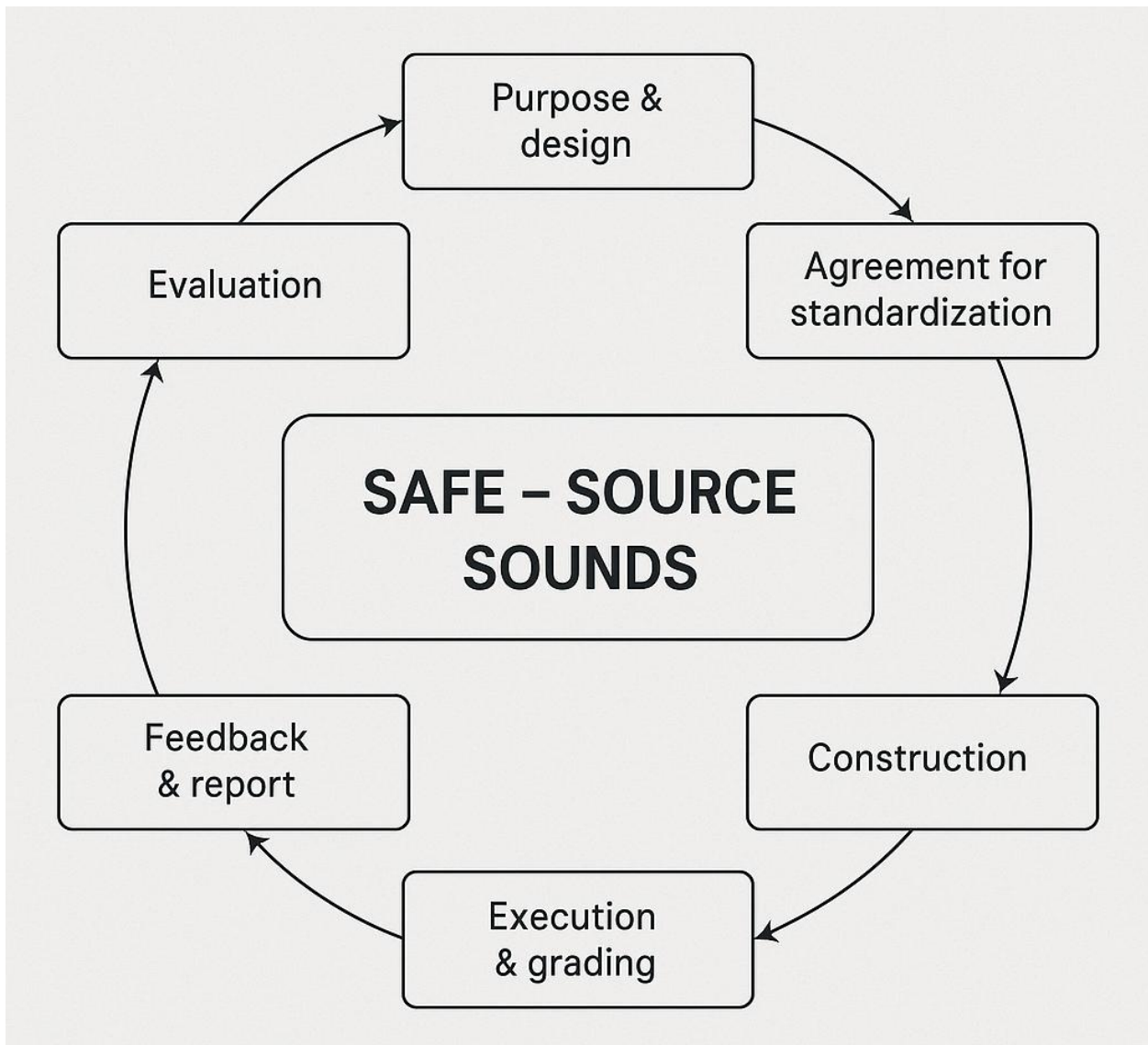


# TESTING AND ASSESSING

## Introduction

In this part of my portfolio, I demonstrate the completion of the Learning Outcome **Testing and Assessing** by reconstructing and critically analysing the **full assessment cycle** of one existing test in the 3-S curriculum: the **Self-Reflection Analysis** assignment (Unit-1).

The test itself was originally designed by .....



## RUBRIC FOR ASSESSMENT LITERACY (Lecturer Competency Framework)

### Domains

1. Policy & Organisational Alignment
2. Assessment Design & Constructive Alignment
3. Execution, Reliability & Fairness
4. Feedback Literacy & Student Empowerment
5. Evaluation & Continuous Improvement (Assessment Cycle Mastery)
6. SAFE–SOURCE–SOUNDS Integration in Assessment Practice

Each domain contains descriptors across **four competence levels**:

**Level 1 – Emerging | Level 2 – Developing | Level 3 – Proficient | Level 4 – Mastery**

### 1. POLICY & ORGANISATIONAL ALIGNMENT

*Understanding and acting within assessment policy, TER, quality assurance roles.*

Level	Descriptor
<b>1. Emerging</b>	Has a basic awareness of assessment policies (TER, programme assessment plan), but inconsistently applies them; recognises organisational roles but needs guidance.
<b>2. Developing</b>	Understands assessment regulations, follows protocol with occasional support; can articulate the role of exam committee, test committee, assessors, coordinators.
<b>3. Proficient</b>	Consistently aligns assessment decisions with policy; anticipates implications of procedural issues (preconditions, deadlines, resits); collaborates effectively with assessment bodies.

