

Friday November 7

08.30 – 09.00 Coffee

09.00 – 09.45 Keynote presentation

Chair: Guri A. Nortvedt (Norway)

Innovation, Education, Assessment: Real Time Action

Alar Kolk, European Innovation Academy (France)

09.50 – 10.35 Keynote presentation

Chair: Guri A. Nortvedt (Norway)

Rethinking Assessment for a Digital Age: opportunities, challenges and risks

Patricia Broadfoot, University of Bristol (United Kingdom)

10.35 – 11.00 Coffee break

11.00 – 12.30 Open paper sessions N, O, P, Q + discussion group 3

Session N. Reliability (*Peterson I - IV*)

Chair: Iasonas Lamprianou (Cyprus)

39. Comparison of Rasch and Signal Detection Approaches to Detecting Rater Effects

Edward Wolfe (Pearson, USA), Raymond Cheung and Lawrence Decarlo (Columbia University, USA)

40. Investigating the marking reliability and validity of points-based and levels-based mark schemes

Ezekiel Sweiry, Milja Curcin, Anna Rabindrakumar, Georgina Billings and Rebecca Evison (STA, United Kingdom)

41. Modeling analytic and holistic judgments in performance assessments

Rianne Janssen (KU Leuven, Belgium)

Session O. English language testing (*Panso*)

Chair: Christina Wickström (Sweden)

42. Developing a toolkit to assess children's first language spoken English in the classroom

Ayesha Ahmed, Neil Mercer and Paul Warwick (University of Cambridge, United Kingdom)

43. Formative assessment of writing in English as a foreign language in Norway

Tony Burner (Buskerud and Vestfold University College, Norway)

44. SCATE (Scio Computer Adaptive Test of English) – The New Role of a Test

Michaela Stoilova (Scio, Czech)

Session P. Psychometrics (*Alver/Adson*)

Chair: Daniël van Nijlen (Belgium)

45. Assessment of Students in 21st Century Norway

Chris Wheadon (No More Marking Ltd., United Kingdom) and Rolf Vegar Olsen (The University of Oslo, Norway)

46. Identifying Gender-Based DIF Items in High-Stakes Tests in Slovakia

Hana Kutlíková, Michal Hajdúk, Martin Marko, Martina Pigová and Ivana Pichaničová (NÚCEM, Slovakia)

47. Educational assessment in northwestern Switzerland: Psychometrical challenges in linking standardized tests to an online item bank for formative assessment

Stéphanie Berger, Urs Moser, Jeannette Oostlander (University of Zurich, Institute for Educational Evaluation, Switzerland) and Angela Verschoor (Cito, The Netherlands)

Session Q. Mathematics assessment (Jakobson II)

Chair: Ian Jones (United Kingdom)

- 48. Helping teachers help weak students develop mathematical literacy for a 21st Century world
Guri A. Nortvedt (University of Oslo, Norway)
- 49. Online Assessment of Foundation Mathematics Skills for Tertiary Education
Graham Orpwood (Institute of Education, University of London, United Kingdom) and Emily Brown (Seneca College of Applied Arts & Technology, Canada)
- 50. Evaluating the readiness of markers for operational marking using small datasets
Iasonas Lamprianou (University of Cyprus, Cyprus)

Discussion group 3 (Tammsaare)

What is the meaning of a grade? Developing grade descriptors that are fit for purpose

Stuart Cadwallader et al. (AQA Education, United Kingdom)

12.30 – 13.30 **Lunch**

13.00 – 13.30 **Poster presentations: (Coffee break area)**

13.30 – 15.00 **Open paper sessions R, S, T, U + discussion group 4**

Session R. Computer assessment (Peterson I - IV)

Chair: Anton Béguin (The Netherlands)

- 51. Assessments for a Digital World: Secure Online Exam Environments for Authentic, Competence-Oriented E-Assessments in Higher Education
Tobias Halbherr, Claudia Schlienger and Thomas Piendl (ETH Zurich, Switzerland)
- 52. The Big-Fish-Little-Pond Effect in Computer-Based Math Assessments: Do Computers Really Matter?
Fazilat Siddiq Ullah (University of Oslo, Department of Teacher Education and School Research, Norway) and Ronny Scherer (Centre for Educational Measurement at the University of Oslo (CEMO), Norway)
- 53. Psychometric analysis of the performance data of simulation-based assessments: A systematic review
Sebastiaan de Klerk, Bernard Veldkamp (University of Twente, The Netherlands) and Theo Eggen (University of Twente / Cito, The Netherlands)

Session S. Assessment washback (Panso)

Chair: Louise Hayward (Scotland)

- 54. Enhancing students' test-taking motivation: an experiment
Saskia Kesksa (DEPP, French Ministry of Education, France)
- 55. Assessment Centers that Measure Non-Cognitive Attributes in the Age of the Internet: Does Preparation Help Candidates?
Avital Moshinsky, David Ziegler and Naomi Gafni (National Institute for Testing & Evaluation (NITE), Israel)

56. Measuring students' views of the predictability of examinations and their relationships with high stakes outcomes

Jo-Anne Baird (OUCEA, United Kingdom), Therese N. Hopfenbeck and Daniel Caro (University of Oxford, United Kingdom) and Hugh McManus (State Examinations Commission, United Kingdom)

Session T. Assessment design (Alver/Adson)

Chair: Graham Orpwood (United Kingdom)

57. Evaluating the 'adjacent levels' model for differentiated assessment
Tom Bramley (Cambridge Assessment, United Kingdom)
58. Educational assessment in northwestern Switzerland: Profile reporting on subdomains
Remco Feskens (Cito, The Netherlands), Stéphanie Berger and Jeannette Oostlander (University of Zurich, Institute for Educational Evaluation, Switzerland)
59. Evaluating assessments in the 21st Century: Reflections on a framework for validation – 5 years on
Victoria Crisp and Stuart Shaw (Cambridge Assessment, United Kingdom)

