

## Wednesday November 9

### 9.30 - 16.30 Pre-conference workshops

#### Workshop 1: Using the AEA-Europe Framework of Standards

*Presenters: Gerben van Lent, Andrew Watts and Saskia Wools*

This workshop will give participants the chance to compare their own assessment practices with the core elements of the AEA-Europe Framework of Standards and to reflect on it with others. The Framework for Standards is arranged around seven core elements and the workshop will focus on each of these. For each core element there will be a brief introduction and then a practical activity in which participants can trial application of the provisions of that section to their own practice. The workshop will conclude by clarifying how the Framework might be piloted in different assessment situations in the next stage of its development. We will encourage participants in this workshop to be involved in that process.

#### Background

During the 2010 conference a first draft of the proposed AEA-Europe **Framework of Standards for Educational Assessment** was considered by a group of about 50 members in one of the discussion groups. The Framework of Standards was welcomed by members and it has since been accepted by the AEA-E Council. It is now time to try out the Framework in the different working situations which our members represent.

The aim of the Framework is to give assessment professionals in Europe some published standards to which they can refer in order to analyse and improve their own assessment practice. They might, for example, use the Framework as a tool to evaluate their own national or institutional procedures, or to plan developments in their assessments, or to compare their own situations with those in other parts of Europe. This workshop will provide participants with opportunities to do that, in company with fellow professionals from other countries.

We anticipate that the Framework will be strengthened by the suggestions given by the participants in the workshop.

#### Workshop 2: Uses of assessment feedback

*Presenters: Rosalind Duhs and Whitney Wall*

This workshop will provide participants with the opportunity to explore a range of issues which arise from the uses of assessment feedback in relation to recent research. They will be invited to contribute their own perspectives and consider how the uses of feedback might be further refined and developed to maximise impact on student learning and the enhancement of teaching.

Definitions of the uses of feedback will be explored, and boundaries between summative and formative assessment will be interrogated. Participants will debate the role of assessment organisations in providing feedback and the uses of that feedback. The use of assessment criteria, descriptors and exemplars will be discussed.

Participants will also consider how uses of feedback are shaped by different ways of providing feedback to learners: online, in writing, orally, via audio or video, and through dialogic feedback systems. They will compare the uses of different sources of feedback: automated, from teachers, peers, or self-reflective feedback.

The concept of feedback as feedforward will be critiqued in relation to the impact of feedback on learners as well as on teaching and the teacher's role. The potential of feedback to inform the work of teachers will be explored.

How can students use feedback, "closing the feedback loop"? What might the psychological impact of feedback be, and how can feedback be used to enhance learners' self-efficacy? Can feedback increase learner autonomy rather than resulting in dependence on the teacher?

Workshop participants will be invited to draw on the presented material and the knowledge and experience of colleagues to complete a workshop activity on current and future uses of feedback, opening fresh perspectives. The session will be planned

flexibly to include the interests of assessment professionals from diverse backgrounds and educational sectors.

### **Workshop 3: Adaptive Comparative Judgment and Peer Assessment**

*Presenters: Alastair Pollitt and Antonella Poce*

*Adaptive Comparative Judgement (ACJ)*

ACJ is a new web-based procedure which enables examiners, teachers and students to assess complex pieces of student work, the processes involved in producing it, and performances - with extremely high reliability. Examples so far include electronic portfolios, children's writing, project reports, mathematics scripts, and recordings of arts performances.

In ACJ judges compare two 'scripts' and just decide which is the "better", in accordance with a consensus understanding of what it means to be 'good'. These pair decisions then generate a score for each student. There is powerful statistical control to guarantee assessment quality. Very high reliability arises from the system's adaptiveness (as in computer adaptive testing), and from the constant focus on validity.

*Peer Assessment*

Peer Assessment (PA) is generally recognised as a valuable way to make learners active participants in their learning process, and to make them critically aware of the criteria for good learning. In some ways assessment by other students can be more valid than assessment by experts such as teachers, since fellow students are more aware of the demands that they face as novices in a task.

