

AEA-Europe / Association for Educational Assessment — Europe

The Ninth Annual AEA-Europe Conference

6 - 8 November 2008

Hissar, Bulgaria

Achieving Quality in Assessment: Validity and Standards

Programme

Wednesday November 5

9.30-16.30 Pre-conference Professional Development Workshops

Workshop 1: Assessment for Learning

Abstracts: This workshop will be led by Gordon Stobart, who is a member of the Assessment Reform Group, a group which has helped to shape formative assessment practices in the UK.

Workshop 2: Developing Questions and Mark Schemes to ensure construct validity

Abstracts: This workshop will be led by Alastair Pollitt and Ayesha Ahmed from Cambridge Exam Research.

Workshop 3: Assessment for Policymakers

Abstracts: This workshop will be led by Steven Bakker and Andrew Watts. The workshop will be divided into two halves.
Steven Bakker will present 'National Assessment Debates'. And Andrew Watts will present 'Maintaining trust in a national assessment system'.

Workshop 4: Item Response Theory and Predictive Systems

Abstracts: (with applications in creating and evaluating standards and applications of predictive systems)
This workshop will be led by Frans Kleintjes (Cito, Arnhem, The Netherlands) and Eduardo Cascallar (Assessment Group International, Belgium)

Thursday November 6

- 9.00-9.30 **Opening**
Chris Whetton, President, AEA-Europe
- 9.30-10.15 **Keynotes session**
Chair: Chris Whetton
Assessment in Bulgarian Education, PIRLS 2006 and Achieving Validity: Problems and Solutions
Tatyana Angelova (Bulgaria)
The presentation refers to some important applied aspects of assessment in the Bulgarian educational system. The introduction of external assessment in the 4th, 5th, 7th, 12th grades indicates a trend toward achieving quality assessment and validity in assessment. This trend in Bulgaria is a little bit timid at the beginning, but despite the difficulties and obstacles, strong support for this trend is very important. The need to modernize the assessment system and to synchronize it with modern educational requirements is a reasonable argument in favour to the new trend.
- 10.15-11.00 **Instructional Sensitivity: *Sine Qua Non* for Accountability Tests?**
Jim Popham (USA)
A key concern in any nation where students' performances on accountability tests are a factor in the evaluation of schools—and the educators who staff them, should be whether those tests are appropriate. If educators are obliged to improve students' scores on accountability tests, yet the tests are incapable of detecting the impact of improved instruction, then this is fundamentally unfair to those being evaluated. Instructional sensitivity, its nature and its determination, will be considered in this presentation.
- 11.00-11.30 **Coffee break**
- 11.30-12.30 **Open Papers session A & B**
Session A. Professional Development in Educational Assessment
Chair: Frans Kleintjes
1. Validity in a curriculum for assessment professionals
Andrew Watts (United Kingdom)
2. The chartered educational assessor programme – quality assuring assessment standards in schools, colleges and the workplace
David Wright and Graham Herbert (United Kingdom)
Session B. Improving Assessments
Chair: Jo-Anne Baird
3. Assessing expertise in standard setting procedures by means of item response theory person fit analysis
Theo Eggen and Peter van Rijn (The Netherlands)
4. Quality assessment for tomorrow's world? Using cognitive interviews to improve questionnaires in large-scale assessment
Therese Nerheim Hopfenbeck (Norway)

