Launch of v.2 LAPP *English*

Improvements | Editorial items | Launch date

ALTE, Eaquals, Hueber Verlag/mint

Peter Brown

Founder Chair, Eaquals

Chair, LAPP Steering Group

ECML PNF Meeting 2025 | ECML Graz | 5th December, 2025

Partnership programme

Initial working group:

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mint digital

Digitisation & site design

Partnership programme

LAPP

Eaquals — Excellence in Language Education

ALTE — Association of Language Testers in Europe

mint digital education

Steering Group:

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Yiannis Papargyris ○ (PeopleCert)

Beata Schmid ○ (retired, EF)

Pavel Somych (WorkConsult)

Sylvia Tobias (Hueber Verlag)

Actions towards version 2:

Reviewed all content

Renewed, updated, rewritten where necessary

Enhanced accessibility, navigation, technology, …

User control, flexibility of approach, pick & mix, …

Certificate of Completion

   80% course completion required

   100% completion of end-of-module tests

Launching Handbook for Professional Development

Widened focus: academic managers, teacher trainers, CLIL teachers, non-language teachers, ….

Raising Standards – LAPP's educational philosophy

Theory without practice has no feet

Practice without theory has no head

from a notion of **Leonardo da Vinci**

Raising Standards – **Key criterion for LAPP participants**

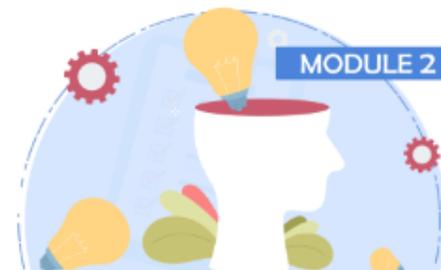"We do not learn from experience… we learn from *reflecting* on experience."

from an idea of Jean Piaget

Module 1: Introduction to Assessment

Topic progress

Module 2: Principles, Purposes and Impact of Assessments

Topic progress

Module 3: Assessment of Learning: achievement & Proficiency Tests

Topic progress

Module 4: Assessment for Learning: delivering classroom-based tests

Topic progress

Module 5: Assessment for Learning: managing results and feedback

Topic progress

LAPP

LAPP integrated features

- Introduction to key reference documents
- Expert advice (videos)
- Teachers' voices (videos & audios)
- Students' voices (audios)
- Activities: read, evaluate, improve
- Reflection guides
- Notes (collated at end of each Module)
- Discussion questions
- Self-assessment spots
- Progression tool
- Global assessment of outcomes (Module 5)
- **… and it is free**

Introducing key documents

Module 1

Watch the animation.

These principles are useful when you want to decide if a test you are using, for example, in a coursebook is suitable for your students or if you are making your own classroom tests

ALTE Principles of Good Practice

ALTE 2020

Expert advice

Module 2

Background reading

First, read what 5 experts have said about language assessment. Click on each name to read what they have said. Then match the point each expert makes with why this point is important to consider when we use or design tests.

1

Anthony Green ▶

2

Elana Shohamy ▶

3

Dylan Wiliam ▶

4

Glenn Fulcher ▶

5

Chong, S.W. & Reinders, H. ▶

A [⬍] Assessments can be designed to have a significant effect on learning.

B [⬍] How we use assessments must be connected to what we do with the results.

C [⬍] We need to consider the situation in which an assessment takes place.

D [⬍] Assessments can have an impact on how people and organisations behave.

E [⬍] Assessments provide essential information to the teacher.

Teachers' voices

Module 5

Listen to three teachers talking about how they approach giving feedback. What is the main problem mentioned by each teacher?

László

László: Choose...
Karin: Choose...
Hilola: Choose...
László: Choose...

Check

Students' experiences

Module 4

Listen to four students talking about assessment. What does each student say about the type of assessment they prefer? Make notes of the reasons each student gives for their preference. Which one do YOU prefer? Why?

| Student A ▶ | Student B ▶ | Student C ▶ | Student D ▶ |

Check your answers here ▶

Identifying constructs

Look at this Writing task from an A2 Level exam in this (Cambridge exams).

