



"We make learning special"

Testing, Evaluation and Assessment

Objectives

This intensive taught course aims to:

- Promote in-depth enquiry and full understanding of key principles in the field of testing, assessment and evaluation;
- Enable those with special interests in the key focus areas to extend their knowledge and develop their skills as test designers and evaluators;
- Provide the insights and awareness to allow for further development after the course;
- Ensure that the participants are able to critically evaluate the full range of test types, assessment procedures and examinations;
- Enable participants to offer well-informed leadership to their colleagues and institutions in the fields of testing, evaluation and assessment .

Content

The course will cover the following main focus areas:

- Evaluation in ELT: key principles, different models for different objectives;
- Testing and assessment: review of formative and summative purposes;
- Key issues in test design, construction and validation;
- Putting principles into practice: producing good tests and making them work;
- Making the testing and assessment coherent with the teaching;
- Testing and assessing the full range of communicative skills; profiling;
- Basic statistical issues in testing: item analysis and test evaluation;
- Critical review of EFL exams: what should we look for in an ELT exam;
- Testing and assessing young learners;
- 'Authentic' modes of assessment: self-, peer- and portfolio assessment;
- Testing and the new technology: the role of computers, CATs and the Net.

Methodology

The course will be delivered through a variety of modes: talks, workshops, video observation, special interest focus groups, tutorials, focused reading activities and mini-projects, plus outside speakers in highly specialised areas.

The approach will seek to ensure that participants not only have a full and clear understanding of all the major issues of principle and practice in TEA, but that they are also able to offer support and training to their colleagues in these areas.

Preparation and follow-up

All course participants are issued with a pre-course questionnaire to be returned prior to the course. This is to ensure that the areas of most significance to participants within the general course area are covered. In addition, participants are sent an indicative reading list covering some of the topics to be dealt with on the course. Participants are also asked to bring along to the course information and materials relating to

any project they are involved in or have recently completed, which could benefit from supportive critical comment during the course.

Towards the end of the course there is a “where next” session with the group as a whole, or with individuals. This session is used to review the concepts and practices dealt with on the course and to see how they will apply to the participants’ work place on their return. Open-ended follow-up consultation is available to all course participants after the course, via email/internet access.

Timetable

All courses are held between the hours of 9 am and 5.30 pm. The working day normally starts at 9.15 am and ends at 3.30 or 5.15pm. All courses last for a minimum of 25 hours per week.

In addition to the main course team, courses often have one or more visiting guest speakers. These are usually well known figures from the world of EFL/ESL who have published and lectured widely. Occasionally they are people who are well-versed in the changing face of Britain and the role of English in the world-wide community.

Since NILE’s courses are for serving teachers or teachers in training, these sessions with visiting speakers, along with the extra curricular programme, represent an ideal opportunity for course participants to mix socially and professionally with teachers from a wide variety of different countries and contexts.

All of NILE’s courses for teachers include a significant English language improvement element dealing with a variety of aspects of the English language.