

## Tuesday, 02 November

09:00-16:30	<b>Pre –Conference Workshops</b>		
	<b>How hard can it be? Issues around how best to provide evidence for assessment validity, reliability and fairness: the practice and challenge of validation</b> <i>Stuart Shaw</i>	<b>Put your test to the test: Assessing test quality</b> <i>Bas Hemker, Cor Sluiter</i>	<b>Item Banking and the Assembly of Test Forms</b> <i>Angela Verschoor, Roel Visseren</i>

## Wednesday, 03 November

09:00-09:30	<b>Welcome Addresses</b>
09:30-10:30	<b>Keynote Speech</b> <i>Prof. John Hattie</i>  Title: How to devise Visible Learning Assessment Capable Teachers and Students: Moving from 'merely' developing tests, to understanding interpretations from testing Chair: Christina Wikström
10:30-10:45	Coffee Break
10:45-11:30	<b>Keynote Speech</b> <i>Dr. Raphael Pasquini</i> <i>KTNRA Winner</i>

Title: Constructive grading to help teachers in their decision-making and to improve students' learning: what else?  
Chair: Elena Papanastasiou

11:30-  
12:45

**Poster presentations**  
Chair: Cor Sluijter

**Developing e-assessment instruments for assessing 5-year-old children's skills**  
*Anne-Mai Meesak*

**The blind side: Exploring item variance in PISA 2018 cognitive domains**  
*Kseniia Marcq, Johan Braeken*

**Well-being and Academic Achievement of NIS Students: Improving Assessment Procedures**  
*Gulbakhyt Sultanova, Assel Rakhimbekova*

**Remote marking of high-stakes examinations: leadership, challenges and strategies**  
*Emma Walland*

**Let the boys speak: stories of 12-year-olds about assessment**  
*Doreen Said Pace*

**Random responders in international large-scale assessment in education: a Threat to validity?**  
*Saskia van Laar, Johan Braeken*

**Adopting a multilingual approach towards comprehension in assessment in Higher Education Institutions in the UK amidst the Covid-19 pandemic**  
*Eleni Meletiadou*

**A comparison of outcomes from tests proctored locally in testing centres and online using live remote proctoring (LRP)**  
*Gemma Cherry, Michael O'Leary, Li-Ann Kuan, Oksana Naumenko, Linda Waters*

12:45-13:45	Lunch					
13:45-15:15	<b>Psychometrics I</b>	<b>Educational Policy</b>	<b>Test Development</b>	<b>Covid-19 Research I</b>	<b>E-Assessment I</b>	<b>Reliability</b>
	Chair: Cor Sluijter	Chair: Andrej Novik	Chair: Rose Clesham	Chair: Elena Papanastasiou	Chair: Isabel Nisbet	Chair: Gerry Shiel
	<b>Metaphors and the psychometric paradigm</b> <i>Tom Bramley</i>	<b>Reflections on the enactment of educational policies: The case of continuous assessment in Malta</b> <i>Michael Buhagiar, Deborah Chetcuti</i>	<b>How to Measure Efficiency of Hints in Interventionist Dynamic Assessment?</b> <i>Maxim Skryabin</i>	<b>Assessing Numerical Reasoning On-Screen Using Hint Items</b> <i>David Budzynski, Matthew Turner, Ben Smith</i>	<b>E-portfolios in teaching, learning and assessment: Tensions in theory and praxis</b> <i>Emma Walland, Stuart Shaw</i>	<b>Evaluating the simplified pairs method of standard maintaining using comparative judgement</b> <i>Tom Benton, Tim Gill</i>
	<b>Achieving parity of standards between paper-based and computer-based tests</b> <i>Lauren Miller, Sarah Hughes</i>	<b>How curriculum and assessment policies affect assessment culture in the English discipline: A New Zealand Case study</b> <i>Henning Fjørtoft, Mei Kuin Lai, Mengnan Li</i>	<b>How do changes in the internal assessment system affect the results of external assessment of NIS students?</b> <i>Saltanat Yessenaliyeva, Aidana Shilibekova, Zhanna Jumabayeva, Aikorkem Zhapparova</i>	<b>Language Assessment under COVID-19: What about teachers?</b> <i>Dina Tsagari, Asma Maaoui, Hanen Dammak</i>	<b>Towards a new framework of digital assessment items: linking item types to assessment objectives</b> <i>Caroline Jongkamp, Rebecca Hamer</i>	<b>Comparing teacher judgement and exams: A case study of the factors influencing GCSE and A level grades in England in 2020</b> <i>Tim Stratton, Nadir Zanini</i>

