



Handbook

for users and teacher educators

Language
Assessment
Professionalisation
Programme

Lapp *English* Version 2

www.lapp.education

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Acknowledgements and Copyright

LAPP is a professional assessment literacy project jointly funded by **Eaquals** and **ALTE**, supervised and co-ordinated by a multinational Steering Group. Our technical partner is **Hueber Verlag**.

This Handbook was reviewed, extensively revised, and edited by the members of the **LAPP Steering Group** who gave most generously of their spare time and resources. Key work was done on a *pro bono publico* basis.

We would particularly like to thank **Małgorzata Banach** (Jagiellonian University), **Yiannis Papargyris** and **Melina Chatzakou** (PeopleCert), **Beata Schmid** (formerly EF), **Pavlo Somych** (Jobnet.AG), **Anastasiia Pruhlo** (Jobnet.AG), **Katarzyna Wozniak** (Project Manager), **Lou McLaughlin** and **Sarah Scerri Shoults** (Eaquals), **Mariangela Marulli** (ALTE) – all of whom provided unstinting help, support, and enthusiasm.

We are very grateful to **Elaine Boyd**, our content developer, who produced an early draft, and to **Sylvia Tobias** and **Gisela Wahl** (Hueber Verlag) for their ongoing help and commitment, particularly in the technical field.

We would also like to pay tribute to the many teachers, teacher educators, and participants at seminars and focus groups, and at the ALTE conference in Munich and the FF conference for language teachers in Ljubljana, who provided us with invaluable feedback.

Particular thanks go to the colleagues from the **Professional Network Forum** hosted by the **Council of Europe's European Centre for Modern Languages** (ECML Graz) who gave us the opportunity of first demonstrating LAPP English version 2 and for acting as much-appreciated 'critical friends'.

Peter Brown (British School FVG, Chair, LAPP Steering Group)
Trieste - October, 2026

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<https://lapp.education/en>

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Handbook for using the online Language Assessment Professionalization Programme (LAPP) for professional development

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1 Purpose of the Handbook

This Handbook is intended to support managers and trainers in using the Language Assessment Professionalisation Programme (LAPP) as part of a Continuous Professional Development programme (CPD). Although the course is free-standing and can be used by individuals alone to increase their knowledge of, and skills in, assessment practices, teachers will be able to benefit significantly from participating as part of a group which allows review and discussion of the key learning points.

The Handbook explains the course purpose and content along with an outline of how it supports participants in progressing along the initial levels of Assessment Competence with the European Profiling Grid (EPG). The main focus of the Handbook is to illustrate how features and activities within each module of the LAPP course can be activated in a CPD setting along with suggestions for how groups can support each other along their learning journey.

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2 The LAPP Programme

This consists of five **online** self-access modules each covering different aspects of assessment. The modules build from applying principles of practice through to managing classroom-based tests. The intention is that participants work their way consecutively through the modules, building on the knowledge transferred from each one.

The Programme is designed to be accessible to both pre-service and in-service teachers taking them from Level 1.1 to Level 2.1 on the European Profiling Grid competence in Assessment. The general competences described in the EPG at these levels have been broken down into sub-competences to allow participants to develop the separate components within each skill. See Appendix 1 for details.

A summary of the focus and content of each module is outlined in the table below. This is followed by detailed descriptions of content along with the specific sub-competences of assessment in the EPG which are applied at each stage.

The modules cover:

- basic principles in assessment
- best practice in assessment

Key considerations

Module	Focus	Content
1	Introduction to assessment and relevant reference documents	• when and why we use assessments • differing views of assessment • the importance of fairness in assessment • resources we can use to evaluate and design assessments
2	Principles, purposes and impact of assessment	• the principles of fairness, validity, reliability and impact • how the principles apply to assessment tasks • the different purposes of assessment • how assessments might affect learning

3	Assessment of Learning: fairness and appropriacy	• the concept of assessment of learning and the rationale for this type of assessment • different types of these assessments and their purposes • how to evaluate these assessments and their appropriacy for specific contexts • the issues involved in conducting a pre-existing or standardised test
4	Assessment for Learning: delivering classroom-based tests	• the different ways we can structure assessments in the classroom • how to involve learners • how to deliver these assessments so that they are fair and reliable • examples of assessments and how these can be used to progress learning
5	Assessment for Learning: managing results and feedback	• how to manage classroom-based assessment so that you gather appropriate information about student learning • how to interpret and report the results of any assessments • different ways to give meaningful feedback to learners

At the end of the Programme, participants will be able to:

- evaluate the quality of standardised and unit assessments and the relevance to their learners
- design in-class assessments as part of learning progression.

