



**New Visions for Assessment  
in Uncertain Times**

**09-12 November, 2022, Dublin, Ireland**



**Conference Handbook**



New Visions for Assessment in Uncertain Times

**09-12 November, 2022, Dublin, Ireland**

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# Welcome Note

9 - 12 November 2022

## ● Message from the AEA-Europe president

Dear Colleagues

The theme of this year's annual conference has never been more timely. Less than a year ago we began to see the end of the Covid pandemic disruption and were ready for a better, more sustainable future. The pandemic changed the world as we know it, and the long-term effects on our societies and how we view the world, are still unknown. Then war broke out in Europe with the Russian invasion of Ukraine, with its terror and suffering, yet again making us realise we are living in uncertain times.

In times like this it is especially important that the academic community undertakes research in order to assess the potential challenges and consequences, both positive and negative, of the global distractions on education in general, and educational assessment in particular. We have come to realise just how interconnected we are - how one thing interacts with and affects another. Recent events have, therefore, illuminated the importance of collaboration, sharing knowledge and innovation, as part of a vision for a better future for the next generations.

For AEA-Europe, it has also been a time of change and uncertainty. Throughout the last two years we have experienced lockdowns and restrictions on meeting and travelling. For an Association whose aim is to bring people together, this has been a challenge. But we have also proved that we are a strong community, that AEA-Europe is an important platform for scholars of assessment internationally, with a faithful and devoted membership. We have had two successful annual conferences online, and have learned how to meet and interact digitally thereby erasing geographic boundaries and engendering positive experiences.

We are now finally meeting face-to-face again, and it feels great! We have an excellent venue and are very proud of this year's scientific programme, which begins with pre-conference workshops and thereafter the main conference with internationally renowned keynote speakers, high quality paper presentations, poster presentations, ignite sessions, symposia, and more. The structure and formats are familiar to all who have attended an AEA-Europe conference in the past. There will also be ample time to meet socially during the days and evenings. Do not miss the Wednesday welcome reception at Trinity College and the conference dinner on Friday evening! PhD students and accredited members are also invited to a reception on Thursday evening. For those of you not yet accredited, I hope you will apply and join the AEA-Europe community (see the AEA-Europe website for more information).

Last but not least, on behalf of the AEA-Europe Council, I want to express my warm thanks to all who have contributed and are contributing to the Association and the Annual conference: members of the Conference Organising Committee, The Scientific Programme Committee, The Publication Committee, the Professional Development Committee and of course the conference organizing agencies Easy Conferences and Advantage Event Experts that have been so helpful in many ways. I would also like to give our warm thanks to our sponsors – we very much appreciate their support! A special thanks to our Irish colleagues, for all their work and for hosting the conference.

Thanks to all who have committed in one way or the other to the activities of the Association, SIG-members, reviewers of presentation proposals and applications for accreditation and award nominations, or chairing sessions and presentations. Thanks to workshop leaders, keynote presenters and all the other presenters for generously sharing their time and expertise!

Dear AEA-Europe members and future members, thank you all for being here with us!  
Enjoy the conference!



Christina Wikström

# Welcome Note



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## ● Message from the Scientific Programme Committee (SPC)

Dear Conference Delegates

The responsibility and remit of the Scientific Programme Committee (SPC) is to ensure the preparation and production of a quality and balanced programme for the annual conference.

The disruption caused by the Covid-19 pandemic, which initially introduced several challenges for the SPC, is beginning to subside in many countries and, although its influences have not been entirely eradicated, life does seem to be assuming a degree of pre-pandemic 'normality' for a great many.

The SPC began coordinating its work on constructing a programme for the 22nd annual conference in early January. Some of the challenges and ways of working adapted during the pandemic were retained in 2022. For example, creation of an initial draft of the conference programme online was thought to be more efficient and cost effective than meeting in person (as had been the case previously).

The 2022 conference submission data reflects a Europe-wide and international interest with a high number of high-quality proposals from 23 countries, and a programme containing a varied number of sessions on topics relating to the very timely, future-oriented, conference theme 'New Visions for Assessment in Uncertain Times'. Unlike last year when the SPC temporarily suspended Symposia and Discussions Groups, this year's programme embraces a fuller range of submission formats including keynote addresses, open paper presentations, discussion groups, symposia, workshops, ignite presentations and poster presentations. Meeting together in person this year will afford enhanced opportunities for networking, thought sharing, and relationship building – something which we would all agree has been sorely missed over the last two years.

Construction of the annual conference programme has again been considerably eased this year due to an ever-growing pool of reviewers which meant that no single reviewer had an allocation greater than 10 submissions. The SPC is indebted to all these volunteers for their willingness and hard work.

Also this year, the SPC has endeavoured to both clarify and refine the evaluation criteria for judging the quality of submissions. The revised criteria are now intended to be used to evaluate both conceptual/theoretical and empirical proposals.

Some residual confusions remain relating to the transparency surrounding the call for reviewers (as well as other communications from the SPC). For example, each reviewer should receive two invites to review:

- The first 'informal' invite is sent by Linda Wye (Secretariat, AQA) and targets those who have reviewed in previous years. Once potential reviewers have shown further willingness to participate in the current review process their names are keyed into the Easyconferences system.
- Soon after, Easyconferences automatically generates a second 'formal' invite. It is important that, having already agreed to review, potential reviewers respond to the second invite. Until they do, submissions cannot be allocated these reviewers.

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The SPC will meet soon after the conference in order to review the impact of the efficacy of the revised reviewing criteria as well as to consider aspects of the evaluative process that did and did not appear successful. We would, therefore, welcome any comments from presenters, reviewers and conference attendees on their experiences. Given that some of the existing SPC will no longer participate in future SPC activities (e.g. some members of the SPC representing conference hosts), we would welcome interest from other AEA-Europe members who are keen to join the SPC.

In the meantime, we hope that you and your colleagues both enjoy and engage with the conference programme to the fullest extent.

Regards,  
The SPC

Current SPC membership:

Stuart Shaw (Co-Chair) (Faculty of Education, University of Cambridge)

Andrej Novik (Co-Chair) (SCIO)

Nico Dieteren (CITO)

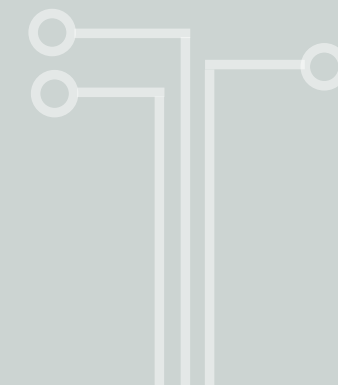
Elisa de Padua (University of Cambridge)

Gerry Shiel (Educational Research Centre, Dublin)

Damian Murchan (Trinity College Dublin)



New Visions for Assessment in Uncertain Times



# Committees

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## Publications Committee

Deborah Chetcuti (Chair) (University of Malta)  
Amina Afif (Pedagogue, Luxembourg)  
Judith Gracey (AQA, UK)  
Mary Richardson (UCL, UK)  
Lesley Wiseman (University of Glasgow, UK)

## Professional Development Committee

Elena Papanastasiou (Chair) (University of Nicosia, Cyprus)  
Bas Hemker (CITO, Netherlands)  
Shakeh Manassian (PSI Services, UK)

## Audit Committee

Graham Hudson (GA Partnerships, UK)  
Fazilat Siddiq (University of South-Eastern, Norway)  
Sebastiaan de Klerk (eX:plain, the Netherlands)

## Conference Organising Committee 2022

Christina Wikström (Chair), President AEA-Europe (Umeå University)  
Linda Wye, AEA-Europe Secretariat (AQA)  
Therese Hopfenbeck, Vice President AEA-Europe (University of Melbourne, Australia)  
Alex Scharaschkin, Executive Secretary AEA-Europe (AQA)  
Damian Murchan (Trinity College, Dublin)  
Gerry Shiel (Educational Research Centre, Dublin)  
Jannette Elwood, former President of AEA-Europe (Queen's University Belfast)  
Deborah Chetcuti, Chair of the PC, Chair of the LOC for the 2023 conference (University of Malta)  
Andrej Novik, Co-Chair of the SPC (SCIO)  
Stuart Shaw, Co-Chair of the SPC (Faculty of Education, University of Cambridge)  
Christos Therapontos (EasyConferences)

## Local Organising Committee 2022

The extended nature of the preparations for Dublin 2022, due to the pandemic, meant that many people were involved at different stages, including:  
Damian Murchan (Co-Chair), (Trinity College, Dublin)  
Gerry Shiel (Co-Chair), (Educational Research Centre, Dublin)  
Keith Johnston (Trinity College, Dublin)  
Aidan Clerkin (Educational Research Centre, Dublin)  
Melanie Ní Dhuinn (Trinity College, Dublin and Marino Institute of Education)  
Valerie Kelly (Trinity College, Dublin)  
Clíodhna Sharp (Advantage Event Experts)  
Susan Nolan (Advantage Event Experts)  
Sven Kalbvleesch (Advantage Event Experts)  
Christos Therapontos (EasyConferences)  
Caroline McKeown (Educational Research Centre, Dublin)  
Patricia Gaffney (Educational Research Centre, Dublin)  
Adrian O'Flaherty (Educational Research Centre, Dublin)  
Jude Cosgrove (Educational Research Centre, Dublin)  
Peter Archer (Educational Research Centre, Dublin)

# Reviewers

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Aidan Clerkin

Alex Scharaschkin

Anastasios Karakolidis

Andrej Novik

Andrew Watts

Anna Lind Pantzare

Ayesha Ahmed

Christina Wilkstrom

Christoph Schneider

Clerkin Aidan

Cor Sluijter

Damian Murchan

Deborah Chetcuti

Dina Tsagari

Eleanor Andressen

Elisa de Padua

Emer Delaney

George MacBride

Gerry Shiel

Hanna Eklof

Isabel Nisbet

Jana Strakova

Jannette Elwood

Jillian Kellough

Keith Johnston

Lenka Firtova

Lesley Wiseman

Lise Vikan Sandvik

Lorraine Gilleece

Marcus Strömbäck Hjärne

Mary Richardson

Melanie Ní Dhuinn

Michael Buhagiar

Newman Burdett

Nico Dieteren

Paul Newton

Pia Almarlind

Rachel Cunningham

Rachel Perkins

Raphael Pasquini

Rebecca Hamer

Rolf Vegar Olsen

Rose Clesham

Stuart Shaw

Sverre Tveit

Therese Hopfenbeck

Vasiliki Pitsia



# Keynote Speakers

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## ■ Assessing learning in schools – Reflections on lessons and challenges in the Irish context

**Dr Harold Hislop**

Thursday, 10th November, 09.30 -10:15 GMT

### Abstract:

Dr Harold Hislop was Chief Inspector and a member of the Management Board of the Department of Education in Ireland from 2010 to October 2022. Harold led a series of reforms in the inspection and evaluation of schools and other education settings, including the introduction of school self-evaluation, the extension of inspections to early learning and care settings, and the development of a co-professional, collaborative approach to inspection that combines both evaluative and advisory functions.

