Building bridges to future educational assessment

Programme | 7-10 November 2018
Arnhem/Nijmegen, The Netherlands
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Introduction

Building bridges to future educational assessment

It is this very inspiring theme that brings us together in the Netherlands, between Arnhem and Nijmegen for the 19th AEA-Europe conference!

In a world that moves fast and in a complex manner, this theme invites us to think about our activity of educational measurement; to reflect on our profession and on the way that it will change and be impacted by the political and societal demands. It brings to mind the new opportunities that are emerging through the digital revolution, through the pedagogical innovation. It reminds us to reflect as well on our different outlooks as actors in the field of assessment. The conference offers us the space to envision these reflection areas clearly directed towards the future.

“Building bridges”, a reference to the history of the region that hosts us, is also a great metaphor of the work achieved by our association: building bridges between different countries, cultures and stories, between different facets and functions of assessment as well as between different bodies – assessment agencies, ministry departments, research institutes, universities, test editors, students, etc. AEA-Europe has directed its efforts in this way since almost 20 years, to disseminate and develop the culture of evaluation, in order to improve education. To this end, our association can be proud of having built many bridges over the years.

It is important to note that this conference would not take place without the work and commitment of many actors. On behalf of the Association’s Council, I would like to convey my heartfelt thanks to Cito who welcomes us and is doing everything possible so that the conference is a success. Cito, a friend of AEA-Europe all along the way since the founding of the association, has always supported our activities, facilitated networking and participated actively to all conferences, to the organisation of workshops, to the dissemination of the conference. AEA-Europe is very grateful for this. I would also like to thank the members of the Organising Committee, the Programme Committee, Easy Conferences and the sponsors who managed the organisation of the conference. Finally, I would like to thank all the people committed in one way or the other to the activities of the Association, especially the members of the Publication Committee and the Professional Development Committee, and those who reviewed the proposals and who have agreed to chair the sessions. It is thanks to the dedication, commitment and willingness of all of these people that this conference will be a success.

I would finally like to take this opportunity to say how happy I was to undertake my functions as vice-president and president of AEA-Europe during these last four years. I was surrounded by a great team – in the Council and Committees – with whom we have achieved so much. My term comes to an end during this conference, but I will of course remain a loyal member of the association. I wish nothing but the very best to our new President Jannette Elwood, to whom I renew my support and my friendship.

Build bridges to the future and enjoy the conference!

President AEA-Europe
Conference theme: Building bridges to future educational assessment

The conference theme focusses on the manner in which professionals in educational assessment are adapting their work to the changing role of assessment in society and are informing these changes in the role of assessment. There is a considerable range of assessment experience found in institutes responsible for educational measurement as well as between the professionals working within these institutes and beyond (such as universities, government departments, etc.). These differences can be found in roles, in tradition, in type of tests or exams and in mode of delivery. Some institutes already have a long-standing tradition in the development of assessments, others have yet to start. Some are examining bodies, responsible for exam construction and administration, while others produce summative standardized tests for the teaching community. Some institutes create formative assessments, others carry out research in support of educational measurement. Some institutes have a long history of test development and have ventured to digitalize their paper-based assessments in order to improve efficiency, while others are only starting to venture into the digital world.

One thing they all have in common is: the ambition to serve education with assessment instruments fit for purpose and of high quality in an ever changing environment, whilst at the same time anticipating future demands that will be put upon assessment.

What might be the main features of this future assessment? And how can we adequately prepare for future assessment – both contexts and types.

Looking around the educational assessment world we observe a number of trends, which we may expect to have an impact on any future educational assessment:
- the growing role of assessment to support learning;
- the significant increase of computer based and multimedia-based learning and assessment environments;
- the trend towards the use of more personalized ICT-based learning (and assessment) environments;
- the shift away from knowledge transfer towards learning strategies aimed at more generic skills, such as 21st century skills and global competence;
- the role of international comparative assessments such as PISA, TIMSS and PIRLS in this process of change.

How do institutes for educational assessment and their professionals cope with the changing demands of society and of learning context? Solutions that are offered at this point in time are very much based on the current position of institutes and individuals and may therefore become less applicable or less fit for purpose. How can we bridge the gaps between the current situation and the demands of future assessment? We believe that in view of the different backgrounds of the institutes and the experts, it is worthwhile looking at the similarities in the approaches.

Development of educational assessment takes place along different dimensions: content, skills, psychometrics and technology whereby technology especially has drawn a fair amount of attention over the last decade. It appears that the role of technology is growing to a level of such complexity that we have to join forces to meet the challenges of future assessment. Technological developments lead to expectations regarding the use of Information Technology (IT) in assessment, such as delivery on different types of devices, adaptivity and instant feedback. Assessment institutes realize more and more that technology is an area of expertise in its own right. Many organizations have gained this insight after first having spent time and resources developing assessment technology for themselves. At the other end of the spectrum, IT companies have started to provide platforms to deliver digital assessments. They however require input from both content and psychometric experts in educational measurement to be able to support or create valid digital assessments.
Contributions to this conference address the conference theme in the widest sense, they show in variety of ways how to bridge current assessments to the demands of future assessments. We sincerely hope that the creativity in addressing the conference theme is inspirational and that you will enjoy a wonderful conference.
Wednesday, 07th November

8.00 – 10.30  Registration

9.00 – 16.30  Pre-conference workshops, Van der Valk Hotel Nijmegen-Lent

13.00 – 14.00 Lunch

Workshop 1, Room: De Waalsprong 1

9.00 – 16.30  Item Banking for Computerized Adaptive Testing
Presenters: Angela Verschoor1, Roel Visseren2
1Cito, Netherlands

The workshop will offer an introduction into Item Banking and applications for Computerized Adaptive Testing (CAT) from a practical point of view. Participants will gain insight in the do’s and don’ts when using an item bank for the purpose of developing assessment instruments, and will receive practical guidelines to use metadata and psychometric theory to develop adaptive tests based on an existing item bank. Participants will have hands-on experience in using tools to make adaptive tests based on Item Response Theory (IRT). Main features of these applications will be addressed in the workshop. One of the main activities will be the simulations of the (proposed) adaptive test specifications. Several scenarios will be treated. Participants will be able to understand and assess the usefulness of item banking and adaptive testing in their own work.