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3 Embedding LAPP in CPD

There are a range of approaches which trainers can employ to support teachers as they work their way through the modules. These include:

- pairing with fellow participants
- working with mentors/more experienced teachers to put content into action,
- group presentations to report on any activities resulting from working with assessment in the classroom
- group discussions to focus on understanding of content (especially Modules 1 & 2)

Trainers will decide the most suitable format, activities and timing for their cohort of trainees but what follows are some suggestions. It is a good idea to allow enough time between modules for trainees to digest the ideas and information and put some activities into practice in the classroom, where appropriate. A suitable model might be:

- (a) trainees complete a module on their own
- (b) trainees discuss issues and application of ideas in the module with another trainee or group
- (c) trainees apply reading and/or ideas from content in their own classrooms
- (d) trainees report back on and discuss results of (c) with their trainer.

Each module gives participants the opportunity to reflect on their learning but trainers may prefer to build in additional reflective activities to support this.

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4 The LAPP Platform: Interface, Navigation and Certificate of Completion

There are 10 important steps you need to familiarise yourself with before you start learning. These should not take too long, and are easily accessible via the table of contents menu on the right-hand side:

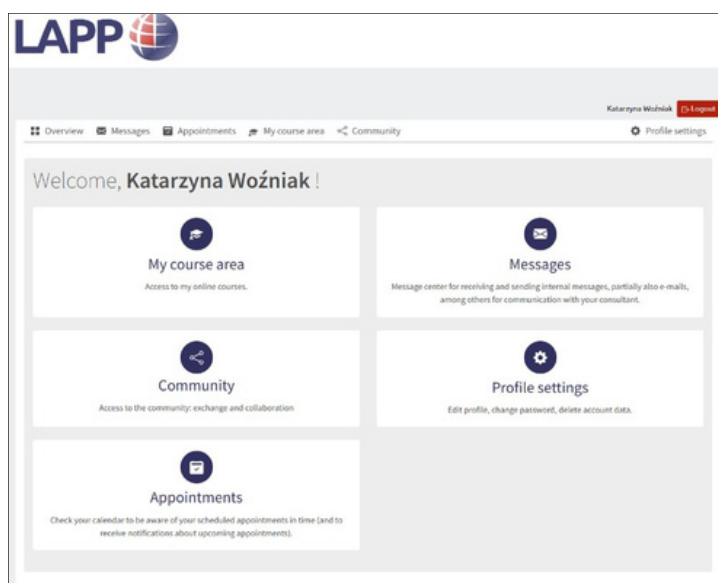
Table of contents:

1. Accessibility settings
2. Course Structure
3. Navigation
4. Quizzes
5. Receptive activities
6. Questionnaires
7. Feedback
8. Transcriptions
9. Course progress
10. Minimum requirements for certificate of completion

Make sure you switch on the **sound** on your device, which is recommended. If that is not possible, make sure you read all the transcripts provided.

1. Registration and log-in

You must first register on the <https://lapp.education/> website. Make sure you store your password for future use. Once you register, you will see this screen:



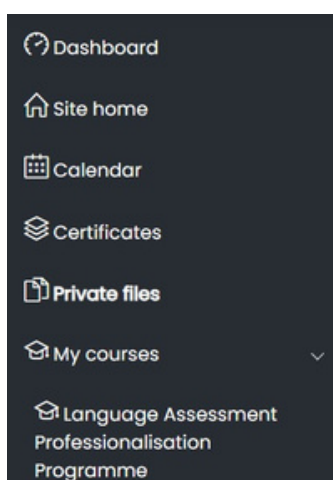
2. Accessing the course

To access the course go to: **My course area**. There you will find all the five modules, together with the videos you need to watch to familiarise yourself with the platform.

The navigation buttons are below the videos. Please note there is also a page dedicated to accessibility settings and navigating the platform.