	<p><b>A Mixture Nominal Response Model with Response Certainty for Exploring Distractor-Related Misconceptions and Confidence in Answers</b> <i>Chia-Wen Chen, Björn Andersson, Jinxin Zhu</i></p>	<p><b>The Future of qualifications and assessment in England: Stakeholder consultation outcomes for bottom-up reform</b> <i>Hayley Dalton, Lizzie Watts</i></p>	<p><b>Reader's cognitive actions as parameters of item difficulty: lessons for test developers</b> <i>Alina Ivanova, Inna Antipkina</i></p>		<p><b>Researching accessibility in a high-stakes digital examination environment</b> <i>Irene Custodio, Bryan Maddox, David McVeigh, Naomi Care</i></p>	<p><b>The impact of marking vs moderating IB coursework</b> <i>Ben Smith</i></p>
15:15-15:45	Coffee Break					
15:45-17:15	<b>Formative Assessment I</b>	<b>E-Assessment II</b>	<b>Fairness &amp; Social Justice I</b>	<b>Covid-19 Research II</b>	<b>Formative Assessment II</b>	
	Chair: Simon Child	Chair: Mary Richardson	Chair: Alex Scharaschkin	Chair: Deborah Chetcuti	Chair: Ayesha Ahmed	
	<p><b>Peer assessment of writing: a powerful formative tool for improved student learning</b> <i>Eleni Meletiadou</i></p>	<p><b>The use of remote invigilation – awarding organisation views on its introduction and impact</b> <i>Stuart Cadwallader, Diana Tonin</i></p>	<p><b>What is a fair vocational assessment?</b> <i>Stuart Shaw, Isabel Nisbet</i></p>	<p><b>Understanding learning loss during the pandemic – implications for assessment</b> <i>Grace Grima, Jennie Golding</i></p>	<p><b>Assessing, mapping, measuring and facilitating the development of abstract skills: how do teachers facilitate creativity and curiosity in classrooms?</b> <i>Therese N Hopfenbeck, Juliet Scott-Barrett, Samantha-Kaye Johnston, Tracey Calabrese, Joshua McGrane</i></p>	

	<p><b>Assess@Learning - digital formative assessment in classrooms: stakeholders' views</b> <i>Kay Livingston, Jannette Elwood</i></p>	<p><b>Machine Scoring of Open-Ended Items</b> <i>Angela Verschoor, Roel Visseren</i></p>	<p><b>Diversity and inclusion in GCSE and A Level History</b> <i>Jeanne Marie Ryan, Corina Balaban, Victoria Armstrong</i></p>	<p><b>A first look at the impact of Covid in Wales' personalised assessments</b> <i>Matthew Turner, Ben Smith</i></p>	<p><b>Decomposition of the Composite: Relating Students' Abilities from Item Response and Cognitive Diagnostic Models</b> <i>Denis Federiakin</i></p>
		<p><b>Items in Technology-Based Assessments: Examining the use of multimedia stimuli with post-primary test-takers</b> <i>Paula Lehane</i></p>	<p><b>Measuring socioeconomic status among middle school students: Does atypicality of responses matter for predicting academic achievement?</b> <i>Vaidas Morkevičius, Rasa Erentaitė, Rimantas Vosylis, Eglė Melnikė, Daiva Sevalneva, Saulė Raižienė, Berita Simonaiteinė</i></p>	<p><b>Non-examined high stakes assessments in vocational education: identifying and managing risk post Covid-19</b> <i>Rebecca Bagguley</i></p>	<p><b>Implications of education reform on assessment practice in schools: Teacher and student perspectives on the enabling and disabling characteristics of formative assessment.</b> <i>Jillian Kellough, Damian Murchan</i></p>
17:15-18:15	<p><b>Assessment Cultures SIG Business Meeting</b></p>				
18:30-20:00	<p><b>Meet &amp; greet event for PhD students and members holding accreditation</b></p>				

