

AEA-Europe

Oslo Conference 2010

Programme and Presentations

Opening

- **Keynote session**

Assessment Policies and Research in Norway / *Petter Skarheim, Norwegian Directorate for Education and Training (Norway)*

[Tests in Education on the didactic use of test data](#) *Sven Erik Nordenbo, Danish Clearinghouse for Educational Research Aarhus University, Denmark, Open Papers*

Session A. Standard Settings and Maintaining

[Application of Balanced Incomplete Designs in Standard Setting Procedures](#) *Angela Verschoor and Piet F. Sanders, Cito (The Netherlands)*

Day-to-day marker consistency in high-stakes, large scale, language assessment examinations / *Iasonas Lamprianou, European University (Cyprus)*

Session B. Validity Issues in Assessment

How valid are A levels? [Findings from a multi-method validation study of an international A level in geography](#) *Stuart Shaw and Victoria Crisp, Cambridge Assessment (United Kingdom)*

Controlling Demands to Improve Validity / *Ayesha Ahmed, CamExam (United Kingdom)*

Session C. Vocational Training and Assessment of Mental Health

If at first you don't succeed, try, try again. Using reform of qualifications to effect structural change in vocational training arrangements / *Tim Oates, Cambridge Assessment (United Kingdom)*

Paper [Presentation Assessment of Mental Health in the classroom](#) Helping schools improve outcomes for the "whole child", not just their learning - *John Little and Michael Cuthbertson, Centre for Evaluation and Monitoring, Durham University (United Kingdom)*

Discussion Groups

Holistic Assessment in Singapore Primary Schools: A Snapshot of Initial Implementation / *Wei Shin Leong, University of Cambridge (United Kingdom) Iris Lee Chai Hong, National Institute of Education (Singapore) and Mui Tuan Chaillan, Fairfield Methodist Primary School (Singapore)*

Rater effects - [What the literature tells us and what we do not yet know about examiner accuracy](#) Jo-Anne Baird, Sandra Johnson and George Leckie, University of Bristol (United Kingdom), Michelle Meadows, AQA (United Kingdom), Graham Hudson, DRS (United Kingdom) and Iasonas Lamprianou, European University (Cyprus)

Developing and Managing Sustainable Assessment Cultures in School Learning Organisations / Stephen Dobson, Hedmark University College (Norway)

[Framework of Quality Standards for educational assessment in Europe](#) Andrew Watts, AW Assessment (United Kingdom), Gerben van Lent, ETS Global BV (The Netherlands) and Saskia Wools, Cito (The Netherlands)

Open Papers session D, E & F

Session D. Assessment of Writing

How to assess writing reliably and validly / Alastair Pollitt, CamExam (United Kingdom)

The assessment of writing: [using anchor essays to enhance reliability](#) Hiske Feenstra, Cito (The Netherlands)

Paper: Judging a candidate or a script? [Empathetic projections and affect reactions in examiners of A level English and History](#) Victoria Elliott, Oxford University Centre for Educational Assessment (United Kingdom)

Session E. Accountability of Assessment and Teachers' Views

[Disadvantages of Different Item Types in National Assessments](#) Mary J. Pitoniak, Educational Testing Service (United States of America)

Paper [Presentation](#) Managing assessment processes: [The views of teachers in England on aspects of the English assessment system](#) Katie Pyle, National Foundation for Educational Research (United Kingdom)

A new model of assessment for 14 to 19 year olds: What do students and their teachers think of Diploma assessments? / Sylvia Green and Victoria Crisp, Cambridge Assessment (United Kingdom)

Session F. Assessment in Higher Education and Professional Learning

(2005-2010) The Use of an Aptitude Test, the SAT, in University Entrance: [a validity study](#) Catherine Kirkup, National Foundation for Educational Research (United Kingdom)

Paper [Presentation](#) Assessment in globalised universities: [liberal and professional](#) Rosalind Duhs, University College London (United Kingdom)

[Some Challenges Involved In Assessing Professional Learning](#) Roger Murphy, University of Nottingham (United Kingdom)

- **Keynote sessions**

Educational assessment: a private matter? / *Marten Roorda, Cito (the Netherlands)*

Let the punishment fit the crime: some thoughts on explanative measurement / *Mark Wilson, Graduate School of Education, UC Berkeley (UniteSA)*

Open Papers session G, H & I

Session G. Assessment for Classification and Grading

[Classification accuracy and consistency](#) in United Kingdom high-stakes assessments *Chris Wheadon and Ian Stockford, Assessment and Qualifications Alliance (United Kingdom)*