ACJ's focus on complex quality provides a unique opportunity to exploit the power of PA, as well as a way to share professional experience across schools. All students - and their teachers - can participate in making judgements.

The workshop will include two exercises, in ACJ and in PA, and we will consider how the two can be combined in a classroom.

### **Workshop 4: Constructing Measures: The BEAR Assessment System**

*Presenter: Mark Wilson*

The Berkeley Evaluation and Assessment Research (BEAR) Center has developed an integrated assessment system, called the BEAR Assessment System (Wilson & Sloane, 2000), by applying new theories and methodologies in the field of assessment to the practice of teacher-managed, classroom-based assessment of student performance. The BEAR Assessment System consists of interrelated components that are congruent with national assessment reform efforts (National Research Council, 2001) as well as the assessment standards in publications such as the *National Science Education Standards* (National Research Council, 1996). The assessment system is based on the idea of measuring developmental trajectories of students as they progress through their education—these we call "progress variables". An implementation of the BEAR Assessment System is constructed using embedded assessments, which are developed on the basis of the purposes and content of the instruction in which the assessments are embedded. These embedded assessments share a common framework of developmental trajectories and allow linkage to large-scale assessments across curricula, educational contexts, and systems.

The BEAR Assessment System has been implemented within several large-scale contexts, most prominently in K-12 Science education (Scalise et al, 2006; Wilson & Sloane, 2000), but it has also been implemented in applications in higher education (Wilson & Scalise, 2006, and in infant/toddler and pre-school settings (Wilson et al, 2004).

This workshop will be focused on the use of the BEAR Assessment System in the development of measurable progress variables, associated item designs and outcome spaces (with scoring guides), and the role of the measurement model in construct development and revision. The workshop will include a description of the process of assessment development, examples of the implementation of this process in various assessment development projects, and hands-on demonstrations of the process.

*References*

National Research Council. (1996). *National science education standards*. Washington, DC: National Academy Press.

- National Research Council (2001). *Knowing what students know: The science and design of educational assessment*. Committee on the Foundations of Assessment. Pellegrino, J., Chudowsky, N., & Glaser, R. editors. Washington, DC: National Academy Press.
- Scalise, K., Claesgens, J., Wilson, M., & Stacy, A. (2006). Contrasting the expectations for student understanding of chemistry with levels achieved: A brief case-study of student nurses.
- Wilson, M., Mangione, P. L., Brown, R. S., Heal, H. B., & Moore, S. (2004, April). *Theory to Practice: Conceptualizing and Creating Developmental Indicators across Domains*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Wilson, M., & Scalise, K. (2006). Assessment to improve learning in higher education: The BEAR Assessment System. *Higher Education*, 52, 635-663.
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## Doctoral Network Event

The first pre-conference doctoral workshop will be held in Belfast on 9 November. Attendance at the event is free to doctoral students and lunch will be provided, but students must register prior to the event.

The workshop will consist of three sessions:

- 10.00-12.00**     **Session 1: European doctoral research highlights in educational assessment**  
*Presenters Guri A. Nortvedt (University of Oslo, Norway) and Julie Sewell (NFER, UK)*  
This session will be devoted to short presentations given by PhD students about their research work, after the submission of a structured abstract. The group leader will act as discussant. The training session will have the double aim of giving visibility to the students' research work and providing them with feedback about their methodological approach from peers.
- 12.00-13.00     **Lunch break**
- 13.00-15.00**     **Session 2: Assessment writing for publication**  
*Presenters Jo-Anne Baird (Lead Editor of Assessment in Education, University of Oxford, UK) and Gabriella Agrusti (Editor of CADMO, Roma Tre University, Italy)*  
The aim of this session will be to support doctoral students in getting an article published in a peer-reviewed journal. Students will work in small writing groups, together with a journal editor from either CADMO or Assessment in Education: Principles, Policy and Practice. Activities will consist of peer commentary on writing style, content and suitability for particular journals. Participants will agree a reviewing code, which will outline a 'critical friend' approach to reviewing, designed to be both professionally appropriate and supportive of the development of the work. Thus, peer review experience will also be an outcome of participation in the group. Each student in the group will contribute an article and will review the other articles written by group members. Assignment to groups will be on the basis of the substantive research issue and/or research methodology. Articles can be based upon empirical research, critical reviews of the literature or may even be book reviews.
- 15.00-16.00**     **Session 3: Future plans for establishing a Doctoral Network within the AEA-Europe**  
*Presenter Christina Wikström (University of Umea, Sweden)*  
This final session will be an opportunity for doctoral students and supervisors to discuss the future of the doctoral network.

