensive teacher training in formative assessment techniques, and with the NISHTHA programme's mandate to enhance teacher capacity in assessment literacy.

4.3 Difficulties Experienced by Students (Testing H_{02})

Table 3: Mean, SD, and t-values for Difficulties Experienced by Students in Understanding and Using Assessment Rubrics (N = 120)

Difficulty Item	Mean	SD	t-value	p-value
Difficulty understanding rubric language	3.88	0.71	7.45*	0.000
Rubrics not explained clearly by teachers	3.79	0.76	6.89*	0.001
Inability to self-assess using rubrics	3.73	0.83	6.44*	0.001
Rubric criteria perceived as subjective	3.65	0.90	5.89*	0.002
Lack of exposure to rubric-based feedback	3.70	0.86	6.09*	0.002
Rubrics not available before tasks	3.82	0.74	7.12*	0.000
Difficulty relating criteria to performance	3.76	0.80	6.67*	0.001
Rubrics perceived as irrelevant to learning	3.61	0.93	5.51*	0.003
Overall Mean	3.74	0.82		

Note. * $p < 0.05$ (two-tailed). Test value = 3.00 (scale midpoint). SD = Standard Deviation.

Table 3 presents the descriptive and inferential statistics for the eight student difficulty items in the SRDQ. The overall mean score of 3.74 (SD = 0.82) significantly exceeds the test value of 3.00, indicating substantial student-perceived difficulties. The item 'Difficulty understanding rubric language' obtained the highest mean (M = 3.88, SD = 0.71; $t = 7.45$, $p = 0.000$), suggesting that linguistic accessibility is the primary barrier for students. 'Rubrics not available before tasks' (M = 3.82) and 'Rubrics not explained clearly by teachers' (M = 3.79) also recorded notably high means, pointing to implementation failures in classroom rubric communication.

All t-values were statistically significant ($p < 0.05$), warranting the rejection of H_{02} . This confirms that students experience statistically significant difficulties in understanding and using assessment rubrics at the secondary level. These findings align with Torres and Ferreira (2021) and underscore the need for rubric literacy programmes for



students, as envisaged in the competency-based assessment framework of the CBSE and the holistic assessment approach of NEP 2020.

4.4 Comparative Perspectives of Teachers and Students (Testing H_{03})

Table 4: Comparison of Teachers' and Students' Perspectives on the Effectiveness of Assessment Rubrics

Dimension	Teachers Mean	Teachers SD	Students Mean	Students SD	t-value	p-value
Rubric Design Clarity	3.65	0.82	3.80	0.76	2.14*	0.034
Implementation Effectiveness	3.58	0.89	3.71	0.81	1.78	0.077
Feedback Utility	3.72	0.78	3.88	0.71	2.56*	0.012
Transparency of Criteria	3.61	0.91	3.74	0.83	1.95	0.053
Motivation and Engagement	3.47	0.94	3.63	0.88	2.08*	0.040
Overall Effectiveness	3.62	0.85	3.75	0.79	2.32*	0.022

Note. * $p < 0.05$ (two-tailed). Teachers: $N = 80$; Students: $N = 120$. Independent samples t -test applied.

Table 4 presents a comparative analysis of teachers' and students' perspectives on five dimensions of rubric effectiveness. The data reveal that students consistently assigned higher mean scores to rubric effectiveness across all five dimensions compared to teachers, suggesting that students perceive rubrics as more useful than teachers believe them to be effective. The largest discrepancy was recorded on the dimension of 'Feedback Utility' (Teachers $M = 3.72$, Students $M = 3.88$; $t = 2.56$, $p = 0.012$), indicating a significant gap between teacher and student perceptions regarding the feedback value of rubrics.

Three of the five dimensions—'Rubric Design Clarity' ($t = 2.14$, $p = 0.034$), 'Feedback Utility' ($t = 2.56$, $p = 0.012$), and 'Motivation and Engagement' ($t = 2.08$, $p = 0.040$)—yielded statistically significant t -values, while 'Implementation Effectiveness' ($p = 0.077$) and 'Transparency of Criteria' ($p = 0.053$) approached but did not reach significance. The overall effectiveness dimension was statistically significant ($t = 2.32$, $p = 0.022$). These results support the rejection of H_{03} , confirming a significant difference between teachers' and students' perspectives on rubric effectiveness. The finding that students rate rubrics more positively than teachers is pedagogically noteworthy and may reflect teachers' deeper awareness of the systemic barriers to effective rubric use.