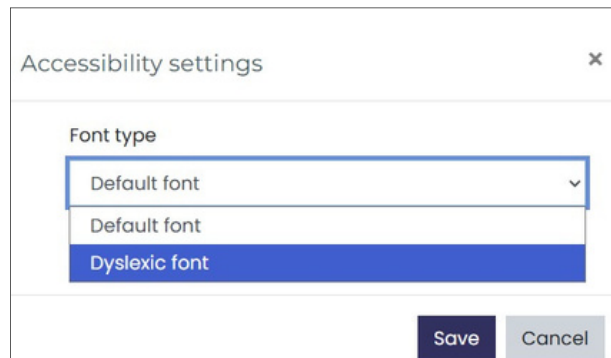
3. Navigation panel

On the left-hand side, you will find a navigation panel, which is particularly useful when you come back to the course. There you will be able to track your progress at item level and download the certificate once you have completed all modules.



4. Accessibility settings

Accessibility settings can be found in the bottom-left corner and offer the following options:

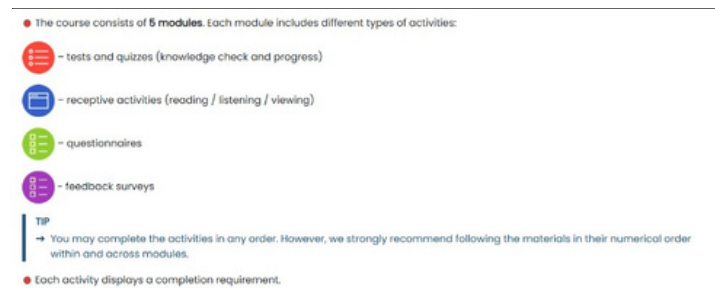


The screenshot shows a dialog box titled "Accessibility settings" with a close button (X) in the top right corner. Below the title, there is a section labeled "Font type". It contains a dropdown menu currently showing "Default font". The dropdown is open, showing two options: "Default font" and "Dyslexic font", with "Dyslexic font" highlighted in blue. At the bottom right of the dialog, there are two buttons: "Save" and "Cancel".

5. Course structure

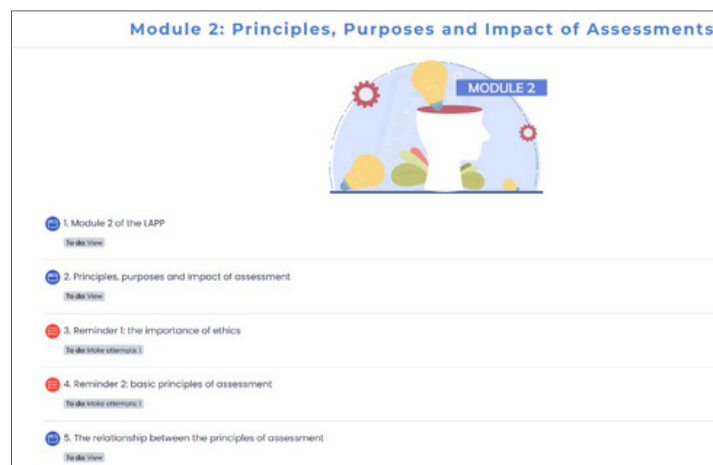
Each module consists of videos, to which a transcript is provided.

Please also familiarise yourself with the different types of activities the course offers, as it will help you navigate the course.



The screenshot shows a list of activity types with corresponding icons: a red circle with a white 'X' for tests and quizzes, a blue circle with a white 'X' for receptive activities, a green circle with a white 'X' for questionnaires, and a purple circle with a white 'X' for feedback surveys. Below this list is a "TIP" section with a blue arrow icon, stating: "You may complete the activities in any order. However, we strongly recommend following the materials in their numerical order within and across modules." At the bottom, there is a red dot icon followed by the text: "Each activity displays a completion requirement."

