AEA 2023
2023 AEA-Europe Annual Conference

Wednesday, 01 Nov

9:00 - 16:30 Pre-Conference Workshops

How hard can it be? The practice and challenge of validation: issues around how best to provide evidence for assessment validity, reliability and fairness
Room: Studio 2C (n=28)

9:00 How hard can it be? The practice and challenge of validation: Issues around how best to provide evidence for assessment validity, reliability and fairness
Stuart Shaw

Artificial Intelligence as a tool for Assessment Reform
Room: Studio 2A (n=28)

9:00 Artificial Intelligence as a tool for Assessment Reform
Stephen Bezzina, Alexiei Dingli

Moving to fully inclusive e-assessment
Room: Studio 2B (n=28)

9:00 Moving to fully inclusive e-assessment
Helen Claydon, Caroline Jongkamp, Thomais Rousoulioti, Irini-Renika Papakammenou

Responding As Assessment Professionals To Calls For Reform
Room: Studio 1 (n=24)

9:00 Responding As Assessment Professionals To Calls For Reform
Andrew Watts, Eleanor Andressen

Re)design YOUR assessment! Designing assessment tasks with evidence-centered design
Room: Studio 3 (n=24)

9:00 (Re)design YOUR assessment! Designing assessment tasks with evidence-centered design.
Sebastiaan de Klerk, Michiel Waltman

19:00 - 20:30 Welcome Reception for all participants

A Taste of History at the Maritime Museum, Birgu

Coaches leave the Marriott Hotel at 18:15

AEA 2023

Thursday, 02 Nov

8:00 - 9:00	Registration
9:00 - 9:15	Welcome Addresses Room: Ballroom & Amphitheatre

Prof. Therese Hopfenbeck (President AEA-Europe)

9:15 - 10:15	Keynote Speech Chair: Therese Hopfenbeck Room: Ballroom & Amphitheatre

MATSEC Examinations: An eventful journey.

Prof. Frank Ventura, University of Malta

10:15 - 10:45	Coffee Break Room: Pre-Function Area & Gallery Terrace
10:45 - 11:30	Keynote Speech Chair: Elena Papanastasiou Room: Ballroom & Amphitheatre

KTNRA Winner - Dr. Vasiliki Pitsia, Centre for Assessment Research, Policy and Practice in Education (CARPE), Dublin City University, Ireland & the Educational Reserach Centre, Ireland

Investigating high achievement in mathematics and science in Ireland: An in-depth analysis of national and international assessment data

11:30 - 12:45	Poster session Chair: Cor Sluijter Room: Ballroom & Pre-Function Area

Reduced grading in vocational education
Dan-Anders Normann

Accessibility considerations for Digital Assessments - Development of a Framework
Sanjay Mistry

'Disruption' and/or 'Innovation? The case for e-assessment
Graeme Clark, Stuart Shaw

Exploring the social and cultural factors that impact on student attainment
Phoebe Surridge

TALK: Developing a baseline oracy framework for Teaching, Assessment, Learning, and Knowledge (TALK) in school
Lynell Chvala, Anne-Grete Kaldahl

The overall impact of cross-language Differential Item Functioning at the test level: The case of PIRLS 2016 in South Africa
Heather Leigh Kayton

IB Open Book Exams pilot study – A picture of our schools at the start
Rebecca Chivers, *Rebecca Hamer*

Is that true? No, that's nonsense! Understanding AI hallucination and confabulations
Rebecca Hamer

Evaluating and assessing distance education learners: Developing a comprehensive learner model
Slaviša Radović, Niels Siedel

Read Messick! Developing ethical AI will require assessment literacy.
Cesare Aloisi

A meta-analysis of math anxiety interventions
Ellen Sammallahti, Jonatan Finell, Bert Jonsson, Johan Korhonen

Not like that! Attempting to use GPT to generate examples in statistics
Imogen Casebourne

Construct definition in international educational assessment design
Louise Badham

Assessing the Swedish Shortened Mathematics Anxiety Rating Scale and its Relationship to Math Performance and Attitudes in Young Students
Jonatan Finell

Feedback Culture at School: What Remains Neglected?
Zukhra Utesheva, Saltanat Unbayeva

Does a unitised approach build resilience into an assessment system?
Richard Harry

'But what do we do with the results?' A systematic approach to using assessment data holistically to improve teaching and learning
Suzanne Crocker, Irenka Suto

