

## Management of Language Tests at the Grade Level (Format, Rubric, Validity)

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Article History	ABSTRACT
Received 15-10-2022	<b>Background:</b> Classroom-based language testing management is a complex pedagogical process integrating technical, ethical, and contextual considerations to ensure fair and meaningful assessment practices. This study emerges from the growing need to understand how teachers design, implement, and refine classroom assessments that balance objectivity, authenticity, and validity.
Accepted: 10-11-2022	<b>Purpose:</b> This research explores how teachers manage test formats, develop scoring rubrics, and maintain assessment validity through reflective and adaptive practices within diverse learning environments.
Published: 31-12-2022	<b>Method:</b> Employing a qualitative case study design, the research gathered data through in-depth interviews, classroom observations, and document analyses involving language teachers at the secondary school level.
	<b>Results and Discussion:</b> The findings reveal that effective classroom testing depends on teachers' ability to harmonize objective and subjective assessment formats. Teachers used pilot testing and peer moderation to clarify instructions and standardize rubric interpretation, enhancing fairness and transparency. Adaptation of test formats based on learners' linguistic abilities, learning styles, and sociocultural backgrounds further enriched the authenticity and inclusivity of assessment practices.
	<b>Conclusions and Implications:</b> classroom test management functions not merely as a measurement activity but as a reflective pedagogical practice that links assessment with learning improvement. This study contributes to theory by expanding the concept of integrated classroom assessment management. It offers practical insights for enhancing teachers' assessment literacy in multilingual educational contexts.
<b>Keywords:</b>	<i>Classroom-based Language Assessment; Assessment Validity; Rubric Design.</i>
ABSTRAK	
	<b>Latar Belakang:</b> Manajemen pengelolaan tes bahasa berbasis kelas merupakan proses pedagogis yang kompleks karena mengintegrasikan pertimbangan teknis, etis, dan kontekstual untuk memastikan praktik asesmen yang adil dan bermakna. Penelitian ini muncul dari meningkatnya kebutuhan untuk memahami bagaimana guru merancang, melaksanakan, dan menyempurnakan asesmen di kelas dengan menyeimbangkan antara objektivitas, keautentikan, dan validitas.
	<b>Tujuan:</b> Penelitian ini bertujuan untuk mengeksplorasi bagaimana guru mengelola format tes, mengembangkan rubrik penilaian, dan menjaga validitas asesmen melalui praktik reflektif dan adaptif dalam lingkungan pembelajaran yang beragam.

**Metode:** menggunakan desain penelitian studi kasus kualitatif, penelitian ini mengumpulkan data melalui wawancara mendalam, observasi kelas, dan analisis dokumen yang melibatkan guru bahasa di tingkat sekolah menengah.

**Hasil dan Pembahasan:** Temuan menunjukkan bahwa efektivitas tes bahasa di kelas sangat bergantung pada kemampuan guru dalam menyeimbangkan format penilaian objektif dan subjektif. Guru menggunakan uji coba (pilot testing) dan moderasi sejauh untuk memperjelas instruksi serta menyeragamkan interpretasi rubrik penilaian, sehingga meningkatkan keadilan dan transparansi. Adaptasi format tes berdasarkan kemampuan linguistik, gaya belajar, dan latar belakang sosial-budaya peserta didik turut memperkaya keautentikan serta inklusivitas praktik asesmen.

**Kesimpulan dan Implikasi:** Manajemen tes bahasa di kelas tidak hanya berfungsi sebagai kegiatan pengukuran, tetapi juga sebagai praktik pedagogis reflektif yang menghubungkan asesmen dengan peningkatan pembelajaran. Penelitian ini memberikan kontribusi teoretis dengan memperluas konsep integrated classroom assessment management serta menawarkan wawasan praktis untuk meningkatkan literasi asesmen guru dalam konteks pendidikan multibahasa.