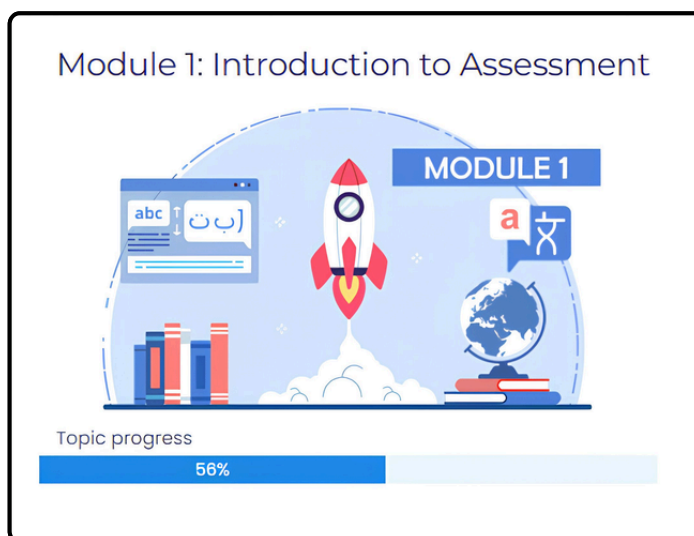
Make sure you watch all the videos, as information on your progress and certification is provided there. When you click on each module, you will see which types of activities it consists of:



The screenshot shows the title "Module 2: Principles, Purposes and Impact of Assessments" at the top. Below the title is a graphic with a lightbulb and gears, labeled "MODULE 2". Underneath the graphic is a list of five items, each with a blue circle icon and a "Watch Video" button: 1. Module 2 of the LAPP, 2. Principles, purposes and impact of assessment, 3. Reminder 1: the importance of ethics, 4. Reminder 2: basic principles of assessment, and 5. The relationship between the principles of assessment.

6. Tracking your overall progress at module level

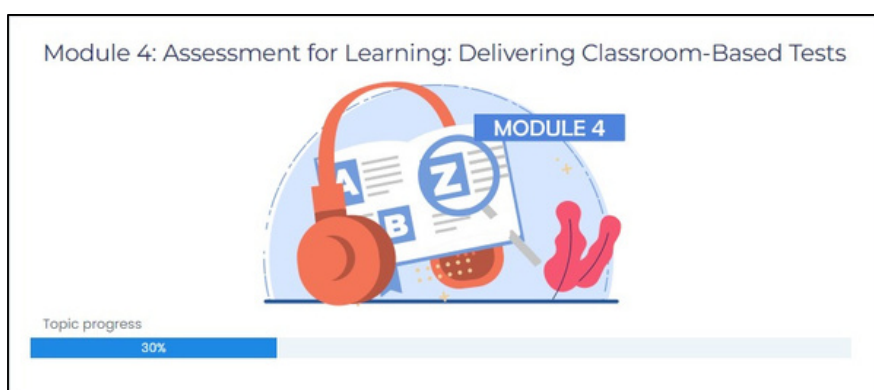
Each module has a horizontal tracking bar at the bottom that helps you monitor your progress by showing how much of the module you have completed:



7. Recommended learning approach

We strongly recommend that you progress through the modules in order and in a systematic manner, starting with Module 1. This is because the modules build on one another and gradually take you through the levels of the EPG from 1.1 to 2.1.

However, LAPP caters for differing learning styles, so you are not obliged to complete the modules in this order. You can do the modules in any order because there is flexibility in how participants can use the platform. For example, you might wish to begin with Module 5 (not recommended) before moving on to Module 4:



8. Flexible access to modules and components

For example, as a teacher educator, can I dip in and out as I wish in order to provide relevant items for my team?

Yes, you can. You can choose one or more components you wish to share with your colleagues or groups for training purposes. The modules can be accessed in any order, as required, as can each component within the module.

9. Obtaining my Certificate of Completion

In order to qualify for your Certificate you need to have successfully completed the end-of-module requirements and at least 80% of all the tests and quizzes.

10. Certificate Validation Service

All LAPP Certificates of Completion have a personalised, unique QR code embedded so that you can demonstrate evidence of having completed the **LAPP English** course to interested third parties such as school managers, work groups, CPD trainers, employers, public agencies, ministries, and so forth.



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Introduction to Assessment



Module 1 introduces the key features of assessment and lays the foundation for understanding the breakdown of competences in the EPG which teachers should be aiming for in order to improve their assessment literacy. There is a strong focus on fairness in assessment and why this is important for teachers and learners. This Module introduces participants to three key reference documents – the EPG, the ALTE Principles of Good Practice and the CEFR - and how these can support quality standards in assessments. It is advised that trainees fully understand and have the opportunity to consider and discuss their own status on the EPG scale before moving through the module.