As head of the Inspectorate, Dr. Hislop led the Inspectorate's work in supporting educational policy development within the Department, especially in areas such as curriculum and assessment policy, special education policy and teacher education policy. Harold played a key role in developments such as Ireland's successful Literacy and Numeracy Strategy 2011-2020, curricular reform at lower and upper secondary education, and the alternative end-of-schooling assessment arrangements that the Department of Education put in place during the Covid-19 crisis. He retired from the post of Chief Inspector in October 2022.

Harold has lectured or advised about school evaluation in universities in Ireland and in several other countries including Austria, France, Malta, the United Arab Emirates and Wales. He has served as a Vice-Chair of the Governing Board and the Bureau of the Centre for Educational Research and Innovation at the OECD.

# Keynote Speakers



## ■ Assessment research: listening to students, looking at consequences

**Professor Emer Smyth**

Saturday, 12th November, 11.00 -11:45 GMT

### Abstract:

This keynote address considers the kinds of information that should be used in looking at reform of assessment systems. The first part of the presentation focuses on the value of taking account of student voice in looking at the effects of different approaches to assessment, especially high-stakes examinations. While students provide invaluable insights, we also need to understand the consequences of different assessment approaches for educational inequality. The second part of the presentation discusses the extent to which different forms of assessment can reinforce (or indeed counter) social inequalities in student outcomes.

Emer Smyth is a Research Professor at the Economic and Social Research Institute (ESRI) in Ireland. Her main research interests centre on education, school to work transitions, gender and comparative methodology. She has conducted a number of studies on the effects of schooling contexts on student outcomes, including Do Schools Differ?

Professor Smyth led the Post-Primary Longitudinal Study (PPLS), which followed a cohort of young people from the first year of secondary education onwards, and included a survey of, and interviews with, the young people's parents. Educational inequality has been an important focus of her research, with work on an evaluation of the Youthreach programme, a review of the School Completion Programme and the evaluation of the Delivering Equality of Opportunity in Schools (DEIS) programme.

She is Principal Investigator of Growing Up in Ireland (GUI) and has used GUI data to write reports and journal articles on the transition into primary school, arts and cultural participation among children and young people, spatial variation in child outcomes and the effects of being in a multi-grade class, among other topics.

# Keynote Speakers

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## ■ Content-Referenced Growth

**Professor Derek Briggs**

Saturday, 12th November, 11.45 -12:30 GMT

### Abstract:

In this presentation I will describe an approach to modeling the results from an educational assessment in a way that focuses attention on the qualitative distinctions in student learning that can be inferred from a quantitative measuring scale. This approach, which I call “content-referenced growth,” has four ingredients that require a significant investment in research and design: (1) a learning progression; (2) a cross grade scale; (3) item mapping; and (4) an interactive reporting system. The goal of content-referenced growth is to support interpretations of students’ scores relative to both the status of their understanding at one point in time, and their growth in understanding across points in time, relative to the content contained in the assessment. I introduce each ingredient and how they fit together in the context of newly developed learning progressions in mathematics and reading. I also discuss some preliminary results from piloting a prototype of an interactive reporting system with teachers who have experience administering and interpreting the results from the i-Ready Diagnostic, a large-scale assessment developed to support formative assessment purposes by the American company, Curriculum Associates.

Derek Briggs is a professor in the Research and Evaluation Methodology program at the University of Colorado – Boulder, where he also directs the Center for Assessment Design Research and Evaluation. Dr. Briggs’s research focuses upon advancing methods for the measurement and evaluation of student learning. His daily agenda is to challenge conventional wisdom and methodological chicanery as they manifest themselves in educational research, policy and practice.

As a psychometrician, Dr. Briggs works with states and other entities to provide technical advice on the design and use of large-scale student assessments. He has a special interest in the use of learning progressions as a method for facilitating student-level inferences about growth, and helping to bridge the use of test scores for formative and summative purposes. Other interests include the use and analysis of statistical models to support causal inferences about the effects of educational interventions on student achievement.

Dr. Briggs is the immediate past president of the National Council on Measurement in Education (2021-22), past editor of the journal Educational Measurement: Issues and Practice, and author of the book Historical and Conceptual Foundations of Measurement in the Human Sciences: Credos and Controversies(Routledge).

# Keynote Speakers



## ■ The Impact of Test Items Incorporating Multimedia Stimuli on the Performance and Attentional Behaviour of Test-Takers

**Dr Paula Lehane**

Winner of the Kathleen Tattersall New Assessment Researcher Award 2022

Thursday, 10th November, 10.45 -11:30 GMT

### Abstract:

Technology-Based Assessments (TBAs) use items that employ a broad array of interactive, dynamic or static stimuli e.g., simulations, animations, text-image. Although it is assumed that these features can make TBAs more authentic and effective, their impact on test-taker performance and behaviour has yet to be fully clarified.

This research investigated the extent to which the use of different multimedia stimuli can affect test-taker performance and behaviour using a mixed methods approach. Guided by four main research questions, an experiment was conducted with 251 Irish post-primary students using an animated and text-image version of the same TBA of scientific literacy. Eye movement and interview data were also collected from subsets of these students (n=32 and n=12 respectively) to determine how differing multimedia stimuli can affect test-taker attentional behaviour. A second study involving 24 test-takers completing a series of simulation-type items was also undertaken. Eye movement, interview and test-score data were gathered to provide insight into test-taker engagement with these items.

The results indicated that, overall, there was no significant difference in test-taker performance when identical items used animated or text-image stimuli. However, items with dynamic stimuli often had higher discrimination indices, indicating that these items were better at distinguishing between those with high and low levels of knowledge. Eye movement data also revealed that dynamic item stimuli encouraged longer average fixation durations on the response area of an item. An examination of the data relating to test-taker performance and behaviour for simulation-type items found that there was a weak to moderate relationship between task performance and time-to-first-fixation on relevant information/areas.

Education systems around the world are now attempting to devise their own TBAs for their terminal post-primary exams e.g., New Zealand, Ireland. It is hoped that the findings of this research will act as a resource for those who wish to use TBAs in this manner. In particular, insights into test-takers’ eye movements may help to support more appropriate inferences from test scores.



**Bio:** Dr Paula Lehane is an Assistant Professor in the School of Inclusive and Special Education. A graduate of the B.Ed in Education and Psychology programme at Mary Immaculate College Limerick, Paula started her career as a primary school teacher in a developing school in Dublin. While working as a primary school teacher, she gained extensive experience in the areas of digital education, literacy, assessment and inclusive education.

Winner of the Kathleen Tattersall New Assessment Researcher Award 2022: Understanding Technology-Based Assessments that use Multimedia Stimuli

Dr Paula Lehane is an Assistant Professor in the School of Inclusive and Special Education. A graduate of the B.Ed in Education and Psychology programme at Mary Immaculate College Limerick, Paula started her career as a primary school teacher in a developing school in Dublin. While working as a primary school teacher, she gained extensive experience in the areas of digital education, literacy, assessment and inclusive education.

During her time as a primary school teacher, Paula also completed a Graduate Diploma in Special Educational Needs (GradDip SEN) and a Masters in Additional Support Needs (M.Ed. ASN) with University College Dublin.

Paula subsequently worked as a research assistant with DCU's Centre for Assessment Research, Policy & Practice in Education (CARPE), where her work focused on various issues in assessment and test development in educational and workplace settings. She received funding from the Irish Research Council (IRC) to complete her PhD in the field of digital tests and assessments for post-primary learners. It is hoped that the findings of this research will support the effective design and deployment of computer-based exams within post-primary education systems.

## Workshop 1: Unlocking Assessment Cultures

**Presenters:** Stuart Shaw and Eleanor Andressen

What exactly is an 'assessment culture'? And what insights can we gain into our own assessment practices by comparing them with practices and cultural influences in other countries and contexts? Through a series of thematically-linked contributions led by members of the AEA-E Assessment Cultures SIG Steering Group, this workshop will provide a stimulating forum for participants to reflect upon these issues. The workshop will explore the influences and impacts of the cultures in which we live and work on the ways in which assessment is and has been conceptualised, developed and used in different parts of the world, as well as in different disciplines, organisations and contexts.

The workshop will also afford an opportunity for presenters and participants to draw together both specialist and experiential knowledge about this emerging field and to contribute to the academic development of what it means in practice to describe the ideas, customs, attitudes and behaviours which make up an assessment culture. Through highly interactive sessions, the workshop will seek to determine how far our own assessment practices have been influenced by and adopted both across and within international assessment practices.