#### Kata Kunci

*Asesmen Bahasa Berbasis Kelas; Validitas Penilaian; Desain Rubrik.*



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## INTRODUCTION

In language education, assessment is not merely an instrument for measuring learning outcomes, but an integral part of the learning process itself. In the classroom, language tests serve as a reflective medium that connects pedagogical goals, teaching practices, and the development of students' communicative competence.[1], [2] Contemporary approaches to language assessment emphasize assessment for learning rather than assessment of learning, placing students as active subjects who participate in a constructive and improvement-oriented evaluative process. Therefore, the quality of language test management at the classroom level has direct implications for the validity of learning outcomes and fairness in educational assessment.[3], [4], [5]

Theoretically, effective language test design must meet the principles of validity, reliability, and practicality. Bachman and Palmer (1996) emphasize the importance of construct validity in ensuring that tests actually measure the intended language skills,[6] While Weir (2005) highlights the dimensions of context and task authenticity (context validity and authenticity), within the framework of curriculum-based education, especially in a multilingual context such as Indonesia, sensitivity to socio-cultural factors, academic genres, and learner needs are crucial aspects in the development and management of tests at the classroom level.[7]

Various studies show that language testing practices in the classroom often do not fully reflect the principles of validity and fairness. For example, research by Brown (2013) and Tsagari (2014) found that many teachers still rely on traditional multiple-choice tests, which are unable to fully capture students' communicative performance.[8], [9] On the other hand, Rea-Dickins (2008) and Davison & Leung (2009) showed that formative classroom-based assessment can increase students' metacognitive awareness of language and their learning strategies.[10], [11] However, the implementation of this approach requires institutional support and adequate assessment expertise.

Studies in the Asian context show variations in teachers' readiness to apply assessment rubrics and interpret test results. Research by Lee (2017) in Korea and Lam (2016) in Hong Kong highlights the challenges teachers face in developing reliable and fair rubrics,[12], [13] while studies by Purpura (2016) and Gebril & Brown (2014) underscore the importance of professional training to improve assessment literacy.[14], [15] In Indonesia, research by Sukyadi & Mardiani (2011), Marhaeni (2018), and Nurhayati (2021) shows that limited resources and teachers' administrative

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burdens often hinder the process of validating and reflecting on test results in the classroom.[\[16\]](#), [\[17\]](#), [\[18\]](#)

Although there have been many studies on language assessment, most studies still focus on test design or teacher training separately, rather than on holistic test management at the classroom level.[\[19\]](#) Studies that integrate test formats, rubric development, and validity of results into a single managerial framework are still limited.[\[20\]](#) In addition, few studies have examined how teachers manage the evaluation process in complex socio-cultural conditions and institutional constraints, such as in Indonesian schools with high curriculum loads and student heterogeneity.[\[21\]](#)

Unfortunately, many studies focus on the technical dimensions of validity without considering the ethical, affective, and pedagogical dimensions in classroom practice. In fact, these three dimensions determine the extent to which language tests truly support fair and inclusive learning. Thus, there is still an urgent need to examine in depth how language test management at the classroom level can be designed, implemented, and evaluated to be more meaningful and contextual.[\[22\]](#), [\[23\]](#)

This study offers an integrative approach to analyzing language test management at the classroom level by combining three main aspects: test format, assessment rubrics, and validity of results. Unlike previous studies that viewed these three aspects as separate entities, this study positions them as an interrelated system that determines the credibility and effectiveness of classroom assessment. This approach combines the perspective of classroom assessment literacy (Scarino, 2013) with the principles of validity argument (Kane, 2013), thereby providing a more comprehensive theoretical and methodological foundation.[\[24\]](#), [\[25\]](#)

In addition, the novelty of this study lies in its empirical context: the practice of language test management in schools with diverse socio-cultural characteristics, curriculum policies, and professional readiness. Analysis of this context is expected to not only broaden understanding of assessment practices in Gorontalo, but also enrich the national discourse on fairness and validity in classroom-based assessment.