Then look at the CEFR descriptor for Overall written production. Which words in the descriptor do you think this task is assessing?

Look at the three pictures.
Write the story shown in the pictures.
Write 35 words or more.

Overall written production		
A2	Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".	

Applying principles

Have a look at the task description and the tasks.

Level:	B1 on CEFR
Ability tested:	Grammatical accuracy: Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations
Test purpose:	to check learners' progress in grammar
Assessment:	to measure grammatical accuracy

Test A: Complete the gaps with one word only.

Tortoises are ⬚ type of reptile that tends to live in varied landscapes. They can be land-dwelling or sea-dwelling. They ⬚ characterised by a hard shell and they are also very placid. Most ⬚ them live on grasses and flowers but some also eat worms.

Test B: Complete the gaps with one word only.

Tortoises are a type of animal that lives on the land ⬚ in the sea. They ⬚ vary in size but generally they have a hard shell and they move very slowly. They eat grasses and flowers ⬚ some of them go to sleep for a long time in the winter.

Activities

We currently have three types of activities:

Blue – Reading/listening/viewing materials (no active student input).

Red – Quizzes or exercises where knowledge is tested (selecting or writing answers).

Green – Feedback pages where the participant expresses their opinion.

Given the earlier request to set a threshold of 80% completion, my question is: **should all three types of activities count toward this percentage?**

Assessment tools

Module 4:

🟦 12. Assessment tools: using a traditional test for learning

🔴 13. Assessment tools: observation

🔴 14. Assessment tools: a quiz

🔴 15. Assessment tools: open questions

🔴 16. Assessment tools: a portfolio

🔴 17. Assessment tools: a journal

🔴 18. Assessment tools: field work

🔴 19. Assessment tools: group work

🔴 20. Assessment tools: a presentation

Sample presentations

The teacher asks each student to give a presentation on a project they have done.

- What skills can the teacher assess?
- How can this assessment support learning?

REFLECT What do the students think about the assessment type?

Check your answers here ▸

Discussion questions

LAPP

You may like to discuss these questions with your colleagues.

- What might you find challenging about delivering assessments of learning? Why?

- In what ways do you think you can practically adapt or adjust pre-existing tests to support learning?

- How can you help learners understand the expectations and assessment criteria of pre-existing or standardised tests?

Reflect: own context

Pre-input:

Post input:

REFLECT

Let's start by thinking about what you may know already about assessment. Make some notes. You can check back later to see if the Module has helped you to understand these experiences.

- Have you ever been asked to assess your students? How did you feel about having to do this? Why?
- Have you ever given a test from a coursebook? Did you like it? Why/why not?
- Have you ever had to give your class a school test? How did the students feel about this test? Why?

Listen what these 5 students say about taking tests.

Sui Ci ▷

Alicia ▷

Erik ▷

Naomi ▷

Ilia ▷

Reflection activities

REFLECT

Why might the results not be reliable? How could we change the text to improve reliability?

Answer ▶

REFLECT

What might the purpose(s) of assessment be for each teacher? Make notes on how you might use the results then.

Check ideas ▶

How to manage results

CONTEXT: You give your students an essay writing task to assess their ability to use the language of opinion.

HOW: What do you think would be the best way to report the results? Why?

Listen to a teacher explaining how the results inform their teaching.

[Play ◀) ───────●──────── -0:23   1x]

[Anna ▶](#)

REFLECT

Do you agree with the teacher? Why/Why not?