### Presenters' Bios:

**Stuart Shaw** worked for international awarding bodies for over 20 years and was Head of Research at Cambridge Assessment International Education (Cambridge Assessment). Stuart is particularly interested in demonstrating how educational, psychological and vocational tests seek to meet the demands of validity, reliability and fairness. Stuart has a wide range of publications in English second language assessment and educational research journals. His assessment books include: *Examining Writing: Research and practice in assessing second language writing* (Shaw & Weir, 2007); *The IELTS Writing Assessment Revision Project: towards a revised rating scale* (Shaw & Falvey, 2008); *Validity in Educational and Psychological Assessment* (Newton & Shaw, 2014); and *Language Rich: Insights from Multilingual Schools* (Shaw, Imam & Hughes, 2015). His most recent book is entitled *'Is Assessment Fair?'* (Isabel Nisbet & Stuart Shaw) published by Sage (2020). Stuart is a Fellow of the Chartered Institute of Educational Assessors (CIEA) and a Fellow of the Association for Educational Assessment in Europe (AEA-Europe). He is also an Affiliated Lecturer at the Faculty of Education, University of Cambridge. Stuart is also a Member of the Board of Trustees of the International Association for Educational Assessment (IAEA), Chair of the IAEA Communications Committee and Co-Chair of the Scientific Programme Committee (AEA-Europe).

**Eleanor Andressen** has worked in qualification and assessment development and regulation for awarding organisations in England throughout her career and has a particular interest in the employer role in technical and vocational education and training. On completion of her PhD on this subject, she worked in the research team at Pearson UK with a particular focus on learning design and its impact on learner outcomes, including standards-based apprenticeships. More recently, Eleanor has been designing and delivering training on 'Innovation and Management of Higher Vocational Education in the UK', for university customers in China looking to reform their own systems. Eleanor has written and presented a number of times on employers and apprenticeships, from *The impact of trailblazer standards on the delivery of apprenticeships* JNET 7th July (2017) to the most recent on this subject *Tensions and innovations: the impact on learning of Apprenticeships in 'non-traditional' organisational settings* (2019), with a focus on the relationships between policy, design, learning and assessment. More recently, she has researched and presented on other aspects of assessment, including the impact of technology on large scale examinations, and issues of access around this (e-AA conference, June 2020) and the experiences of children taking secondary entrance examinations during the pandemic (AEA-E, November 2021). As a member of AEA-Europe, Eleanor chairs the regular

# • Workshop1

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**AEA-E Assessment Cultures SiG webinars. She is a peer reviewer for the Higher Education, Skills and Work-based Learning journal, and a judge for the annual e-Assessment Awards.**

## **Workshop contributors (in alphabetical order):**

- Eleanor Andressen, UCL Institute of Education, England
- Peter Ludwig, University of Koblenz-Landau, Germany
- Isabel Nisbet, Faculty of Education, University of Cambridge, England
- Raphaël Pasquini, University of Teacher Education, State of Vaud, Switzerland
- Lise Vikan Sandvik, NTNU Norwegian University of Science and Technology, Norway
- Christoph Schneider, University of Trier, Germany
- Stuart Shaw, Faculty of Education, University of Cambridge, England
- Sverre Tevit, University of Oslo, Norway
- Fernando Morales Villabona, University of Teacher Education, State of Vaud, Switzerland
- Andrew Watts, Faculty of Education, University of Cambridge, England
- Lesley Wiseman, University of Glasgow, Scotland

## • Why AEA members should attend this workshop:

Within the global educational assessment community, we often refer to the concept of an assessment culture. But what exactly is an assessment culture? This workshop is intended to make the complexities around an understanding of assessment cultures less challenging and more readily understandable. All those connected with education should aim to understand the assessment principles which govern their work and why those principles are important. Such principles are influenced by individual perspectives – for example, historical, educational, philosophical, psychological, sociological or methodological – which are variously brought to bear on the work of assessment. The workshop provides opportunities for participants to consider the assessment cultures that affect their own work, through discussion and the exchange of information and ideas. It is hoped that insights can be gained into our own beliefs and assessment practices by comparing them with practices and cultural influences in other countries and contexts.

## • Who this Workshop is for:

Everyone who works in education and assessment will benefit from a shared understanding of assessment cultures and the opportunity to reflect upon the ways in which these influence their assessment practice. The workshop is envisaged as a resource for students of educational, psychological and vocational measurement and assessment, for key practitioners in assessment organisations who wish to gain a deeper understanding of the nature and influence of different assessment cultures, for those with an academic interest in assessment, for educational policy-makers and for the assessment novice who should be able to benefit from attending the workshop.

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## • Overview:

Following an introductory overview, Stuart Shaw and Eleanor Andressen will open with a session which explores the links between language, culture, assessment, and 'assessment cultures'. Assessment is a cultural practice shaped, for example, by belief systems, teaching and learning styles, epistemologies intrinsic to the learners' cultural experiences, and the socioeconomic conditions preponderant in their cultural groups. Moreover, assessment design is shaped by societal values.

The following session, led by Isabel Nisbet, will look at what is meant by 'values' and their link with assessment culture(s) and will encourage participants to reflect on the values they bring to their own work. With the participants, Isabel will consider two issues relating to what constitutes a good assessment, and the value of assessment, drawing conclusions on whether "assessment values" are different from, or a sub-set of, "educational values".

Christoph Schneider and Peter Ludwig will then focus on specific features of the interpretations and connotations of the term 'education' in both academic and colloquial languages across European countries and regions. They will briefly outline how the German terms for education (namely 'Erziehung' and 'Bildung') have affected educational and assessment cultures in German-speaking countries. In dialogue with the participants, the session will seek to explore the different ways of how understandings of 'education' translate into practice in different cultures and contexts.

Next, Andrew Watts will provide an example of the use of history to explain the original nature of the English and Welsh national examinations systems. Andrew will focus on the use of university-based exam boards to run the system and the choice of multiple examination boards to implement a system which has been claimed to be over-academic and administratively complex. The aim will not be to find fault with the decisions that were made but to understand the reasons why they were arrived at. Participants will be invited to describe a situation in their own national assessments and begin to seek historical reasons for the structure of their own systems.

The next session will be a joint one on the broad subject of Assessment for Learning (AfL) and will focus on two jurisdictions: Switzerland and Norway. In the first half of the session, Raphaël Pasquini & Fernando Morales Villabona highlight how in the Swiss state of Vaud, there is a huge challenge to promote and implement AfL practices at all school levels. Raphaël and Fernando will invite participants to reflect on aspects such as AfL principles and teacher mindsets, to better understand the dynamic dimension of these and its role in AfL implementation. In the second half of the session, Lise Vikan Sandvik discusses findings from a nationwide research project conducted in Norway to determine the impact of the national programme called AfL on assessment cultures. Lise will show how a conceptual mapping tool used to investigate AfL practices in Norway could help identify disciplinary signature assessment and thereby could expand our understanding of characteristics of assessment cultures in different contexts.

In the final session before the plenary, Lesley Wiseman will raise the apparent issue of mistrust of educational measurement. If qualities of good measurement are the same in all fields (such as health, science), why is it then, that tensions and suspicions remain in the educational assessment context, which are not apparent in other measurement fields? To what extent, and why, is the mistrust and readiness to call into question the outcomes of educational measurement apparent internationally?

The concluding session will consist of a group discussion about how to tackle the issues raised in the workshop and how workshop participants can continue to actively engage with the Assessment Cultures SIG.

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• Preparation for the workshop:

- Questions for participants to think about in advance:
- When implementing new routines or practices related to assessment: What kind of tensions or contradictions have you experienced in the assessment culture that you are a part of?
- To what extent is there mistrust of standardised summative assessment in your country or context, and why?
- Would you be able to identify and name ways of how understandings of ‘education’ translate into assessment practices in your culture/context?
- In your context, how does teachers’ assessment or testing culture impact AfL practices?
- What do you think good assessment looks like? How does practice in your context rate against your description? Do you think that your view is shared by others in your context – colleagues, policy-makers, student, parents, the wider public?

• Suggested Chapter reading:

Alarcón, C. & Lawn, M. (2017). Introduction: Assessment Cultures. Historical Perspectives. In C. Alarcón & M. Lawn (Eds.). 11-22. Studies in the History of Education. Vol. 3. Peter Lang: Frankfurt a. M. pp.11-22

Tentative Schedule

Duration of each contribution: 15 minutes (maximum) followed by participant discussion/interaction (average 30 minutes).

Time	Session	Presenter(s)
9.00-9.30	ARRIVALS (Tea/Coffee)	
9.30-10:00	OVERVIEW	Stuart Shaw & Eleanor Andressen
10:00-13:00	BLOCK I	
10.00 -10.30	Language, culture, assessment and assessment cultures.	Stuart Shaw & Eleanor Andressen
10:30-11:15	Values Isabel Nisbet	
11:15-11:30	BREAK (Tea/Coffee)	
11:30-12:15	Context specific interpretations of the term “education” across nations or jurisdictions and their potential impact on educational assessment.	Christoph Schneider & Peter Ludwig
12:15-13:00	The use of history in understanding our own assessment cultures.	Andrew Watts
13.00-13.30	LUNCH	

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Time	Session	Presenter(s)
13.30-14.45	BLOCK II – JOINT SESSION	
13:30-13:45	Assessment for Learning practices and teachers’ assessment culture: what synergies?	Raphaël Pasquini & Fernando Morales Villabona
13:45-14:00	Signature pedagogy as a way to understand assessment cultures?	Lise Vikan Sandvik
14:00-14:45	JOINT DISCUSSION	Raphaël Pasquini & Fernando Morales Villabona Lise Vikan Sandvik
14.45-15:00	BREAK (Tea/Coffee)	
15:00-16.30	BLOCK III	
15:00-15:45	Mistrusting educational measurement	Lesley Wiseman
15:45-16:15	PLENARY SESSION	Chair: Sverre Tveit
16:15-16:30	NEXT STEPS	Stuart Shaw & Eleanor Andressen



## • Workshop 2

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### Workshop 2: Put your test to the test

**Presenters:** Bas Hemker and Cor Sluijter

#### • Presenters' Bios:

**Bas Hemker** is a senior research scientist at Cito's department of Psychometrics and Research and the Team Lead for International Research and Consultancy. He is a member of the COTAN, the Dutch Committee on Tests and Testing since 2007 and an official assessor for the review system for the quality of tests and exams of the Dutch Research Centre for Examinations and Certification (RCEC). Bas is a fellow of AEA Europe since 2015 and member of its Professional Development Committee.