Cooperation in external assessment – projects in Cape Verde and Angola
Ana Monteiro, Manuel Gomes, *Margarida Borges*

Development of a framework for assessing mathematical literacy in primary and secondary school: A pilot study
Marta Mikite, Ilze France, Ģirts Burgmanis

Divergent considerations during the journey to internationalise mathematics questions in an adaptive baseline assessment.
Emma Barthel, Irenka Suto

Student motivation in history: associations between formative assessment, historical consciousness and 'doing history'
Harald Eriksen, Hege Roaldset, Karsten Korbøl

Comparative Judgment vs. Criteria-based Assessment in Legal Education
Kjetil Egelandsdal, Eva Hartell

Comparative Judgment for Summative Assessment in Legal Education
Kjetil Egelandsdal, *Eva Hartell*

Transformations in Large-scale Educational Assessments: The Case of India Compared Internationally
Peter van Rijn, Indrani Bhaduri, Jonas Bertling, Han-Hui Por

Speak properly! Understanding the role of auto-generated captioning technologies in the marginalisation of disabled speech
Claire Tupling

An investigation of approaches to student assessment in international high schools in China in the context of practices internationally.
Xiaohui Yang

Towards justified use of automated speaking assessment algorithms via an argument-based validation: A case study of prosodic features assessment
Yuanyue Hao

Self-Assessment in performance. Teachers' thoughts and concerns.
Dimitra Tsalta, *Thomais Rousoulioti*, Antonios Ventouris, Olympia Blatsioti

12:45 - 13:45 Lunch
Room: Marketplace Restaurant, Level 2
 Sponsored by

duolingo
english test

13:45 - 15:15 Open Paper Sessions

Psychometrics and Test Development I
Chair: Alex Scharaschkin
Room: Studio 2A (n=60)

13:45   How does DIF items affect the equating transformation?
Marie Wiberg, Inga Laukaityte

14:15   Can examination papers always be error-free? An exploratory investigation into the conditions that can give rise to errors in assessment instruments
Filio Constantinou

14:45   An evaluation of targeting of items at assessment objectives in GCSE and A level qualifications in England
Qingping He, Yasmine El Masri

Educational Policy and Assessment in the era of decolonising curriculum I
Chair: Damian Murchan
Room: Amphitheatre (n=141)

13:45   The Morality of Assessment
Isabel Nisbet, Stuart Shaw

14:15   Professional Testing Guidelines as Tools for Improving Educational Assessment: The Role of the International Test Commission
Stephen Sireci, Tram-Anh Tran Nguyen

14:45   The journeys of large-scale assessment systems from an international perspective: towards a formative, low-stakes, democratic, contextualised, and holistic approach
Maria Teresa Florez Petour

Summative Assessment I
Chair: Dan-Anders Normann
Room: Studio 2B (n=60)

13:45   High stakes assessment that supports mathematical problem solving: a journey of realistic aspiration or of chimera?
Jennie Golding, Ben Redmond, Grace Grima

14:15   Investigating how access to statistical evidence and teacher feedback influences examiner judgement in grade awarding.
Louise Badham

International Assessments
Chair: Nico Dieteren
Room: Studio 2C (n=60)

13:45   Applying Differential Item Functioning analysis to evaluate the comparability of language versions of PIRLS in South Africa
Heather Leigh Kayton

14:15   Pre-smoothing and other approaches to linking scores between mixed tier assessments.
Blake Ashworth, Liyuan Liu, Barbara Donahue, Pia Pirc Zagar, Sebastian Nastuta

14:45   Implementing the ISAWG Method of Standard Setting and Maintenance in the International Baccalaureate
Chris Hope, Ben Smith

Assessment that is reactive to unforeseen circumstances (e.g. Covid 19) I
Chair: Doreen Said Pace
Room: Studio 1 (n=40)

13:45   Global and Intercultural Skills Program: Intercultural Perceptions Student Index
Todd Milford, Victor Glickman, John Anderson

14:15   Evolving understandings: A longitudinal analysis of teacher candidates' approaches to assessment
Christoph Schneider, Christopher DeLuca, Lothar Müller, Andrew Coombs

E-Assessment I
Chair: Rebecca Hamer
Room: Studio 3 (n=59)

13:45   What can process data can tell us about students' persistence? Evidence from the e-TIMSS 2019 assessment
Elena Papanastasiou, Evi Konstantinidou