In general, this study aims to explore how language test management at the classroom level is designed and implemented to meet the principles of fairness, validity, and pedagogical relevance. By examining the relationship between test formats, assessment rubrics, and the validation process, this study seeks to construct a conceptual model of effective and contextual assessment practices.[\[26\]](#)

Academically, this research is expected to contribute to the development of theory on classroom-based language assessment management. At the same time, the results can practically serve as a guide for teachers and educational institutions in designing assessment systems that are more reflective, transparent, and oriented towards developing students' communicative abilities.[\[27\]](#), [\[28\]](#)

More specifically, this study seeks to explore the dynamics of language test management at the classroom level through four primary areas of focus. First, this study examines how language test formats and types are developed and managed by teachers in the context of language learning in the classroom. This aspect is essential for understanding how well the test design aligns with learning objectives and student characteristics. Second, this study examines how assessment rubrics are designed, interpreted, and applied by teachers to ensure fairness and consistency in assessment results. Thus, it is possible to identify how teachers balance objectivity in assessment with an understanding of individual student abilities.[\[29\]](#)

Furthermore, this study also examines how language test validation is carried out in classroom practice, particularly in measuring the extent to which test instruments reflect the principles of construct validity and context relevance to real learning situations. This analysis allows

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for tracing the relationship between language measurement theory and assessment practices in the field. Finally, this study explores how teachers negotiate various practical constraints, institutional policies, and socio-cultural factors in managing language assessment. This focus is expected to reveal the adaptive strategies used by teachers to maintain the quality of assessment amid resource constraints and administrative pressures.[\[30\]](#)

## LITERATURE REVIEW

Language test management at the classroom level is a fundamental aspect of the education assessment system, which aims not only to measure student learning outcomes but also to reflect the authentic learning process.[\[31\]](#) In the context of language learning, assessment serves as a bridge between teaching and learning, ensuring that the tests used not only measure linguistic proficiency but also students' overall communicative abilities.[\[32\]](#) Therefore, test management in the classroom must be designed systematically, taking into account pedagogical principles, practicality, and fairness in assessment.[\[33\]](#) This perspective aligns with the assessment for learning paradigm, which emphasizes that assessment is not the end point of learning but an integral part of developing student competencies.[\[34\]](#), [\[35\]](#)

The format of language tests in the classroom reflects the pedagogical orientation of teachers and the learning objectives to be achieved. Various studies show that selected-response formats, such as multiple choice or true-false, are practical for assessing receptive skills, such as reading and listening, because of their objectivity and efficiency.[\[36\]](#) However, this format is often considered incapable of capturing students' communicative abilities in authentic contexts. Conversely, constructed-response tasks, including writing, speaking, or performative portfolios, are considered more representative of students' productive and genuine skills.[\[37\]](#) Current research trends emphasize the importance of designing precise test specifications or blueprints to ensure the test format aligns with learning objectives, material coverage, and expected cognitive level. Thus, the test format in the classroom not only serves as an evaluation tool but also as a reflective instrument that encourages meaningful and participatory learning.[\[38\]](#), [\[39\]](#), [\[40\]](#)

In addition to format, the development of assessment rubrics is a key element in ensuring the quality and fairness of language assessment in the classroom. Rubrics provide a systematic framework for assessors to award scores based on explicit and measurable criteria.[\[41\]](#) The two most commonly used approaches are analytical rubrics and holistic rubrics. Analytical rubrics allow for detailed assessment of specific aspects such as grammar, vocabulary, organization of ideas, and discourse cohesion, thereby providing richer feedback to students.[\[42\]](#) In contrast, holistic rubrics offer efficiency in assessment but often sacrifice diagnostic depth.[\[43\]](#) A recent literature review confirms that the use of analytical rubrics in the classroom not only improves inter-rater reliability but also strengthens students' metacognitive awareness of their strengths and weaknesses. Furthermore, rubrics serve as learning tools that support self-assessment and peer-assessment, thereby expanding the function of assessment from summative to formative and reflective.[\[44\]](#), [\[45\]](#)

