



Development Of Assessment Rubrics For Measuring Hindi Language Competencies Among Middle Stage Students

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Abstract: Assessing Language Competency Is A Crucial Component Of The Educational Process, Particularly At The Middle Stage, When Learners Undergo Significant Linguistic And Cognitive Development. In The Indian Context, Hindi Occupies A Central Position As Both A Major Language And A Medium Of Instruction In Many Schools, Making The Assessment Of Hindi Language Competencies An Important Academic Concern. The Present Study Focuses On The Development And Validation Of Assessment Rubrics For Evaluating Hindi Language Competencies Of Middle-Stage Students, With Specific Reference To The Four Core Language Skills That Are Listening, Speaking, Reading And Writing (Lsrw). The Study Adopts A Developmental And Descriptive Research Approach. A Comprehensive Review Of Literature Was Followed By Expert Consultations To Identify Relevant Dimensions And Indicators For Each Language Skill. Initially, 40 Indicators Were Proposed And Subjected To Content Validation Using The Content Validity Ratio (Cvr) Technique With The Help Of 10 Subject Experts From The Fields Of Education, Linguistics, Hindi Pedagogy And School Teaching. Based On Cvr Analysis, The Rubric Was Refined To 23 Essential Indicators Across The Four Language Skills. The Reliability Of The Finalized Rubric Was Established Using Cronbach's Alpha, Which Yielded A Value Of 0.837, Indicating High Internal Consistency. The Finalized Rubric Was Pilot Tested On A Sample Of 50 8th Grade Students From Kendriya Vidyalaya, Amarkantak, Madhya Pradesh, Using A Self-Developed Hindi Language Competency Test. The Findings Suggest That The Rubric Is A Reliable, Valid And Practical Tool For Assessing Hindi Language Competencies In A Systematic And Objective Manner. The Study Highlights The Usefulness Of Rubric-Based, Competency-Oriented Assessment In Identifying Students' Strengths And Areas For Improvement. Aligned With The Objectives Of The National Education Policy 2020, The Developed Rubrics Support Continuous Assessment, Learner-Centered Evaluation And Qualitative Improvement In Hindi Language Teaching And Learning At The Middle Stage.

Index Terms - Hindi Language Competencies, Rubrics, Lsrw Skills, Middle Stage Education, Nep 2020

1. Introduction

Assessing Language Competency Is An Important Part Of The Educational Process, Particularly At The Middle Level, Where Students Are At A Significant Stage Of Linguistic And Cognitive Development (Cummins, 1981; Chamot & O' Malley, 1987; Farrall, 2012). At This Level, Students Gradually Move From Basic Language Use To More Structured And Meaningful Communication. In The Indian Context, Hindi Holds A Central Place As A Major Language And Also Functions As The Medium Of Instruction In Many Schools. Therefore, The Use Of Appropriate Assessment Tools Is Necessary To Understand Students' Actual Language Abilities And To Ensure That Expected Language Standards Are Met. In This Regard, Rubrics Offer A Systematic Framework That Supports Consistent And Transparent Assessment Of Different Language Skills (Jonsson, 2014; Dawson, 2017).

In India, The Classroom Are Linguistically Diverse And Middle-Stage Students Often Come From Varied Regional And Language Backgrounds (Mahapatra & Anderson, 2023). Differences In Dialects, Languages And Exposure To Hindi Make The Assessment Of Hindi Language Competency A Challenging Task. In Such A Context, Well-Defined Rubrics Help Bring Uniformity To The Assessment Process By Ensuring That All Students Are Evaluated Using Common Criteria. This Promotes Fairness In Evaluation And Helps Teachers Identify Specific Areas Where Students May Require Additional Guidance Or Instructional Support (Kimball, 2002).