Approach

Module sub-topic	Example Activity
When and why we use assessments	<i>Do you think some periods for assessment are more important than others? Why/Why not?</i>
Differing views of assessment	<i>Which view do you agree with most? Why? How does this apply to your classroom? Can you see value in the other views?</i>
The importance of fairness in assessment	<i>Have you ever taken or given an unfair test? What would have made the test more fair?</i>
Resources we can use to evaluate and design assessments	<i>Which resource did you find most useful? Why? Is this for you as a teacher or for your learners? Why do you think it is important to refer to validated resources?</i>

General discussion questions

- What type of tests do you currently use? Are you happy with these? Why? /Why not?
- What type of information would you like to know about your students' learning? Why? How would it help your teaching?
- Do you think all tests are fair? Why? / Why not?

What teachers can do by the end of Module 1

Level 1.1 can conduct and mark end of unit tests from the course book

- understands the purpose of an assessment
- understands when to give an assessment (e.g. end of unit)

Level 1.2 can conduct and mark progress tests when given the material to do so and conduct oral tests when given the material to do so

- can make decisions about which type of assessment to use appropriately
- can conduct and mark internal standardized assessments fairly and reliably

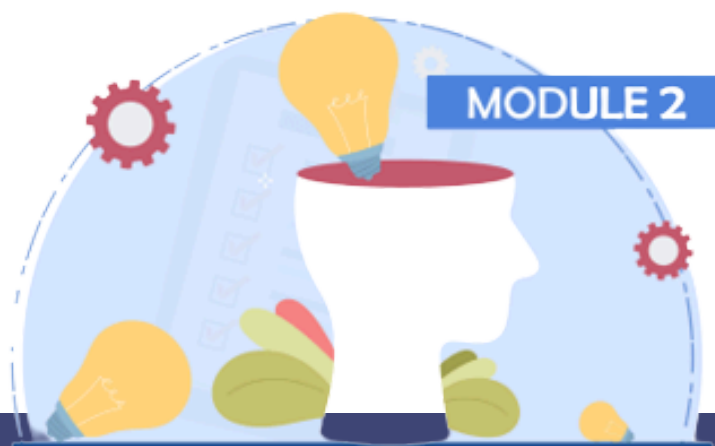
Level 2.1 can conduct regular progress tests including an oral component,

- understands the principles of assessment and why they are important



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Principles, Purposes and Impact of Assessment



Module 2 looks at how to apply the principles of testing to ensure assessments are fair. The module considers different types of assessment, their purpose and some of the impact that these different assessments can have. The module examines the principles **of fairness, validity, reliability and impact** in more detail with examples. Participants are asked to reflect on how the principles apply to assessment tasks and compare the approach of assessment **of** learning with assessment **for** Learning. As part of this, the different purposes of assessment are considered, along with developing teachers' understanding of how assessments might affect learning.

Approach

Module sub-topic	Example Activity
The principles of Fairness, Validity, Reliability and Impact	<i>Do you think one principle is more important than the others? Why/Why not? Which principle are you most concerned about? Why?</i>
How the principles apply to assessment tasks	<i>Think of a test you have taken or used with your learners. Can you find examples of how each of these principles are applied in the test? If not, why not?</i>
The different purposes of assessment	<i>How many different reasons are there for you having taken or given tests? How do you think each type of test helps you understand student learning?</i>
How assessments might affect learning	<i>Why do you think assessments can have a positive effect on learning? Why can they have a negative effect?</i>

General discussion questions

- Which assessment principle do you think might be easiest to apply in your teaching context? How?
- Which type of assessment do you think is more challenging to deliver? Why?
- Which type(s) of test might benefit learners the most? Why?

