



**Programme**  
**ALTE Introductory Course in Language Testing**  
*2<sup>nd</sup> – 6<sup>th</sup> 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.

<b>Day 1 (Monday 23<sup>rd</sup> September)</b>		<b>Presenter</b>
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	

<b>Day 2 (Tuesday 24<sup>th</sup> September)</b>		<b>Presenter</b>
9:00	<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
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	
<b>Day 3 (Wednesday 25<sup>th</sup> September)</b>		<b>Presenter</b>
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	
<b>Day 4 (Thursday 26<sup>th</sup> September)</b>		<b>Presenter</b>
9:00	<i>Assessing listening</i> Why, what and how?	Ms. Lloyd
10:30	Coffee	
11:00	<i>Listening: task design</i> Finding and adapting recordings, producing questions	Prof. Green
12:30	Lunch	
13:30	<i>Basic statistics for language assessment</i> Classical item analysis	Prof. Green
15:00	Coffee	
15:30	<i>Further statistics for language assessment</i> What can we explore through numbers? Rater reliability	Ms. Lloyd
17:00	Finish	

**Day 5 (Friday 27<sup>th</sup> September)**

		<b>Presenter</b>
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>Reporting results</i> Test scores, descriptors, diagnosis and feedback Impact of test use	Prof. Green
12:45	Finish and depart	