12.30-13.45 **Lunch**

12.30-14.00 **Poster Presentation A-R**

- A. Introducing CADMO!
Julie Sewell (United Kingdom), Emma Nardi (Italy), Guri Nortvedt (Norway), Jo-Anne Baird (United Kingdom)
- B. A science comparability study between two examination boards using a rank-ordering methodology at syllabus level
Louis Yim, S. Shaw and M. Lewis (United Kingdom)
- C. Degree of validity
Onik Mikaelyan and Sona Mikayelyan (Armenia)
- D. Test takers' perceptions of fairness in higher education selection
Simon Wolming and Stig Eriksson (Sweden)
- E. Validity in assessment of prior learning
Tova Stenlund (Sweden)
- F. Innovative CBT Items
Stefan Bondorowicz (United Kingdom)
- G. Students' self-regulation and teachers' regulating approaches in science
Eyvind Elstad & Are Turmo (Norway)
- H. AEA-Europe Web Forum. To share knowledge on assessment
Gabriella Agrusti (Italy)
- I. Validating measures of performance– an example drawing on Kane's bridge analogy
Guri A. Nortvedt (Norway)
- J. Case studies in formative e-assessment
Rebecca Clarkson and Juliet Sizmur (United Kingdom)
- K. A new approach to educational assessments without testing: Automated predictive systems in the prediction of educational outcomes in reading and writing.
Mariel Musso (The Netherlands) and Eduardo Cascallar (Belgium)
- L. Supporting valid assessments in large-scale examination processing
Graham Hudson and Brian Carbarns (United Kingdom)
- M. Cito Monitoring and Evaluation System in the Netherlands
Erwin van Schaffelaar (The Netherlands)
- N. Prediction of pupils' achievements in the scope of reading
Jelena Pantić and Branislava Džida (Serbia)
- O. Methods used for determining validity in National Assessment of pupils in 4th grade of Primary school
Jelena Nikolić and Branislava Džida (Serbia)
- P. Maximising the dependability of tutor decisions in vocational assessment
Inga Fitzgerald (United Kingdom)
- Q. Maintaining standards in vocational education and training (VET)
Helen Harth and Vicky Hunter (United Kingdom)
- R. A 5D strategy against fraud in the assessment of assignments
Maurice de Volder (The Netherlands)

- S. The AEA-Europe accreditation scheme: recognising professionalism
Steven Bakker (The Netherlands) and Andrew Watts (United Kingdom)

14.00-15.30 **Discussion Groups 1-4**

1. The regulation of examinations and qualifications:
an international study
Andrew Boyle (United Kingdom)
2. Using national monitoring to build validity and shared standards in Scotland
Carolyn Hutchinson and Louise Hayward (Scotland)
3. The use of standards set in National Assessment
Frans Kleintjes (The Netherlands) and Aspasija Hadzisce (Croatia)
4. Communicating, sharing ideas and publishing - Fostering knowledge
exchange between AEA-Europe members
*Guri A. Nortvedt (Norway), Jo-Anne Baird (United Kingdom),
Emma Nardi (Italy), Julie Sewell and Chris Whetton (United Kingdom)*

15.30-16.00 **Coffee Break**

16.00-17.15 **Open Papers session C & D**

Session C. National Examinations

Chair: Theo Eggen

5. Evaluating a high profile national assessment initiative: learning from the
mathematics pathways project
Andrew Noyes and Roger Murphy (United Kingdom)
6. Managing the development of new national examinations: what are the
problems?
Jo-Anne Baird (United Kingdom)
7. The national reform for enhanced comparability of teacher judgments in
Norwegian secondary education
Sverre Tveit (Norway)

Session D. Assessment in Schools

Chair: Alastair Pollitt

8. The school effect in school-based assessment
Iasonas Lamprianou (Cyprus)
9. Investing in assessing – strengthening teacher assessment systems
Paul Wright (United Kingdom)
10. Teacher judgement and test results: should teachers and tests agree?
Sandra Johnson and Lillian Munro (Scotland)