Workshop 2, Room: De Waalsprong 2

9.00 – 16.30  Achieving in Content Through Language: Assessing Bilingual and Multilingual Learners
Presenters: Stuart Shaw1
1Cambridge Assessment, United Kingdom

English is a major medium of instruction and assessment for international awarding bodies providing programmes of learning and assessments worldwide in a wide range of subjects. Programmes are delivered by schools in a variety of multilingual and educational contexts, and increasingly in bilingual education contexts. One key function of these programmes is to prepare bilingual students whose first language is not necessarily English as candidates for international high-stakes assessments. However, bilingual assessment is in need of attention and development and remains a key challenge for the 21st Century. (Garcia, 2009)

This workshop will focus on outcomes from a number of Cambridge Assessment International Educational (Cambridge International) bilingual assessment research studies. Of particular relevance to the research described are bilingual education approaches relating to Content and Language Integrated Learning (CLIL) which have been used highly successfully across Europe. The workshop will comprise three taught sessions punctuated by group discussion work.

Workshop 3, Room: De Waalsprong 3
9.00 – 16.30  IRT in R made easy
Presenters:  Remco Feskens\textsuperscript{1}, Jesse Koops\textsuperscript{1}
\textsuperscript{1}Cito, Netherlands

Item Response Theory (IRT) is a general statistical theory about item and test performance and how performance relates to the abilities that are measured by the items in the test. IRT provides a flexible framework which can be used to obtain comparable ability estimates even when different examinees answered different questions. For among others this reason, IRT has become the method of choice for many organizations.

In recent years, R has become the standard software platform for data manipulation, analysis and visualization. Many statistical and psychometric functions are available in R and there are several packages for doing IRT analyses. Unlike e.g. SPSS, R has no standard GUI menus, instead analysis is done by typing statements. This is a hurdle for many analysts, although programming in R is not inherently more complex than clicking buttons in SPSS.

To overcome the programming hurdle we will start with a gentle introduction in R. After that, an introduction to dexter, an R package which can be used to analyze test data using IRT and Classical Test Theory (CTT) techniques, will be given. The theoretical foundations of IRT will be concisely explained and participants will perform IRT analyses on PISA and/or their own data.

Workshop 4, Room: De Waalsprong 4
9.00 – 16.30  Innovative on-screen assessment – confronting barriers, sharing ideas and moving forward
Presenters:  Caroline Jongkamp\textsuperscript{1}, Susan Stothard\textsuperscript{2}, Rebecca Hamer\textsuperscript{3}
\textsuperscript{1}Cito, Netherlands
\textsuperscript{2}University of Durham, United Kingdom
\textsuperscript{3}International Baccalaureate, Netherlands

Although most students now are considered digital natives, for whom working and interacting digitally is normal, incorporating authentic digital assessment into this new normal has proven difficult. Organisations attempting to implement authentic computer based assessment (CBA) continue to run into barriers ranging from technological, logistical as well as those of a more psychological nature. This workshop aims to share barriers experienced and possible strategies to address common barriers. Since the inception of CBA, significant progress has been made in the development of constrained or closed response computer based assessment items.

However, the development and implementation of highly interactive, dynamic assessment items aimed at assessing complex thinking skills appears problematic. Presenters will propose and collaboratively explore a model to classify existing and emerging computer based assessment items and direct future development. Currently, the use of learning analytics focuses on understanding learning and solution processes. The closing discussion will focus on the extent to which such data and what is learned from their analysis can be put to better use in future. The SIG E-Assessment pre-conference workshop will interest anyone currently experiencing barriers in implementing CBA and interested in discussing ways forward for the development of more complex CBA items and tools.
Workshop 5, Room: De Bongerd 8

9.00 – 16.30 Large-scale performance assessments: problems and potentials
Presenters: Rianne Janssen

Rianne Janssen
KU Leuven, Belgium

Measurement issues in performance assessments | The measurement and scoring of the performance of students on such tasks are not without problems. Specific psychometric issues to be dealt with are local dependence, multidimensionality and standard setting. Standard models from Item Response Theory (IRT) may not be fully appropriate and alternative measurement models, like models for the joint classification of items and persons, may seem necessary. It will be illustrated how large-scale assessments of ICT literacy in the K-12 range dealt with these issues.
Our goal is that participants will understand the psychometric challenges of measurement and scoring in performance assessments on the one hand and see ways how to tackle these issues on the other hand.