# Thursday November 10

**8.45-9.00**      **Welcome Address**  
*John O'Dowd MLA, Minister of Education. Accompanied by Prof Ellen Douglas-Cowie, Pro Vice Chancellor Education and Students, Queen's University Belfast*

**9.00-9.10**      **Welcome to Queen's University Belfast and The School of Education**  
*Prof John Gardner, Head of School*

**9.10-9.30**      **Welcome to the 12th Annual AEA-Europe Conference**  
*Steven Bakker, President, AEA-Europe*

**9.30-10.15**    **Keynote session (1)**  
*Chair: Steven Bakker (The Netherlands)*  
Assessment and Opportunity to Learn in the context of Northern Ireland: Assessment and Examination policy and practice development - for what and for whom?  
*Jannette Elwood, Queen's University Belfast (Northern Ireland)*

**10.15-11.00**   **Keynote session (2)**  
*Chair: Steven Bakker (The Netherlands)*  
Assessment for effective schooling  
*Jaap Scheerens, Twente University (The Netherlands)*

11.00-11.30 [Coffee break](#)

**11.30-12.30**    **Open Paper sessions A, B & C**

## **Session A. National Assessment**

*Chair: Jo-Anne Baird (United Kingdom)*

1. Assessment CZ-Lessons learnt in the Czech Republic

*Andrej Novik, Scio (Czech Republic)*

2. A radical redesign for national assessment in France

*Jean-Pierre Jeantheau, Agence Nationale de Lutte Contre l'Illettrisme (France) and*

*Sandra Johnson, Assessment Europe (Scotland)*

## **Session B. Assessment for Learning**

*Chair: Alastair Pollitt (United Kingdom)*

3. Two language tests exemplifying Assessment for Learning

*Lisa Amdur and Hani Shilton, The Authority for Measurement and Assessment in Education (Israel)*

4. Using external testing as an opportunity to learn: making a teachable but nontoxic cross-curricular test

*Doug McCurry, Australian Council for Educational Research (Australia)*

## **Session C. Computer-delivered tests**

*Chair: John Gardner (Northern Ireland)*

5. The development of an assessment to identify facial expression decoding in young children

*Katharine Bailey, Christine Merrell and Richard Remedios, Centre for Evaluation & Monitoring, Durham University (United Kingdom)*

6. The evolution of digital Biology examinations

*Angela Verschoor and Caroline Jongkamp, Cito (The Netherlands) and*

*Bernard Veldkamp, Twente University (The Netherlands)*

12.30-13.30 [Lunch](#)