**Cor Sluijter** is a part time senior consultant at Cito's department for Training and Consultancy. He is the former director of Cito's department of Psychometrics and Research (2014-2020). He is a lecturer on educational measurement at the teachers college of Fontys University of Applied Sciences. And he is an official assessor for the review system for the quality of tests and exams of the Dutch Research Centre for Examinations and Certification (RCEC). Cor is a Fellow of AEA Europe since 2014 and its current treasurer.

#### • Why AEA members should attend this workshop:

This workshop -an in-person rendering of a pre-conference workshop for the 2021 online conference- provides participants with all the tools necessary to formally assess an educational test, either computer-based or paper-based, or testing system of their own choice, by having them actually evaluate it by using a validated reviewing system. This will provide them with valuable information on the quality of the instrument they chose and can help them to improve that quality. Moreover, the workshop will provide them with guidelines on how to proceed with the development of new instruments, thus improving the chances of them efficiently producing high-quality instruments in future.

#### • Who this Workshop is for:

The target audience consists of people involved in test development and/or test improvement and evaluation. Participants should have experience with at least some of the elements of test production. They also should have an understanding of the basic psychometric principles of testing and test development. They also will have to be familiar with basic concepts like reliability and validity.

#### • Overview:

Educational tests serve a specific goal, such as evaluation, monitoring, diagnostics, selection or guidance. Such a goal is only met, if the test is of sufficient quality. This workshop aims to provide participants with practical tools to evaluate the quality of a test.

In the theoretical part of the workshop we give an overview of evaluation systems, like the Standards for Educational and Psychological Testing, the EFPA review model, the ETS Standards for Quality and Fairness, etcetera and show their similarities and differences.

## • Workshop 2

9 - 12 November 2022

In the applied part of the workshop we put the theory to practice, by having participants actually evaluate the quality of a test of their own choice, based on relevant information pertaining to the test. This will be done by applying the COTAN (Dutch Committee on Tests and Testing) review system for evaluating test quality to assess the information provided on the test. Relevant material includes research reports on how its norms are determined, and the reliability and validity of the test, the test manual, etcetera. The workshop leaders assist participants in applying seven different evaluation criteria to their own test:

Theoretical basis of the test construction – This criterion is rated by determining to what extent the content of the test reflects its intended purpose, its theoretical background and its operationalization.

Quality of the test materials – This criterion pertains to the level of standardization of test items, scoring and instructions, and whether sufficient directions are provided on how to take the test.

Quality of the test manual – This criterion focusses on the information supplied to support test users for the administration and interpretation of the test.

Norms – This criterion is rated with different criteria for norm-referenced interpretation and for content-referenced or criterion-referenced interpretation

Reliability – The size of a set of possible reliability coefficients is evaluated, followed by the quality of the research carried out to collect information on the reliability of the test scores.

Construct validity – The outcomes are evaluated first, followed by the quality of the research carried out on the construct validity. There are explicit statements on what kind of research data serve to support construct validity.

Criterion validity – This evaluation criterion is based on the relation between an external measure related to the test outcome. When relevant, this criterion reflects the strength of this relation and the quality of the research carried out.

In the final discussion, the findings of each participants are discussed and we round off with a list of practical lessons learned.

#### • Preparation for the workshop:

The reviewing system has seven different criteria to evaluate the quality of a test. Attendees should bring all relevant information pertaining to the test with them. This includes the test manual, all research reports deemed relevant and the test itself if possible.



## • Workshop 2

9 - 12 November 2022

Tentative Schedule		
Time	Session	Presenter
09.00	Coffee and registration	
09.30	Welcome & introductions Outline of the Workshop	Bas Hemker/Cor Sluijter
09.45	Theoretical introduction to evaluating test quality/overview of reviewing systems	Bas Hemker/Cor Sluijter
11.00	Break	
11.30	Evaluating test quality part 1: test manual/ norms & theoretical basis of the test	Cor Sluijter
13.00	Lunch	
14.00	Evaluating test quality part 2: quality of test materials and reliability	Bas Hemker
15.30	Break	
15.45	Evaluating test quality part 3: validity/Lessons learned	Cor Sluijter
16.30	Workshop close	

## • Workshop 3

9 - 12 November 2022

### WORKSHOP 3: Item Banking and Assembly of Test Forms

**Presenters:** Angela Verschoor, Sebastiaan de Klerk

#### • Presenters' Bios:

**Angela Verschoor** is Senior Researcher at CITO, the Netherlands. With a background in discrete optimization, her interest is the development and application of automated test assembly (ATA), optimal design and computerized adaptive testing (CAT). She has been the driving force behind well over 30 operational CATs in Europe, as well as major improvements in large-scale projects such as the Dutch Final Primary Education Test, the Central Examinations, and the examinations for Dutch as a Second Language.

Other recent projects included the introduction of ATA in, amongst others, Russia, Kazakhstan, the Philippines and Italy.

In 2010 Angela was accredited as a Fellow of the AEA-Europe and in 2018 she won the Lifetime Contribution Award of the e-Assessment Association.

**Sebastiaan de Klerk** studied psychology at the University of Amsterdam. His research focuses on industrial psychology and statistics. It comprises the influence of high-power group collaboration on group members' individual negotiation style and individual factors. In 2016, he finished his PhD at eX:plain, Cito, and the University of Twente. He focused on the efficiency and effectiveness of multimedia-based performance assessment as a replacement of performance assessment in vocational education. Besides building innovative assessments, he also worked on the psychometric modelling of the data flowing out of the assessment.

Currently, he works as a senior researcher at Cito, with special interest in innovative assessment types, detection of test fraud, and the relationship between technology and assessment.

#### • Why AEA members should attend this workshop:

The workshop will offer an introduction into Item Banking and applications for test assembly 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 assemble optimal tests based on an existing item bank. Participants will have hands-on experience in using automated tools to make linear or adaptive tests, based on Item Response Theory (IRT) or Classical Test Theory (CTT). Main features of these applications will be addressed in the workshop. Participants will be able to understand and assess the usefulness of item banking in their own work.

#### • Who this Workshop is for:

The workshop is aimed at those who want to know more about item banking and test assembly with a focus on applications. Participants might be novice or more experienced users. No prior knowledge is required to attend the workshop, although some knowledge on CTT and IRT would be welcome.

Participants will practice using software for some examples and are invited to bring their own laptops for practicing (Windows).



• Workshop 3

9 - 12 November 2022

• Overview:

The workshop starts with an introduction to item banking as part of the test development cycle, from the perspective of the test developer.

The first session of the workshop starts with some theory and best-practices: why is item banking an important issue; how can we make item banking be profitable for us, the test developers? An overview on item banking systems will be given, and participants will be encouraged to share their views and experiences with item banks.

In the second session participants will learn about the main features of the test construction process. The participants will practice specification of test requirements, using examples from the test construction experience of the presenters and, when available, from the participants themselves.

A short introduction in the use of Item Response Theory and Classical Test Theory in different types of test design will be given. The participants will practice with hands-on exercises to assemble their own test based on an example item bank.

Special attention will be paid to the development of multiple parallel test forms. The use of these multiple test forms will be discussed, as well as the requirements that must be fulfilled.

The topic of the last session will be various aspects of item bank maintenance and renewal: how can we identify potential shortcomings in the available item pool, what role do security issues and item renewal schemes play in a project? Developing long-term views in item banking will be the main topic in this session.

• Preparation for the workshop:

No special preparation is required, the workshop format will be interactive allowing participants to discuss their own experience and/or problems. If available, participants are encouraged to bring their own item bank data for discussion. It is the belief of the workshop leaders that sharing experience in applications will stimulate and enable participants in solving educational measurement problems that they encounter in their practice or anticipate encountering.

• Workshop 3



9 - 12 November 2022

Tentative Schedule		
Time	Session	Presenter
09.00	Coffee and registration	
09.30	Welcome & introductions Outline of the Workshop	
09.45	Introduction to item banking	Sebastiaan de Klerk, Angela Verschoor
11.00	Break	
11.30	Introduction to Test Assembly and IRT	Angela Verschoor, Sebastiaan de Klerk
13.00	Lunch	
14.00	Hands-on workshop on test assembly, multiple test forms	Angela Verschoor, Sebastiaan de Klerk
15.30	Break	
15.45	Item bank maintenance and renewal	Sebastiaan de Klerk, Angela Verschoor
16.30	Workshop close	

# Special Interest Groups (SIGs)

9 - 12 November 2022

AEA-Europe Inclusive Assessment SIG Annual Review  
Thursday, 10th November, 17.30 -18:00 GMT

The internationalisation of Education worldwide has broadened student diversity in educational institutions in recent years. Inclusive assessment or Assessment for Social Justice promotes developmental timely feedback which supports students' understanding of the assessment requirements and allows them to reflect on how they can improve their academic performance. It also ensures fairness and inclusivity for all students. Assessment is a powerful driver of learning which may engage our diverse student cohorts in processes that support their development, academic success, and employability, while connecting with their own linguistic identities, learning experiences, and cultural capital. Our SIG was established to bring together AEA-E members with a special interest in these important qualities. The new AEA-Europe Inclusive Assessment SIG wishes to create a platform to present and discuss research, debate current events, and discuss issues concerning fairness, inclusion, and advocacy so that educators' work includes the voices of all students irrespective of background.



**aea EUROPE**

**INCLUSIVE ASSESSMENT SIG**

All assessment methods in education need to ensure fairness and inclusivity. Our SIG was established to bring together AEA-E members with a special interest in these important qualities. We invite you to join our SIG and look forward to meeting you at the following sessions in Dublin. Please come along to our Annual Review to find out more about our SIG.