National Education Policy 2020 emphasizes the need for clarity and structure in language teaching and assessment, especially in terms of prioritizing teaching in the mother tongue and encouraging multilingualism. According to NEP 2020, having mother tongue or regional language as the medium of instruction improves understanding and learning ability of students. Under this policy, the development of effective rubrics to assess Hindi language Competencies will not only help measure students' language Competency But will also significantly contribute to their overall educational development. Through rubrics, teachers will be able to provide clear and detailed feedback to students on various aspects of their language Competency, enabling them to adopt specific strategies for improvement. Apart from this, NEP 2020 also emphasizes the need for continuous and comprehensive evaluation in teaching and learning processes (Nep, 2020). In this context, the rubrics being developed for Hindi language assessment will enrich the learning experience of students and help strengthen their language skills. This study is an important step in this direction, Which is moving towards fulfilling the objectives of NEP 2020 And Bringing Qualitative Improvement In Hindi Language Education For Middle School Students.

The Development Of Rubrics For Hindi Language Competency Assessment Is Also Aligned With Current Educational Practices That Emphasize Continuous Assessment And Learner-Centered Approaches. Rubrics Enable Teachers To Provide Clear And Constructive Feedback, Helping Students Understand Their Strengths And Areas For Improvement. Such Feedback Supports Gradual Learning And Encourages Students To Engage More Confidently With The Language. Therefore, The Development Of Comprehensive And Culturally Relevant Rubrics Is An Important Step Toward Strengthening Hindi Language Education At The Middle Stage.

1.1 Importance And Structuring Of Rubrics

Rubrics Serve As An Effective Assessment Tool That Allows Teachers To Evaluate Students' Performance In A Systematic And Objective Manner (Allen & Tanner, 2006). The Rubrics Developed For Assessing Hindi Language Competencies Are Organized Around Four Key Language Skills: Reading, Writing, Listening, And Speaking. Each Skill Area Includes Specific Criteria Designed To Assess Different Aspects Of Language Use. Clear Descriptions Are Provided For Every Level So That Both Teachers And Students Have A Shared Understanding Of Performance Expectations. This Structured Approach Helps Teachers Give Meaningful Feedback And Provides Students With Clear Direction For Improving Their Language Skills.

The Use Of Rubrics Supports Continuous Improvement In Language Learning. In Line With The Vision Of The National Education Policy 2020, Rubrics Strengthen Continuous Assessment And Individualized Feedback. They Help Students Recognize Areas That Need Focused Practice And Encourage Gradual Skill Development. Rubrics Also Assist Teachers By Standardizing Assessment Practices And Making Evaluation More Transparent.

Furthermore, Analysis Of Rubric-Based Assessment Data Enables Teachers To Reflect On Teaching Strategies And Make Necessary Adjustments In Curriculum And Classroom Practices (White & Maher, 2024). This Reflective Process Contributes To Qualitative Improvement In Both Teaching And Learning. Overall, The Effective Use Of Rubrics Plays An Important Role In Enhancing Hindi Language Competency Among Middle-Stage Students And Supporting The Broader Goals Of School Education.

2. Review Of Literature

Moskal, Barbara & Leydens (2000) Focused On The Issues Of Validity And Reliability In Rubric Development. The Study Outlined Systematic Procedures For Constructing Rubrics And Establishing Content Validity And Scoring Consistency. It Emphasized The Use Of Expert Judgment And Statistical Techniques To Ensure Reliable Assessment Outcomes.

Schreiber Et, Al. (2012) Reported The Development And Validation Of The Public Speaking Competence Rubric (Pscr). It Demonstrated How Performance Descriptors And Scoring Levels Can Be Empirically Tested For Reliability And Construct Validity. The Findings Showed That Well-Designed Rubrics Can Effectively Assess Speaking Skills Across Contexts.

Cyr Et, Al. (2014) Described The Systematic Development And Validation Of A Scoring Rubric For Written Tasks. The Study Highlighted The Role Of Expert Review, Iterative Refinement And Inter-Rater Reliability Analysis. It Showed How Rubric-Based Assessment Improves Clarity And Consistency In Evaluation. The Approach Outlined Is Applicable To Written Language Assessment In School Education.

Panadero (2017) Critically Examined The Use Of Rubrics In Educational Assessment And Discusses Both Their Strengths And Limitations. The Study Highlighted How Rubrics Support Transparency, Consistency, And Student Understanding Of Expectations, While Also Cautioning Against Poorly Designed Descriptors. It Emphasized The Importance Of Clear Criteria And Alignment With Learning Objectives For Effective Rubric Use. The Review Provided A Strong Theoretical Foundation For Rubric Construction In Language Assessment.