**13.30-15.00**    **Business meeting**

15.00-16.15

**Poster Presentations A-O**

- A. Locating the construct  
*Gustaf Skar, Dept of Language Education, Stockholm University (Sweden)*
- B. An argument-based approach to validation: building, evaluating and presenting the arguments  
*Victoria Crisp and Stuart Shaw, Cambridge Assessment (United Kingdom)*
- C. The potential of school-based assessment for school and systemic change  
*Irit Mero-Jaffe, Beit Berl Academic College (Israel)*
- D. 'We are researchers!', A use of a 'student as researchers' methodology: its benefits for learning and revealing how students view their school environment.  
*Victoria Spalding, AQA's Centre for Education Research and Policy (United Kingdom)*
- E. The assessment of teachers' content knowledge and pedagogical content knowledge in mathematics: A comparison of teachers at different stages of their career  
*Dirk Richter, Thilo Kleickmann and Mareike Kunter, Institute for Educational Quality Improvement (Germany)*
- F. Feedback in formative CBAs to support learning  
*Caroline Timmers, Saxion University of Applied Sciences (The Netherlands) and Fabienne van der Kleij, Cito (The Netherlands)*
- G. The system of classroom assessment as supporting means to learning  
*Onik Mikaelyan and Sona Mikayelyan, The Department of Assessment of NIE, RA (Armenia)*
- H. Structure of a competency-based assessment  
*Marianne Hubregtse, KCH Examens / Research Center for Examinations and Certification (The Netherlands)*
- I. Electronic Assessment Bank for teachers, end exams and for national monitoring in Estonia  
*Anastassia Voronina, Einar Rull and Aimi Püüa, Estonian National Examinations and Qualifications Centre (Estonia)*
- J. Swedish teacher students' experiences of being assessed  
*Gunilla Näsström, (Sweden)*
- K. Assessing theory in practice in a course in natural resource management in secondary school  
*Sigrid S. Nortvedt, Stabekk Secondary School (Norway) and Guri A. Nortvedt, University of Oslo (Norway)*
- L. The AEA-Europe doctoral forum  
*Julie Sewell, NFER (United Kingdom) and Lucy Simpson, Bristol University (United Kingdom)*
- M. Why don't more students do A-level Mathematics? The importance of Mathematics self-efficacy on AS students' uptake of A-level Mathematics  
*Catherine Porter, Assessment and Qualifications Alliance (United Kingdom)*
- N. Student self-assessment in PISA mathematics  
*David Pepper, King's College London (United Kingdom)*
- O. Scaling test scores of the Unified State Examination in the Russian Federation  
*Maria Polezhaeva, Andrey Ershov and Olga Kotova, Federal Institute for Educational Measurement (Russia)*

There will be coffee and tea served during the poster presentations

**16.15-17.45 Open Paper sessions D, E & F**

**Session D. Formative Assessment**

*Chair: Carmel Gallagher (Ireland)*

7. Contextualised cohort-referencing and the maintenance of examination standards in General Qualifications

*Neil Stringer, Assessment and Qualifications Alliance (United Kingdom)*

8. A case study of formative assessment in EAP classrooms in Hong Kong

*Wang Xiang, The University of Hong Kong (China)*

9. Classroom assessment: student perspective from a test-dominated context

*Shirley Yangyu Xiao, The University of Hong Kong (China)*

**Session E. Validation Study**

*Chair: Michelle Meadows (United Kingdom)*

10. Assessing writing ability through objectively scored tests: a study on validity

*Hiske Feenstra, Cito (The Netherlands)*

11. Translating validation research into everyday practice: issues facing an international awarding body

*Stuart Shaw and Victoria Crisp, Cambridge Assessment (United Kingdom)*

12. The judgement processes involved in the assessment of project work by teachers

*Victoria Crisp, Cambridge Assessment (United Kingdom)*

**Session F. Feedback Provided to Students**

*Chair: Gerben van Lent (The Netherlands)*

13. Teachers' classroom feedback: still trying to get it right.

*Eleanore Hargreaves, Institute of education, University of London (United Kingdom)*

14. What form of interim feedback most motivates students? A study of teachers' perceptions of the impact of assessment.

*Nicky Rushton, Irenka Suto, Gill Elliott and Sanjana Mehta, Cambridge Assessment (United Kingdom)*

15. The effectiveness of methods for providing written feedback through a computer-based assessment for learning: A systematic review.