14:15   A new quantile regression approach to age-standardisation for on-demand assessments
Matthew Turner, Ben Smith

14:45   The reform journey of an on-screen national assessment
Andrew Boyle

Comparative Judgement
Chair: Rose Clesham
Room: Studio 7 (n=18)

13:45   Multiple marking using the Levels-only method in A level English Literature
Emily De Groot, Jo Ireland

14:15   Experiences from reforming the math exams in Norway
Bård Vinje, Olav Tokle

14:45   Linking two scales using comparative judgement
Anton Béguin, Elise Crompvoets, Marieke Van Onna

Technical, Vocational and Applied Assessments I
Chair: Eleanor Andressen
Room: Studio 8 (n=24)

13:45   Towards understanding the quality and value of outcomes-based qualifications: academic criticisms versus lived practices of awarding organisations
Milja Curcin, Asteria Brylka, Latoya Clarke, Paul Newton

14:15   Assessing 'competence' in education reform projects – what lessons can we learn from technical and vocational education?
Rebecca Conway, Matthew Dean

14:45   Exploring the quality and value of vocational qualifications in England: reflections from students, teachers, employers and higher education recruiters
Latoya Clarke, Paul Newton, Milja Curcin, Asteria Brylka

15:15 - 15:45   Coffee Break
Room: Pre-Function Area & Gallery Terrace

15:45 - 17:15   Open Paper Sessions

Formative Assessment I
Chair: Isabel Nisbet
Room: Studio 2A (n=60)

15:45   Self-assessment in English as a foreign language Students' written self-assessments and students' and teacher's reflections
Astrid Gillespie

16:15   Journeys of self- and peer-assessment in a reformed mathematics curriculum: primary school children's accounts of the roles of explanation, reflection and challenge.
Grace Grima, Jennie Golding, Ben Redmond

16:45   Changing assessment cultures and practices through e-learning
Vegard Meland, Egil Weider Hartberg

E-Assessment II
Chair: Helen Claydon
Room: Studio 3 (n=59)

15:45   Computer-based tests and machine marking: candidates' perceptions and beliefs about test taking experiences
Mary Richardson, Rose Clesham, Sandra Leaton-Gray

16:15   Towards external assessments dematerialization – Are we ready? Portuguese school principals' concerns.
Gabriel Cipriano, Susana da Cruz Martins

16:45   Response Model Validation in Digital Mathematics Assessments
Franck Salles, Bryan Maddox, Saskia Keskpaik, Peter Boon, Matthew Meangru

Fairness & Social Justice I
Chair: Elena Papanastasiou
Room: Studio 2B (n=60)

15:45   Fair and effective? Staff and student perspectives on 25% extra time in exams in England
Lauren Kennedy, Stephen Holmes

16:15   The future of accessibility in assessment: practitioners' views on current and future access arrangements in England
Katy Finch, Phoebe Surridge

Assessment Cultures I
Chair: Lise Vikan Sandvik
Room: Studio 2C (n=60)

15:45   Applying policy learning from two cultures to a third. What developing and evolving skills-based programmes can really learn from Germany and England about technical and vocational education and training (TVET) structures, practice and assessment: insight
Eleanor Andressen, Stuart Shaw

16:15   Enacting assessment reform in Cox's Bazar Refugee Camp: a case study
Georgie Billings, Sarah Nelson

16:45   Assessing Learning Outcomes in Finnish Basic Education: Critiques and Challenges
Jukka Marjanen, Mari Huhtanen

National Tests & Examinations I
Chair: Christina Wikstrom
Room: Amphitheartre

15:45   Evaluating the impact of curriculum and assessment reform in secondary education on progression to mathematics post-16
Carmen Vidal Rodeiro, Joanna Williamson

16:15   Can centralising marking in Sweden improve interrater reliability?
Jens Anker-Hansen, Daniel Gustafsson, Cecilia Johansson, Nina Ekblom

16:45   Implementation of the use of central tests in Flanders. Teachers' readiness to use formal performance data to improve student learning and the impact of school culture.
Glen Molenberghs, Jan Vanhoof, Roos Van Gasse

Assessment that is reactive to unforeseen circumstances (e.g. Covid 19) II
Chair: Christoph Schneider
Room: Studio 1 (n=40)

15:45   Hybrid model of high-stakes testing in the Czech Republic: challenges posed by conducting simultaneous online and paper-based exams
Lenka Firtova