Thursday, 04 November

08:00 09:00	<b>e-Assessment SIG Business Meeting</b>				
09:00 10:30	<b>International Surveys</b>	<b>Assessing Mathematics</b>	<b>Covid-19 and Summative Assessment</b>	<b>Formative Assessment III</b>	<b>High Stakes Assessment</b>
	Chair: Grace Grima	Chair: Tom Bramley	Chair: Deborah Chetcuti	Chair: Stuart Shaw	Chair: Dina Tsagari
	<b>Cross-country differences in rapid guessing behavior in PISA 2015</b> <i>Michalis Michaelides, Militsa Ivanova</i>	<b>I know what to do!: Advantages and issues related to developing and administering digital numeracy assessments for 6-year-old students</b> <i>Guri A. Nortvedt, Oksana Kovpanets, Andreas Pettersen, Anubha Rohatgi, Lilly Øyggarden</i>	<b>Qualification results in England in summer 2020: Teacher judgement in action</b> <i>Emma Howard, Stephen Holmes, Nathan Case</i>	<b>Implementing grade-free schools: Justifications, challenges and opportunities from principals' perspectives</b> <i>Tony Burner, Astrid Gillespie</i>	<b>Teacher Assessment Identity in the Context of a High Stakes Examination</b> <i>Michael O'Leary, Zita Lysaght, Audrey Doyle</i>
	<b>Using PISA data to examine high-achieving students' characteristics</b>	<b>A study of gender, self-perception, and mathematics: The 2020 England, Wales, and</b>	<b>Reshaping external high-stake assessment to mitigate students' inequality during the</b>	<b>The first stage of a CEFR standard setting procedure for four</b>	<b>Equal opportunity or unfair advantage? The use of test accommodations in</b>

	<i>Vasiliki Pitsia</i>	<b>Northern Ireland PISA Field Trial</b> <i>Mark Hill, Grace Grima, Irene Custodio, Jennie Golding</i>	<b>first stage of Covid-19 pandemic in Portugal</b> <i>Gabriel Cipriano, Susana da Cruz Martins</i>	<b>communicative skills of English in Kazakhstan</b> <i>Anara Dyussenova, Diana Sartauova</i>	<b>high-stakes assessments</b> <i>Carmen Vidal Rodeiro, Sylwia Macinska</i>
	<b>Who Benefits from Improved Outcomes in Reading Literacy in Ireland? An Investigation of Equality Using National and International Assessment Data</b> <i>Anastasios Karakolidis, Alice Duggan, Joanne Kiniry, Gerry Shiel</i>	<b>Teachers Beliefs of Growth Mindsets and Students' Mathematical Skills</b> <i>Elen Abdurakhmanova</i>		<b>Challenges and opportunities for formative assessment practices of reading comprehension in vulnerable Chilean classrooms. A multiple case study</b> <i>Elisa de Padua</i>	<b>Predictive validity in selection to higher education: potential barriers for students with immigrant backgrounds</b> <i>Marcus Strömbäck Hjärne, Christina Wikström</i>
10:30 11:00	Coffee Break				
11:00 12:30	<b>Automatic marking of student essays: making sense of AI in assessment</b>	<b>Exploring confidence in assessment practice</b>		<b>Impact of the disruption to schooling due to the pandemic - data from England</b>	
	Chair: Gerry Shiel	Chair: Mary Richardson		Chair: Sophie Gauntlett	
	<b>Artificial Intelligence in the prime marking process – a comparison with</b>	<b>Trusting teachers' judgements: responses to COVID19 in England</b>			