*Fabienne van der Kleij and Theo Eggen, Cito (The Netherlands) and Caroline Timmers, Twente University (The Netherlands)*

**18.30-20.30 AEA-E Fellows and Practitioners event**

# Friday November 11

8.45-9.30

## Keynote session (3)

*Chair: Sarah Maughan (United Kingdom)*

Assessment Practice: Validity and Opportunity to Learn for Education Professionals and Organizations

*Pamela Moss, University of Michigan (United States of America)*

9.30-10.15

## Keynote session (4)

*Chair: Sarah Maughan (United Kingdom)*

"Fattening the Pig": Linking Teaching, Learning and Assessment

*Richard Shavelson, Stanford University (United States of America) and Marc*

*Chun, Council for Aid to Education (United States of America)*

10.15-10.45

Coffee break

10.45-12.15

## Open Paper sessions G, H & I

### Session G. Modelling Assessment Procedures

*Chair: Therese Hopfenbeck (Norway)*

16. Item difficulty modelling: exploring the usefulness of this technique in a European context

*Rebecca Hopkin and Victoria Crisp, Cambridge Assessment (United Kingdom)*

17. Linear or modular - does one size fit all? An investigation into the effects of modularisation at GCSE

*Carmen Vidal Rodeiro and Sylvia Green, Cambridge Assessment (United Kingdom)*

18. Vertical comparison using reference sets

*Saskia Wools and Anton Béguin, Cito (The Netherlands)*

### Session H. Adaptive Testing

*Chair: Debbie Chetcuti (Malta)*

19. Adaptive testing of generic skills in the UK, and use of performance data to inform learning

*John Winkley, AlphaPlus Consultancy Ltd (United Kingdom)*

20. GeoCAT: Implementation of large-scale computerized adaptive testing in school leaving examinations in Georgia

*Mamuka Jibladze and David Chankotadze, National Examinations Center (Georgia)*

21. Developing an adaptive multistage test in numeracy – meeting the needs of weak learners.

*Theo Eggen and Angela Verschoor, Cito (The Netherlands) and*

*Ingrid Radtke, VOX (Norway)*

### Session I. Assessment of Students with Special Educational Needs

*Chair: Chris Wheadon (United Kingdom)*

22. Requirements/Accommodations for Special Educational Needs within large international surveys and studies

*Bernadetta Brzyska, NFER (United Kingdom)*

23. Providing equal opportunities to learn: Differences between schools that participate in optional national diagnostic tests and schools that do not.

*Guri A. Nortvedt and Inger Throndsen, University of Oslo (Norway)*

24. Inclusion and achievements of pupils with SEN in National Assessment in Slovenia at the end of primary education

*Andrejka Slavec Gornik, National Examinations Center (Slovenia)*

12.15-13.15

Lunch



## 13.15-14.45 Open Paper sessions J, K & L

### Session J. E-Assessment

*Chair: Christina Wikström (Sweden)*

25. From the Festival Hall to Functional Skills: a history of three e-assessment initiatives.

*Andrew Boyle and Tom May, City & Guilds (United Kingdom)*

26. Beyond multiple choice: Does e-assessment and mathematics add up?

*Sarah Hughes and Rose Clesham, Pearson UK (United Kingdom)*

27. Exploring diagnostic error analysis methodologies in the context of e-assessment in primary-level mathematics.

*Damian Murchan and Elizabeth Oldham, Trinity College Dublin (Ireland)*

### Session K. Large-scale Assessment

*Chair: Whitney Wall (Northern Ireland)*

28. Interaction between practice and policy in large-scale assessment programmes

*Sandra Johnson, Assessment Europe and University of Bristol (United Kingdom)*

29. Test motivation in Pisa 2006-2009

*Marit Kjærnsli and Therese Nerheim Hopfenbeck, University in Oslo (Norway)*

30. Bringing together national and international educational assessments

*Olaf Köller, IPN: Leibniz Institute for Science and Mathematics Education (Germany)*