Ulker (2017) Discusses The Design And Classroom Use Of Speaking Assessment Rubrics, With A Focus On Clear Descriptors And Performance Levels. The Study Emphasizes The Importance Of Aligning Rubrics With Instructional Goals And Learner Abilities. It Also Highlights How Rubrics Support Formative Assessment By Providing Meaningful Feedback. The Work Is Useful For Understanding Rubric Construction For Oral Language Skills.

Gupta & Gupta (2022) Critically Analysed The Use Of Rubrics In Indian Educational Institutions, Focusing On Their Benefits And Challenges. The Study Identified Issues Related To Teacher Training, Consistency And Rubric Design. It Emphasized The Need For Context-Sensitive Rubrics To Ensure Effective Assessment. The Work Provided Practical Insights Relevant To Large And Diverse Classroom Settings In India.

Souza Et, Al. (2022) Presented A Structured Process For The Development Of Assessment Rubrics, Emphasizing Clarity In Criteria Formulation And Performance Descriptors. The Study Discussed The Role Of Expert Review And Pilot Testing In Refining Rubric Components. It Highlighted How Well-Constructed Rubrics Support Consistent Evaluation And Meaningful Feedback. The Rubric Development Framework Proposed In This Study Is Adaptable To Language Competency Assessment In School Education.

Tripathi, Limaye & Prakash (2023) Examined The Implementation Of Rubric-Based Assessment Practices In Indian School Education. It Highlighted The Role Of Rubrics In Continuous And Competency-Based Assessment. The Findings Suggested That Rubrics Help Teachers Clarify Expectations And Standardize Evaluation Practices. The Study Aligned Rubric-Based Assessment With National Educational Reforms And Classroom Realities.

Venugopal, Dongre & Kagne (2024) Focused On The Development And Validation Of An Analytical Rubric Using Content Validity Indices And Inter-Rater Reliability Measures. The Findings Indicated That Structured Rubrics Improve Objectivity And Consistency In Assessment. The Study Highlighted The Usefulness Of Rubrics In Providing Detailed Feedback To Learners. It Offered Methodological Relevance For Rubric Development In The Indian Educational Context.

Yousef & Ayyoub (2024) Presented A Multiphase Process For Rubric Development, Including Literature Review, Expert Validation, Pilot Testing And Reliability Analysis. The Findings Indicated That Rubrics Developed Through Systematic Procedures Enhance Assessment Accuracy. The Study Also Emphasized Learner-Centered Assessment Practices. It Provided A Contemporary Model For Rubric Construction Applicable To Language Competencies.

Mitra, Victor, And Sridevi (2025) Examined The Hindi Language Competencies And Lsrw Skills Of Middle-Stage Students Using Competency-Based Assessment Tools. The Study Revealed Differences In Students' Competency Levels Across Listening, Speaking, Reading And Writing Skills, With Noticeable Challenges In Oral Language Skills. It Highlighted The Effectiveness Of Structured Assessment Methods In Identifying Specific Areas Of Strength And Weakness. The Findings Supported The Need For Skill-Oriented And Rubric-Based Assessment Practices In Hindi Language Education.

3. Objective Of The Study

The main objective of this study is to develop effective and comprehensive rubrics for assessing Hindi language Competencies of middle Stage students. This objective aligns well with the vision of the National Education Policy (NEP) 2020, which seeks to comprehensively reform the education system and improve the quality of learning at all levels. Thus, there is a need to develop effective rubrics to assess Hindi language Competencies of middle Stage students, so as to improve the quality of education. The aim of this study is to develop a standardized rubric to assess Hindi language Competencies.