**THURSDAY 10<sup>TH</sup> NOVEMBER**

15:45 - 17:15 **Fairness and Social Justice Session 1**  
Papers on the power of peer assessment as an inclusive learning strategy in management education; improving high-stakes professional assessment: a student and assessor perspective; and a 10-year-old's view.

17:30 - 18:00 **Inclusive Assessment SIG Annual Review**  
Please come along to shape the future of our SIG.

**FRIDAY 11<sup>TH</sup> NOVEMBER**

09:00 - 10:00 **National Tests & Examinations Session 1**  
Paper on tests between pre-tertiary, secondary and tertiary.

14:00 - 15:30 **Fairness and Social Justice Session 2**  
Papers on improving the access and use of evidence-based practice; including voices of different learners; and the impact of inclusive assessment.

**SATURDAY 12<sup>TH</sup> NOVEMBER**

09:00 - 10:30 **Fairness and Social Justice Session 3**  
Papers on the impact of COVID-19 on the quality of assessment; the impact of digital technologies on the quality of assessment; and the impact of assessment on the quality of learning.

Please see the final programme for details of individual papers.

Come and find us for a chat at our banner if you are interested in the 'Inclusive Assessment' SIG.

To join the SIG and receive regular updates about our activities, please visit: <https://www.aea-europe.net/special-interest-groups/inclusive-assessment>

## Current Inclusive Assessment SIG Steering Group members:

Eleni Meletiadou (Chair), London Metropolitan University, UK  
Svetlana Karpava, University of Cyprus  
Christina Wikström, Umeå University, Sweden  
Doreen Said Pace, Helen Keller Resource Centre, Ministry for Education, Malta  
Naomi Care (Assessment MicroAnalytics, UK)  
Irina Papakammenou (University of Staffordshire)  
Thomais Rousoulioti (Aristotle University of Thessaloniki, Greece)

# Special Interest Groups (SIGs)



9 - 12 November 2022

AEA-Europe Postgraduate and Early Career Researcher Network Special Interest Group (SIG)  
Annual Review Thursday, 10th November, 18:00-18:30 GMT

Being a PhD-student or an early career researcher might be a lonesome and challenging journey. The COVID-19 pandemic has not made it easier. In fact, it has made it even more challenging to meet, interact with other students and researchers, be part of a supportive community, and build a professional network. Our SIG was established to bring together early career researchers in the AEA-E network facing similar challenges. In our SIG, we can meet, connect, discuss, and share our work and research within a supportive community. As a collaborative research community, the Post-Graduate Student and Early Researcher Network provides members with opportunities to come together to get to know each other, to inspire and to share research, experiences, and practices within the field of assessment in education. We welcome all postgraduates, PhD-students, and early career researchers to join our SIG and be a part of our network.

Even if you already are a member, or if you are just curious about our SIG, we want to get to know you and your research. Look for our green SIG banner during lunch and coffee-breaks and have a chat with us.



**POSTGRADUATE AND EARLY CAREER RESEARCHER NETWORK SIG**

Join our SIG's activities during the conference in Dublin

**PhD students' social event**  
November 10th  
18:30-20:00

**Join discussion group 4**  
November 11th  
11:00-12:00  
"Studying, researching and networking during a pandemic"

**Annual review meeting**  
November 10th  
18:00-18:30  
Please come along to shape the future of our SIG

Please check details in final conference program

**aea EUROPE**

## Current Postgraduate and Early Career Researcher Network Special Interest Group Steering Group members:

Dan-Anders Normann, (Chair), Norwegian University of Science and Technology  
Julie Leonardsen, Norwegian University of Science and Technology  
Shakeh Manassian, University of Glasgow/PSI Services  
Sonia Tangen, Norwegian University of Science and Technology  
Skevi Vassiliou, Cyprus University of Technology

# Special Interest Groups (SIGs)

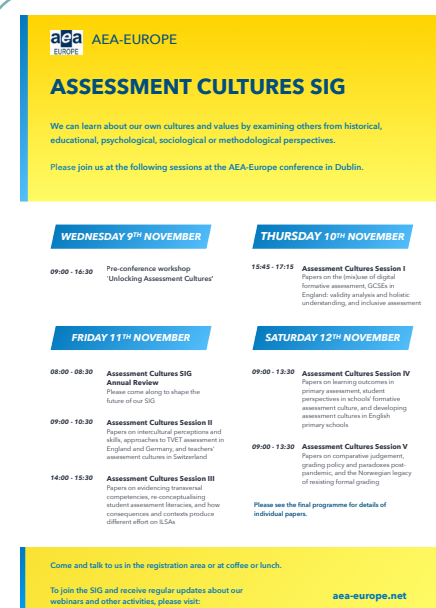
9 - 12 November 2022

AEA-Europe Assessment Cultures Special Interest Group (SIG) Annual Review  
Friday, 11th November, 8:00 – 8:30 GMT

The Assessment Cultures SIG offers an opportunity for members to examine their own cultures and values, and to learn about and from the assessment cultures of other countries. The SIG offers a collaborative 'community of practice' in which "to share what they know, to learn from one another regarding some aspects of their work and to provide a social context for that work" (Lave and Wenger, 1998).

The SIG's identity is created by the contributions of its members, whose individual perspectives – for example, historical, educational, psychological, sociological or methodological – are variously brought to bear on the work of assessment. Members come together to study the assessment cultures within which they work, through discussion, debate, and the exchange of information and ideas.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511815355>



**AEA-EUROPE**  
**ASSESSMENT CULTURES SIG**

We can learn about our own cultures and values by examining others from historical, educational, psychological, sociological or methodological perspectives.

Please join us at the following sessions at the AEA-Europe conference in Dublin.

WEDNESDAY 9 <sup>TH</sup> NOVEMBER	THURSDAY 10 <sup>TH</sup> NOVEMBER
09:00 - 16:30 Pre-conference workshop 'Unlocking Assessment Cultures'	15:45 - 17:15 Assessment Cultures Session I Papers on the practice of digital formative assessment, GCSEs in England: validity analysis and future understanding, and inclusive assessment
08:00 - 08:30 Assessment Cultures SIG Annual Review Please come along to shape the future of our SIG	09:00 - 12:30 Assessment Cultures Session IV Papers on learning outcomes in primary assessment, student perspectives in schools: formative assessment cultures, and developing assessment cultures in English primary schools
09:00 - 10:30 Assessment Cultures Session II Papers on intercultural perspectives and skills, approaches to TEF assessment in England and Germany, and teachers' assessment cultures in Switzerland	09:00 - 12:30 Assessment Cultures Session V Papers on comparative judgement, grading policy and standards over generations, and the Norwegian legacy of writing formal grading
14:00 - 15:30 Assessment Cultures Session III Papers on embracing transnational competences, re-examining student assessment literacies, and how consequences and contexts produce different effects on L2 LAs	

Please see the final programme for details of individual papers.

Come and talk to us in the registration area or at coffee or lunch.

To join the SIG and receive regular updates about our webinars and other activities, please visit: [aea-europe.net](https://aea-europe.net)

## Current Assessment Cultures SIG Steering Group members:

Eleanor Andressen (Chair) (Consultant Researcher)

Isabel Nisbet (Faculty of Education, University of Cambridge)

Raphaël Pasquini (University of Teacher Education state of Vaud, in Lausanne, Switzerland.)

Lise Vikan Sandvik (Norwegian University of Science and Technology, Norway)

Christoph Schneider (Universität Trier, Germany)

Stuart Shaw (Faculty of Education, University of Cambridge)

Sverre Tveit (University of Oslo, Norway)

Andrew Watts (University of Cambridge)

Lesley Wiseman (University of Glasgow)

# Special Interest Groups (SIGs)



9 - 12 November 2022

AEA-Europe e-Assessment Special Interest Group (SIG) Annual Review  
Friday, 11th November, 8:30 – 9:00 GMT

At this first face-to-face conference since the pandemic, the eAssessment Special Interest Group (SIG) is celebrating its five-year anniversary. Since its introduction at the Prague conference in 2017, the SIG has offered a range of activities for sharing specialist knowledge and professional skills relevant to a wide range of e-assessment topics. However, the recent sudden and worldwide shift of learning and assessment into the digital realm has – to a certain extent – made e-assessment specialists of us all. E-assessment is no longer a specialism of the future; in its broader interpretation, it has become more a "common" than a "special" Interest. Consequently, it is an appropriate time to review and refocus the breadth of the SIG.

In the run up to the 2022 Dublin conference, we have requested feedback from all the AEA-E members to help us to understand what the main topics of interest regarding e-assessment currently are. What are the topics and obstacles that revealed themselves from the practice of implementing e-assessment? Are we currently even asking the right questions when we think about improving the quality and experience of e-assessment? Additionally, if you have questions, ideas, or would like to share your experiences of e-assessment, we invite you to our Annual Review on Friday 11 November at 8:30 am, or Discussion Group 2 on Friday at 11 am. Of course, you can always come and find us near our banner, or after a session we shared. We would be very happy to welcome you to our SIG. Joining is free for members, with a registration link on the AEA-Europe>eAssessment SIG web page.

## Current eAssessment SIG Steering Group members:

Rebecca Hamer, International Baccalaureate (Chair) (International Baccalaureate Organisation, Netherlands)

Helen Claydon (ACER UK)

Graeme Clark (Scottish Qualifications Authority)

Caroline Jongkamp (CITO International)

Stuart Shaw (University of Cambridge)

Liam Simington (The Chartered Insurance Institute)

Lesley Wiseman (University of Glasgow)



**INTERESTED IN E-ASSESSMENT?**

**AEA E-Assessment SIG programme events**

**Thursday 10 November 2022**

13:45 – 15:15 E-Assessment I  
Papers on formative assessments, standard setting and evaluating simulation type items using different data

15:45 – 17:15 E-Assessment II  
Papers on assessment in MOOCs, using process data and two case studies on accessibility of digital assessment

**Friday 11 November 2022**

8:30 – 9:00 E-Assessment SIG Annual Review  
Our five-year review – looking back and moving forward: A post pandemic refocus of the E-Assessment SIG

11:00 - 12:00 Discussion group  
Crossing the line: Should technology drive and inform what we teach, learn and assess?