17.30-18.15 **Business meeting**

Friday November 7

- 9.00-9.15 Award Ceremony for Fellows, Practitioners and New Assessment Researcher Award winner
Chris Whetton
- 9.15 – 10.00 **Keynotes sessions**
Chair: Steven Bakker
Developing creativity at higher education. Is it possible to assess it?
Antonella Poce (Italy) recipient of New Assessment Researcher Award
In order to contribute to social progress, within higher education, it is widely recognised that both students and teachers need to use currently available knowledge in order to create new knowledge. Creativity is becoming a key resource for individuals and societies. It is needed to “make the most of new opportunities” and, being part of the knowledge society, we must be aware of the importance of enhancing creativity, especially in higher education.
- 10.00-10.45 **The Assessor Assessed: A plea for improving the quality of assessment bodies by accreditation**
Gonny Smeets (The Netherlands)
The Inspectorate of Education in the Netherlands has been inspecting the quality of schools for more than 200 years. Notwithstanding its recognised authority the Inspectorate chose for third party assessment conveying formal demonstration of its competence, according to international standards for inspection bodies (ISO 17020).
- 10.45-11.15 **Coffee break**
- 11.15-12.30 **Open Papers sessions E & F**
Session E. Validity Considerations in Assessment
Chair: Andrew Watts
11. Quality criteria to evaluate validation of competence-based tests
Saskia Wools (The Netherlands)
12. The validity of formative assessment
Gordon Stobart (United Kingdom)
13. A validity argument model for the viva
Stephen Dobson (Norway)
- Session F. Methods and Conceptualizations in Assessment**
Chair: Jean-Pierre Jeantheau
14. Outcome space control and assessment
Alastair Pollitt and Ayesha Ahmed (United Kingdom)
15. Hierarchical linear models in educational assessment research
Hussain Alkharusi (Sultanate of Oman)
16. Cross-national validity of the non-cognitive PISA data
Are Turmo (Norway)

- 12.30-13.45 **Lunch**
- 14.00 **Excursion to Plovdiv**
14.00 – 15.00 Bus
15.00 – 16.30 Guided tour
16.30 – 18.00 Free time
- 18.00-21.00 **Conference dinner**
- 21.00-22.00 **Bus to Hissar**

Saturday November 8

- 9.00-9.45 **Keynote session**
Chair: Christina Wikström
Assessment Centers for Evaluating Non-Cognitive Attributes in Medical School Candidates: Validity, Reliability and Efficiency
Naomi Gafni (Israel)
Traditionally, medical school admissions have relied heavily on cognitive variables, with interviews being the only means of assessing non-cognitive measures. Recognizing the unsatisfactory reliability and validity of traditional interviews, more and more medical schools are exploring alternative approaches that might provide improved measures of a candidate's personal and interpersonal qualities.
- 9.45-10.15 **Coffee Break**
- 10.15-12.00 **Discussion Groups 5-9**
5. Ethics in Assessment: practice, research and guidelines
Jannette Elwood and Tim Oates (United Kingdom)
 6. Validity – a useful/confusing discussion in assessment theory?
Stephen Dobson (Norway)
 7. Investing in assessment – strengthening teacher assessment systems
Steve Anwyll, Sue Horner and Paul Wright (United Kingdom)
 8. The training and development of assessment professionals
Andrew Watts (United Kingdom)
 9. Large scale examinations: positive and negative consequences of their introduction
Galina Kovaleva (Russian Federation) and Angela Verschoor (The Netherlands)
- 12.00-13.00 **Lunch**

13.00-14.00

Open Papers session G & H

Session G. Assessment of Writing

Chair: Eduardo Cascallar

17. Aspects of writing: using an atomistic approach to evaluate qualities of features of writing

Sylvia Green (United Kingdom)

18. On-screen marking reliability of extended writing: towards an understanding of marker on-line assessment behaviour

Stuart D. Shaw (United Kingdom)

Session H. Assessing Non-traditional Populations

Chair: Jannette Elwood

19. Performance-based test as an admission measure for non-traditional students

Jenny Tanilon (The Netherlands)

20. Validity in adult assessment surveys in France

Jean-Pierre Jeantheau (France)

14.00-14.45

Keynote session

Chair: Gabriella Agrusti

Achieving quality – the regulator’s role

The role of regulation in the maintenance and promotion of quality and standards qualifications and tests in England

Kathleen Tattersall (United Kingdom)

The Office of the Qualifications and Examinations Regulator - Ofqual – came into existence in April 2008 to regulate England’s multi-faceted qualifications system and monitor national curriculum assessments. Currently new legislation is being developed which will ensure that Ofqual is independent of government and answerable to Parliament, and has sufficient powers to take action to safeguard standards and the interests of learners.

14.45-15.00

Closing Ceremony