<b>Level</b>	<b>Descriptor</b>
<b>4. Mastery</b>	Demonstrates leadership in policy interpretation; mentors others; contributes to shaping assessment policy or quality assurance frameworks.

## **2. ASSESSMENT DESIGN & CONSTRUCTIVE ALIGNMENT**

*Validity, alignment with Learning Outcomes, clarity, transparency, DBE principles.*

<b>Level</b>	<b>Descriptor</b>
<b>1. Emerging</b>	Creates assessment tasks but alignment with LOs/indicators is inconsistent; rubrics or instructions may lack clarity.
<b>2. Developing</b>	Aligns test purpose, assignment structure, and LOs; uses rubrics but needs refinement to ensure discriminative power.
<b>3. Proficient</b>	Designs valid assessments with strong LO–task–criteria coherence; ensures transparency through clear preconditions, rubrics, and exemplars.
<b>4. Mastery</b>	Innovates assessment design; integrates multimodal instruments; demonstrates advanced validity reasoning (content, construct, consequential).

## **3. EXECUTION, RELIABILITY & FAIRNESS**

*Calibration, grading consistency, procedural rigour.*

<b>Level</b>	<b>Descriptor</b>
<b>1. Emerging</b>	Grades assessments but consistency varies; limited use of calibration; procedures (SafeAssign, deadlines, anonymity) may not be fully applied.
<b>2. Developing</b>	Applies calibration practices; begins using reliability-enhancing strategies (double marking, rubric anchors).
<b>3. Proficient</b>	Ensures high reliability through systematic calibration, norming, and rubric application; decisions are consistent and defensible.

<b>Level</b>	<b>Descriptor</b>
<b>4. Mastery</b>	Leads calibration sessions; trains colleagues; identifies and mitigates threats to reliability (bias, halo effect, cognitive load, assessor drift).

#### **4. FEEDBACK LITERACY & STUDENT EMPOWERMENT**

*Formative assessment, feedforward, clarity, supporting self-regulated learning.*

<b>Level</b>	<b>Descriptor</b>
<b>1. Emerging</b>	Provides feedback but often descriptive rather than actionable; limited attention to student self-regulation.
<b>2. Developing</b>	Gives timely and structured feedback; some use of feedforward; supports students in interpreting assessment criteria.
<b>3. Proficient</b>	Feedback is specific, actionable, and aligned with LOs; enhances self-regulated learning (SRL); supports students' understanding of quality.
<b>4. Mastery</b>	Models high-impact feedback practices; teaches students how to generate, seek, and evaluate feedback; integrates peer review for transparency and agency.

#### **5. EVALUATION & CONTINUOUS IMPROVEMENT**

*Analysing results, pass rates, assessor comparisons; refining assessment design.*

<b>Level</b>	<b>Descriptor</b>
<b>1. Emerging</b>	Reviews assessment outcomes superficially; improvement plans are general rather than evidence-based.
<b>2. Developing</b>	Analyses grade distribution and common errors; draws basic conclusions for revision.

<b>Level</b>	<b>Descriptor</b>
<b>3. Proficient</b>	Uses data (distribution, reliability patterns, precondition fails, assessor variation) to make targeted improvements; documents rationale.
<b>4. Mastery</b>	Leads evidence-driven redesign; conducts deep validity and reliability analysis; engages students and colleagues in participatory improvement cycles.

## **6. SAFE–SOURCE–SOUNDS IN ASSESSMENT PRACTICE**

*Embodied assessment literacy using your pedagogical framework.*

### **A. SAFE – Psychological Safety & Assessment Transparency**

<b>Level</b>	<b>Descriptor</b>
<b>1. Emerging</b>	Communicates tasks but psychological safety and clarity of expectations are inconsistent.
<b>2. Developing</b>	Creates a safe environment by clarifying processes, reducing ambiguity, and acknowledging students' emotional responses to assessment.
<b>3. Proficient</b>	Builds sustained trust; supports students' confidence during assessment; reduces anxiety through modelling openness, clarity, and presence.
<b>4. Mastery</b>	Cultivates a community of assessment safety; students feel empowered to ask questions, negotiate meaning, and co-create understanding of criteria.

### **B. SOURCE – Deep Understanding, Reflection & Metacognitive Insight**

<b>Level</b>	<b>Descriptor</b>
<b>1. Emerging</b>	Encourages reflection but does not yet integrate reflective assessment practices.

<b>Level</b>	<b>Descriptor</b>
<b>2. Developing</b>	Uses reflective prompts and brief check-ins; begins connecting assessment with student metacognition.
<b>3. Proficient</b>	Integrates structured reflection (assessment diaries, rationale writing, self-assessment) into the assessment cycle.
<b>4. Mastery</b>	Facilitates deep inner inquiry; students can articulate their thinking, stress patterns, learning beliefs, and how these shape assessment performance.

### **C. SOUNDS – Professional Action, Behaviour Change & Performance Quality**

<b>Level</b>	<b>Descriptor</b>
<b>1. Emerging</b>	Encourages improvement but behaviour change is inconsistent.
<b>2. Developing</b>	Guides students to act on feedback and apply basic self-regulation strategies.
<b>3. Proficient</b>	Students consistently translate feedback into new practices; assessment fosters resilience and professional agency.
<b>4. Mastery</b>	Students demonstrate self-mastery: they initiate improvements, regulate their performance under pressure, and demonstrate professional autonomy.