Effective language test management ultimately requires a comprehensive management system, starting from format planning, rubric development, implementation, and the post-assessment reflective process.[\[46\]](#) The literature shows that the success of assessment management is not only measured by the accuracy of scores, but also by the extent to which the assessment provides positive washback on teaching and learning practices.[\[47\]](#) Thus, documentation of processes such as expert validation results, item analysis, and teacher reflections on test implementation is an essential part of the assessment quality assurance system in the classroom.[\[48\]](#) However, various studies also show that in the context of primary and secondary education, the

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managerial aspects of assessment are often neglected or carried out intuitively without strong conceptual guidance.[\[49\]](#), [\[50\]](#)

This gap highlights the need for more in-depth research on language test management models at the classroom level, particularly those that integrate aspects of format, rubrics, and validity into a cohesive conceptual framework.[\[51\]](#) Most previous studies have focused on technical dimensions, such as instrument reliability or item design. In contrast, socio-pedagogical dimensions, such as the impact of rubrics on student motivation or the effectiveness of teacher training in improving assessment literacy, have not been widely researched.[\[52\]](#) This study attempts to address this gap by examining language test management in the classroom as a reflective and layered practice, which encompasses technical, pedagogical, and ethical aspects simultaneously.[\[53\]](#) In this way, this study is expected to contribute conceptually to the global discourse on classroom-based language assessment (CBLA) and enrich the understanding of how assessment can be designed to promote fair, meaningful, and sustainable learning in various educational contexts.[\[54\]](#), [\[55\]](#)

## METHOD

This study uses a descriptive qualitative approach with a case study design to explore in depth the practice of language test management at the classroom level. This design was chosen because it allows for a holistic understanding of the social, pedagogical, and institutional contexts that shape teachers' assessment practices in the field.[\[56\]](#) As emphasized by Yin (2018) and Merriam & Tisdell (2016), qualitative case studies focus on exploring real phenomena in their natural context, where the boundaries between the phenomenon and its context are not entirely separate. This approach is in line with the research objectives, which emphasize the interpretation of meaning, processes, and social dynamics behind the design and implementation of classroom language tests, rather than merely measuring quantitative results.[\[57\]](#), [\[58\]](#)

This study was conducted in several secondary schools that implement foreign language (English) learning in Indonesia, considering that these institutions represent a variety of social contexts and relevant curriculum policies. The research participants consisted of language teachers selected through purposive sampling, with the criteria of having at least five years of teaching experience and being actively involved in the design and implementation of language tests in the classroom.[\[59\]](#) The number of participants was determined flexibly based on the principle of data saturation, which is when the data obtained has reached sufficient depth and thematic repetition. Data were collected through semi-structured in-depth interviews, classroom observations, and document analysis (assessment rubrics, test formats, and assessment result records). Interview guidelines and observation sheets were developed to ensure consistency in data collection, while member checking techniques were used to ensure the accuracy of interpretations.[\[60\]](#), [\[61\]](#), [\[62\]](#)

In this qualitative study, the researcher acts as the main instrument who actively interprets data through critical reflection and direct interaction in the field (Creswell & Poth, 2018). Auxiliary instruments include recording devices, field notes, and supporting documents that assist in the documentation and analysis process. The research procedure was carried out in stages and iteratively, starting from the preparation stage (permitting, instrument development), field data collection, interview transcription, and validation of findings through triangulation of sources and techniques.[\[63\]](#) Data were analyzed using thematic analysis (Braun & Clarke, 2006) through three main stages: data reduction, data presentation, and conclusion drawing. Data validity was maintained through triangulation of methods, peer debriefing, and audit trails to ensure transparency and credibility of interpretation. Thus, the entire research process sought to

comprehensively describe the reality of language test management in the classroom within a valid, reflective, and contextual framework.[\[64\]](#)

## RESULT AND DISCUSSION

Language tests at the classroom level are highly dependent on the teacher's ability to balance objective and subjective assessment formats. Teachers believe that multiple-choice, true-false, or short-answer tests make it easier to measure learning outcomes quantitatively and strengthen inter-rater reliability.[\[65\]](#) However, they also emphasize that performance assessments through writing, speaking, or collaborative projects are better able to capture students' communicative abilities authentically. Therefore, the balance between these two types of formats is key to creating assessments that are not only fair and measurable but also pedagogically meaningful.[\[66\]](#), [\[67\]](#)