4. Construction Of Assessment Rubrics For Hindi Language Competencies

4.1 Exploring Dimensions And Indicators

For the purposes of this Study, four core Skills Were Identified within Hindi Language Competencies That Were Listening, Speaking, Reading And Writing. After a comprehensive review of the relevant literatureS And Rubric Formats, several Sub-Components And Indicators Were Identified. The Investigators Organized A Brainstorming Session With The Faculty Members, Academicians And Researchers With Expertise On The Hindi Language Competencies And Rubrics. With The Suggestions And Creative Insights Provided By The Experts, The Investigators Enlisted Essential Indicators Required For The Assessment Of These Skills. The Description Of The Indicators For Each Skill Were Given Below:

Table 1: Distribution Of Indicators Of Rubrics For Hindi Language Competencies

Hindi Language Competency	Indicators
Listening skills	1. Focused attention, 2. Summarization, 3. Establishing Connection And Asking Questions, 4. General Comprehension, 5. Task Awareness, 6. Detail Retention, 7. Logical Interpretation, 8. Accuracy Of Response , 9. Physical Posture, 10. Outcome
Speaking Skills	1. Fluency, 2. Pronunciation, 3. Vocabulary, 4. Grammar, 5. Clarity Of Expression, 6. Responsiveness 7. Communication Strategy, 8. Speech Structure, 9. Cultural Appropriateness, 10. Coherence & Cohesion
Reading Skills	1. Voice Projection, 2. Pausing & Phrasing, 3. Confidence, 4. Clarity, 5. Fluency & Pronunciation, 6. Retelling & Summarization, 7. Expression, 8. Interaction With Text, 9. Pacing Control, 10. Posture & Alignment
Writing Skills	1. Research/Focus: Originality, 2. Research/Focus: Clarity, 3. Support/Reasoning: Ideas & Details, 4. Cohesion & Coherence, 5. Organization, 6. Audience Awareness, 7. Style: Sentence, Diction/Syntax, Tone, 8. Use Of Sources/Documentation, 9. Writing Conventions: Grammar, Spelling, Usage, Punctuation, 10. Presentation

4.2 Content Validation

After Finalizing And Pooling The Indicators Of The Lsrw Skills, The Investigators Then Employed The Content Validation Procedure. Assessment Rubric Was Sent For The Expert's Validation. The Pool Of Experts Was Selected From Various Background Like Education, Linguistic, Hindi Pedagogy And School Teachers As Well. A Total Of 10 Experts Were Formerly Instructed The Background Of The Study And Why The Formation Of This Competency Test And How The Test Is Limited To Basic 4 Skills. The Investigators Asked The Experts For Their Opinion Regarding The Rubrics In A Two-Point Scale (1=Essential, 2=Not Essential). After Their Review, The Researcher Then Performed Cvr (Content Validity Ratio) Analysis As Described And Performed By Lawshe (1975) To Assess And Check The Validity Of The Indicators.

On The Basis Of The Collected Opinions, Cvr Was Calculated And The Average Cvr Score Was 0.66 Which Was Lesser Than The Average Value Of Cvr For 10 Experts. From The Opinions And Suggestions Of The Experts, Some Of The Indicators Were Not Necessary For The Assessment Of The Particular Skills For The Middle Stage Students, So Those Indicators Were Removed. After Deleting The Low Value Items, The Revised Rubrics Were Again Sent For The Validation. After Analysing The Second Draft Score, The Average Cvr Score Was 0.85 Which Was Higher Than The Average Cvr Value For 10 Experts. The Detailed Cvr Scores For Both The Drafts Are Given Below:

Table 2: Content Validity Ratio Of Rubrics

1 st Draft	2 nd Draft (Final Copy)	Indicators	Cvr _{e+Ne}	Cvr _e
Lsi1	Lsi1	Focused Attention	0.8	0.8
Lsi2*		Summarization	0.6	
Lsi3*		Establishing Connections And Asking Questions	0.6	
Lsi4	Lsi2	General Comprehension	0.8	0.8
Lsi5*		Task Awareness	0.4	
Lsi6	Lsi3	Detail Retention	0.8	0.8
Lsi7*		Logical Interpretation	0.4	
Lsi8	Lsi4	Accuracy Of Responses	0.8	0.8
Lsi9	Lsi5	Physical Posture	0.8	0.8
Lsi10	Lsi6	Outcome	0.8	0.8
Ssi1	Ssi1	Fluency	0.8	0.8
Ssi2*		Cultural Appropriateness	0.6	
Ssi3	Ssi2	Pronunciation	1	1
Ssi4	Ssi3	Vocabulary	1	1
Ssi5	Ssi4	Grammar	1	1
Ssi6	Ssi5	Clarity Of Expression	0.6	0.8
Ssi7*		Communication Strategies	0.4	
Ssi8	Ssi6	Responsiveness	0.8	0.8
Ssi9	Ssi7	Speech Structure	0.8	0.8
Ssi10*		Coherence And Cohesion	0.2	
Rsi1	Rsi1	Voice Projection	0.8	0.8
Rsi2*		Pausing & Phrasing	0.6	
Rsi3*		Confidence	0.2	
Rsi4	Rsi2	Clarity	0.8	0.8
Rsi5	Rsi3	Fluency & Pronunciation	0.8	0.8
Rsi6*		Retelling & Summarization	0.2	
Rsi7	Rsi4	Expression	1	1
Rsi8*		Interaction With Text	0.6	
Rsi9*		Pacing Control	0.6	
Rsi10	Rsi5	Posture & Alignment	0.8	0.8
Wsi1	Wsi1	Research/Focus: Originality	1	1
Wsi2*		Research/Focus: Clarity	0	
Wsi3*		Support/Reasoning: Ideas & Details	0.4	
Wsi4*		Cohesion And Coherence	0.4	

Wsi5	Wsi2	Organization	1	1
Wsi6*		Audience Awareness	0.4	
Wsi7*		Style: Sentence Structure, Diction/Syntax, Tone	0.4	
Wsi8	Wsi3	Use Of Sources/Documentation	0.8	0.8
Wsi9	Wsi4	Writing Conventions: Grammar, Spelling, Usage, Punctuation	0.8	0.8
Wsi10	Wsi5	Presentation	0.8	0.8
Average Cvr			0.66	0.85

*Items Deleted/Removed In The 2nd Draft Due To Low Cvr Score

After Content Validation Through Cvr, It Was Found That Out Of 40 Indicators, Only 23 Indicators Were Found Essential. The Final Form Of The Rubric Is Given Below (Mitra, Victor & Sridevi, 2025):

Table 3: Distribution Of Indicators Of Rubrics For Hindi Language Competencies

Hindi Language Competency	Indicators	
Listening skills	6 Indicators	<ol style="list-style-type: none"> 1. Focused attention, 2. Comprehension, 3. Detail Retention 4. Accuracy Of Response 5. Physical Posture 6. Outcome
Speaking Skills	7 Indicators	<ol style="list-style-type: none"> 1. Fluency 2. Pronunciation 3. Vocabulary 4. Grammar 5. Clarity Of Expression 6. Responsiveness 7. Speech Structure
Reading Skills	5 Indicators	<ol style="list-style-type: none"> 1. Voice Projection 2. Clarity 3. Fluency & Pronunciation 4. Expression 5. Posture & Alignment
Writing Skills	5 Indicators	<ol style="list-style-type: none"> 1. Research/Focus: Originality 2. Organization 3. Use Of Sources/Documentation 4. Writing Conventions: Grammar, Spelling, Usage, Punctuation 5. Presentation

4.3 Reliability

Cronbach's alpha was calculated to assess the degree of internal consistency between all Indicators. The Cronbach alpha for the rubrics was found to be 0.837. Only variables with A value greater than 0.5 were selected. As shown in Table 5, all 23 Indicators had values above 0.5.

Table 4: Cronbach's Alpha Of Rubric

Cronbach's Alpha	No. Of Items
0.837	23

Table 5 : Extraction Of Indicators For Rubric

Indicators	Initial	Extraction
Listening Skill 1	1.000	0.722
Listening Skill 2	1.000	0.654
Listening Skill 3	1.000	0.852
Listening Skill 4	1.000	0.712
Listening Skill 5	1.000	0.812
Listening Skill 6	1.000	0.777
Speaking Skill 1	1.000	0.823
Speaking Skill 2	1.000	0.723
Speaking Skill 3	1.000	0.771
Speaking Skill 4	1.000	0.882
Speaking Skill 5	1.000	0.845
Speaking Skill 6	1.000	0.665
Speaking Skill 7	1.000	0.635
Reading Skill 1	1.000	0.654
Reading Skill 2	1.000	0.884
Reading Skill 3	1.000	0.745
Reading Skill 4	1.000	0.771
Reading Skill 5	1.000	0.811
Writing Skill 1	1.000	0.841
Writing Skill 2	1.000	0.777
Writing Skill 3	1.000	0.721
Writing Skill 4	1.000	0.733
Writing Skill 5	1.000	0.656

