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| **Skill** | **Self-appraisal *(N/A, Basic, Good, Strong, Expert)*** | **Comment** |
| Test experience and knowledge |  | Basic testing knowledge, like levels, types, etc. Knowledge in testing process-related topics, including knowledge of the SDLC models, their purpose and testing place in those, and ability to elaborate the proper testing approach basing on the various inputs from the different parties |
| Requirements analysis and documentation testing |  | Knowledge of the requirement types, their differences, ways to elicit/gather, process, and track changes. Knowledge in good requirements properties (Unambiguous, Testable, Clear, Correct, Understandable, Feasible, Independent, Atomic, Necessary, Implementation-free, Consistent, Non-redundant, Complete) and ability to explain what do these mean. |
| Test documentation creation |  | Knowledge of the popular high and low level test documentation types and ability to create those. Ability to choose appropriate test documentation type basing on the inputs provided. Ability to compare different docs used for the same purposes. |
| Functional testing |  | Knowledge of the test design techniques (EP, BV, Decision Tables, State Transition Diagrams, Pairwise, etc.) and practical experience applying those. Also includes ability to appropriately plan the Regression and Compatibility testing using various approaches. |
| Technical knowledge |  | Level of the technical knowledge in the following areas: Web systems (Cookies, Cache, Web servers, HTML / CSS / JS, Browser settings, Web Storage, Protocols, Web Services, Toolset), Databases (SQL/NoSQL), Desktop (Services/Daemons, Registry, OS configuration) and General tech background (Architecture, Filesystems, Text processing, Virtualizatio |
| Estimation skills |  | Knowledge in the efforts estimation techniques (3-point, PERT, T-SHIRT, WBS, Three-Sigma, etc.), risk analysis and assumptions. Also includes understanding on what should be considered while estimating the specific activity/task. |
| Coaching |  | Knowledge in mentoring or coaching lesser peers. Ability to professionally develop people, track their progress and set the new goals. |
| Communication skills |  | Ability to speak coherently, hold constructive and structured dialog, openness to others opinion, usage of professional vocabulary, ability to explain complex matters. |
| English language level |  | Level of spoken English both in professional and day-to-day topics accordingly to the standard grade. |