18.30 – 19.00 Welcome reception for new attendees
Location: Cito Office, Amsterdamseweg 13, 6814 CM Arnhem

19.00 – 20.30 Welcome reception
Location: Cito Office, Amsterdamseweg 13, 6814 CM Arnhem
Thursday, 08th November

8.00 – 10.30  Registration

9.00 – 9.30  Welcome addresses
Room: De Waalsprong 1-4
Thierry Rocher, AEA-Europe President
Pieter Hendrikse, President National Board of Tests and Examinations, The Netherlands

9.30 – 10.15  Keynote presentations
Chair: Thierry Rocher, Room: De Waalsprong 1-4
Title: The balance in the performance: a missed opportunity in achievement testing
Dr. Norman Verhelst

10.15 – 10.45  Coffee break

10.45 – 11.30  Keynote presentations
Chair: Alex Scharaschkin, Room: De Waalsprong 1-4
Title: Response times in educational assessment: Moving beyond traditional assumptions
Dr. Maria Bolsinova, Kathleen Tattersall, New Assessment Researcher

Poster Presentations

11.30 – 12.45  Posters
Chair: Cor Sluijter, Room: De Waalsprong 1-4

Poster 1  English Language Teachers’ Perceptions and Practices of Formative Assessment in Kazakhstan
Balzhan Sengerbekova1,2
1Nazarbayev University, Kazakhstan
2Nazarbayev Intellectual School of Physics and Mathematics, Kazakhstan

Poster 2  How useful are data reduction techniques for an Awarding Body?
Louise Beattie1, Noel Thomson1, Shakeh Manassian2
1SQA, United Kingdom

Poster 3  On-action reflections and self-assessment of pre-service language teachers in Turkish higher education context
Ebru Sire Kaya1, Yonca Özkan1
1Cukurova University, Turkey

Poster 4  Teachers as trainees of an online program: challenges and support
Dina Tsagari1, Anna Mavroudi2
1Oslo Metropolitan University, Norway
2KTH, Norway

Poster 5  Uncovering Learner Patterns in Process Data within the MathemaTIC Assessment-For-Learning Platform
Charles Anifowose1
1Vretta Inc., Canada
Poster 6  Using the results of teachers’ within in-service teacher training programs assessment to review the content of the training program
Yelena Adulova¹, Kanysh Bibekov¹, Rauan Sarsekenov¹
¹Centre for Pedagogical Measurements, AEO Nazarbayev Intellectual Schools, Kazakhstan

Poster 7  An Evaluation System for Assessing Effectiveness of Employee Training Programs: The Case of the National Bank of Kazakhstan
Aigul Yessengaliyeva¹, Maira Zhaksybay¹, Nico Dieteren²
¹Training Centre National Bank, Kazakhstan
²Cito, Netherlands

Poster 8  Uncovering the Disparities in Educational Attainment across Urban and Rural Locations in Northern Ireland
Gemma Cherry¹
¹Queen’s University Belfast, United Kingdom

Poster 9  Computer Science and Technological Education in Primary School Education – Two Sides of the Same Coin?
Lennart Goecke¹, Jurik Stiller¹
¹Humboldt-Universität zu Berlin, Germany

Poster 10  Test-enhanced learning: Using tests beyond the scope of assessment – to improve learning
Frida Bertilsson¹, Carola Wikund-Hörnqvist¹, Tova Stenlund¹, Bert Jonsson¹
¹Umeå University, Sweden

Poster 11  User Experience (UX) in the World of Assessment
Sam Sipasseuth¹
¹Open Assessment Technologies, Luxembourg

Poster 12  Examination malpractice analysis: defensibility, clarity and complexity
Steven Wooding¹
¹AQA (CERP), United Kingdom

Poster 13  Large Scale National Diagnostic Assessment in Italy: A Case Study
Patrick Plichart¹
¹Open Assessment Technologies, Luxembourg

Poster 14  Bridging Standards between International Qualifications and Cognate Papers taken within the UK
Lakshita Perera¹, Sharon Nixon¹
¹Pearson, United Kingdom

Poster 15  Personalized Learning Environment in Mathematics
Arbana Miftari¹, Catalina Lomos²
¹Vretta, Canada
²LISER (Luxembourg Institute for Socio-Economic Research), Luxembourg

12.45 – 13.45 Lunch
Open Paper Sessions

Session A: Papers 1-3 – Perspectives on assessment innovations
Chair: Tom Bramley, Room: De Waalsprong 1

13.45 – 14.15 PISA test validity from a student perspective
Eva Knekta¹, Hanna Eklöf²
¹FIU, United States
²Umeå University, Sweden

14.15 – 14.45 High-stakes testing reimagined – The German citizenship test
Kristine Gorgen¹
¹Oxford University Centre for Educational Assessment, United Kingdom

14.45 – 15.15 Transforming the delivery and marking of international assessments from paper to tablets: Stakeholder perspectives
Grace Grima¹, Mary Richardson², Tina Isaacs²
¹Pearson, United Kingdom
²UCL Institute of Education, United Kingdom

Session B: Papers 4-6 – E-assessment in large scale assessment
Chair: Fabienne van der Kleij, Room: De Waalsprong 2

13.45 – 14.15 Preventing unintended consequences? – a pre-validation of the digitalization of a large-scale high stakes test
Christina Wikström¹, Per-Erik Lyrén¹
¹Umeå University, Sweden

14.15 – 14.45 Personalised Assessments in Wales: a bridge to future assessment?
Sarah Maughan¹
¹AlphaPlus, United Kingdom

14.45 – 15.15 Transitioning from paper based to computer based assessments at a national level – challenges and opportunities
Louise Bailey¹, Oliver Stacey¹
¹NFER, United Kingdom

Session C: Papers 7-9 – Educational policy
Chair: Angela Verschoor, Room: De Waalsprong 3

13.45 – 14.15 Education for the twenty-first century: assessment to support the development of problem solving goals in mathematics curricula 5 to 16
Jennie Golding¹, Grace Grima²
¹University College London Institute of Education, United Kingdom
²Pearson, United Kingdom

