



Lexical Lab Summer School

PIC: 931866585

Better Testing and Assessment

All courses take place at London Metropolitan University, Holloway Road campus. It is right next to a Piccadilly Line tube station, which takes you to Holborn, central London in 8 mins, and a 10-minute walk from Highbury and Islington, which is on the Victoria line and has a range of overground services. We suggest you check <https://citymapper.com/london> for journey times and routes.

Course dates

23rd July – 27th July

Combination Better testing and Developing Materials

16th July – 27th July

Course Fees

£385

£750

Registration fee

A **£100** registration fee covers admin, materials, entrance to timetabled visits, but *not* transport. One registration fee applies to a single or combined course.

Accommodation

You can organise this accommodation through our partner agency [London Homestays](#). Student residence prices will depend on location, single room, studio, or sharing a twin room. **If you want us to book it for you we will charge an additional fee of £100.** Alternatively, You can arrange your own accommodation through websites such as [airbnb](#) and [student.com](#). A 7-day travel card for zones 1-3 costs £38.00. Not that homestay options with London Homestay are very limited and not available for one-week bookings.

Student residence

£200 - £310 / week per person + London Homestay fees

Outline

All teachers are involved in testing and assessment of different kinds and this course will help you do it better. Taught by a leading expert in testing and assessment, Zeynep Ürkün, the course looks at the links between the goals of your course, the way you teach and how you test. It also challenges you to think about your view of language and how this interacts with course outcomes, teaching and tests. The course combines lectures and case studies with practical workshops where you work on assessments or ideas for testing that you have brought to the course. We expect you to bring your own device to work on these assessments. Please contact us if this is a problem.

Content

All participants will receive a questionnaire before the course to explain their teaching background and interests regarding the course. Based on this there may be some variations to content and timetable.

Assessment literacy

Articulating outcomes

Summative and formative testing

Determining language and skills to be tested

Analysing test tasks

Writing language test items

Understanding level and items

Receptive test tasks

Productive tasks and writing criteria

Tester training

Informal testing

Current Issues

Developing and evaluating your tests



Outcomes

By the end of this course you will:

- understand how to articulate course outcomes
- be clear on the uses of formative and summative testing
- know how to make clear links in your course content, teaching, and assessment
- have a collection of techniques for informal formative testing
- be better able to write and test criteria for assessment
- be better able to write items and rubrics for tests
- be better able to evaluate your tests and assessments
- have improved an area of assessment that you are involved in

Example timetable

The timetable is a sample of the timetable from 2017 but is open to change.

| | 9.00-11.00 | 11.30-13.15 | 14.00-15.00 | Cultural / social activity |
|--------------|--|---|--|--|
| Mon | Assessment Literacy + Teaching, Course outcomes and expectations | A bit of history: how testing began, how it spread? And what about language testing? | Validity: what does it really mean? How valid are my assessment tasks? | Camden to Islington a walk ending in a pub visit |
| Tues | Assessing the productive skills: the "best" way of doing it! | Assessing writing: example of developing a valid task: short-answer responses | Is the essay format dead? If so, should we attend the funeral? | National Gallery and Soho |
| Weds | Assessing Language: should we, could we, would we? | Assessing Vocabulary: should we, could we, would we? | Re-visiting some of the issues we've discussed so far | Free |
| Thurs | Assessing reading: a sample-based approach | Assessing Listening: what works and what doesn't | The CEFR: how does it support assessment | Highgate Wood & Early Fish and Chip Dinner |
| Fri | Workshop: Your reading and listening assessment | Revision and recycling Informal formative testing: why set up an item bank and how | Current issues: Open Q&A + Course Evaluation | Free |

Certification

All participants can receive a Lexical Lab attendance certificate detailing course content covered and number of course hours.

Check it's the course for you:

I am a teacher of English with C1 level and have done some informal or formal testing or assessment

I have a test or ideas for assessment I'd like to share, get advice on and develop .

I want to discuss some theory of language and language learning to help develop my material.

If it's not for you:

I am more interested in developing general materials – try **Developing Materials** or why not combine the two courses.

We are a group who want to study together or you want a tailored course - contact **Andrew Walkley**

Contact

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