16:15   Assessment and Learning during Covid-19 times: perspectives and experiences of university students in Initial Teacher Education in Malta
Josephine Milton, Josephine Deguara, Charmaine Bonello, Rosienne Camialleri, Tania Muscat

16:45   Co-constructing national qualifications - A novel approach to developing GCSE requirements
Oliver Stacey

Assessment of Practical Skills I
Chair: Dina Tsagari
Room: Studio 7 (n=18)

15:45   Challenges and opportunities in reforming assessment of school principals' capabilities
Fabienne van der Kleij, Pauline Taylor-Guy, Michelle Lasen

16:15   To change or not to change? The case of changing the mode of coursework in Advanced Level Computing to improve its reliability and validity.
Analise Grixti, Rodrick Cini, Steve Mifsud

Psychometrics and Test Development II
Chair: Tom Bramley
Room: Studio 8 (n=24)

15:45   Exploring the assessment of IELTS writing task response among the high school students
Valentina Gainanova, *Indira Ismailova*, Xeniya Alikulova

16:15   A domain-specific assessment of the critical thinking in universities: from methodology to implementation
Ekaterina Orel, Ksenia Tarasova, *Daria Gracheva*, Daniel Talov

17:15 - 18:00   Holistic Assessment SIG Launch
Room: Studio 3 (n=59)

18:45 - 20:15   Event for AEA-Europe Fellows, Practitioners & PhD students
Room: Roof-top Pool Bar Area (Marriott Hotel)

AEA 2023
2023 AEA-Europe Annual Conference

Friday, 03 Nov

8:30 - 9:00   Registration

9:00 - 10:30   Open Paper Sessions

Assessment that is reactive to unforeseen circumstances (e.g. Covid 19) lll
Chair: Therese Hopfenbeck
Room: Studio 8 (n=24)

9:00   COVID-19-related changes to upper secondary assessments in six countries: Adaptations and reactions
Nicky Rushton, Santi Lestari

9:30   How the pandemic impacted on how Scotland and other jurisdictions assess young people and the implications for the future
Susie Hill

10:00   Assessment of International GCSE English: Insights from 2 years of live delivery of onscreen exams and implications for regulated environments
Anastasia Ulicheva, Irene Custodio, Hayley Dalton, Meredith Reeve

E-Assessment lll
Chair: Dean Seabrook
Room: Ballroom

9:00   Differences in mathematics results due to item types
Erica Aldenius, Johanna Ingmarsdotter Lundmark, Victor Severyd

Summative Assessment I
Chair: Grace Grima
Room: Studio 2A (n=60)

9:00   Exploring marking time and examiner agreement for item-level versus whole response marking
Antony Furlong, Louise Badham, Mkululi Wami

9:30   'How do you assess that?' Achieving meaningful engagement with a large dataset as part of a reformed A-level Mathematics.
Ben Redmond, Jennie Golding, Grace Grima

10:00   To err is human: how AI might contribute to trust and accountability
David West

National Tests & Examinations ll
Chair: Jannette Elwood
Room: Studio 2C (n=60)

9:00   How are GCSE grades used in post-16 admissions decisions?
Emma Walland, Tony Leech

9:30   Vocational Assessment in Secondary Education – Recent Developments
John Muscat, Ramona Cuschieri, Sephora Sammut

10:00   Exploring teacher perspectives on assessment reform: the change from modular to linear A-level assessment
Gemma O'Brien

Higher Education & Assessment
Chair: Gerry Shiel
Room: Studio 2B (n=60)

9:00   Developing a New English Placement Test for Higher Education in Israel: A Survey of Stakeholders
Liat Atzmon, *Ruth Fortus*, Tzur Karelitz, Hagar Lerman

09:30   Navigating Change in Chile's Higher Education Access System: Examining Standardized Testing and Governance Amid Societal Unrest
Daniela Jimenez, María Leonor Varas

Assessment Cultures II
Chair: Lesley Wiseman
Room: Amphitheartre (n=141)

9:00   Exploring the longitudinal development of assessment practitioners via their participation in assessment professional development.
Hannah Williams, Simon Child

9:30   The impact of curriculum and assessment reform on practices in a high-stakes examination system: A Maltese case study
Dario Pirotta, Odette Vassallo

10:00   What can constructs of high stakes exams tell us about assessment cultures? The case of the new Language arts exam in Norway.
Gustaf Bernhard Uno Skar, Arne Johannes Aasen