4.4 Evaluation And Scoring

For Scoring Of The Rubrics, Each Skill Was Measured On A 4-Point Likert Scale. The Description Of The Scale For Each Skill Is Given Below (Mitra, Victor & Sridevi, 2025):

- Listening Skill - 1. Problematic, 2. Working, 3. Good, 4. Excellent
- Speaking Skill - 1. Limited Proficiency, 2. Moderate Proficiency, 3. Proficient, 4. High Proficiency
- Reading Skill - 1. Beginning, 2. Developing, 3. Proficient, 4. Advanced
- Writing Skill - 1. Limited Proficiency, 2. Moderate Proficiency, 3. Proficient, 4. High Proficiency'

4.5 Final Assessment Rubric

The final rubrics are divided into two parts. The first part contains essential demographic variables of students such as name, Class, gender, age, locality, Mother Tongue And School Name. The second part provided separate rubrics for each skill, which were presented in the form of an evaluator's sheet. A Total Of 23 Indicators For Assessing Four Skills: 6 Indicators For Listening Skills, 7 Indicators For Speaking Skills, 5 Indicators For reading And writing skills Each. For standardization, the researcher designed a Hindi language Competency test which included descriptive questions to test all the skills.

4.6 Pilot Testing Of Rubric

The rubric developed Was tested with the help of the Self-developed Hindi Language Competency Test on 50 Students of Class VIII of Kendriya Vidyalaya, Amarkantak, located in Anuppur district of Madhya Pradesh state. The Students Were Briefed About The Test And What Activities They Will Assessed On. The Real Time Data Were Recorded By The Researcher With The Help Of Recordings And Real Time Analysis Of Each Student. With The Help Of Data Collected From The Students, It Was Found That The Indicators Were Reliable And Appropriate For The Assessment Of The Lsrw Skills.

5. Conclusion

In Conclusion, The Study Highlights The Importance Of Using Rubrics For Assessing Hindi Language Competencies In A Systematic And Meaningful Manner. Rubrics Help Make The Assessment Process More Objective And Fair By Providing Clearly Defined Criteria And Performance Levels For Each Language Skill. In The Case Of Hindi, Which Is A Phonetic Language With Rich Linguistic And Literary Traditions, Structured Assessment Of Aspects Such As Pronunciation, Comprehension, Fluency, Grammar And Expression Becomes Necessary. Rubrics Support Teachers In Evaluating These Indicators In A Consistent And Balanced Way.

The Developed Rubrics Enable Skill-Specific Feedback For Students, Such As Accuracy Of Pronunciation In Speaking, Clarity And Fluency In Writing, Appropriate Use Of Sounds And Improvement In Expression. Such Feedback Helps Students Understand Their Individual Learning Needs And Supports Gradual Improvement In Language Use. By Aligning Assessment With Learning Objectives, Rubrics Also Ensure That Students Are Aware Of Expectations And Are Better Prepared To Demonstrate Their Language Abilities. Cultural And Contextual Relevance Is An Important Aspect Of Hindi Language Learning. By Incorporating These Elements Into The Rubrics, The Assessment Process Becomes More Meaningful And Sensitive To Appropriate Language Use In Real-Life Situations. Additionally, Hindi Language Rubrics Function As Structured, Transparent And Effective Tools For Assessing Language Skills While Supporting Linguistic Development And Academic Rigor.

Although The Present Rubric Framework Was Primarily Designed For Students Aged 11 To 14 Years, It Can Be Adapted For Other Age Groups By Modifying Specific Indicators According To Language Levels. The Use Of Such Rubrics Assists Teachers In Standardizing Assessment Practices And Providing Clear Evaluations. Furthermore, Rubric-Based Assessment Supports Effective Teaching And Learning Practices And Contributes To Improved Student Learning Outcomes In Hindi Language Education.

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