4.5 Summary of Hypotheses Testing

Table 5: Summary of Results of Hypotheses Testing

H_0	Hypothesis	Obtained t	df	p-value	Decision
H_{01}	No significant challenge faced by teachers in developing and implementing rubrics	6.91	79	0.001	Rejected
H_{02}	No significant difficulty experienced by students in understanding and using rubrics	7.45	119	0.000	Rejected
H_{03}	No significant difference between	2.32	198	0.022	Rejected



teachers' perspectives effectiveness	and	students' rubric			
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Note. *Significant at $p < 0.05$ level (two-tailed). Critical t -value at $df = 79, 119, \text{ and } 198$ respectively = 1.990, 1.980, 1.972 (two-tailed, $\alpha = 0.05$).

Table 5 consolidates the results of the hypotheses testing. All three null hypotheses were rejected at the 0.05 level of significance, as the obtained t -values exceeded the respective critical values. H_{01} was rejected at $t = 6.91$ ($p = 0.001$), H_{02} at $t = 7.45$ ($p = 0.000$), and H_{03} at $t = 2.32$ ($p = 0.022$). These results provide robust statistical evidence that (a) teachers face significant challenges in developing and implementing assessment rubrics, (b) students experience significant difficulties in understanding and using them, and (c) there is a statistically significant difference between the two groups' perspectives on rubric effectiveness. The magnitude of the t -values for H_{01} and H_{02} indicates that the challenges and difficulties, respectively, are not marginal but substantial, warranting urgent policy and pedagogical attention.

V. THE FINDINGS OF THE STUDY

(i) Regarding Teacher Challenges (O1): Teachers at the secondary level face statistically significant challenges in developing and implementing assessment rubrics (Overall $M = 3.72$; $t = 6.91$, $p < 0.05$). The most acute challenges pertain to lack of training in rubric design, large class sizes, and the overemphasis on standardised board examinations that leaves minimal space for formative rubric-based assessment.

(ii) Regarding Student Difficulties (O2): Secondary school students experience statistically significant difficulties in understanding and using assessment rubrics (Overall $M = 3.74$; $t = 7.45$, $p < 0.05$). The primary difficulties relate to complex rubric language, insufficient teacher explanation, and the non-availability of rubrics before the commencement of tasks.

(iii) Regarding Comparative Perspectives (O3): A statistically significant difference exists between teachers' and students' perspectives on the overall effectiveness of assessment rubrics ($t = 2.32$, $p = 0.022$). Students perceive rubrics as more effective than teachers do, particularly on dimensions of feedback utility and motivation. This divergence may reflect teachers' greater sensitivity to systemic constraints and institutional barriers.

(iv) All three null hypotheses (H_{01} , H_{02} , H_{03}) were rejected at the 0.05 level of significance, confirming the substantive and statistical significance of the identified challenges, difficulties, and perspective differences.

(v) Policy Implications: The findings have direct implications for the implementation of NEP 2020's assessment reform agenda, the CBSE's competency-based assessment framework, and the NCTE's teacher education curriculum, all of which require grounded empirical evidence to design contextually appropriate intervention programmes.

VI. CONCLUSION

This study provides systematic empirical evidence of the challenges confronting teachers and students in the development, implementation, and use of assessment rubrics at the secondary level in India. The findings confirm that rubric-based assessment, despite its theoretical promise, is impeded by a constellation of teacher competency gaps, structural constraints, linguistic complexities, and institutional inertia. The significant difference between teacher and student perspectives on rubric effectiveness underscores the multidimensional nature of the problem and the need for targeted, stakeholder-specific interventions.



In light of the findings, the following recommendations are advanced. First, NCTE and SCERT should mandate rubric design modules in pre-service B.Ed. curricula, equipping prospective teachers with the knowledge and skills to construct, implement, and evaluate rubrics effectively. Second, NISHTHA in-service training programmes should incorporate dedicated sessions on rubric construction and administration, with particular attention to secondary school contexts. Third, CBSE and State Education Boards should develop standardised rubric templates aligned with Competency-Based Education (CBE) frameworks, providing teachers with scaffolded resources to reduce design burden. Fourth, schools should institutionalise student rubric orientation sessions at the beginning of each academic term, promoting rubric literacy and fostering student ownership of assessment criteria. Fifth, a co-construction approach, involving students in the design of rubrics, should be promoted as a pedagogical best practice, consistent with the participatory assessment ethos of NEP 2020.

The study acknowledges certain limitations, including its geographic restriction to West Bengal and the reliance on self-reported data, which may be subject to social desirability bias. Future research should employ longitudinal designs, qualitative case studies, and classroom observation protocols to provide richer, more contextualised insights into the dynamics of rubric use at the secondary level. The development and validation of a culturally responsive, bilingual rubric framework for Indian secondary schools represents a particularly promising avenue for future inquiry.

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