### Session L. Students' Perception of Assessment

*Chair: Alison Wood (United Kingdom)*

31. Students' perspectives on assessment: voices of primary school students in Hong Kong

*David Carless, University of Hong Kong (China)*

32. Assessing and learning - the impact of peer-assessment and collaborative talk on the writing of 10 year old pupils

*Juliet Sizmur, NFER (United Kingdom)*

33. Using the theory of planned behaviour to understand student choice at A-level

*Rachel Taylor, Assessment & Qualification Alliance (United Kingdom)*

## 14.45-15.15 Coffee break

## 15.15-16.30 Discussion Groups 1-4

1. Policy effects of PISA - international comparisons

*Jo-Anne Baird, Oxford University (from October 2011) (United Kingdom),*

*Sandra Johnson, Assessment Europe (Scotland) and Gordon Stobart*

*Assessment Reform Group (United Kingdom)*

2. An international exploration of assessment literacy and student learning

*Lenore Adie, Val Kenowski and Jill Willis, Queensland University of Technology (Australia), Deborah Chetcuti and Michael Buhagiar, University of Malta (Malta), Whitney Wall, Queen's University (Northern Ireland),*

*Patricia Murphy and Sheena Herron, The Open University (England)*

3. Trusting teachers' judgements: building professional capacity in assessment through Scotland's National Assessment Resource (NAR)

*Carolyn Hutchinson, Lorraine Facchini, Rosemary Delaney and*

*Maureen Martin, Learning and Teaching Scotland (Scotland)*

4. Investigating the validity of national tests and public examinations in England

*Dennis Opposs, Qingping He and Stephen Anwyll, Office of Qualifications*

*and Examinations Regulation (United Kingdom) and Paul Black, King's*

*College London (United Kingdom)*

## 16.30-18.00 Open Paper sessions M, N & O

### Session M. Trusting Professional Judgement

*Chair: Roger Murphy (United Kingdom)*

34. Trusting professional judgement: what would it take?

*Louise Hayward and Ernie Spencer, University of Glasgow (Scotland)*

35. To trust or not to trust?-contrasting findings from teachers' assessments

*Jan-Eric Gustafsson and Gudrun Erickson, University of Gothenburg (Sweden)*

36. New mechanisms for assuring marking quality - a framework to support secure assessment outcomes for learners

*Graham Hudson, DRS Data Services Limited (United Kingdom)*

#### **Session N. Policy and Practice in National Assessment**

*Chair: Jill Willis (Australia)*

37. Harmonising policy and practice: can government integrate assessment for monitoring and assessment for learning?

*Fatima L. Carvalho, Somia Nassin and Stephen Anwyll, OFQUAL- The Office for Qualifications and Examinations Regulation (United Kingdom)*

38. Working with primary schools: An opportunity to learn more about how assessment can be supported: the Irish perspective.

*Noel Loftus and Hal O'Neill, National Council for Curriculum and Assessment (Ireland)*

39. The Ofqual Reliability of Results Programme: leading the way to better assessments in England

*Qingping He and Dennis Opposs, OFQUAL- The Office of the Qualifications and Examinations Regulator (United Kingdom)*

#### **Session O. Assessment in Vocational Education**

*Chair: Lenore Aide (Australia)*

40. Vocational teachers' constructions of knowledge: Implications for pedagogy and assessment

*Kathryn Ecclestone, University of Birmingham (United Kingdom)*

41. Reliability issues for workplace-based vocational assessments

*Helen Harth, City & Guilds (United Kingdom) and Bas T Hemker, Cito (The Netherlands)*

42. But is it 'proper knowledge'? The vexed question of knowledge' in broad vocational education and its implications for assessment

*Kathryn Ecclestone and Ann-Marie Bathmaker, University of Birmingham (United Kingdom)*