Session U. Assessment in Higher Education (Jakobson II)

Chair: Andrew Boyle (United Kingdom)

60. Assessing students' abilities for a fair and effective graduate admission
Judith Zimmermann (Department of Computer Science, ETH Zurich, Zurich, Switzerland, Switzerland), Alina A. von Davier (Educational Testing Service, ETS, Princeton, USA, USA) and Hans R. Heinemann (Department of Environmental Systems Science, ETH Zurich, Zurich, Switzerland, Switzerland)
61. "The dark side of the moon": assessment representations and practices in university
Serafina Pastore (University of Bari, Italy) and Monica Pentassugli (University of Verona, Italy)
62. MOOCs: are they a real solution to learning needs? Traditional university & online university teacher's perceptions
Maite Fernandez and Elena Cano (Universitat de Barcelona, Spain), Nati Cabrera (Universitat Oberta de Catalunya, Spain)

Discussion group 4 (Tammsaare)

National assessments and the challenges of 21st-century skills

Rianne Janssen (KU Leuven, Belgium)

15.00 – 15.30 Coffee break

15.30 – 17.00 Open paper sessions V, W, X, Y, Z

Session V. Rater judgments (Peterson I - IV)

Chair: Thierry Rocher (France)

63. Judgment in the assessment of 'harder to examine' skills: what do assessors pay attention to?
Victoria Crisp (Cambridge Assessment, United Kingdom)



64. How do examiners align their marking judgements remotely? Insights into examiners' feedback interactions for remote standardisation
Martin Johnson (University of Cambridge/Cambridge Assessment, United Kingdom) and Beth Black (OCR, United Kingdom)
65. Pseudo-Scoring as an Extension of Rater Training
Edward Wolfe, Melodie Jurgens, Bob Sanders, Daisy Vickers (Pearson, USA) and Jessica Yue (Texas A&M University, USA)

Session W. Standard Setting (Panso)

Chair: Saskia Wools (The Netherlands)

- 66. Of Schleicher, skills and Shakespeare: the influence of PISA upon literacy assessment in the UK and US, 2000-2014
Jeanne Marie Ryan (Oxford University Centre for Educational Assessment, United Kingdom)
- 67. A fourteen years trend analysis in grade 1 and grade 3 in France: A paradox?
Sandra Andreu and Marion Lecam (DEPP, France)
- 68. Accuracy of Subject Grades in Dutch Secondary Education
Tecla Lampe (Cito, The Netherlands)

Session X. Science assessment (Alver/Adson)

Chair: Sarah Maughan (United Kingdom)

- 69. Can 21st Century science qualifications exist without assessment of practical science skills?
Tim Oates (Cambridge Assessment, United Kingdom)
- 70. Swedish national tests in science – assessment of students in a 21st century world
Anna Lind Pantzare and Pia Almarind (Umeå University, Sweden)
- 71. Scientific Inquiry: Evaluating development of competencies in science teacher education
Philipp Straube and Volkhard Nordmeier (Freie Universitaet Berlin – Didaktik der Physik, Germany)

Session Y. Assessment in Higher Education (Jakobson II)

Chair: Gabriella Agrusti (Italy)

- 72. Assessing critical thinking skills in technology based higher education
Antonella Poce (Università Roma TRE, Italy)
- 73. How does becoming a teacher influence scientific inquiry competency of university students? A study in higher chemistry education.
Jurik Stiller and Ruediger Tiemann (Humboldt-Universitaet zu Berlin | Chemistry Education, Germany)
- 74. E-Assessing Learning Outcomes: Proposal for a Practical Tool – TALOE
Jüri Lõssenko (Hariduse Infotehnoloogia Sihtasutus, Estonia), Alfredo Soeiro (University of Porto, Portugal) and Rita Falcao (Universidade de Lisboa, Portugal)

Session Z. Assessment criteria (Tammsaare)

Chair: Angela Verschoor (The Netherlands)

- 75. Conceptualising and Assessing Generic and Personal Skills and Attitudes for the Twenty First Century
Doug McCurry (ACER, Australia)
- 76. Criterion-based assessment of the 21st century skills: experience of Nazarbayev Intellectual Schools
Danara Abildenova and Gulnar Kurmanbayeva (AEO Nazarbayev Intellectual Schools, Kazakhstan)
- 77. Developing Alternative Assessment Approaches and Academic Competences in SQA Higher National Certificates and Diplomas
James Morgan (Scottish Qualifications Authority, Scotland)

19.00 – 23.00 [Conference dinner \(Seaplane Harbour\)](#)

Saturday November 8

09.00 – 09.30 Coffee

09.30 – 09.45 Awards (*Peterson I - IV*)

09.45 – 10.30 Keynote presentation (*Peterson I - IV*)

Chair: Guri A. Nortvedt (Norway)

How can computer analyses of language, text, and conversation be woven into Learning and Assessment?

Arthur Graesser, University of Memphis (USA)

10.30 – 10.50 Coffee break

10.50 – 11.35 Keynote presentation (*Peterson I - IV*)

Chair: Jo-Anne Baird (United Kingdom)

Educational Assessment in the 21st Century: Assessment across Cultures

Yasmine El Masri, University of Oxford (United Kingdom)

Kathleen Tattersall New Researcher Award Winner

11.35 – 12.00 Closing session (*Peterson I - IV*)

12.00 – 13.00 General Assembly (*Peterson I - IV*)

12.30 – 14.00 Lunch