Supporting features

Reminder slides

Notes

Summary

References

Self-assessment: learning achieved

Discussion questions

Feedback on each Module

… leading to **Certificate of Completion**

Progression on the European Profiling Grid - EPG

EPG Level	1.1	1.2	2.1
EPG Descriptor	• can conduct and mark end of unit tests from the course book	• can conduct and mark progress tests (e.g. end of term, end of year) when given the material to do so • can conduct oral tests when given the material to do so • can prepare and conduct appropriate revision activities	• can conduct regular progress tests including an oral component, • can identify areas for students to work on from the results of tests and assessment tasks • can give clear feedback on the strengths and weaknesses identified and set priorities for individual work
Sub-skills	A. understands the **purpose of an assessment** B. understands **when to give an assessment** (e.g. end of unit) C. can ensure students understand **why they are being assessed** D. can ensure students understand **what criteria** they are being assessed on E. can ensure students **understand the test instruction**	A. can **make decisions** about which type of assessment to use appropriately B. can **conduct and mark** internal standardized assessments fairly and reliably C. can **deliver** oral assessments fairly and reliably D. can **interpret results** to plan remedial teaching on the assessment points	A. understands the **principles** of assessment and why they are important B. can **evaluate** tests for appropriacy and fairness C. understand the potential **outcomes** of assessments D. can **identify areas for students** to **work on** from the results of tests and assessment tasks E. can **give clear feedback** on the strengths and weaknesses identified and set priorities for individual work F. can **give clear, specific tasks** to help students improve their performance

Self-assessment on the EPG

Look at the descriptors for each level in Assessment (click on the image to enlarge it). The descriptors for 1.1 – 2.2 refer to 'conducting' a test. This means giving a test to a class.

KEY TEACHING COMPETENCES					
Development phase					
	1.1	1.2.	2.1	2.2	3.1	3.2
Assessment	• can conduct and mark end of unit tests from the course book	• can conduct and mark progress tests (e.g. end of term, end of year) when given the material to do so • can conduct oral tests when given the material to do so • can prepare and conduct appropriate revision activities	• can conduct regular progress tests including an oral component, • can identify areas for students to work on from the results of tests and assessment tasks • can give clear feedback on the strengths and weaknesses identified and set priorities for individual work	• can select and conduct regular assessment tasks to verify learners' progress in language and skills areas • can use an agreed marking system to identify different types of errors in written work in order to increase learners' language awareness • can prepare for and coordinate placement testing	• can design materials and tasks for progress assessment (oral and written) • can use video recordings of learners' interactions to help them recognise their strengths and weaknesses • can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing	• can develop assessment tasks for all language skills and language knowledge at any level • can apply CEFR criteria reliably to assess learners' proficiency in speaking and writing at all levels and help less experienced colleagues to do so. • can create valid formal tests to determine whether learners have reached a given CEFR level. • can run CEFR standardisation

Now listen to three teachers talking about how they assess their own skills in Assessment.

Ruolin ▶

Marco ▶

Gabrielle ▶

Tagging EPG competences

LAPP

6. Different types of assessment of learning

To do this activity, click on **Continue**.

Review your notes

Course Competencies

Competencies in this activity:

- 1.1.A. understands the purpose of an assessment

- 1.2.A. can make decisions about which type of assessment to use appropriately

Reporting EPG competences

Qualitative results: feedback

- **useful**
- **interesting**
- **enjoyed**
- clear
- easy to follow
- logical
- enjoyed the notes tool
- useful examples
- appropriate
- good reflection time
- useful videos

- easy to understand and apply
- made me think
- right amount of information to retain
- relevant
- informative
- gave me a better understanding
- good way to introduce key documents
- well-structured
- challenging enough to keep us interested
- information was important and 'skilled up' team

Academic / DoS feedback

Found Modules 4 & 5 on classroom-based assessment most useful for CPD

- can dip in and out – selecting time as required

- very relevant to teaching team

- most important element is to work with colleagues; group discussions

Suggestions for how to use:

- teachers bring in own examples

- work alone but group catch up sessions

- buddy up with colleagues and lead themselves

- presentation to other teachers = different pathways

- collaborate to create class tests

Embedding LAPP in CPD

Guidelines for Language Education Centres

Including:

- Outline of the LAPP course

- How the course covers progression on the EPG and e-Grid

- Expectations of what teachers can do by end of course with examples

- Discussion notes for each Module for participant team

- Suggestions for further activities to personalize and action the Module content