14.15 – 14.45 Re-thinking the relationship between the media and educational assessment in the future
Maria Teresa Florez Petour¹
¹University of Chile, Chile
14.45 – 15.15 Difficult policy decisions: weighing up perceptions, statistics and key stakeholder acceptance as evidence for A level grade standard adjustment in England
   Milja Curcin1, Qingping He2, Beth Black1
   1Ofqual, United Kingdom
   2Office of Qualifications and Examinations Regulation, United Kingdom

Session D: Papers 10-12 – Adaptive Approaches to Testing
Chair: Isabel Nisbet, Room: De Waalsprong 4

13.45 – 14.15 Urnings Algorithm for Tracking Learners’ skills and Items’ Difficulties in Adaptive Assessment and Learning Environments
   Maria Bolsinova1, Gunter Maris2, Han van der Maas2, Abe Hofman3, Benjamin Deonovic2, Matthieu Brinkhuis4, Jesse Koops5
   1ACTNext, Netherlands
   2ACTNext, by ACT, United States
   3University of Amsterdam, Netherlands
   4Utrecht University, Netherlands
   5Cito, Netherlands

14.15 – 14.45 Improvement of Measurement Efficiency in Multistage Tests by Targeted Assignment
   Stéphanie Berger1, 2, Angela Verschoor3, Theo Eggen2, 3, Urs Moser1
   1University of Zurich, Switzerland
   2University of Twente, Netherlands
   3Cito, Netherlands

14.45 – 15.15 Adaptive Pairwise Comparison for Educational Measurement
   Elise Crompvoets1, 2, Anton Béguin1
   1Cito, Netherlands
   2Tilburg University, Netherlands

Session E: Papers 13-15 – National Test & Exams
Chair: Naomi Gafni, Room: De Warmoes 6

   Yasmine El Masri1, Sibel Erduran2, Alison Cullinan2, Ruth Johnson2
   1University of Oxford, United Kingdom
   2Assessment and Qualifications Alliance (AQA), United Kingdom

14.15 – 14.45 Probing the impact of an (arguably) unsuitable rating scale in high-stakes language assessment
   Iasonas Lamprianou1, Dina Tsagari2
   1University of Cyprus, Cyprus
   2Oslo Metropolitan University, Norway

14.45 – 15.15 Routing in the Multistage End of Primary School Test
   Maaike van Groen1, Hendrik Straat2, Marie-Anne Keizer-Mittelhaëuser1
   1Cito, Netherlands

15.15 – 15.45 Coffee break
**Session F: Papers 16-18 – Analyses of international survey data**
Chair: Theo Eggen, Room: De Waalsprong 1

15.45 – 16.15 Do low or high achievers need more support in Romanian primary schools? Findings from TIMSS 2011
*Catalina Lomos*¹
¹LISER (Luxembourg Institute for Socio-Economic Research), Luxembourg

16.15 – 16.45 A possibility for cross-country comparisons of early reading for children starting school in Russia and in the UK
*Alina Ivanova*¹, *Elena Kardanova*¹, *Peter Tymms*², *Christine Merrell*²
¹National Research University Higher School of Economics, Russia
²Durham University, United Kingdom

16.45 – 17.15 The role of missing responses in the assessments of the future. A preliminary look at missing responses in TIMSS 2015
*Elena Papanastasiou*¹
¹University of Nicosia, Cyprus

**Session G: Papers 19-21 – Analysis of Big Datasets in Assessment**
Chair: Therese Hopfenbeck, Room: De Waalsprong 2

15.45 – 16.15 The attributed value of big data analytics for educational assessment
*Bernard Veldkamp*¹
¹University of Twente, Netherlands

16.15 – 16.45 Regulatory and ethical implications of using log file data
*Damian Murchan*¹, *Fazilat Siddiq*²
¹Trinity College Dublin, Ireland
²Nordic Institute for Studies in Innovation, Research and Education, Norway

16.45 – 17.15 Assessment in the age of Data Science: the case of interactive items tested in France
*Reinaldo Dos Santos*¹, *Saskia Keskpaik*²
¹DEPP, Ministry of Education, France
²University of Luxembourg

**Session H: Papers 22-24 – Assessment for Learning in Mathematics**
Chair: Paul Newton, Room: De Waalsprong 3

15.45 – 16.15 Curriculum sampling as a strategy employed for student performance monitoring system in Mathematics at NIS
*Laila Issayeva*¹, *Nico Dieteren*², *Daniyar Temirtasov*¹, *Sjoerd Crans*²
¹Nazarbayev Intellectual Schools, Kazakhstan
²Cito, Netherlands

16.15 – 16.45 “Professional Learning Community for MathemaTIC” – an online teacher environment, designed to support the implementation of digital innovations
*Catalina Lomos*¹, ², *Carole Friesiesen*², *Frauke Kesting*², *Filipe Lima*², *Amina Afj²
¹LISER (Luxembourg Institute for Socio-Economic Research), Luxembourg
²SCRIPT, Ministry of National Education, Children and Youth, Luxembourg
Carole Frieseisen\textsuperscript{1}, Frauke Kesting\textsuperscript{2}, Catalina Lomos\textsuperscript{2}, Amina Afif\textsuperscript{1}
\textsuperscript{1}SCRIPT, Ministry of National Education, Children and Youth, Luxembourg
\textsuperscript{2}LISER (Luxembourg Institute for Socio-Economic Research), Luxembourg

Session I: Papers 25-27 – Psychometric Models 1
Chair: Mary Richardson, Room: De Waalsprong 4