The effectiveness of language assessment at the classroom level is determined not only by the quality of the test instruments, but also by the teacher's ability to balance the two main approaches in objective and subjective assessment.[\[68\]](#), [\[69\]](#) Research findings show that each type of format has different pedagogical strengths: objective tests such as multiple choice, true-false, and short answer allow for quantitative measurement of learning outcomes with a high level of reliability, while subjective assessment through writing tasks, speaking, and collaborative projects offers a deeper understanding of students' communicative abilities authentically. In this context, the balance between the two approaches is essential to create assessments that are fair, measurable, and meaningful for learning. The conceptual relationship between objective and subjective assessment formats in the context of language assessment in the classroom, as well as emphasizing the integrative role of both in forming a comprehensive evaluation system oriented towards developing students' communicative competence.[\[70\]](#), [\[71\]](#), [\[72\]](#), [\[73\]](#), [\[74\]](#) For a clearer picture of the effectiveness of objective and subjective assessments, see the following figure:

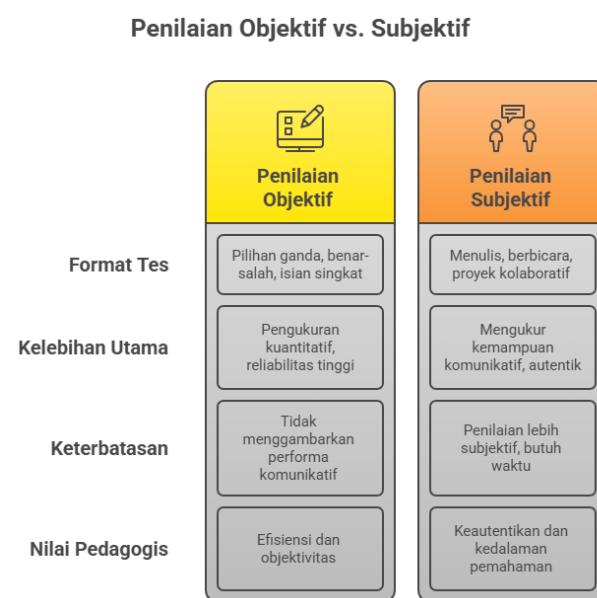
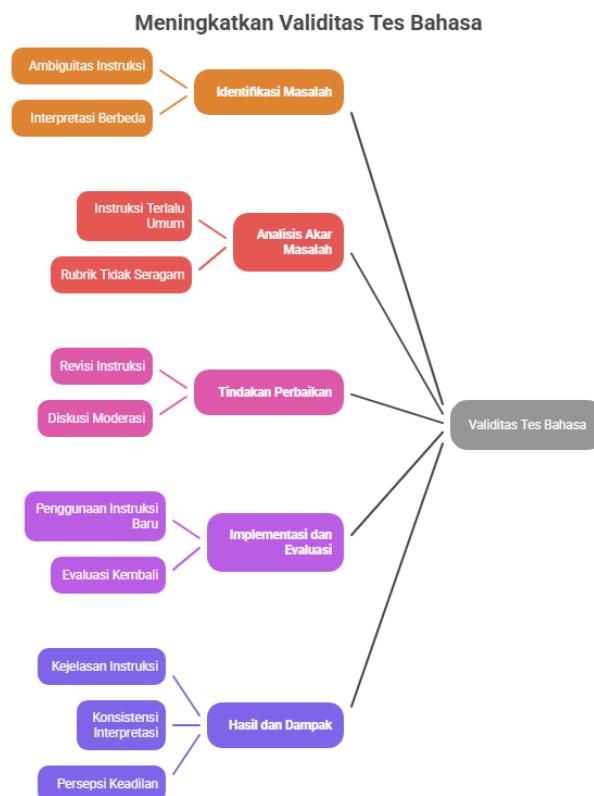