(Please check the details in the final programme)

**Come and find us for a chat at our banner**

The SIG Steering Group Since 2017

All SIG conference flyers are available on the conference website <https://2022.aea-europe.net/sig-events>

# Programme



9 - 12 November 2022

New Visions for Assessment  
in Uncertain Times

## Wednesday, NOV 09

9:00 - 16:30

Pre-Conference Workshops

### Unlocking "Assessment Cultures"

Room: Carlisle West

Unlocking Assessment Cultures  
*Stuart Shaw, Eleanor Andressen*

### Put your test to the test: Assessing test quality

Room: Martello 2

### Put your test to the test

*Cor Sluijter, Bas Hemker*

### Item Banking and the Assembly of Test Forms

Room: Kingstown 1

Item Banking and Assembly of Test Forms  
*Angela Verschoor, Sebastiaan de Klerk*

19:00 - 20:30

Welcome Reception Room: Dining Hall, Trinity College Dublin

09:00 - 09:30	<b>Welcome Address</b> by <i>Christina Wikström</i> (President AEA-Europe) Room: Carlisle Suite <i>Aidan Clerkin (CEO Educational Research Centre Dublin)</i>
09:30 - 10:15	<b>Keynote Speech</b> <b>Chair: Christina Wikström</b> Room: Carlisle Suite Assessing learning in schools – Reflections on lessons and challenges in the Irish context <i>Dr. Harold Hislop, Former Chief Inspector of the Irish Department of Education, Ireland</i>
10:15 - 10:45	Coffee Break - Room: Foyer
10:45 - 11:30	<b>Keynote Speech</b> <b>Chair: Elena Papanastasiou</b> Room: Carlisle Suite The Impact of Test Items Incorporating Multimedia Stimuli on the Performance and Attentional Behaviour of Test-Takers <i>Paula Lehane</i>
11:30 - 12:45	<b>Poster Session</b> <b>Chair: Cor Sluijter</b> Room: Carlisle Suite Evaluating the Impact of Self-Assessment as an Assessment for Sustainable Development Strategy in Higher Education <i>Eleni Meletiadou</i> A learner centred approach to digital assessment item type design and development <i>Sanjay Mistry, Sanjay Mistry</i> The decision making processes of examiners of performance assessments <i>Conor Scully</i> Understanding the demands that digital tests make on teachers' assessment literacy <i>Guri A. Nortvedt, Karianne Berg Bratting, Henrik Hung Haram, Oksana Kovpanets, Andreas Pettersen</i> Assessing students' non-cognitive skills: Nazarbayev Intellectual Schools approach" <i>Assel Rakhimbekova, Zamira Rakhymbayeva</i> A Digital Number-Line Estimation Task: Scoring and Implications <i>Henrik Hung Haram, Karianne Berg Bratting, Oksana Kovpanets, Guri A. Nortvedt, Andreas Pettersen</i> Language assessment practices in the COVID-19 era in Greece <i>Dina Tsagari, Trisevgeni Liontou, Christina Giannikas</i> Annotation consistency, measured: A methodological poster <i>Frank Morley</i> Comparative judgment as a formative assessment activity in legal education <i>Eva Hartell, Kjetil Egelanddal</i> Validation of large-scale high-stakes tests for college admissions decisions <i>Pok Jing (Jane) Ho</i>

## Thursday, NOV 10

	Irish primary school teachers' mindset and approaches to classroom assessment <i>Joanne Malone</i> Developing and validating a model of whole-class violin teaching in primary schools. <i>Mairéad Déiseach</i> Assessment policy in education for England and Scotland 1998-2018. <i>Michael Taylor</i> Implementing a national assessment system in Angola <i>Margarida Borges, Aldina Lobo, Ana Monteiro, Manuel Gomes, Jorge Veloso</i> Language Assessment against the backdrop of the COVID-19 Pandemic <i>Karin Vogt, Dina Tsagari</i> Assessment as a pedagogical tool: Wellbeing in the wake of the pandemic <i>Irenka Suto, Catherine McKenna, Hannah North, Chris Jellis</i> Contextual and psychological correlates of national exams during COVID-19 pandemic <i>Natalija Curkovic, Lorelaj Lukačin</i> A Policy Document Analysis of Post-Soviet Assessment Policy in Kazakhstan <i>Raigul Kakabayeva</i> An instrumental approach on students' work with digital items in mathematics <i>Mattias Winnberg</i> Modeling Extreme Response Styles using IRTrees in attitudinal scales from TIMSS 2019 <i>Andrés Christiansen, Rianne Janssen</i> Change in country rankings in PISA after filtering out examinees who engage in rapid guessing <i>Michalis Michaelides, Militsa Ivanova</i> Perceived difficulties in mathematics in relation to test performance <i>Anette Engström</i> Does the level of in-person school attendance during the COVID-19 pandemic explain differences in grade 6 math performance in Flanders? Evidence from a national assessment and administrative data. <i>Sascha Spikic, Mieke Goos, Rianne Janssen</i> Are 21st century skills teachable and assessable? <i>Sheradan Miller, Yaw Bimpeh</i> Supporting learning with remote formative assessment <i>David West</i> Are they still learning? - what happened when the classroom became a screen <i>Paula Simoes, Jorge Cachucho</i> A Study on the Identifiability of the Logistic Positive Exponent Model <i>Jorge Gonzalez</i>
12:45 - 13:45	<b>Lunch</b> <b>Room: Restaurant and Hardy's Bar &amp; Bistro</b>



Thursday, NOV							10
13:45 - 15:15	Open Paper Session I						
	<b>Psychometrics and Test Development I</b> Chair: Tom Bramley Room: Martello	<b>Education Policy &amp; Assessment I</b> Chair: Andrew Watts Room: Carlisle West	<b>Summative Assessment</b> Chair: Christoph Schneider Room: Kingstown 2	<b>International Assessments</b> Chair: Stephanie Berger Room: Martello 2	<b>Assessment Against the Backdrop of Covid I</b> Chair: Deborah A Chetcuti Room: Dargan	<b>E-Assessment I</b> Chair: Mary Richardson Room: Kingstown 1	<b>Comparative Judgement I</b> Chair: Rose Clesham Room: Mariner
	How to choose the anchor test when equating test scores <i>Inga Laukaityte, Marie Wiberg</i>	A long weekend in Summer 2020 - exams in crisis <i>Tim Oates</i>	Estimation of marks for technical qualifications using different methods <i>Zeeshan Rahman</i>	Open Book Exams: what do we (really) know about their impact on learning and assessment? <i>Rebecca Hamer, Jessica Jacovidis</i>	The value to teachers of digital, classroom-based assessments in a post pandemic world – A case study. <i>Sanjay Mistry</i>	Progressive achievement approach in formative assessments <i>Sladana Krstic, Helen Claydon</i>	Online moderation of non-exam assessments: is Comparative Judgement a practical alternative? <i>Carmen Vidal Rodeiro, Lucy Chambers</i>
	The quality of students' educational attainment can't always be quantified <i>Alex Scharaschkin</i>	Developing and implementing MERV – a conceptual model for investigating, envisaging and evaluating the balance of different, but complementary principles of assessment within qualifications. <i>Paul Johnson, Cassy Taylor</i>	The effects of using testing and restudy as test preparation strategies on educational tests <i>Zhanxin Hao, Jo-Anne Baird, Yasmine El Masri</i>	The impact on the performance of 15-year-olds in Ireland on the PISA reading, mathematics, and science tests when testing occurs at two different periods in the same year (spring vs autumn) <i>Sylvia Denner, Gerry Shiel, Michael O'Leary</i>	Is the math performance decline in Flanders steady for different kinds of students? A closer look from the Grade 6 math national assessments <i>Mieke Goos, Sascha Spicik, Jo Denis, Rianne Janssen</i>	Standard setting across multi-mode qualifications <i>Lauren Miller, Sarah Hughes</i>	Comparative Judgement Approach to marking Non Examination Assessment History: teachers' opinions <i>Vasile Rotaru</i>
	Data-driven direct consensus standard setting without IRT <i>Marieke Van Onna, Caroline Jongkamp</i>	Assessment, policymakers and communicative spaces - striving for impact at the research-policy interface <i>Lena Gray, Judith Gracey</i>	Assessment in non-standardised oral exams – examiners' arguments for, negotiation of and legitimization of decisions in grading <i>Marte Sjøve Syverud, Tine S. Prøitz</i>	Gender gap in mathematics in France: comparing results from TIMSS advanced and the Baccalauréat. <i>Franck Salles, Marion Le Cam</i>		Understanding Simulation-Type Items using Eye Movement, Qualitative and Log-File Data <i>Paula Lehane</i>	Accuracy and bias of "equating" methods based on expert comparative judgement of script quality <i>Milja Curcin, Ming Wei Lee</i>
	Coffee Break - Room: Foyer						