What teachers can do by the end of Module 2

Level 1.1 can conduct and mark end of unit tests from the course book

- understand the purpose of an assessment

Level 1.2 can conduct and mark progress tests when given the material to do so and conduct oral tests when given the material to do so

- make decisions about which type of assessment to use appropriately
- conduct and mark internal standardized assessments fairly and reliably
- deliver oral assessments fairly and reliably

Level 2.1 can conduct regular progress tests including an oral component,

- understand the principles of assessment and why they are important
- evaluate tests for appropriacy and fairness
- understand the potential outcomes of assessments



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Assessment of Learning: Achievement and Proficiency Tests



Module 3 looks at different types of assessments of learning (AoL). The module considers the concept of assessment of learning and the rationale for this type of assessment. The module considers how we can evaluate the different types of assessment to ensure the assessment is appropriate and fair for our learners. It compares different types of standardised assessments and their purposes as well as developing participants' understanding of how to evaluate these assessments and their appropriacy for specific contexts. The module also considers the issues and challenges involved in conducting a pre-existing or standardised test.

Approach

Module Sub-topic	Example Activity
The concept of assessment of learning and the rationale for this type of assessment	<i>What examples do you know of standardised tests? Do you think these are fair? Why/Why not?</i>
Different types of these assessments and their purposes	<i>What are the different ways you think you can help learners approach these tests? How might these strategies help them?</i>
How to evaluate these assessments and their appropriacy for specific contexts	<i>Do the standardised tests you know always reflect the principles you learnt about in Modules 1 and 2? How? Can you give examples of a good match between a test you know and the content of the student's learning?</i>
The issues involved in conducting a pre-existing or standardised test	<i>What activities could you do in class to help students learn from an achievement or proficiency test? How can you help students face the challenges of memory and timing in these tests?</i>

General discussion questions

- 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?

What teachers can do by the end of Module 3

Level 1.1 can conduct and mark end of unit tests from the course book

- understand the purpose of an assessment

Level 1.2 can conduct and mark progress tests when given the material to do so and conduct oral tests when given the material to do so

- make decisions about which type of assessment to use appropriately
- conduct and mark internal standardized assessments fairly and reliably
- interpret results to plan remedial teaching on assessment points

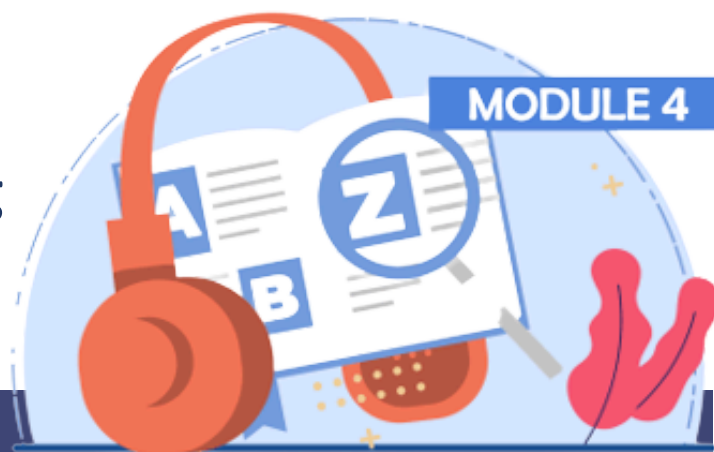
Level 2.1 can conduct regular progress tests including an oral component,

- evaluate tests for appropriacy and fairness
- 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



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Assessment of Learning: Delivering Classroom-Based Tests



Module 4 focuses on understanding how we deliver assessments for learning (AfL). The Module outlines how and why we involve the learners and focuses on how to deliver assessments in the classroom. The Module considers the different ways we can structure these and develops participants' understanding of how to deliver these assessments so that they are fair and reliable. The module looks at examples of assessments and how these can be used to progress learning.

Approach

Module sub-topic	Example Activity
The different ways we can structure assessments in the classroom	<i>Which of these ways have you experienced or tried and how successful were they?</i>
How to involve learners	<i>Can you think of examples of ways to involve your learners in classroom-based tests regardless of age or level? What kind of support do learners need to help participate in the assessment process?</i>
How to deliver these assessments so that they are fair and reliable	<i>What would you put in place to ensure classroom-based assessments are fair and reliable? Why?</i>
Examples of assessments and how these can be used to progress learning	<i>Which type of assessments do you prefer? Why? Which type of assessments do your students prefer? Why?</i>

General discussion questions

- Why do you think it is important to involve learners in the assessment process?
- How do you think students benefit from being assessed in different ways?
- In what ways do you think you can create learning opportunities from classroom-based assessments?