	<b>current applications of machine learning</b> <i>John Burton</i>	<i>Mary Richardson</i>	<b>A study of the impact of the pandemic on the attainment of students aged 5–7 in reading and mathematics</b> <i>Susan Rose</i>			
	<b>‘Explainability’ of machine learning algorithms and implications for reviews of marking and appeals</b> <i>Cesare Aloisi</i>	<b>Rise of the machines? The evolving role of Technology and Artificial Intelligence (AI) technologies in low and high stakes assessment in the UK</b> <i>Rose Clesham</i>	<b>Diagnostic assessment information for teachers – reading</b> <i>Tara Paxman</i>			
	<b>Embedding an AI-based marking process into a high-stakes assessment</b> <i>David West</i>	<b>What builds public confidence in the fairness of standards in high stakes assessment</b> <i>Jo-Anne Baird, Louise Hayward, Martyn Ware</i>	<b>Diagnostic assessment information for teachers – mathematics</b> <i>Parveen Akhtar</i>			
12:30 13:30	General Assembly					
13:30 14:00	Lunch					
14:00 15:30	<b>Language Issues in Assessment</b>	<b>Psychometrics II</b>	<b>Covid-19 Research III</b>	<b>Fairness &amp; Social Fairness III</b>	<b>Validity &amp; Validation</b>	<b>Assessment Cultures I</b>
	Chair: Elisa de Padua	Chair: Bas Hemker	Chair: Eleanor Andressen	Chair: Damian Murchan	Chair: Tandi Clausen-May	Chair: Andrew Watts



	<p><b>The Item-Explanatory Models with Language Features for a Test of Russian as a Foreign Language</b>  <i>Maxim Skryabin, Maria Lebedeva</i></p>	<p><b>Catching the change of test difficulty with multiple methods: equating Cyprus teacher admission examinations</b>  <i>Marieke Van Onna, Iasonas Lamprianou, Demetris Chandriotis, Caroline Jongkamp</i></p>	<p><b>Setting and maintaining standards in technical qualifications in England before and after Covid-19: evidence and some reflections</b>  <i>Nadir Zanini, Tim Stratton</i></p>	<p><b>The impact of representative subject content on the attainment gap: Ethnicity and Outcomes in GCSE History</b>  <i>Kevin Mason, Ellen Barrow, Mark Hill</i></p>	<p><b>Comparability of computerized performance-based assessment for measuring critical thinking</b>  Daria Gracheva</p>	<p><b>Defining and operationalising synoptic assessment</b>  Filio Constantinou</p>
	<p><b>Different but the same: Score concordance across academic English language proficiency tests</b>  <i>Sarah Hughes, Rose Clesham</i></p>	<p><b>Flexible and secure high stakes testing using Linear-on-the-fly-Testing</b>  <i>Sebastiaan de Klerk, Angela Verschoor</i></p>	<p><b>A year of pandemic: managing the impact in Power Maths primary schools in England, 2020-2021</b>  <i>Ellen Barrow, Jennie Golding, Grace Grima</i></p>	<p><b>Does removing tiering from high-stakes examinations reduce the size of attainment gaps?</b>  <i>Matthew Carroll</i></p>	<p><b>Validation of the updated student selection system to enter grade 7 of Nazarbayev Intellectual schools: effectiveness and predictive validity</b>  <i>Aigerim Issatayeva, Aigul Jandarova, Zhanna Jumabayeva, Yerbol Nurguzhin,</i></p>	<p><b>Assessment Literacy Enhancement of language teachers: How can we support them?</b>  <i>Dina Tsagari, Thomais Rousoulioti</i></p>