15.45 – 16.15 PsychoNetrics: a comprehensive network perspective on psychometric models
Gunter Maris\textsuperscript{1}, Maria Bolsinova\textsuperscript{2}, Benjamin Deonovic\textsuperscript{1}
\textsuperscript{1}ACTNext, by ACT, United States
\textsuperscript{2}ACTNext, Netherlands

16.15 – 16.45 Which statistics help us automatically create tests with predictive validity?
Tom Benton\textsuperscript{1}
\textsuperscript{1}Cambridge Assessment, United Kingdom

16.45 – 17.15 Modeling partial knowledge in multiple-choice questions using elimination scoring
Qian Wu\textsuperscript{1}, Tinne De Laet\textsuperscript{1}, Rianne Janssen\textsuperscript{2}
\textsuperscript{1}KU Leuven, Belgium

Session J: Papers 28-30 – Examination Boards and the Role of Exterminators
Chair: Bas Hemker, Room: De Bongerd 8

15.45 – 16.15 Reviewing assessments and dense data: towards effective evaluation of assessments for the non-technically minded
Jonathan Powell\textsuperscript{1}
\textsuperscript{1}AQA, United Kingdom

16.15 – 16.45 National examination systems and school improvement: The roles of teachers and examination boards in national examination policies
Andrew Watts\textsuperscript{1}
\textsuperscript{1}University of Cambridge, United Kingdom

16.45 – 17.15 The Roles of National Examinations in Norwegian Secondary Education: Bridging Long-Standing Traditions with New Political Demands and Methodological Approaches
Sverre Tveit\textsuperscript{1}, Rolf Vegar Olsen\textsuperscript{2}
\textsuperscript{1}University of Agder, Norway
\textsuperscript{2}Center for Educational Measurement, University of Oslo, Norway

19.00 – 20.30 Social events (free choice)
Location: Artez or Airborne at the Bridge (meeting point Arnhem Central Station)

19.00 – 20.30 Event for members holding accreditation and for doctoral students
Chair: Rolf V. Olsen
Location: Historische Kelders, Arnhem (meeting point Arnhem Central Station)
Friday, 09th November

Session K: Papers 31-33 – Test Development 1
Chair: Sarah Maughan, Room: De Waalsprong 1

9.00 – 9.30 Agree to disagree? Understanding the impact of levels-based mark scheme design on examiner agreement
Sarah R. Hughes1
1Pearson, United Kingdom

9.30 – 10.00 Broadening admission and orientation tests: The importance of self-efficacy (factors) for academic achievement
Lot Fonteyne1
1Ghent University, Belgium

10.00 – 10.30 Constructs over time: the construct of language competence as captured in tests in England over the last 150 years
Filio Constantinou1
1Cambridge Assessment, University of Cambridge, United Kingdom

Session L: Papers 34-36 – The E-Assessment SIG
Chair: Stuart Shaw, Room: De Waalsprong 2

9.00 – 9.30 eMarking in Higher Education. Lecturers’ perceptions of change in assessment practice
Mary Richardson1
1UCL Institute of Education, United Kingdom

9.30 – 10.00 ‘Identifying priorities for the future of assessment – A collaborative approach’
Martyn Ware1, John Winkley2
1Scottish Qualifications Authority, United Kingdom
2AlphaPlus, United Kingdom

10.00 – 10.30 Marking by Question-Item-Group (QIG): A survey of the examiner experience
Katie Schultz1, Rebecca Hamer1
1International Baccalaureate, Netherlands

Chair: Christina Wikström, Room: De Waalsprong 3

9.00 – 9.30 A Study of Norwegian Teachers’ Conversation About the Use of Test Results for Instructional Purposes
Hege Rangnes1, Aslaug Fodstad Gourvennec1
1University of Stavanger, Norway

9.30 – 10.00 Assessment for Learning in challenging contexts
Therese N. Hopfenbeck1, Joshua McGrane1, Yusuf Sayed2, 3, Anjum Halai4, Veronica Sarungan5, Anil Kanjee6
1University of Oxford, United Kingdom
2Cape Peninsula University of Technology, South Africa
3University of Sussex, United Kingdom
4Aga Khan University, Pakistan
5Aga Khan University, Tanzania
6Tshwane University of Technology, South Africa
10.00 – 10.30 Two or three? The structure of motivation among primary school students: the case of Russia
Tatjana Kanonire¹, Alena Kulikova¹, Ekaterina Orel¹
¹National Research University Higher School of Economics, Russia

**Session N: Papers 40-42 - Psychometric Models 2**
Chair: Yasmine el Masri, Room: De Waalsprong 4

9.00 – 9.30 Evaluating the ‘similar items method’ for standard maintaining
Tom Bramley¹
¹Cambridge Assessment, United Kingdom

9.30 – 10.00 Investigation of Composite Constructs Structure: Opportunities from Bi-Factor IRT Models
Denis Federiakin¹
¹National Research University Higher School of Economics, Russia

10.00 – 10.30 Measuring parental involvement in children’s education using a Rasch scenario scale approach
Inna Antipkina¹, Larry Ludlow²
¹National Research University Higher School of Economics, Russia
²Boston College, United States

10.30 – 11.00 Coffee break

Discussion group 1, Room: De Waalsprong 1

11.00 – 12.00 What do we require of a PhD education?
Eva Bjerkholt¹, Tony Burner², Andre Gaathaug¹, Synne Kleiven¹, Tone Marte Ljoså¹
¹USN, Norway
²University of Southeast Norway, Norway
Discussion group 2, Room: De Waalsprong 2