Technical, Vocational and Applied Assessments II
Chair: Graham Hudson
Room: Studio 1 (n=40)

9:00   Strategies to allow multiple voices to be heard in assessment reform: Engagement strategies and their findings from Qualifications Wales' review of qualifications in the Travel, Tourism, Hospitality and Catering Sector.
Lisa Mitchell

9:30   Lessons learned from working with partners to introduce vocational qualifications with significant project-based assessment in sub-Saharan Africa.
Peter Ashton

10:00   Feasibility of using z-score mark estimations for new and existing Technical Qualifications
Zeeshan Rahman

Formative Assessment II
Chair: Rolf Vegar Olsen
Room: Studio 7 (n=18)

9:00   Moving towards a new assessment culture in Malta: the implementation of School-Based Assessment in the French as a Foreign Language classroom.
Ruth Bonello

9:30   Ringing the inner voice: Students' Experiences of Teacher-Feedback using Narrative Frames.
Fanny Passeport

Fairness & Social Justice II
Chair: Guri A. Nortvedt
Room: Studio 3 (n=59)

9:00   Measurement invariance across educational systems in the First and Second International Science studies
Yuriko Sosa Paredes, Björn Andersson

9:30   Education Reform: Improving Educational Prospects for Girls in India
Indrani Bhaduri, Dinesh Prasad Saklani, Peter van Rijn, Han-Hui Por, Jonas Bertling, Kavita Ghosh

10:00   It's a question of style: Understanding learner interactions and preferences with text styling in Onscreen Assessments
Ellen Barrow, Emma Crampton, Irene Custodio

10:30 - 11:00   Coffee Break
Room: Pre-Function Area & Gallery Terrace

11:00 - 12:00   Discussion Groups Spaces limited - advised to come early

Discussion Group 1
Room: Studio 1 (n=24)

11:00   What are the possible consequences of giving teacher assessment a large(r) part to play in school student certification?
Isabel Nisbet, Stuart Shaw, Lesley Wiseman

Discussion Group 2
Room: Studio 8 (n=24)

11:00   Assessment Reform Journeys: Post Graduate Students and Early Researchers Across Borders
Julie Leonardsen, Dan-Anders Normann, Shakeh Manassian, Skevi Vassiliou, Gabriel Cipriano

Discussion Group 3
Room: Stuidio 7 (n=18)

11:00   Organizing Effective Thesis Calibrations with A Typology of Calibration Methods
Ya Ping Hsiao, Astrid Kramer, Gerard van de Watering

Discussion Group 4
Room: Ballroom

11:00   What do assessment professionals think should be included in a code of ethics for using process data in educational assessment?
Damian Murchan, Fazilat Siddiq

Discussion Group 5
Room: Studio 2A (n=28)

11:00   Beyond the hype – understanding the limits and potential of AI in education
Cesare Aloisi, Imogen Casebourne, Rebecca Hamer, Claire Tupling

Discussion Group 6
Room: Studio 3 (n=24)

11:00   Removing unnecessary barriers: practical considerations for designing accessible digital assessments.
David McVeigh, Ellen Barrow, Irene Custodio, Emma Crampton

Discussion Group 7
Room: Studio 2B (n=28)

11:00   Digital Formative Assessment: dialogue, implications, and ethics in the context of a European policy experimentation project
Jannette Elwood, Kay Livingston

Discussion Group 8
Room: Studio 2C (n=28)

11:00   Mathematics assessments for the future – taking into account the communicative and collective aspect of mathematical reasoning
Guri A. Nortvedt, Lovisa Sumpter

12:00 - 13:00   General Assembly
Room: Amphitheatre

13:00 - 14:00   Lunch
Room: Marketplace Restaurant, Level 2
Sponsored by   Institute for Education

14:00 - 15:30   Open Paper Sessions

Assessment Cultures III
Chair: Andrew Watts
Room: Studio 2A (n=60)

14:00   A Critical Reflection on the Implementation of Programmatic Assessment
Lorenzo Duchi, Fanny Passeport

14:30   The strange non-death of SIMCE tests: The multiple survival strategies of a controversial and contested market mechanism
Elisa de Padua, Mariano Rosenzvaig

15:00   How do students experience their teacher's didactical practice of formative assessment?
Egil Weider Hartberg, *Kari Kolbjørnsen Bjerke*, Trude Slemmen Wille, Terje Engh Wiig

