



Programme
ALTE Introductory Course in Language Testing
23rd – 27th September 2019
Cambridge Assessment English
The Triangle building, Shaftesbury Road, Cambridge, CB2 8EA

Course presenters:

Professor Anthony Green, University of Bedfordshire
Ms Jane Lloyd, ALTE Validation Unit

Participants will learn:

- Essential principles that inform the decisions that organisations responsible for language testing systems have to make about the design, content and implementation of tests;
- Ways of thinking about the skills that language learners need for communicative success;
- Ways to link tasks involved in real-world language use to tasks found on tests;
- How to use frameworks for test development, including the Common European Framework of Reference for Languages (CEFR).

The course will provide extensive opportunities for hands-on practice, including in test design, item writing, scoring and quality assurance processes.

| Day 1 (Monday 23rd September) | | Presenter |
|---|---|------------------|
| 8.30-9.00 | Arrival and registration | |
| 9:00 | <i>The assessment cycle</i> Steps in designing and development of an assessment system | Prof. Green |
| 10:30 | Coffee | |
| 11:00 | <i>Quality control and the assessment cycle</i> Quality frameworks and processes: ALTE as an example | Ms. Lloyd |
| 12:30 | Lunch | |
| 13:30 | <i>The Common European Framework of Reference for Languages</i> An overview and its role in assessment systems | Prof. Green |
| 15:00 | Coffee | |
| 15:30 | <i>Task design and the CEFR</i> Judging and confirming the level of assessment tasks | Ms. Lloyd |
| 17:00 | Finish | |

| Day 2 (Tuesday 24th September) | | Presenter |
|--|---|------------------|
| 9:00 | <i>Assessing language knowledge</i> Grammar and vocabulary Why test formal knowledge implicitly or explicitly? Issues of task design | Ms Lloyd |
| 10:30 | Coffee | |
| 11:00 | <i>Assessing reading</i> Why, what and how? | Prof. Green |
| 12:30 | Lunch | |
| 13:30 | <i>Assessing reading: designing tasks</i> Sourcing material, targeting reading skills, writing questions | Ms. Lloyd |
| 15:00 | Coffee | |
| 15:30 | <i>Assessing reading</i> Standardising test material, specifications, quality control, scoring | Prof. Green |
| 17:00 | Finish | |
| Day 3 (Wednesday 25th September) | | |
| | | Presenter |
| 9:00 | <i>Writing and speaking</i> Why, what and how? | Prof. Green |
| 10:30 | Coffee | |
| 11:00 | <i>Scoring writing and speaking skills</i> Options for scoring productive skills Automated scoring and feedback | Ms. Lloyd |
| 12:30 | Lunch | |
| 13:30 | <i>Task design for productive skills</i> Matching needs and purposes Controlling task difficulty | Prof. Green |
| 15:00 | Coffee | |
| 15:30 | <i>Scoring productive skills</i> Rating scales and quality control in scoring | Ms. Lloyd |
| 17:00 | Finish | |
| Day 4 (Thursday 26th September) | | |
| | | Presenter |
| 9:00 | <i>Basic statistics for language assessment</i> Classical item analysis | Prof. Green |
| 10:30 | Coffee | |
| 11:00 | <i>Further statistics for language assessment</i> What can we explore through numbers? Rater reliability | Ms. Lloyd |
| 12:30 | Lunch | |
| 13:30 | <i>Receptive and productive skills</i> Similarities and differences and implications for assessment Compare and contrast testing styles Integration of skills vs. discrete point testing | Ms. Lloyd |
| 15:00 | Coffee | |
| 15:30 | <i>Assessing listening</i> Why, what and how? | Ms. Lloyd |
| 17:00 | Finish | |

Day 5 (Friday 27th September)

| | | Presenter |
|-------|--|------------------|
| 9:00 | <i>Listening: task design</i> Finding and adapting recordings, producing questions | Prof. Green |
| 10:30 | Coffee | |
| 11:00 | <i>Reporting results</i> Test scores, descriptors, diagnosis and feedback Impact of test use | Prof. Green |
| 12:45 | Finish and depart | |