11.00 – 12.00 Building an Assessment Institute that serves Education in a Country: comparing the examples of Azerbaijan, Kazakhstan and the Netherlands
Jacqueline Visser¹, Vali Huseyn², Nazipa Ayubayeva³, Frans Kleintjes²
¹Cito, Netherlands
²State Examination Center, Azerbaijan
³Nazarbayev Intellectual Schools, Kazakhstan

Discussion group 3, Room: De Waalsprong 3

11.00 – 12.00 eAssessment Special Interest Group: Progress and Planning for the Future
Martyn Ware¹, Rebecca Hamer², Jenifer Moody³, Mary Richardson⁴, Jurik Stiller⁵, Naomi Gafni⁶, Lesley Wiseman⁷
¹Scottish Qualifications Authority, United Kingdom
²International Baccalaureate, Netherlands
³Independent Consultant (Qualifications and Assessment), United Kingdom
⁴UCL Institute of Education, United Kingdom
⁵Humboldt-Universität zu Berlin, Germany
⁶National Institute for Testing & Evaluation, Israel
⁷Independent consultant, United Kingdom

Discussion group 4, Room: De Waalsprong 4

11.00 – 12.00 Computerizing large-scale high-stakes examinations: Possibilities and pitfalls
Per-Erik Lyrén¹, Christina Wikström¹, Avi Allalouf², Naomi Gafni²
¹Umeå University, Sweden
²National Institute for Testing & Evaluation, Israel

Discussion group 5, Room: De Bongerd 8

11.00 – 12.00 The big crunch: combining sources of evidence in standard setting
Dennis Opposs¹, Kristine Gorgen², Lena Gray³, Tina Isaacs⁴
¹Ofqual, United Kingdom
²Oxford University Centre for Educational Assessment, United Kingdom
³AQA, United Kingdom
⁴UCL Institute of Education, United Kingdom

12.00 – 13.00 General assembly
Chair: Thierry Rocher and Jannette Elwood, Room: De Warmoes 6

13.00 – 14.00 Lunch

Session P: Papers 46-48 – Assessment Cultures
Chair: Tim Oates, Room: De Waalsprong 1

Stuart Shaw¹, Martin Johnson¹
¹Cambridge Assessment, United Kingdom

14.30 – 15.00 TALE: the development of a new assessment training paradigm
Dina Tsagari¹
¹Oslo Metropolitan University, Norway
15.00 – 15.30 Assessing the effects of bilingual schooling on language learning motivation and proficiency
Karen Dunn¹, Barry O’Sullivan¹, Janina Iwaniec²
¹British Council, United Kingdom
²University of Bath, United Kingdom

Session Q: Papers 49-51 – Social Justice in Assessment
Chair: Reinaldo dos Santos, Room: De Waalsprong 2

14.00 – 14.30 Extended Time as Accommodation: Monitoring Test Fairness in Standardized Tests
Marcus Strömbäck Hjärne²
¹Umeå University, Sweden

14.30 – 15.00 Secondary transition in Northern Ireland: children’s accounts of equity and assessment for selection
Leanne Henderson¹
¹Queen’s University Belfast, United Kingdom

15.00 – 15.30 “It all depends on how we look at things” – Bringing a lens to fairness in assessment
Isabel Nisbet¹, Stuart Shaw²
¹Faculty of Education, University of Cambridge, United Kingdom
²Cambridge Assessment, United Kingdom

Session R: Papers 52-54 – Assessment for Learning
Chair: Iasonas Lamprianou, Room: De Waalsprong 3

14.00 – 14.30 Improving teaching and learning through descriptive feedback in external assessment
Paula Simoes¹
¹IAVE, Portugal

14.30 – 15.00 Addressing culturally responsive assessment in Norwegian Schools
Guri A. Nortvedt¹
¹University of Oslo, Norway

15.00 – 15.30 Assessing Micro-teaching Performances of Pre-service Language Teachers: Integration of Alternative Assessment Tools
Yonca Özkan², Ebru Sire Kaya¹
¹Cukurova University, Turkey
²Cukurova University, Turkey

Session S: Papers 55-57 – National Tests & Exams
Chair: Amina Afif, Room: De Bongerd 8

14.00 – 14.30 Inter-subject comparability of A level examination standards in England – the evidence and the impact of aligning statistical standards
Qingping He¹, Beth Black¹
¹Office of Qualifications and Examinations Regulation, United Kingdom

14.30 – 15.00 National tests in Norway – and assessment tool for learning
Olav Dalsegg Tokle¹, Bård Vinje¹, Grethe Ravlo¹
¹National Centre for Mathematics Education, NTNU, Norway
15.00 – 15.30 Predictive validity: Using success on acceleration programmes for postsecondary admissions and predicting university success
Sarah Mattey¹, Stuart Shaw²
¹Cambridge Assessment International Education, Cambridge Assessment, United Kingdom
²Cambridge Assessment, United Kingdom

15.30 – 16.00 Coffee break

16.00 – 17.20 Ignite Session and Symposium

Ignite Session
Chair: Gill Stewart, Room: De Waalsprong 1-2

16.00 – 16.10 Automated marking of open-ended items
Roel Visseren¹
¹Cito, Netherlands

16.10 – 16.20 Remote invigilation: a spotlight on assessment administration
Nicola Mellor¹, Liam Simington²
¹Chartered Insurance Institute, United Kingdom

16.20 – 16.30 Test-enhanced learning: Evidence from behavioral and brain imaging studies
Bert Jonsson³, Carola Wiklund-Hörnqvist⁴, Tova Stenlund⁵, Linnea Karlsson Wirebring¹
¹Umeå University, Sweden