					<i>Nico Dieteren, Frans Kamphuis</i>	
			<b>What is lost when exams are cancelled?</b> <i>Ben Redmond, Jennie Golding, Grace Grima</i>		<b>Development and Validation of Competency Frameworks: aligning purposes, constructs, structures and methods</b> <i>Simon Child, Stuart Shaw</i>	<b>Assessment Literacy – How does being an examiner enhance teachers’ understanding of assessment?</b> <i>Victoria Coleman, Martin Johnson</i>
15:30 16:00	Coffee Break					
16:00 18:20	<b>Ignite Session</b> Chair: Andrej Novik & Stuart Shaw					
	<b>“Assessment for Changing Times: Opportunities and Challenges” – The AEA-Europe eAssessment Special Interest Group (SIG)</b> <i>Martyn Ware</i> <b>Fostering the student-teacher relationship in the age of distance learning: the use of screencasting to provide assessment feedback</b> <i>Samir Nuseibeh</i> <b>Digital Storytelling as a Technology-enhanced Assessment Technique</b> <i>Sima Caspari</i> <b>An exploration of the effects of examination speededness in A level mathematics, A level science, GCSE mathematics and GCSE French</b> <i>Qingping He, Beth Black</i>					

	<p><b>Supporting schools in the analysis and use of external assessment reports</b> <i>Aldina Lobo, Maria Borges, Ana Monteiro</i></p> <p><b>A teacher-report measure of student's personal social-emotional skills: a multilevel mixture IRT approach</b> <i>Irina Uglanova, Alina Ivanova</i></p> <p><b>Is the inclusivity paradox of technology in education holding back onscreen assessment?</b> <i>Hayley White, Mark Campbell</i></p>
20:00 21:00	<b>Conference Event</b>

## Friday, 05 November

09:00 10:30	<b>Assessment Cultures II</b>	<b>Educational Policy and Assessment</b>	<b>National Tests and Examinations</b>
	<b>Chair: Lesley Wiseman</b>	<b>Chair: Nico Dieteren</b>	<b>Chair: Therese Hopfenbeck</b>
	<b>Assessment for changing times: opportunities and challenges</b> <i>Eleanor Andressen</i>	<b>Lesson observations for better teaching: Evidence from school inspections in Nazarbayev intellectual schools</b> <i>Gulmira Zhailauova, Raigul Kakabayeva, Gulnar Kurmanbayeva, Olga Mozhayeva</i>	<b>Standardised Testing in English Reading and Mathematics in Irish Primary Schools: Trends Over Time</b> <i>Zita Lysaght, Gemma Cherry</i>
	<b>'Elasticity' in the administration of national assessment systems</b> <i>Andrew Watts</i>	<b>The potential impact of unconditional University offers on A level attainment in England: evidence to inform the debate on proposed changes to University admissions</b> <i>Rachel Taylor, Nadir Zanini, Merlin Walter</i>	<b>Exploring Primary School Teachers' Use of Assessment Data in an Irish Context</b> <i>Paula Lehane, Vasiliki Pitsia, Anastasios Karakolidis</i>
		<b>How good can marking be? Adventures in marking, chapter 6 (or thereabouts)...</b> <i>Stephen Holmes, Beth Black</i>	<b>National contest of thinking skills – an initiative to address the importance of 21 century skills development. Lithuanian experience</b> <i>Eglė Melnikė, Daiva Sevalneva</i>
10:30 11:00	Coffee Break		

<p>11:00 11:45</p>	<p style="text-align: center;"><b>Keynote Speech</b> <i>Prof. Monserrat Gomendio</i></p> <p style="text-align: center;">Title: The True Impact Of Pisa On Education Reforms: Who Cares About The Evidence? Chair: Therese Hopfenbeck</p>
<p>11:45 12:15</p>	<p style="text-align: center;"><b>Awards &amp; Closing Session</b></p>
<p>12:15 13:20</p>	<p style="text-align: center;"><b>AEA-Europe Inclusive Assessment SIG Launch Event &amp; Webinar</b></p>