



Programme online course
ALTE Introductory Course in Language Testing
8th – 19th March 2021 (Monday to Friday)

Course presenters:

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

Virtual platform used: Microsoft Teams

This course introduces core principles guiding the assessment of language abilities. It relates theoretical issues both to the language classroom and to large scale institutional, national and international assessments. The course provides the essential foundations for language assessment practice and for further study in this field.

Participants will learn:

- Principles that inform the decisions that individuals and organisations responsible for language assessment systems have to make about their design, content, implementation and use
- The qualities of language assessments that contribute to their usefulness
- Approaches to the assessment of the skills that language learners need for communicative success
- How to connect tasks found on assessments to the tasks involved in real-world language use
- Practical applications of theoretical and conceptual frameworks in the development and validation of assessments.

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

***Core text** – This unit is supported by the following core text:

Green, A.B. (2020) Exploring language assessment and testing (2nd edition). Abingdon: Routledge. ISBN-13: 978-1138388789

*The ALTE Secretariat will get in touch with the registered participant in order to arrange the dispatch by post of the book above, prior the start of the course. This book is included in the price of the registration fee.

PRACTICAL INFORMATION

Each registered participant will be invited to join a Microsoft Teams group where all the activities and interactions between participants and tutors will take place.

The course is structured in 12 separate sessions and the Microsoft Teams group will reflect this structure with 12 different areas.

All 12 sessions will have the same order of activities:

- Questions or points to consider, before you begin any tasks or reading
- Pre-session reading
- A simple quiz based on the reading
- Reflective questions for discussion to be completed post reading
- A recorded lecture
- An individual task
- A live wrap-up session incorporating a group task

PROGRAMME COURSE

Technical check session Friday 5th March 11am -12pm UK time / 12pm – 1pm CET time

This session is optional and it aims to familiarise with the virtual platform, ensuring that the participants can navigate within the Teams area during the course.

Every day, (Monday to Friday) there will be a *live wrap-up session at 11am – 12pm UK time / 12pm – 1pm CET time with the tutors with Q&A questions about the tasks completed during the day. *ALTE will send meeting invitations for these live sessions through MT to all participants in advance.

All the activities of each session must be completed before the live session.

The sessions will be delivered according to the schedule below:

Day	Mon	Tues	Wed	Thurs	Fri	Mon	Tue	Wed	Thurs	Fri
Date	8 th	9 th	10 th	11 th	12 th	15 th	16 th	17 th	18 th	19 th
Session	1 & 2	3	4	5	6	7 & 8	9	10	11	12

Pre-Reading schedule

<i>Pre-reading for Session 1: Exploring language assessment and testing, pp.3-17</i>	
1	<i>Purposes for assessment</i> Types of assessment and their uses
<i>Pre-reading for Sessions 2: Exploring language assessment and testing, pp.58-98</i>	

2	<i>The assessment cycle</i>	Steps in designing and developing assessment systems
<i>Pre-reading for Session 3: Exploring language assessment and testing, pp.18-57</i>		
3	<i>Qualities of effective assessment</i>	The qualities of assessment systems. Quality assurance frameworks and processes: ALTE as an example
<i>Pre-reading for Session 4: ALTE Manual for Language Test Development pp.10-25</i>		
4	<i>Linking aims to theories and specifications</i>	Balancing policy aims, theories of language and practical constraints. Standardising assessment material and practices, specifications.
<i>Pre-reading for Sessions 5 to 7: Exploring language assessment and testing, pp.99-132</i>		
5	<i>Assessing Reading</i>	Sourcing material, targeting reading skills, preparing suitable questions
6	<i>Assessing Listening</i>	Finding and adapting recordings, targeting listening skills, preparing suitable questions
7	<i>Assessing language knowledge</i>	Why test formal knowledge implicitly or explicitly? Issues of task design
<i>Pre-reading for Sessions 8 and 9: Exploring language assessment and testing, pp.133-174</i>		
8	<i>Eliciting performance</i>	Designing tasks to elicit spoken or written performance
9	<i>Judging performance</i>	Options for judging and scoring productive skills Automated scoring and feedback
<i>Pre-reading for Sessions 10 to 12: Exploring language assessment and testing, pp.175-233</i>		
10	<i>Frameworks and objectives</i>	Working with frameworks: the CEFR as an example
11	<i>Statistics in the assessment cycle</i>	The place of numbers in quality control Essential test and item statistics. Rater reliability.
<i>Follow-up reading for Session 11: Statistical tools: www.routledge.com/cw/rial</i>		
12	<i>Scoring, reporting and setting standards</i>	What do the results mean? Communicating outcomes to users