A Comparison of Methods for Classifying Examinees / *Nathan Thompson, Assessment Systems Corporation (United States of America)*

The obligations and responsibilities of grade assignment; a comparative perspective / *Robert Sjoberg Goteborgs University (Sweden)*

Session H. Impact of Assessment on Monitoring and Learning

Effectiveness of feedback in a computer-based [assessment for learning](#) *Fabienne van der Kleij, Cito, Theo Eggen Cito/Twente University, Caroline F. Timmers, Saxion University of Applied Sciences & Twente University, Bernard Veldkamp, Twente University (The Netherlands)*

A comparison between modular and linear examinations in secondary education: [the impact of maturational effects and regular feedback on performance and motivation](#) *John F. Bell, Cambridge Assessment (United Kingdom)*

Computer-based assessment for learning: [Attention paid to elaborate feedback](#) *Caroline F. Timmers and Jannie van den Broek, Saxion University of Applied Sciences & Twente University (The Netherlands)*

Session I. Assessment in Mathematics and Science

Measuring students' competence for solving multistep arithmetic word problems: Tests vs. task-based interviews / *Guri A. Norvedt, University of Oslo (Norway)*

Paper Presentation Assessing Competence in Science - [Evidence for a well structured item development](#) *Nele Kampa, Institute for Educational Progress (IQB) (Germany)*

The use of national datasets to baseline science education reform: [exploring value added approaches](#) *Matt Homer, Assessment and Evaluation Unit, University of Leeds (United Kingdom)*

Open Papers session J, K & L

Session J. Consistency in Marking

Marking advanced extended essays on screen and on paper: [Is overall marking accuracy reliable across marking modes?](#) *Martin Johnson, Cambridge Assessment (United Kingdom)*

Measuring marker reliability: A multilevel modelling approach / *George Leckie, Centre for Multilevel Modelling, University of Bristol (United Kingdom)*

[Paper](#) , [Presentation](#) Building a quality control framework for electronic marking / *Graham Hudson, DRS (United Kingdom) and Tom Benton, National Foundation for Educational Research (United Kingdom)*

Session K. National Tests and Assessment

Paper [Presentation](#) A fine balance: [internal and external assessment in Scotland](#) *Rob van Krieken, Scottish Qualifications Authority (United Kingdom)*

Generic skills in different context: [testing writing skills in a vocational setting](#) *Rixt Zeelenberg, Cito (The Netherlands)*

Towards a suitable method for standard-maintaining in multiple-choice tests: [capturing expert judgement of test difficulty through rank ordering](#) *Milja Curcin, Beth Black and Tom Bramley, Cambridge Assessment (United Kingdom)*

Session L. Managing Classroom Assessment, Reviewing Process, and Gender Differences

Paper [Presentation](#) Active Shakespeare: [Managing the process of classroom assessment](#) *Bethan Burge and Jenny Bradshaw, National Foundation for Educational Research (United Kingdom)*

External moderation of teacher judgements - the Queensland experience / *Sverre Tveit, University of Oslo (Norway)*

Does the Theory of Mind influence the gender fairness of the L1 high stakes tests? *Andrej Mentel and Kristina Biljnjava, Institute of Social Anthropology, Comenius University (Slovak Republic)*

Discussion Groups 5-8

Assessment policy into practice in Scotland: [the National Assessment Resource](#) *Carolyn Hutchinson and Myra Young, Learning and Teaching Scotland (Scotland) Issues around how best to provide evidence for assessment validity Stuart Shaw, Cambridge Assessment (United Kingdom)*

Management of resources for selection and placement: [Using predictive classification systems for more reliable and fairer decisions](#) *Eduardo Cascallar, Eva Kyndt and Mariel Musso, Catholic University Leuven/ Leiden University (Belgium/ The Netherlands)*

Qualification Reforms in the 14-19 Education phase: implications for managing assessment policy and practice / *Jannette Elwood, Queen's University Belfast and Jo-Anne Baird, University of Bristol (United Kingdom)*

- **Keynote session**

New Researcher Award

Fostering Self-regulated Learners in a Community of Quality Assessment Practices / *Therese Nerheim Hopfenbeck, University of Oslo (Norway), recipient of New Assessment Researcher Award*

Keynote session

Implementing examinations policy - the intentional and unintentional metamorphoses / *Jo-Anne Baird, Bristol University, (United Kingdom)*

Linking our work in educational assessment - The EARLI Assessment SIG / *Eduardo Cascallar, Member AEA-E Council and EARLI Assessment SIG Coordinator*