16.30 – 16.40 Free applications to support the formative function of knowledge testing
Natasja Kok¹, Desirée Joosten-ten Brinke²
¹Fontys, University of Applied Sciences, Netherlands
²Open University of the Netherlands, Netherlands

16.40 – 16.50 The assessment expert of the future
Desirée Joosten-ten Brinke¹, Theo Eggen², ³
¹OUNL/Fontys University of Applied Sciences, Netherlands
²Cito, Netherlands
³University of Twente, Netherlands

16.50 – 17.00 Building Bridges by Open Standards
Mark Molenaar¹
¹Open Assessment Technologies, Luxembourg

17.00 – 17.10 An investigation of (dis)engaged test-taking behavior in PISA using response times
Michalis Michaelides¹, Militsa Ivanova², Christiana Nicolaou³
¹University of Cyprus, Cyprus
²Center for Educational Research and Assessment, Ministry of Education and Culture, Cyprus
17.10 – 17.20 An unique Solution for Student Success in Mathematics
Arbana Miftari1, Carole Frieseisen2
1Vretta, Canada
2SCRIPT (Service de Coordination de la Recherche et de L’Innovation Pédagogiques et Technologiques), Luxembourg

16.00 – 17.00 Symposium: 20 years of international large-scale assessments: Lessons learned from three countries
Rolf Vegar Olsen, Therese N. Hopfenbeck, Thierry Rocher, Julius Björnsson, Emily Mottram
Room: De Waalsprong 3-4

19.00 – 23.00 Conference dinner
Location: River Dream Boat (Rhine) (transfer by bus)

Saturday, 10th November

Session T: Papers 58-60 – Test Development 2
Chair: Nico Dieteren, Room: De Waalsprong 4

9.00 – 9.30 Subject specific discourse and the plain English campaign: impact on question and task development
Shakeh Manassian1
1Scottish Qualifications Authority, United Kingdom

9.30 – 10.00 Should we be banking on it? Exploring potential issues in the use of ‘item’ banking with structured examination questions
Victoria Crisp1, Tom Bramley1, Stuart Shaw1
1Cambridge Assessment, United Kingdom

10.00 – 10.30 Developing a conceptual framework of creativity and critical thinking: evidence from a validity study
Irina Uglanova2, Georgy Vasin1, 2, Irina Brun1
1Institute of Education, National Research University “Higher School of Economics”, Russia
2Psychological Institute of the Russian Academy of Education, Russia
Session U: Papers 61-63 – Developments in E-assessment
Chair: Rebecca Hamer, Room: De Warmoes 6

9.00 – 9.30 Curiosity (didn't) kill the CAT: Technical issues arising from the development of computer adaptive tests for Wales
Ben Smith1, Angela Verschoor2
1AlphaPlus, United Kingdom
2Cito, Netherlands

9.30 – 10.00 A brave new world of continuous assessment
Cesare Aloisi1, Claire Whitehouse1
1Centre for Education Research & Practice, AQA Education Ltd, United Kingdom

10.00 – 10.30 Automation of the assembly of Multistage Tests
Angela Verschoor1, Theo Eggen1, 2
1Cito, Netherlands
2University of Twente, Netherlands

Session V: Papers 64-66 – Assessment for Learning Validity Considerations
Chair: Mary Richardson, Room: De Lentse Lus 5

9.00 – 9.30 How can we develop multiple choice items that support assessment for learning?
Bård Vinje1, Olav Dalsegg Tokle1, Grethe Ravlo1
1Norwegian Centre for Mathematics Education, NTNU, Norway

9.30 – 10.00 A General Framework for the Validation of Formative Assessment
Dorien Hopster-den Otter1, 2, Saskia Wools2, Theo Eggen1, 2, Bernard Veldkamp1
1University of Twente, Netherlands
2Cito, Netherlands

10.00 – 10.30 Piloting a tool for enhancing secondary students’ engagement with assessment feedback
Fabienne Van der Kleij1
1Australian Catholic University, Australia

Session W: Papers 67-69 – Vocational Assessment
Chair: Lesley Wiseman, Room: De Tuinderij 7

9.00 – 9.30 Vocational, technical and applied qualifications within upper secondary education in England: who takes them, how do they fit within students’ programmes of study, and where do students progress to next?
Joanna Williamson1, Matthew Carroll1
1Cambridge Assessment, United Kingdom

9.30 – 10.00 Grading Competence-Based Vocational Qualifications
Paul Newton1
1Ofqual, United Kingdom
10.00 – 10.30  A level playing field? Does the levelling of qualifications build bridges or barriers?
_Cassy Taylor¹, Paul Newton², Norman Gealy³_
¹Qualifications Wales, United Kingdom
²Ofqual, United Kingdom
³Network Exams Ltd, United Kingdom

Session X: Papers 70-72 – Assessing New Skills & Constructs
Chair: Martyn Ware, Room: De Bongerd 8

9.00 – 9.30  Permanence versus transience? Designing national systems to assess digital technology skills in an ever-changing world
_Cassy Taylor², Gareth Downey¹, Rachael Sperring¹_
¹Qualifications Wales, United Kingdom

9.30 – 10.00  Developing a new assessment instrument for 21st century learning objectives for Science in Peru
_Carmen Maribel Carpio¹, Caroline Jongkamp², José Bruêns²_
¹UMC, Oficina de Medición de la Calidad de los Aprendizajes, Peru
²Cito, Netherlands