What teachers can do by the end of Module 4

Level 1.1 can conduct and mark end of unit tests from the course book

- understand when to give an assessment (e.g. end of unit)
- ensure students understand why they are being assessed
- ensure students understand what criteria they are being assessed on
- ensure students understand the test instructions

Level 1.2 can conduct and mark progress tests when given the material to do so and conduct oral tests when given the material to do so

- make decisions about which type of assessment to use appropriately
- can conduct and mark internal standardized assessments fairly and reliably

Level 2.1 can conduct regular progress tests including an oral component,

- understand the potential outcomes of assessments



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Assessment of Learning: Managing Results and Feedback



Module 5 focuses on the results of classroom-based assessments. It considers the kind of information teachers can gather and how they communicate outcomes to learners and others. The module considers how to manage classroom-based assessment so that teachers gather appropriate information about student learning. It also helps participants develop an understanding of how to interpret the results of any assessments and looks at different ways to give meaningful feedback to learners.

Approach

Module sub-topic	Example Activity
How to manage classroom-based assessment so that you gather appropriate information about student learning	<i>What kind of information do you need about your students' learning? Why? When would be the best time to gather evidence about this learning? Why?</i>
How to interpret and report the results of any assessments	<i>Who do you need to report the results of classroom-based assessment to? Why? What kind of information do you need to give the various groups interested in any assessments? How would you deliver this?</i>
Different ways to give meaningful feedback to learners	<i>How important has feedback been to you in your own learning processes? Why? How important is it for you to give feedback to learners? When do you do this? Which elements of effective feedback can you incorporate into the feedback you give? Do you vary the feedback you give? Why/Why not?</i>
Self-assessment	<i>See self-assessment questions at end of Module + Section 4 below</i>

General discussion questions

- Why do you think it is important to include an improvement task in any feedback to learners?
- What do you think is important when suggesting an improvement task to learners?
- What are the advantages and disadvantages of allowing students to repeat an assessment after feedback

What teachers can do by the end of Module 5

Level 1.1 can conduct and mark end of unit tests from the course book

- ensure students understand why they are being assessed
- ensure students understand what criteria they are being assessed on

Level 1.2 can conduct and mark progress tests when given the material to do so and conduct oral tests when given the material to do so

- make decisions about which type of assessment to use appropriately
- conduct and mark internal standardized assessments fairly and reliably
- interpret results to plan remedial teaching on assessment points

Level 2.1 can conduct regular progress tests including an oral component,

- understand the potential outcomes of assessments
- identify areas for students to work on from the results of tests and assessment tasks
- give clear feedback on the strengths and weaknesses identified and set priorities for individual work
- give clear, specific tasks to help students improve their performance



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5 Putting Assessment Competence into Action

As with all CPD, what a teacher gets out of this will very much depend on their context and how they can implement the learning in their own teaching and assessing. In order to reinforce their learning, teachers can:

- reflect on their own beliefs and practices, individually or collaboratively with colleagues
- self-assess and/or make an action plan
- just try out one new idea.

Self-assessment questions:

Has completing the course helped you to use the EPG more effectively in assessing your own competences?

How confident are you in choosing assessment activities which are appropriate for specific learning objectives?

How well do you understand how to use in-class activities to assess your students' progress?

How effectively can you use assessments to identify strengths and areas for improvement in your students?

How often do you use the results of assessment to inform your teaching?

How confident do you feel that the grades you report to your students are reliable?

Post-LAPP Professional Development activities

- lead an INSETT for colleagues who have not done the course about their key takeaways
- review in-class assessment practices
- set up a working group to look at formative assessment and good practices in their institution
- check the EPG Assessment competences (Appendix 1) and consider how to improve each sub-skill
- exchange ideas and practices in a group with each participant leading on one EPG sub-skill

6 Advisory notes

- 1) Participants may complete the activities in any order. The programme can accommodate differing learning styles so they can dip in and out of modules as they wish. However, we strongly recommend following the materials in their numerical order within and across modules. Encourage participants to complete Modules 1 and 2 in order before considering the details of assessment in Modules 3, 4 and 5. It is essential they understand assessment principles before applying them to tests.
- 2) Allow enough time for understanding and the opportunity to practise between Modules.
- 3) Encourage trainees to specify and share how they are involving learners in the assessment process.
- 4) It may be a good idea for trainees to skim through each Module a second time before any discussions.
- 5) Encourage trainees to conduct learner surveys to collect data on their views on assessment and any new practices they implement.
- 6) There is a lot of information to absorb in the modules, especially if trainees also engage with the supporting documents (such as CEFR etc). Try to focus discussions on the key points to ensure trainees can implement the most important practices in their classroom.
- 7) Encourage trainees to collaborate and review or design classroom tests together. Even if they are teaching different levels/ages, they can critically review each other's assessments as the principles apply across all testing.