LAPP handbook
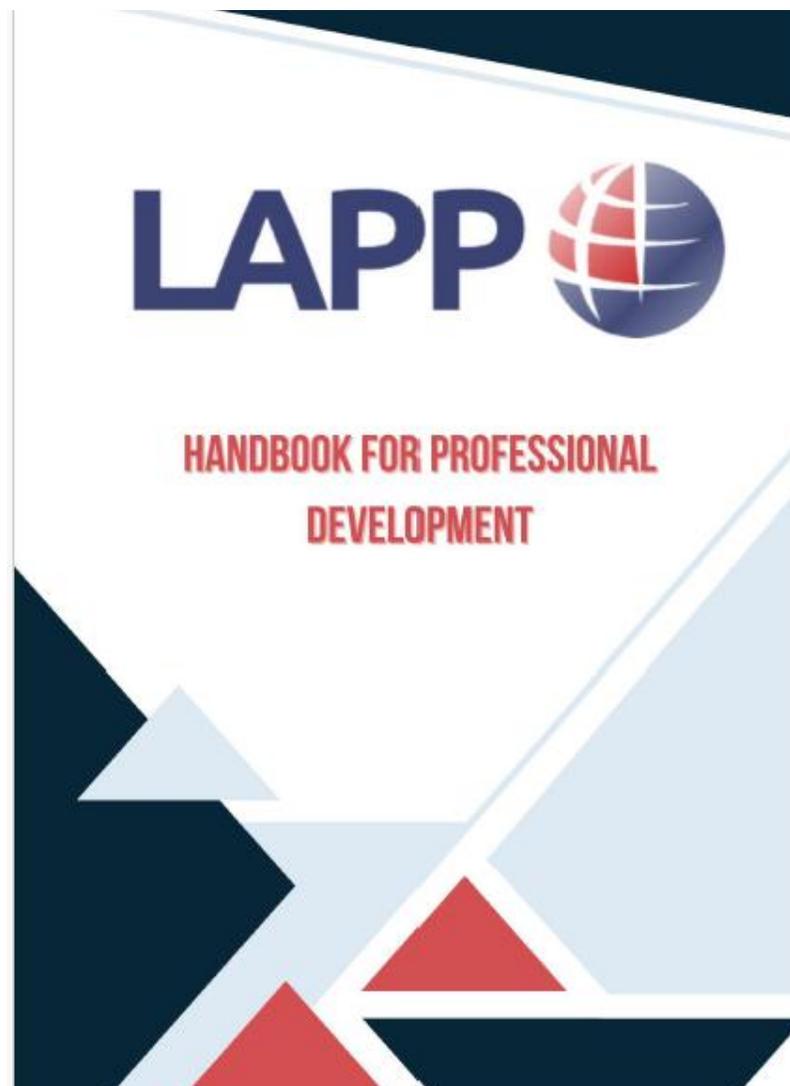
Certificate of Completion

LAPP
English

Certificate
of attendance

This document confirms that

Name Surname

followed and fully completed the Language
Assessment Professionalisation Programme

16 September 2025

LAPP is a self-access and self-assessed programme in language assessment literacy. Completion
indicates that the participant has gained an awareness of the basic principles of language assessment
as outlined in the ALTE Principles of Good Practice 2020. Completion also suggests that the participant
has gained level 2.1 on the European Profiling Grid of language teaching competences.

The programme included 5 Modules of study:

MODULE 1: Introduction to Assessment
MODULE 2: Principles, Purposes and Impact of Assessments
MODULE 3: Assessment of Learning: achievement & Proficiency Tests
MODULE 4: Assessment for Learning: delivering classroom-based tests
MODULE 5: Assessment for Learning: managing results and feedback

Serial N° B.100501

Certificate of Completion

This document confirms that

Anastasiia Pruhlo

followed and fully completed the Language Assessment Professionalisation Programme

16 September 2025

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How the PNF can help:

- Launch date for LAPP *English* v2: **19ᵗʰ January, 2026**

- Inviting ECML and PNF members to help us by
  - using all their channels to help us **promote and disseminate** from 19/01/2026 onwards
  - LAPP will provide **support** materials for this – including the video
  - **acting as 'critical friends'** in helping us improve

- LAPP is free - and was reviewed and revised *pro bono publico* in the best traditions of the ECML and the PNF – needs to be sustainable

- Next languages?: DE, FR, IT, PL, … (under discussion from Friday 12ᵗʰ December)

- PNF contact: Mariangela Marulli, ALTE: Secretariat@alte.org

- To register for LAPP visit: https://lapp.education/en

Thank you!