10.00 – 10.30  Individualised learning, personalised learning – implications for assessment
_Tim Oates²_
¹Cambridge Assessment, United Kingdom

10.30 – 11.00  Coffee break

11.00 – 11.45  Keynote presentations
Chair: Christina Wikström, Room: De Waalsprong 1-3
Title: On the assessment of (digital) reading skills
_Prof. Dr. Eliane Segers_

11.45 – 12.30  Keynote presentations
Chair: Andrej Novik, Room: De Waalsprong 1-3
Title: Educational assessment and its prospects in the 21st century
_Prof. Dr. Samuel Greiff_

12.30 – 13.00  Awards and Closing Session
Chair: Jannette Elwood, Room: De Waalsprong 1-3

13.00 – 14.00  Lunch
AEA Europe | About AEA-Europe

AEA-Europe is a membership organisation set up in 2000 to support and develop the assessment community throughout the whole of Europe.

AEA-Europe offers its members a range of opportunities to network with each other, sharing news, debate and research. At institution level, the Association provides a forum for international liaison and co-operation.

AEA-Europe members have access to:
1. Professional development opportunities
   • Accreditation scheme- recognition of experience, knowledge and expertise in assessment at Practitioner and Fellow levels
2. Discussion and debate opportunities via our regular online newsletter
3. Our annual autumn conference
   • Pre-conference workshops
   • Keynote presentations on topical issues in assessment
   • Discussions and debates
   • Social programme
And each year a new European city to get to know!

For more about AEA-Europe and how to join, visit http://www.aea-europe.net/

AEA-Europe | The Council

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AEA-Europe | Publications Committee

The AEA-Europe Publications Committee aims to share the work of the Association more widely, involving more of the membership in the Association’s activities, facilitating contacts between members, and initiating publications of relevance to members. From 2018 committee members are:

- Gill Stewart, SQA (United Kingdom) (Chair)
- Lesley Wiseman, Independent educational consultant (United Kingdom) (Special Interest Group)
- Amina Afif, Luxembourg Government (Luxembourg) (Newsletter Editor)
- Deborah Chetcuti, University of Malta (Malta) (Increasing Membership Approaches)
- Mary Richardson, UCL Institute of Education (United Kingdom) (Social Media Manager)

AEA-Europe | Professional Development Committee

The broad objective of the AEA-Europe Professional Development Committee is to develop initiatives that support the professional development of the members of the Association, and to organise the professional accreditation programme. From 2018 committee members are:

- Rolf V. Olsen (Centre for Educational Measurement (CEMO), University of Oslo, Norway) (Chair)
- Stéphanie Berger (University of Zurich, Switzerland)
- Andrew Boyle (AlphaPlus Consultancy, United Kingdom)
- Bas Hemker (Cito, Netherlands)
- Elena Papanastasiou (Univesity of Cyprus, Cyprus)

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- Graham Hudson (GA Partnership, United Kingdom)
- Fazilat Siddiq (Nordic Institute for Studies in Innovation, Research and Education, Norway)
- Sebastiaan de Klerk (Ex:plain, Netherlands)

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- Nico Dieteren (Cito, Netherlands)
- Jacqueline Kaal-van Hagen (Cito, Netherlands)
- Ruth-Christine Koedoot-Horst (Cito, Netherlands)

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- Sarah Maughan (AlphaPlus, United Kingdom) (Co-Chair)
- Theo Eggen (Cito, Netherlands)
- Frans Kleintjes (Cito, Netherlands)
- Iasonas Lamprianou (University of Cyprus, Cyprus (AEA-Europe Council Member))
- Filomena Araújo (Assistant Professor of Educational Assessment, University of Lisbon)
The council is very grateful for the contribution of all members of the review panel:

- Sandra Johnson, Assessment Europe, France
- Angela Verschoor, Cito, Netherlands
- Rolf Vegar Olsen, Centre for Educational Measurement (CEMO), University of Oslo, Norway
- Elena Papanastasiou, University of Cyprus, Cyprus
- Andrew Boyle, AlphaPlus Consultancy, United Kingdom
- Harvey Goldstein, Institute of Education UCL, University of Bristol, United Kingdom
- Jannette Elwood, Queens University, Belfast, United Kingdom
- Paul Newton, Ofqual, United Kingdom
- Cor Sluijter, Cito, Netherlands
- Newman Burdett, Freelance Educational Assessment Expert, United Kingdom
- Frans Kleintjes, Cito, Netherlands
- Mark Dowling, Independent educational researcher, United Kingdom
- Simon Wolming, Umeå University, Sweden
- Gordon Stobart, Institute of Education UCL, United Kingdom
- Tandy-Clausen-may, Independent educational researcher, United Kingdom
- Christina Wikström, Umeå University, Sweden

Each year the PDC appoints a panel to review the applications that have met the Criteria for Eligibility. The 2018 panel consisted of three senior assessment researchers. To avoid conflict of interest, no member of the review panel worked at the same institution of, supervised any of the applicants being judged or has provided them with a letter of recommendation for the award panel.

In 2018, the review panel were Rose Clesham (United Kingdom), Elena Papanastasiou (Cyprus) and Rolf Vegar Olsen (Norway).

The 2018 Kathleen Tattsersall New Researcher Award Winner is Dr. Maria Bolsinova (Netherlands).
Notes
AEa-Europe | Association for Educational Assessment – Europe
www.aea-europe.net

President | Thierry Rocher
Directorate for Assessment, Forecasting and Performance (DEPP), France

Vice President | Jannette Elwood
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Building bridges to future educational assessment

Programme | 7-10 November 2018
Arnhem/Nijmegen, The Netherlands