19.30

Reception

20.00

Conference dinner

# Saturday November 12

8.30-10.00

## Discussion Groups 5 & 6

5. Achieving excellence through vocational learning and assessment  
*Rose Clesham, Edexcel (United Kingdom), Roger Murphy, Nottingham University (United Kingdom) and Kathryn Ecclestone, Birmingham University (United Kingdom)*

6. Assessment and the opportunity to learn-A Maltese perspective  
*Edward Mazzacano D'Amato, Joseph Axiaq, Martin Musumeci, Dario Pirota and Sean Pollacco, MATSEC Support Unit, University of Malta (Malta)*

## Open Paper sessions P & Q

### Session P. Expected and Achieved Educational Results

*Chair: Julie Sewell (United Kingdom)*

43. Mismatches between expected and achieved grades: qualification users' references to internal and external explanations  
*Suzanne Chamberlain, Centre for Education Research and Policy, AQA (United Kingdom)*

44. Factors associated with declining performance on the PISA tests of Reading Literacy and Mathematics in Northern Ireland and the Republic of Ireland

*Gerry Shiel, Rachel Perkins; Jude Cosgrove, Peter Archer and Gráinne Moran, Educational Research Centre (Ireland)*

45. Summer Learning: A small-scale study in Irish primary schools

*Peter Archer and Susan Weir, Educational Research Centre (Ireland)*

### Session Q. Subscores, Subtests and Multidimensional Approach

*Chair: Gordon Stobart (United Kingdom)*

46. Learning from results of admissions tests: The value in reporting subscores

*Per-Erik Lyrén, Umeå University (Sweden)*

47. Increasing assessment flexibility through a test-equating approach

*Chris Wheadon, AQA (United Kingdom)*

48. Incentives and barriers to a multi-dimensional approach to assessing cross-curricular skills: A Northern Ireland action research study

*Carmel Gallagher, Visiting Research Associate, School of Education, Queen's University (Northern Ireland) and John Gardner, School of Education, Queen's University (Northern Ireland)*

10.00-10.25

Coffee break

10.25-11.25

## Open Paper sessions R, S & T

### Session R. Assessment in Higher Education

*Chair: Debbie Chetcuti (Malta)*

49. Formative assessment at university: didactic requirements and practical problems

*Serafina Pastore, Faculty of Education - University of Bari (Italy)*

50. The benefits for teaching and learning of externally assessed HN units

*Rob van Krieken and James Morgan, Scottish Qualifications Authority (United Kingdom)*

### Session S. Assessment for More Effective Teaching

*Chair: Val Klenowski (Australia)*

51. Do value-added ratings of teacher effectiveness predict effective teachers?

*Joseph McCrary and Daniel Bugler, WestEd (United States of America)*

52. Placement tests, heterogeneous populations, and learning opportunities

*Alina A. von Davier, Educational Testing Service (United States of America)*

### Session T. National Standards for Teaching and Using Assessment Data

*Chair: Andrew Watts (United Kingdom)*

53. Developing national standards for the teaching, learning and assessment of writing

*Ragnar Thygesen, Department of Education, University of Agder (Norway)*

54. Opportunity to learn? A study of assessment as part of classroom practices and school governing

*Therese Nerheim Hopfenbeck and Guri Skedsmo, University in Oslo (Norway)*

**11.30-12.15 Keynote session (5) (New Researcher Award)**

*Chair: Kathleen Tattersall (United Kingdom)*

Measuring change: opportunities to learn

*Matthieu Brinkhuis, Cito (The Netherlands)*

**12.15-13.15 Keynote session (6), followed by a panel discussion**

*Chair: Kathleen Tattersall (United Kingdom)*

Francis Galton, measurement, psychometrics and social progress

*Harvey Goldstein, University of Bristol (United Kingdom)*

*Respondent: Gordon Stobart, Institute of Education, University of London*

**13.15-13.30 Closing session**

*Chair: Steven Bakker (The Netherlands)*

13.30

Lunch