Psychometrics & Test Develpoment III
Chair: Cor Sluijter
Room: Studio 8 (n=24)

14:00   Attitudes to the importance of empathy in police work: the student perspective
Tova Stenlund, Christina Wikstrom, Miguel Inzunza

14:30   Measuring educational constructs qualitatively
Alex Scharaschkin

15:00   Investigating the Robustness of DIF-Analysis in Standardized Testing: A Longitudinal Study of Experimental Items
Inga Laukaityte, Per-Erik Lyrén, Christina Wikstrom

Assessment that is reactive to unforeseen circumstances (e.g. Covid 19) IV
Chair: Amina Afif
Room: Studion 2B (n=60)

14:00   Evaluation of the 2022 Approach to the Assessment of Graded National Courses in Scotland: Learner and Practitioner Experiences
Simon Allan, Susie Hill

14:30   An evaluation of post-16 maths qualifications in England: gathering evidence on standard setting and maintenance to inform policy change
Nadir Zanini, Megan Wayman, Theo Bruckbauer

Fairness & Social Justice III
Chair: Stuart Shaw
Room: Studio 7 (n=18)

14:00   Learner preferences and inclusive assessment
Amy Harrison, *Vasile Rotaru*

14:30   Amplifying Small Voices in the Age of Big Data: A Qualitative Study of Vision-impaired Students on the Use of Modified Exam Papers and Assistive Technologies
Liyuan Liu, Kevin Mason, Benjamin Redmond, Hayley Dalton

Higher Education & Assessment II
Chair: Michael Buhagiar
Room: Studio 2C (n=60)

14:00 The process of developing a personality questionnaire for screening candidates for higher education
Avital Moshinsky, Daniel Gilon, David Ziegler, Gilad Soffer, Efrat Ben Barak, Marina Fronton

14:30 Rethinking a Higher Education Online Curriculum using Backward Design (Learning Outcomes-Assessment-Activities)
Martha Barba, *Rafael Estrada*, Lorena Garelli, Cintia Martinez, Paola Sánchez

15:00 Preparation for a high stakes language examination: practitioners' views from the field of shadow education
Stavroula Tsiplakou, Dina Tsagari

E-Assessment IV
Chair: Graeme Clark
Room: Studio 3 (n=59)

14:00 Evaluation of the Cambridge International Digital Mock Exams Service
Martina Kuvalja

14:30 Piloting on-screen exams: a shift in mode and a shift in culture
Jeanne Marie Ryan

15:00 Explain yourself: Expanding validity evidence for automated scoring through explainability
Sarah Hughes

Perspectives of End-users and the General Public on Assessment I
Chair: Claudine Muscat
Room: Amphitheartre (n=141)

14:00 Computer-based high-stakes assessments in England: Opportunities and Risks in the Eyes of Students and Parents
Yasmine El Masri

14:30 Review and reform of Essential Skills qualifications in Wales
Gareth Downey, Paul Johnson

15:00 Building a better qualification system: why the reform of construction and built environment qualifications in Wales demonstrates that effective reform must extend beyond qualification development
Dean Seabrook

Other I
Chair: Mary Richardson
Room: Studio 1 (n=40)

14:00 New policies, old practices: The enactment of assessment reform in Maltese science classrooms.
Ritienne Attard, *Deborah Chetcuti*

14:30 Assessing the impact of vocational qualification reforms in England: Using large datasets to assess changes in outcomes for learners taking Applied General qualifications since 2016.
Hayley Dalton, Sebastian Nastuta

15:30 - 16:00 Coffee Break
Room: Pre-Function Area & Gallery Terrace

16:00 - 17:00 Symposium

Symposium 1: Assessment for Social Justice
Chair: Doreen Said Pace Discussant: Dina Tsagari
Room: Studio 1 (n=40)

16:00 Success and Growth for Every student
Jude Zammit

16:20 Using assessment data to inform action in a state college literacy initiative.
Doreen Said Pace

16:40 Opportunities for the development of foreign language proficiency through alternative assessment practices.
Alice Micallef

Symposium 2: Education Futures in Flux: Journeys into Learning & Assessment Transformation
Chair: Sarah Hughes Discussant: Luning Sun
Room: Studio 2A (n=60)

16:00 Assessment Futures Through a Looking Glass
Bryan Maddox

16:20 The Modern Socratic Assessor: The Promise of AI for the Future of Education
Alina von Davier

