



## Accessible Assessments?

### Inclusive Practices in Language Testing and Assessment

#### Keynote Speakers

##### **Inclusion in language assessment: a question of validity?**

Accessibility in language testing is a matter of professional responsibility as well as a legal and ethical issue. Valid test accommodations need to be included within a multifaceted framework, so that accessibility can be addressed at a practical level at different stages of the test development cycle. Such a framework should also provide the basis for gathering empirical evidence for validating special needs testing.

##### **Promoting fairness and accessibility in language assessment for candidates with specific learning differences**

The number of students with Specific Learning Differences (SpLDs) taking language proficiency tests is increasing. It is therefore essential that neither the test design nor test implementation procedures create an unfair barrier for these students. This talk will give a comprehensive overview what makes a test fair and valid from the perspective of test takers with SpLDs. The presentation will review recent research findings on how various types of special arrangements impact on the performance of students with SpLDs. The talk will conclude with practical suggestions for making summative and formative assessment more accessible for language learners with SpLDs.

##### **Richard Spiby,**

British Council Assessment Research Group, London, has been the Test Development Researcher for the receptive skills (reading and listening, together with grammar and vocabulary) since June 2016. His main responsibilities involve validation of the Aptis test, analysing operational data and revising and developing the receptive skills components. He also works on a variety of international projects, including language assessment training, standard setting, and accessibility in assessment.



**Judit Kormos** is a Professor in Second Language Acquisition at Lancaster University. She was a key partner in the award-winning DysTEFL project sponsored by the European Commission and is a lead educator in the Dyslexia and Foreign Language Teaching massive open online learning course offered by Future-Learn. She has published widely on the effect of dyslexia on learning additional languages.

## Speakers

### Classroom Test Material for Learners with Dyslexia

In this workshop, we will consider implications for the selection and design of classroom test material suitable for dyslexic learners of English. We will look at examples of available dyslexic-friendly ELT test material and will also consider how we as teachers can adapt existing materials and produce our own.

### The Effects of Text Format Variations on Language Test Takers

This workshop will help you determine for yourself how just the right application of basic inclusive practices for designing your language tests can make the best impact on test performance for your class as a whole group

### Testing Times for One and All: Increasing Inclusivity in Assessment

In this workshop, participants will look at some key characteristics of formative assessment and consider how it can promote inclusivity in our classrooms. Through a facilitated discussion, participants will share ideas on how to make their current assessment more inclusive, thus providing equal opportunities for students to demonstrate their achievement.

**Jon Hird** is based in Oxford, UK, where he divides his time between teaching English at the University of Oxford, teacher training and writing ELT materials. He has written and contributed to a range of publications and also writes and adapts material for learners with dyslexia



**John C. Herbert** is a Professor of English and the Director of the Global Education Center at the National Institute of Technology, Akashi College, Japan. He advocates the use of basic inclusive practices in EFL lesson plans and tests to ensure equal opportunities in interactive lesson activities and on tests.



**Lucie Cotterill** is Innovation Director at IH British School Reggio Calabria, where she has been working for the past 17 years. She is a teacher, teacher trainer and former Director of Studies who is now responsible for developing innovative strategies for improving learning and assessment which are engaging, inspiring and inclusive.



## Speakers

### **Inclusive assessment for quality learning**

This workshop looks at how to use assessment to observe and evaluate students' progress to enhance their learning. We will have a look how we can help the diversity of students through differentiation in a way that reflects our concern for the progress of all students. The idea behind that being that when we assess our students, we can scaffold our teaching and therefore meet their needs.

### **'Neurodiversity and Inclusive Practice in ELT Assessment – Meeting the Challenge**

The ELT community is starting to recognise the needs of students with Dyslexia, ADHD, Autism, Dyspraxia and related conditions in the classroom. Work on inclusive practice has increased, but assessment remains a greater challenge, often due to external factors and constraints placed by exams. But this is not an impossible challenge.

### **The Cambridge English Approach to Special Arrangements**

Cambridge Assessment English provides a wide range of special arrangements for candidates with visual, hearing, speaking or specific learning differences. We also provide comprehensive guidance for centres on how to administer the special arrangements. In this talk, I will give an overview of the arrangements, and their design and delivery.

**Alaa Aladini** has been working as a teacher and Education Specialist in English language teaching since 2000. He supports schools and assists teachers to plan, teach and use inclusive teaching-learning strategies and assessing students inclusively. He can speak six languages, incl. German Sign language. He is doing his PhD on Inclusive Education in Palestine.



**Ruth Arrowsmith** has worked in ELT for over 25 years. She is currently an EAP tutor at INTO Manchester and Learning Support Co-ordinator. She regularly runs teacher training and workshops at INTO and ELT conferences in Inclusive Practice and Neurodiversity. She also provides specialist one to one support for international students and advises teachers.



Following a career teaching English in Poland, Finland and Hungary, **Louise Gilbert** started work at Cambridge Assessment English 12 years ago. Now a Senior Assessment Manager, she coordinates Assessment work on special arrangements, including the creation of modified question papers, and documentation and support for test centres.

## Speakers

### **Skills upgrade – more confidence and less stress on an academic language test**

Each year, an increasing number of secondary school-leavers in Europe decide to start their university studies on English-language programmes, especially in the UK. However, many of them struggle when they need to apply their subject knowledge in a higher education context. More specifically, academic writing, note-taking, and presentation skills are the most important areas of concern amongst these students. These can be quite a challenge especially for learners with specific learning differences. Euroexams has created a variety of teaching modules for teachers to help learners to achieve better at university.

**Kristof Hegedus** is responsible for academic development at Euroexam International, which includes both the development



of Euroexam's range of tests and also training programmes for prospective test takers, teachers and examiners.

Besides having taught English for 25 years, Kristof leads the team of exam developers for the Hungarian National Matura in English language.

### **Important Information:**

The joint PCE will be held at the Friends' Meeting House Manchester, a short walk from the Manchester Central.

**Thanks to our sponsors for supporting us in this event!**

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