## Thursday, NOV 10

15:45 - 17:15	Open Paper Session II							
	<b>Formative Assessment I</b>	<b>E-Assessment II</b>	<b>Fairness &amp; Social Justice I</b>	<b>Assessment Cultures I</b>	<b>National Tests &amp; Examinations I</b>	<b>Assessment Against the Backdrop of Covid II</b>	<b>Assessment of Practical Skills I</b>	<b>Psychometrics and Test Development II</b>
	Chair: Elisa de Padua Room: Mariner	Chair: Rebecca Hamer Room: Martello 2	Chair: Stuart Shaw Room: Kingstown 1	Chair: Eleanor Andressen Room: Carlisle West	Chair: Tim Oates Room: Dargan	Chair: Nico Dieteren Room: Dunleary	Chair: Christina Wikström Room: Kingstown 2	Chair: Alex Scharaschkin Room: Martello 1
	Changing practices in doctoral assessment: From hidden rite of passage to empowering learning experience. <i>Deborah A. Chetcuti, Michael A. Buhagiar</i>	Assessment and Measurement in MOOCs: Literature Review and Outcomes <i>Avi Allalouf</i>	The Power of Peer Assessment as an Inclusive Learning Strategy in Management Education: Fostering Social Justice at the Tertiary Level <i>Eleni Meletiadou</i>	Students' engagement in policy experimentation: views and experiences of the (mis)use of digital formative assessment in schools across Europe <i>Jannette Elwood, Kay Livingston</i>	Taking a fresh look at assessment: why we must modernise our system of assessment to realise the full potential of digital technologies <i>Dean Seabrook</i>	Reflections on teacher assessment after the 2021 Teacher Assessed Grades process in England <i>Sylvia Vitello, Tony Leech</i>	In occupational assessments do we always have to assess all learning outcomes? <i>Andrew Boyle, Hayley Limmer</i>	A general framework for measurement applied to temperature and reading <i>Joshua McGrane, Andrew Maul, Derek Briggs</i>
	A further look at the impact of Covid in Wales' personalised assessments <i>Chris Hope, Chris Hope</i>	Extending the analysis of student performance with process data: An alternative to computer-adaptive designs in large-scale examinations? <i>Bryan Maddox, Eva de Schipper</i>	Improving High Stakes Professional Assessment with Multi-Phased Differential Item Functioning Analysis. <i>David Budzynski</i>	What contributes to success in GCSEs in England? A predictive validity analysis and a model of holistic understanding <i>Irenka Suto, Tom Benton, Gideon Copestake</i>	Qualifications reforms: opportunities and challenges - a focus on A level Mathematics in England <i>Grace Grima, Ben Redmond, Jennie Golding</i>	How Swedish schools, universities and large-scale assessments were affected by COVID-19 and what we learnt <i>Marie Wiberg, Per-Erik Lyrén, Anna Lind Pantzare</i>	The assessment of behaviours in apprenticeship end point assessments <i>Diana Tonin, Tracy-Ann Aston, Latoya Clarke, Stuart Cadwalader</i>	Detecting and Responding to Malpractice in on-line and automated scoring systems <i>Rose Clesham, Sarah Hughes</i>
17:30 - 18:00		Tale of Two Schools: A Case Study of Accessibility and Digital Assessment in two UK schools. <i>Ellen Barrow, Irene Custodio, David McVeigh</i>	What should a coherent and inclusive qualification offer, for 14-16-year-olds, look like in Wales? How can it prepare them for life after 16? <i>Joanne Moriarty</i>	UDL and Inclusive Assessment for University Students with Intellectual Disabilities <i>Donatella Camedda, Jennifer Banks, Michael Shevlin</i>	The digital transformation of teaching and learning for high-stakes assessment: teacher and student responses in England. <i>Ben Redmond, Jennie Golding, Grace Grima</i>	The post-pandemic comparability narrative. What changes might we expect? <i>Gill Elliott</i>		Performance-based measurement of communication and cooperation skills: standardized test results vs. role play assessment <i>Aleksandra Granaturova, Irina Uglanova, Maria Lebedeva</i>
	Inclusive Assessment SIG Annual Review Room: Mariner							
	Postgraduate and Early Career Researcher Network SIG Annual Review Room: Dargan							
	Meet & Greet Doctoral Event (Postgraduate and Early Career Researcher Network) Room: Dargan							
	Events for Members holding Accreditation (Fellows, Practitioners and Associates) & Postgraduate & Early Career Researcher Network *(Invited, pre-registered guests only) Room: Pavilion Bar, Royal Marine Hotel.							
18:30 - 20:00	Guided walking tour of Dún Laoghaire. Departs from hotel entrance; Reserve place when registering on-site for the conference. Fee €10.							

Friday, NOV							11
8:00 - 8:30	Assessment Cultures SIG Annual Review Room: Kingstown 1						
8:30 - 9:00	E-Assessment SIG Annual Review Room: Carlisle East						
9:00 - 10:30	Open Paper Session III						
	<b>Assessment Against the Backdrop of Covid III</b>  Chair: Angela Verschoor Room: Kingstown 2	<b>Education &amp; Policy Assessment II</b>  Chair: Andrej Novik Room: Carlisle West	<b>National Tests &amp; Examinations II</b>  Chair: Guri A. Nortvedt Room: Mariner	<b>Higher Education &amp; Assessment</b>  Chair: Grace Grima Room: Martello 2	<b>Assessment Cultures II</b>  Chair: Sverre Tveit Room: Martello 1	<b>Assessment of Practical Skills II</b>  Chair: Helen Claydon Room: Kingstown 1	<b>Formative Assessment II</b>  Chair: Lise Vikan Sandvik Room: Dargan
	The Impact of Pandemic-Necessitated Adaptations of a Selection Process (MMI and Questionnaires) Used in Medical School Admissions David Ziegler, Avital Moshinsky, Gilad Soffer, Efrat Ben-Barak, Daniel Gilon, Doron Sagi, Kim Macmillan, Amitai Ziv	Patterns of educational inequalities in mathematics and science: An analysis using three cycles of TIMSS in Ireland Alice Duggan, Anastasios Karakolidis, Aidan Clerkin, Lorraine Gilleece, Rachel Perkins	Links between school grades, standardized tests and gender: fairness of assessment from resilient students' perspective Eglė Melnikė, Daiva Sevalneva, Rasa Erentaitė	Modeling examinee answer changing on multiple choice tests Elena Papanastasiou, Agni Stylianou-Georgiou	An analysis of contrasting approaches to the assessment of Technical and Vocational Education and Training (TVET): cultural insights from practice in England and Germany. Eleanor Andressen, Stuart Shaw	Assessment of scientific literacy to predict student's ability to study science-oriented subjects: Case of Nazarbayev Intellectual schools Akan Zhussupov, Aigul Jandarova, Laila Tursynova, Aikorkem Zhapparova	Linking Standardized and Formative Assessments: A Predictive Perspective Stéphanie Berger, Charles Driver, Laura Helbling, Martin Tomasik
	Transition towards item response theory based standard setting in medical assessments Matthew Turner, Ben Smith	A Policy Document Analysis of Post-Soviet Assessment Policy in Kazakhstan Raigul Kakabayeva	How do school systems respond to examinees who experience illness or bereavement at the time of exit examinations in secondary education? Damian Murchan, Evgenia Likhovtseva	A New Model for Critical Thinking – Addressing the Growing Global Skills Gap Graham Hudson	Assessment for Learning practices and teachers' assessment culture: what synergies? Raphaël Pasquini, Fernando Morales Villabona	<b>Assessing creativity among primary school children through the snapshot method – an innovative approach in times of uncertainty</b> Samantha-Kaye Johnston, Tracey Denton-Calabrese, Juliet Scott-Barrett, Joshua A McGrane, Therese N Hopfenbeck	Going gradeless. A scoping review of reduced grading in assessment Dan-Anders Normann, Lise Vikan Sandvik, Henning Fjørtoft
	Student perceptions of the adaptations to exam arrangements in England in 2022 Fiona Leahy, Milja Curcin, Asteria Brylka	A Tool for Measuring 21st Century Skills in Qualifications Gill Mann, Ellen MacIntosh	Longitudinal relationships between school achievement, self-beliefs and mastery goals over Grades 6-12 Hanna Eklöf, Anders Hofverberg, Eva Knekta	University Students' Perspectives Towards Online Assessment in the COVID-19 Era Aisling Keane, Kathryn McFerran, Blaise Acton, Samantha Taylor, Declan McLaughlin		<b>Examining the generalizability of process indicators for planning and non-targeted exploration and their relationships with problem-solving competency</b> Maixin ZHANG, Björn Andersson, Samuel Greiff	
10:30 - 11:00	Coffee Break - Room: Foyer						