16:40 Is this the future of essay writing? ChatGPT's impact on the process and output in different languages
Rebecca Hamer

Symposium 3: The Digital Transformational Journey in England: Lessons Learned from TIMSS 2019 and Implications for National Assessments
Chair: Lucian Lanteri Discussant: Grace Grima
Room: Studio 2B (n=60)

16:00 A Comparison of the Delivery Considerations of Digital and Paper Assessments in TIMSS 2019 in England
Mish Mohan, Sarah Turner, *Alistair Hooper*

16:20 TIMSS 2019 Equivalence Study: A Quantitative Approach to Explore Assessment Mode Effects on Mathematics Performance in England
Sebastian Nastuta, Liyuan Liu

16:40 The Impact of Assessment Mode on Item Performance: A Qualitative Study of TIMSS 2019 in England
Kevin Mason, Liyuan Liu

Symposium 4: Supporting countries to set global standards on national learning assessments
Chair: Ursula Schwantner Discussant: Anton Béguin
Room: Studio 2C (n=60)

16:00 Learning Progression Scales
Elizabeth Stubbs, *Ursula Schwantner*

16:20 The International Standard Setting Exercise to locate global Minimum Proficiency Levels on the Learning Progression Scales
Maurice Walker

16:40 The Pairwise Comparison Method for linking national assessments to global standards
Colin Watson

Symposium 5: Assessment reforms in Norway: tensions in quality assessment and quality development
Chair: Marte Søve Syverud Discussant: Rolf Vegar Olsen & Lise Vikan Sandvik
Room: Studio 8 (n=24)

16:00 Tension points in assessment reform in Norway
Tine S. Prøitz

16:20 Quality assessment and -development: enactment through educational leadership autonomy
Rikke A. Sundberg

16:40   Validating oral examinations through a unitary view of validity
Marte Søve Syverud

Symposium 6: Technicians, Curators or Guides on the Assessment Reform Journey? Preparing the Next Generation of Educational Measurement Professionals
Chair: Derek Briggs Discussant: Therese Hopfenbeck
Room: Studio 3 (n=59)

16:00   What are foundational competencies in educational measurement and why should we care about them?
Derek Briggs

16:20   Computational psychometrics skills in the age of artificial intelligence
Alina von Davier

16:40   Too much or not enough: challenges of teaching foundational competencies in educational measurement
David Torres Irribarra

16:00 - 18:00   Ignite Session
Chair: Stuart Shaw and Lesley Wiseman
Room: Amphitheartre (n=141)

The Key to Successful Assessment Reform: Authoring Reform
Shaun Crowley, Alice Leigh

Partnership between schools and universities in developing assessment practices - the journey from intentions to enactment.
Kaja Haaland, Hege Havn, *Elin Bræin*, Morten Rustad, Camilla Nygaard, Lasse Dahl

Creating the conditions for successful assessment reform through education system planning
Brooke Wyatt, Marc Neesam

Why so many assessments? A holistic framework to help teachers to see the bigger picture - including the missing pieces
Irenka Suto, Suzanne Crocker

Views of Scottish disabled learners/learners with additional support needs (ASN) on National Qualifications assessment in 2022
Simon Allan, Michelle Cuninghame

Development of a Game-Based Assessment of Divergent Thinking
Luning Sun, Yuzhuo Yuan, Fang Luo

19:00 - 00:00   Conference Dinner
Room: Venue: Mediterranean Conference Center, Valletta

Coaches leave from the Marriott Hotel at 18:30

Saturday, 04 Nov

9:00 - 10:30   Open Paper Sessions

Perspectives of End-users and the General Public on Assessment II
Chair: Tim Oates
Room: Studio 2A (n=60)

9:00   Setting Standards in the new Technical T Level qualifications in England: Prior attainment relationship to outcomes
Jagdeep Kaur, Blake Ashworth

9:30   Spoken practice: evaluating an external ESOL language assessment for young learners in France
Jonah Champaud, Brigita Seguis

10:00   The Adaptive Models of the New National Screening Tests in Reading and Numeracy for Grade 1 and 3 students in Norway - possibilities and limitations.
Bente Walgermo, Guri A. Nortvedt, Per Henning Uppstad, Karianne Berg Bratting, Henrik Hung Haram, Njål Foldnes

Summative Assessment II
Chair: Alex Scharaschkin
Room: Studio 1 (n=40)