Figure 1. Objective and Subjective Assessment Framework in Language Testing in the Classroom

Based on Figure 1 above, this relationship is clarified by showing a comparison between two main approaches in classroom language assessment. This diagram confirms that the effectiveness of assessment does not lie in the dominance of one format, but in the teacher's ability to integrate both to achieve a balance between objectivity and pedagogical meaning in the learning process.[\[75\]](#)

In addition to the assessment format that is taken into account in language test management at the classroom level, some factors need to be addressed in this regard, namely: Clarity in the preparation of instructions and assessment criteria also emerges as a dominant factor that affects the validity of test results. Teachers involved in this study highlighted that ambiguity in test instructions often leads to misinterpretation by students, especially in productive tasks such as essay writing or oral responses. To overcome this, some teachers revised the instructions based on the results of pilot testing and held moderation discussions with colleagues to ensure a uniform interpretation of the assessment rubric. This approach not only increased transparency in the assessment process but also strengthened the perception of fairness among students.[\[76\]](#)

Efforts to improve the validity of language tests carried out by teachers did not stop at the problem identification stage. However, they developed into a systematic and reflective problem-solving process. Based on the analysis results, it can be seen that teachers applied a continuous improvement cycle-based approach, starting from identifying sources of ambiguity in instructions to evaluating the impact of the changes implemented. This process demonstrates a strong professional awareness of the importance of clarity, consistency, and balance in assessment.[\[77\]](#) The following visualization illustrates the stages of problem-solving carried out by teachers in improving the validity of language tests, starting from problem identification to achieving more explicit instructions and a perception of fairness among students.



**Figure 2.** Clarity of Instructions & Validity of Language Tests

Based on Figure 2 above, it can be seen that improving the validity of language tests at the classroom level does not happen instantly, but rather through a layered process oriented towards solving real problems. The analysis shows that the problem identification stage is the initial key, where teachers can recognize two primary sources of invalidity, namely ambiguity in instructions and differences in interpretation between assessors. The next step, root cause analysis, reveals that these two issues are often caused by overly general instructions and rubrics that lack uniformity in criteria.[\[78\]](#)

Through corrective measures in the form of revised instructions and moderation discussions among teachers, there was a significant improvement in the consistency of understanding of the assessment rubric. The implementation and evaluation stages showed that the new instructions were more straightforward for students to understand. In contrast, ongoing evaluation helped teachers to readjust assessment items that were still unclear. The final results show three leading indicators of improvement: clarity of instructions, consistency of interpretation among assessors, and an increase in students' perception of balance in the assessment process. [79]

These findings confirm that the validity of language tests is not only determined by the design of the instruments, but also by the ability of teachers to reflectively manage, evaluate, and adjust instructions and rubrics collaboratively. Thus, participatory and iterative improvements have proven to be effective strategies in ensuring that classroom assessments are fair, balanced, and meaningful for learning. [80]

The next step after test validity is adapting the language test format, which is an essential element in accommodating the diverse needs and backgrounds of learners. Teachers adjust the form and level of difficulty of tests based on students' language abilities, learning styles, and socio-cultural contexts. For example, students with high receptive abilities are better facilitated through reading and listening tests based on authentic contexts, while students with productive strengths are encouraged to express their ideas through reflective writing assignments or short presentations. Such adaptive practices show that teachers do not merely measure linguistic abilities, but also pay attention to the affective and motivational dimensions of learners. [81]

The adaptive approach applied by teachers in managing language tests illustrates a reflective and strategic process oriented towards equal learning opportunities. Every decision related to test format, level of difficulty, and material context is based on efforts to balance assessment fairness with learning authenticity. This process is not only technical but also pedagogical, requiring sensitivity to differences in students' abilities and backgrounds. [82] To provide a more comprehensive picture of how the test format adaptation process is carried out at the classroom level, the following visualization presents an analysis flow showing the relationship between adaptation needs, teacher strategies, assessment implementation, and their impact on student engagement and learning outcomes.