Friday, NOV							11
11:00 - 12:00	Discussion Groups						
	Discussion Group 1	Discussion Group 2	Discussion Group 3		Discussion Group 4	Discussion Group 5	
	Room: Martello 1	Room: Kingstown 1	Room: Martello 2		Room: Mariner	Room: Dargan	
	'Measurement' or 'assessment'? What does language, and how we use it, tell us about our understandings of assessment? <i>Isabel Nisbet, Stuart Shaw, Lesley Wiseman</i>	Crossing the line: Should technology drive and inform what we teach, learn or assess? <i>Rebecca Hamer, Graham Hudson, Dean Seabrook, Stuart Shaw</i>	Going digital: Developing and administering digital numeracy assessments for primary schools <i>Guri A. Nortvedt, Karianne Berg Bratting, Andreas Pettersen, Oksana Kovpanets, Henrik Hung Haram</i>		Studying, researching and networking during a pandemic: issues faced by post-graduate and early career researchers and how a learning, collaborative community can help <i>Shakeh Manassian, Dan-Anders Normann, Julie Leonardsen</i>	Engaging teachers in professional development in today's uncertain times <i>Marianne Talbot, Michael Walker</i>	
12:00 - 13:00	General Assembly Room: Carlise Suite						
13:00 - 14:00	Lunch Room: Restaurant and Hardy's Bar & Bistro						
14:00 - 15:30	Open Paper Session IV						
	Assessment Cultures III Chair: Dina Tsagari Room: Carlisle West	Psychometrics & Test Development III Chair: Cor Sluijter Room: Kingstown 1	Assessment Against the Backdrop of Covid IV Chair: Damian Murchan Room: Dunleary	Fairness & Social Justice II Chair: Dan-Anders Normann Room: Dargan	Comparative Judgement II Chair: Gill Elliott Room: Martello 2	Educational Policy and Assessment III Chair: Gerry Shiel Room: Mariner	Perspectives of End-users and the General Public on Assessment I Chair: Eleni Meletiadiou Room: Martello 1
	Evidencing Transversal Competencies: Student Centred Approaches to Developing Transcripts for Creativity and Curiosity <i>Sladana Krstic, Sarah Richardson</i>	Critical thinking and logical thinking assessment in modern education: computerized performance-based assessment approach <i>Irina Uglanova</i>	A-level students' experiences of practical science at home and school during the Covid-19 pandemic and the impact on transitioning to university <i>Katy Finch, Corina Balaban, Helen Cramman</i>	Path to Inclusion and Accessibility: Improving the Access and Use of Modified Exam Papers to Level up Opportunities for Students with SEND <i>Liyuan Liu, Kevin Mason, Benjamin Redmond, Hayley Dalton, Grace Grima</i>	Unpacking decision making in comparative judgement: A stimulated think-aloud methodology to gain insight into young peoples' decision making <i>Eva Hartell, Jeffrey Buckley</i>	Assessing civic and citizenship education – recurrent challenges and open issues in the Italian context <i>Valeria Damiani, Gabriella Agrusti</i>	Indignation, toxic narratives, and qualification (re)design <i>Paul Newton</i>
	Re-conceptualising student assessment literacies: promoting critical participation as students embrace their roles in assessment. <i>Catarina F. Correia</i>	A consideration of factors affecting the use of Automatic Item Generation (AIG) in developing items for use in high-stakes assessments.	Estimation of component marks during a pandemic <i>Clare Emily De Groot</i>	Evaluating sources of differential item functioning in high-stakes assessments in England <i>Yasmine El Masri, Qingping He</i>	Assessment of Art and Design Courses using Comparative Judgment in Mexico and England <i>Kevin Mason, Lorena Garelli</i>	The future of qualifications and assessment in England: Exploring a coherent curriculum framework for numeracy and literacy. <i>Lizzie Watts, Hayley Dalton</i>	Research claims within the Education Industry (EI): Managing reflective practice <i>Stuart Shaw, Sinéad Fitzsimons</i>
	<i>Different Consequences and Contexts Produce different effort on ILSAs</i> <i>Anran Zhao, Gavin Brown, Kane Meissel</i>	How much is enough? Reducing assessment time and maintaining reliability <i>Sarah Hughes, Rose Clesham</i>		Defining Inclusive Assessment: Can assessment meet the needs of all students? <i>Naomi Care</i>	How do judges in Comparative Judgement exercises make their judgements? <i>Tony Leech, Lucy Chambers</i>	Assessment and the Vision for Learning: Synergies between the Draft Primary Curriculum Framework and the Framework for Junior Cycle <i>Sinéad Tuohy, Tracy Curran</i>	Continuity and Change: a case study of developing next generation vocational qualifications <i>Emma Carey, Eleanor Boyd</i>
	Coffee Break - Room: Foyer						

# Programme

9 - 12 November 2022

**Friday, NOV 11**

**16:00 - 17:00**

Symposia

**Exploring the role of Assessment Literacy in times of uncertainty**

Chair: Martin Johnson  
Room: Kingstown 1 & 2

**Approaches to Assessing 21st Century Skills**

Chair: Ann Devitt  
Room: Martello 2

**Ignite Presentation Session**

Chair: Andrej Novik & StuShaw  
Room: Martello 1

Teachers' Language Assessment Literacy during COVID-19: What have we learnt?  
*Dina Tsagari*

Technology-Enhanced Assessment for and as Learning of 21st Century Skills in Maker Spaces: SkillTrack and Assessmake21  
*Ian O'Keeffe*

Providing an evidence-base to inform digital assessment design  
*Sarah Hughes*  
  
Cultural Challenges In Developing An Assessment For Indian Children During A Pandemic  
*Chris Jellis*

Where's my exam? Students' perspectives of interrupted assessments.  
*Mary Richardson, Catarina Correia*

Bridge21 - self reporting and reflection for 21st Century Skills  
*Aibhín Bray, Brendan Tangney*

Narrated histology videos as a medium of streamlining teaching in a medical curriculum. Does student satisfaction reflect student performance?-  
*Declan McLaughlin, Kate Clarkson-Dornan, Clare Foy*

Data forensics or how to watch the assessment in the times of pandemic  
*Natalija Curkovic, Jelena Bugarin, Sanja Fulgosi*

Expanding your horizons: How adding flexibility to your authoring is the key to unlocking new visions for assessment  
*Shaun Crowley*

Did the pandemic expose a deficit in teacher assessment literacy in England – and is there a role for 'Powerful Assessment Knowledge'?  
*Martin Johnson*

CHARM-EU and Programmatic Assessment of 21st Century Skills  
*Jake Byrne*

What can we learn about the validity of questionnaire responses by using response process data?  
*Hanna Eklöf, Erik Lundgren*

An exploration of the use of online clinical examinations during the pandemic- what have we learned?  
*Aileen Patterson, Martina Hennessey, Laura Courtney, Elaine Burke*

Collaborating to successfully deliver quality e-assessment practice  
*Ellen MacIntosh, Graeme Clark*

Conceptualising the Impact of Germane Cognitive Load on the Assessment of Higher-Order Thinking Skills  
*Gulbakhyt Sultanova*

Using feedback to enhance both academic skills and explicit wellbeing skills in schools: presentation of a novel evidence-based tool.  
*Elena Lucciarini, Nicolas Bressoud, Philippe GAY*

**19:00 - 22:00**

**Conference Dinner  
The Carlisle Suite**

Programme



9 - 12 November 2022

**New Visions for Assessment  
in Uncertain Times**



## Saturday, NOV 12

9:00 - 10:30	Open Paper				Session V			
	Assessment Cultures IV	Educational Policy and Assessment IV	National Tests & Examinations III	Fairness & Social Justice III	Psychometrics & Test Development IV	Assessment Cultures V	Assessment against the backdrop of the Covid Pandemic V	Perspectives of End-users and the General Public on Assessment II
	Chair: Isabel Nisbet Room: Martello 2	Chair: Raphaël Pasquini Room: Dargan	Chair: Andrej Novik Room: Carlisle West	Chair: Jannette Elwood Room: Mariner	Chair: Cor Sluijter Room: Kingstown 2	Chair: Lesley Wiseman Room: Kingstown 1	Chair: Melchior de Vries Room: Dunleary	Chair: Paul Newton Room: Martello 1
	Back to learning outcomes. Changes in primary school assessment <i>Gabriella Agrusti, Valeria Damiani</i>	Assessing the impact of Applied General qualifications in England: Have outcomes for learners improved in the six years since the introduction of these qualifications? <i>Hayley Dalton, Kevin Mason, Sebastian Nastuta</i>	The future of national tests – Comparing paper-based and digital assessments in upper secondary school mathematics <i>Anna Lind Pantzare</i>	The impact of the COVID-19 pandemic on the parity of academic and vocational 16-19 qualifications <i>Jagdeep Kaur, Blake Ashworth, Kevin Mason</i>	Creativity in examination question writing: how novel can examination questions really be? <i>Filio Constantinou</i>	Exploring standards across assessments in different languages using comparative judgment. <i>Louise Badham, Antony Furlong</i>	Changing Assessment Culture <i>John Behan, Ger O'Sullivan</i>	Sense and interpretability: Exploring educator's misconceptions when processing school performance feedback from large-scale assessments <i>Evelyn Goffin, Rianne Janssen, Jan Vanhoof</i>
	Adapting to change: developing assessment cultures in English Primary Schools <i>Ellen Barrow, Jennie Golding, Grace Grima, Ben Redmond</i>	GCSE and A-Level languages continuation in Northern Ireland: An analysis of the intersection of factors predicting young people's likelihood of opting-in to modern languages qualifications. <i>Leanne Henderson, Janice Carruthers</i>	New Visions for Assessment in Uncertain Times: Experiences of the Alternative Certification Model <i>Simon Allan, Susie Hill, Ellen MacIntosh, Laura Wilson</i>	The comparability of grading standards in technical qualifications in England: how can we facilitate it in a post-pandemic world? <i>Dovile Rama, Merlin Walter, Nadir Zanini</i>	How Students Behave while Solving Critical Thinking Tasks in an Unconstrained Online Environment: Insights from Process Mining <i>Anastasia Belyaeva, Denis Federiakin, Ksenia Tarasova, Ekaterina Orel</i>	Policy problems and paradoxes unveiled by the pandemic: Secondary grading and higher education admission in Norway <i>Elisabeth Hovdhaugen, Sverre Tveit</i>	Pandemic predicaments and equity challenges: Emerging visions of assessment policy and practice for improving learning <i>Anil Kanjee</i>	Irish Mathematics Teacher Perceptions of Classroom-based Assessments: Can Bridge21 Help? <i>Aibhin Bray, Sharon Quigley</i>
10:30 - 11:00		What can a study of history tell us about our own assessment culture? <i>Andrew Watts</i>		Assessing and Evaluating the Impact of IB Career-related Programme Implementation in the County of Kent <i>Therese N Hopfenbeck, Samantha-Kaye Johnston, Joshua McGrane</i>	Test taking strategies in multiple choice items – an analysis of a Swedish vocabulary test <i>Christina Wikstrom, Inga Laukaityte, Maria Johansson, Michael Nordvall</i>	The Norwegian legacy of resisting formal grading: Paradoxes and dilemmas <i>Sverre Tveit, Lise Vikan Sandvik, Henning Fjørtoft</i>	Pandemic and assessment: a powerful measurement tool <i>Laure Heidmann, Lucie Neirac</i>	Trialling on-screen assessment: effects on student performance and experiences of students and teachers <i>Jeanne Marie Ryan, Corina Balaban, Yaw Bimpeh</i>
	Coffee Break - Room: Foyer							
	<b>Keynote Speech</b> <b>Chair: Christina Wikström Room: Carlisle Suite</b> Assessment research: listening to students, looking at consequences <i>Emer Smyth</i>							
	<b>Keynote Speech</b> <b>Chair: Therese Hopfenbeck Room: Carlisle Suite</b> Content-Referenced Growth <i>Derek Briggs</i>							
12:30 - 12:45	<b>Closing Ceremony</b> Room: Carlisle Suite							
12:45 - 13:45	Lunch - Restaurant and Hardy's Bar & Bistro							

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9 - 12 November 2022

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