References

- ## Useful further guides

Useful further guides

- LAPP English, version 2, Handbook 22

Green, A. (2021). *Exploring language assessment and testing: Language in action* (2nd ed.). Routledge.

Oxford University Press. (2019). *Effective feedback: The key to successful assessment for learning*.
<https://www.oup.es/en/professional-development/expert/effective-feedback-the-key-to-successful-assessment-for-learning>

Wiliam, D. (2011). *What assessment can, and cannot, do*. *Pedagogiska Magasinet*.
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Videos

Wiliam, D. (n.d.). *Dylan Wiliam* [YouTube channel]. YouTube. Retrieved August 11, 2026, from
<https://www.youtube.com/user/dylanwiliam>

Fulcher, G. (n.d.). *Glenn Fulcher* [YouTube channel]. YouTube. Retrieved August 11, 2026, from
<https://www.youtube.com/@glennfulcher5625>

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Appendices

Appendix 1: Expanded EPG scale for Assessment Competency

EPG Level	1.1	1.2	2.1
EPG Descriptor for the Assessment Competence	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 materials 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-competences	- understands the purpose of an assessment - understands when to give an assessment (e.g. end of unit) - can ensure students understand why they are being assessed - can ensure students understand what criteria they are being assessed on - can ensure students understand the test instructions	- can make decisions about which type of assessment to use appropriately - can conduct and mark internal standardized assessments fairly and reliably - can deliver oral assessments fairly and reliably - can interpret results to plan remedial teaching on the assessment points	- understands the principles of assessment and why they are important - can evaluate tests for appropriacy and fairness - understand the potential outcomes of assessments - 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 give clear, specific tasks to help students improve their performance

Appendix 2: Details of progression through EPG levels in LAPP

Module	EPG Progression points	Sub-competences
1	1.1	- understands the purpose of an assessment - understands when to give an assessment (e.g. end of unit)
	1.2	- can make decisions about which type of assessment to use appropriately - can conduct and mark internal standardized assessments fairly and reliably
	2.1	understands the principles of assessment and why they are important
2	1.1	understands the purpose of an assessment
	1.2	- can make decisions about which type of assessment to use appropriately - can conduct and mark internal standardized assessments fairly and reliably - can deliver oral assessments fairly and reliably
	2.1	- understands the principles of assessment and why they are important - can evaluate tests for appropriacy and fairness - understand the potential outcomes of assessments
3	1.1	understands the purpose of an assessment
	1.2	- can make decisions about which type of assessment to use appropriately - can conduct and mark internal standardized assessments fairly and reliably - can interpret results to plan remedial teaching on the assessment points
	2.1	- can evaluate tests for appropriacy and fairness - 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

Module	EPG Progression points	Sub-competences
4	1.1	- understands when to give an assessment (e.g. end of unit) - can ensure students understand why they are being assessed - can ensure students understand what criteria they are being assessed on - can ensure students understand the test instructions
	1.2	- can make decisions about which type of assessment to use appropriately - can conduct and mark internal standardized assessments fairly and reliably - can interpret results to plan remedial teaching on the assessment points
	2.1	- can evaluate tests for appropriacy and fairness - understand the potential outcomes of assessments - 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
5	1.1	- can ensure students understand why they are being assessed - can ensure students understand what criteria they are being assessed on
	1.2	- can make decisions about which type of assessment to use appropriately - can conduct and mark internal standardized assessments fairly and reliably - can interpret results to plan remedial teaching on the assessment points
	2.1	- understand the potential outcomes of assessments - 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 give clear, specific tasks to help students improve their performance

Module 1

1.1					
1.2					
2.1					

Module 2

1.1					
1.2					
2.1					

Module 3

1.1					
1.2					
2.1					

Module 4

1.1					
1.2					
2.1					

Module 5

1.1					
1.2					
2.1					

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