Figure 3. Language Test Format According to Student Characteristics

Based on Figure 3 above, there is a dynamic relationship between student characteristics, teacher strategies, and assessment implementation in the process of adapting language test formats. The analysis shows that successful adaptation depends not only on teachers' understanding of students' language abilities, but also on the extent to which teachers can adapt their assessment approaches to students' learning styles and socio-cultural backgrounds. This adaptation is then translated into concrete practices such as varying question types and adjusting difficulty levels, so that every student has an equal opportunity to demonstrate their language competence. Thus, test

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format adaptation is not merely a technical adjustment, but a pedagogical strategy that places students at the center of the assessment process and ensures that the assessment truly reflects their diverse potential.[\[83\]](#)

An essential aspect of language test management at the classroom level is the importance of pilot testing as part of the language test management process. Through initial testing, teachers can identify ambiguous questions, detect inconsistencies in difficulty levels, and evaluate the time required to complete the test. Data from this stage helps refine the format and rubric before it is widely implemented in the classroom. This process demonstrates the iterative nature of classroom assessment, whereby assessment is not a final product, but rather a reflective process that continues to evolve as practices are evaluated in the field.[\[84\]](#)

Test result analysis is an essential component of effective assessment management. By examining students' answer patterns and rubric assessment results, teachers can identify areas of strength (e.g., vocabulary and fluency) and areas of weakness (e.g., organization of ideas or grammatical accuracy). This information is then used to design more targeted learning interventions, including remedial and enrichment activities. Thus, test results do not stop at scoring, but become the basis for instructional planning that is oriented towards improving the quality of student learning.[\[85\]](#)

The results of this study confirm that language test management at the classroom level requires a balance between objective and subjective assessment formats, as well as between validity, fairness, and pedagogical relevance. These findings close the research gap identified in the introduction, namely the lack of studies that comprehensively examine the three dimensions of assessment management: test format design, rubric development, and validity of results. Most previous studies (e.g., Brown, 2013; Tsagari, 2014; Rea-Dickins, 2008) focused on a single aspect, either test construction or teacher training, without linking it to reflective and contextual assessment management practices in the classroom. This study shows that the balance between the two assessment approaches (objective and subjective) is not merely a technical issue, but also a reflection of the pedagogical values underlying language assessment.[\[86\]](#)

From the perspective of formative assessment theory (Black & Wiliam, 2009) and the concept of classroom-based assessment (Davison & Leung, 2009), the results of this study reinforce the view that practical assessment must integrate measurement reliability with the authenticity of student performance. Objective tests such as multiple-choice and true-false questions allow for efficiency and consistency in assessment, in line with the principle of measurement validity (Bachman & Palmer, 1996). However, subjective assessments through writing tasks, speaking, and collaborative projects better represent the context of honest communication, thereby supporting construct validity and context validity (Weir, 2005). Thus, the results of this study not only confirm previous findings but also add new insights that the integration of these two test formats can balance the dimensions of reliability and authenticity within a comprehensive classroom assessment framework.[\[87\]](#)

Findings regarding the clarity of instructions and consistency of assessment rubrics also enrich the discourse on assessment validity in the context of multilingual education. The reflective process of teachers involving pilot testing, revision of instructions, and moderation discussions among peers demonstrates the practical application of the principle of assessment literacy (Scarino, 2013), in which teachers act as both designers and evaluators in ensuring the meaning and fairness of assessments.[\[88\]](#) In the Indonesian socio-cultural context, where student heterogeneity and administrative pressure remain high, such participatory strategies serve as adaptive solutions to maintain the integrity of assessment results. These results reinforce the argument that validity in

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assessment is not merely a characteristic of the instrument, but rather the result of a dynamic interaction between the instrument, the assessor, and the context of its use.<sup>[89]</sup>

The aspect of adapting test formats also emphasizes the importance of teacher flexibility in accommodating the diverse needs and backgrounds of learners. In this finding, teachers not only adjust the form and level of difficulty of tests to students' language abilities and learning styles, but also consider the socio-cultural context that influences how students interact with language.<sup>[90]</sup> This adaptive approach reflects the application of the principle of differentiated assessment (Tomlinson, 2017), which places fairness as the result of adjustment, not standardization. These findings expand our understanding of classroom-based assessment practices in Southeast Asia, which are often confronted with linguistic and social diversity, while also showing that teachers act as pedagogical agents who negotiate policies and practices to ensure inclusivity in learning evaluation.