9:00   Assessing Knowledge Acquisition through Brain Activity: Shared Processes of Active Learning Strategies in Vocabulary and Mathematics?
Bert Jonsson

9:30   Accessibility in high stakes testing and validation of test accommodations: Empowering visually impaired students.
Marcus Strömbäck Hjärne, Christina Wikstrom

10:00   Defining standards in a reformed national qualification system: lessons in coherence from Covid to recovery
Richard Harry

National Tests & Examinations III
Chair: Frank Ventura
Room: Amphitheatre

9:00   Performance in secondary mathematics topics pre- and post-reform
Joanna Williamson, Carmen Vidal Rodeiro

9:30   How to go about "eating an elephant": A critical analysis of validity frameworks in application
Pok Jing (Jane) Ho

10:00   Towards a fairer and more equitable national test system - focusing standard setting and equating
Anna Lind Pantzare

Formative Assessment III
Chair: Irenka Suto
Room: Studio 8 (n=24)

9:00   Exploring the Potential of Using Lesson Study to Enhance the Formative Dimension of Classroom Assessment
Michael A. Buhagiar

9:30   A teacher's attempt to enact the vision of implementing formative assessment: A case study
Torulf Palm

Assessment of Practical Skills II
Chair: Dario Pirotta
Room: Studio 2B (n=60)

9:00 Assessing Practical Skills in High Stakes Qualifications: A qualitative study of GCSE Science qualifications
Alistair Hooper, Christine Harrison, Grace Grima

9:30 The impact of using peer assessment in writing essays
Nurdana Orazbayeva, Altyn Kelimberdyieva

10:00 A multi-country comparison of lower secondary students' critical thinking under different curricula
Joshua McGrane, Samantha-Kaye Johnston, Mireia Vendrell i Morancho, A Therese N Hopfenbeck

Fairness & Social Justice III
Chair: Elisa de Padua
Room: Studio 3 (n=59)

9:00 How should we design central tests to ensure they are universal? Different perspectives on the use of accommodations in centralized testing in Flanders
Sabine Dierick, Prof dr. Katrien Struyven

9:30 Examining the domain relevance of a test that has differing designated purposes- Is it valid?
Lauren Miller, Rose Clesham

10:00 We need to talk about SEND: How can a needs-based approach to assessment design result in fairer assessments for learners with Special Educational Needs and Disabilities?
Irene Custodio, Ellen Barrow, David McVeigh

Psychometrics & Test Develpoment IV
Chair: Marieke van Onna
Room: Studio 7 (n=18)

9:00 Using selected response items to assess higher order thinking skills
Ezekiel Sweiry, Matt Hodgkin, Lauren Kennedy, Aldrin Loomes

9:30 The Application of Generalizability Theory to the Scenario-Based Performance Assessment of 21st Century Skills: Analysis of Task Context Effect
Daria Gracheva

10:00 Experienced but detached from reality: Theorizing and operationalizing the relationship between experience and rater effects
Dina Tsagari, Iasonas Lamprianou, Nansia Kyriakou

Other II
Chair: Gulbakhyt Sultanova
Room: Studio 2C (n=60)

9:00 Evidence for assessment reform journeys: The Analysis of National Learning Assessment Systems
Ursula Schwantner

9:30 Assessment practice: pivotal in understanding and development of good learning cultures.
Ingrid Jacobsen, *Kathinka Blichfeldt*

10:00 An Assessment Framework for Education Reform Projects
Matthew Dean, Dan Bray

10:30 - 11:00 Coffee Break
Room: Pre-Function Area & Gallery Terrace

11:00 - 11:45 Keynote Speech
Chair: Therese Hopfenbeck
Room: Ballroom

Prof. Anastasiya Lipnevich, Professor of Educational Psychology at Queens College and the Graduate Center of the City University of New York

Title: Lost and Found: Navigating the Maze of Instructional Feedback

11:45 - 12:30 Keynote Speech
Chair: Damian Murchan
Room: Ballroom

Prof. Mary Richardson, Professor of Educational Assessment, Institute of Education, University College London

Title: Many rivers to cross? Navigating the challenging terrains of assessment in education.

12:30 - 13:00 Closing Ceremony including Poster & Accreditation Awards, 2024 Presentation
Chair: Elena Papanastasiou
Room: Ballroom

13:00 - 14:00 Lunch
Room: Marketplace Restaurant, Level 2
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