In addition, the results of this study indicate that the assessment management process is cyclical and continuous. Through pilot testing, teachers can identify areas for improvement, such as ambiguity in questions or the appropriateness of the level of difficulty. This stage plays a vital role in maintaining consequential validity (Messick, 1996) because the impact of the assessment is monitored directly through reflection and evaluation of the results. Analysis of student response patterns and rubric results shows that assessments managed reflectively can serve a dual purpose as a tool for evaluating learning outcomes and as a basis for planning future learning. Thus, good assessment management not only ensures the quality of assessment results but also strengthens constructive feedback between teachers and students.<sup>[91]</sup>

Theoretically, this study contributes to the development of the concept of integrated classroom assessment management, which combines technical dimensions (validity, reliability) and pedagogical dimensions (authenticity, fairness, and reflexivity). Practically, these findings provide a relevant assessment application model for language teachers, especially in the context of education with high student diversity. This model encourages teachers to conduct evidence-based evaluations, develop collaborative rubrics, and use assessment results as the basis for adaptive instructional decision-making. Meanwhile, in terms of policy, the results of this study can be used as a reference for educational institutions in designing assessment literacy training that emphasizes a balance between measurement accuracy and pedagogical balance.<sup>[92]</sup>

Thus, this study not only reinforces previous theories regarding classroom-based assessment but also broadens its scope by highlighting the reflective role of teachers as managers of adaptive, collaborative, and contextual assessment. The main contribution of this study lies in its assertion that the success of language test management is not only determined by good instrument design, but also by teachers' pedagogical awareness and commitment to continuously evaluate and improve assessment practices so that they remain valid, balanced, and meaningful in various learning contexts.<sup>[93]</sup>

## CONCLUSION AND IMPLICATIONS

Language test management at the classroom level is a reflective process that integrates technical, pedagogical, and ethical dimensions into a single assessment system. Teachers not only act as assessors, but also as designers and evaluators who balance objective and subjective assessment formats, manage rubrics collaboratively, and ensure the validity of results through clear instructions and a moderation process. This balance is at the core of balanced, reliable, and authentic assessment practices, while also addressing previous research gaps that still separate the aspects of test design, validity, and balanced assessment. In other words, this study shows that the

effectiveness of classroom assessment depends on the teacher's ability to combine measurement accuracy with a contextual understanding of the students.

Theoretically, this study expands the concept of classroom-based language assessment management by emphasizing the dialectical relationship between construct validity and context validity. The results show that assessment validity is not static in the instrument, but rather the result of dynamic interactions between teachers, students, and the learning context. The reflective and iterative approach applied by teachers through pilot testing, revision of instructions, and peer moderation illustrates the practical application of assessment literacy oriented towards balance and meaningful learning. Practically, the assessment management model found in this study contributes directly to improving the capacity of language teachers, as it emphasizes the importance of continuous evaluation and adaptation of test formats to the diverse needs and characteristics of students.

The significance of this study lies in its assertion that language test management in the classroom is not an administrative activity, but rather a pedagogical practice with broad implications for the quality of language learning. In the context of Indonesia's pluralistic socio-cultural education, an adaptive approach to test formats, rubrics, and validation processes can be a key strategy in creating assessments that are inclusive, meaningful, and contextual. In the future, further research is recommended to test this conceptual model at different levels of education or in cross-cultural contexts to assess its generalization and effectiveness. In addition, teacher training focused on reflective assessment literacy needs to be developed as part of a policy to improve the quality of language education, so that assessment practices in the classroom truly become a means of strengthening communicative competence and learning equity.

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