e-assessment community

FIFTH FLIP+ ANNUAL EVENT, PARIS, 09TH-10TH JUNE 2022

The agenda below for our annual event **is still a tentative one**, subject to minor changes, as we await confirmation from potential presenters.

Day 1 is dedicated to plenary sessions only, where member institutions and associated contributors will share their e-assessment experiences. In addition, the FLIP+ working groups will also present their activities.

Day 2 will start off with a plenary session, followed by parallel sessions (two in the morning and four in the afternoon), and end with a closing plenary session to wrap the activities of the whole event.

The description of the Day 1 presentations will be fine-tuned by the end of May. Please refer to pages 2 – 5 for more details about Day 2 plenary and parallel sessions.

DETAILED AGENDA

Wed 08th June

19:00 – 22:00 Welcome reception (on-site)

DAY 1: Thu 09th June

08:30 – 09:00 Welcome & coffee

09:00 – 17:00 Plenary session: sharing e-assessment experiences and FLIP+ work

- National educational assessment institutions from Spain, Belgium, Georgia, Lithuania, Ireland
- International Baccalaureate
- Associated contributions: Numworx (The Netherlands), UNILUX (Luxembourg)
- FLIP+ activities : Working groups – Item Library Content, Development, Process data

Lunch and coffee offered on-site

19:00 – 23:00 Social event

DAY 2: Fri 10th June

08:30 – 09:00 Welcome & coffee

09:00 – 15:00 Plenary and parallel sessions

Workshop: Digital Assessment Items & Digital Tools: Case Studies of User Experience, Log Data & Inclusion.

- Session 1 - plenary: The Broken Calculator: A Case Study (B. Maddox, Vretta)
- Session 2 – parallel (morning): Using Log Data as a Source of Data on Student Performance (B. Maddox, CITO, DIPF)
- Session 3 – parallel (afternoon): Designing Inclusive Digital Assessments – A Case Study of the GCSE Tests in the UK (N. Care, Pearson)
- Session 4 – parallel (afternoon): Accommodating Digital Exams in English: Construct, Fairness and Technology (NDET – Norway)

FLIP+ Discussion Groups

- Session 5 – parallel (morning till afternoon): Setting up of the International Item Library Project
- Session 6 – parallel (afternoon): Activities of DIPF-IEA-FLIP+ Working Group on Process Data

15:00 – 16:00 Plenary wrap-up session

Lunch and coffee offered on-site

FLIP+ Annual Event 2022: Day 2 Sessions

WORKSHOP: Digital Assessment Items and Digital Tools:

Case Studies of User Experience, Log Data and Inclusion.

This participatory workshop will provide case studies on digital assessment, digital tools, the uses of log data, and inclusion. The case studies will be presented by experts in assessment design and assessment research, with insights into item development. The workshop sessions are designed to stimulate discussion and sharing of experience among the workshop participants.

Session 1: The Broken Calculator: A Case Study.

In this opening plenary session, Angelia Mendaglio and Bryan Maddox will take a look under the lid, to describe the development of digital items and digital tools. Angelica will share her expert and creative insights into the development of a particular test item ('*The Broken Calculator*'), sharing the story of the item development. She will present a story board from initial ideas, prototype development, and user experience work, to refine the finished item. Bryan will then share UX insights about the Broken Calculator item from a recent classroom study in France, including eye tracking data, video and audio transcripts. We will then invite the workshop participants to discuss and share your own insights into digital item development, user experience and item performance.

Presenters

Angelica Mendaglio leads the instructional design team at Vretta. She's responsible for the design and development of interactive pedagogies for the learning and assessment solutions that Vretta delivers to schools in the K-12 educational level. Her experience includes collaborating with subject matter experts on national and provincial implementation projects, including those with the Ministry of Education in Luxembourg and the provinces of Ontario, British Columbia, and New Brunswick.

Angelica has a Bachelor of Science degree in Mathematics and Cultural Studies, and a Master of Science degree in Mathematics. She shares her expertise at various forums, conferences, and through publications via the Ontario Association of Mathematics Education and the Fields Institute for Research in Mathematical Sciences.

During her free time, you will find Angelica nurturing the plants in her garden, dreaming up a voyage over a cup of tea, or losing a board game with her family!

Bryan Maddox is professor of educational assessment at the University of East Anglia, visiting professor at the Centre for Educational Measurement (CEMO), University of Oslo, and Executive Director of Assessment MicroAnalytics. Originally an anthropologist by training, he has for the last decade conducted observational research on assessment in diverse contexts, including France, Luxembourg, Mongolia , Senegal and the United Kingdom.

***Session 2**: Using Log Data as a Source of Data on Student Performance*

This plenary session will present two case studies about the use of log data in digital assessments, to gain deeper insights into student performance.

The first case study will be presented by Eva de Schipper (CITO) and Bryan Maddox. We will look at 'Equation Produit' a test item from DEPP secondary school mathematics assessment. Eva will share her analysis of log data on the item drawing from 800 students in French secondary schools. She will show how the data can help to disaggregate differences of performance that are not captured in conventional test 'product' scores. Bryan will share eye tracking, video and audio transcript data on the same item collected in-situ, in French secondary schools.

The second case study will be presented by Carolin Hahnel (DIPF). Carolin will explore the challenge of validating inferences based on process indicators. With process indicators, we aim to draw inferences about cognitive or motivational processes during a test situation. For this purpose, we typically construct indicators that integrate the unique features of a task, the test environment, and the process data generated with our expectations about a mental process of interest. While this step is necessary, it is often not sufficient to justify our desired inferences. Carolin will talk about the need to develop and evaluate arguments for and against a particular interpretation of process indicators.

We will invite the audience to reflect on the uses of process indicators in their research, threats to intended interpretations, and validation strategies to justify inferences based on process indicators. We will explore strategies that can guide a validation process and emphasizes the need to make claims about intended interpretations of process indicators explicit.

Presenters

Eva de Schipper is a researcher and PhD student working at the Cito Foundation and the University of Twente. Her dissertation focuses on different methods of using assessment-related data for giving more value (feedback, information) to students and teachers. In the Cito Foundation, she is also involved in building innovative prototypes that center around different aspects of educational assessment.

Carolin Hahnel, is a post-doctoral researcher at the Technology Based Assessment unit at DIPF in Frankfurt. With a background in cognitive psychology, her research focuses on cognitive processes in reading and understanding digital texts and modeling process data from technology-based assessments for assessment purposes and skill development. Carolyn has conducted research and published extensively about the application of digital process data in educational assessment, including a recent paper about the ways to validate the interpretation and use of log data in assessments.

***Session 3**: Designing Inclusive Digital Assessments – A Case Study of the GCSE Tests in UK*

This parallel session will include a case study that will discuss the opportunities and challenges of designing inclusive high-stakes onscreen assessments for the national GCSE exams in the UK. Naomi Care will lead this workshop session, and Pearson UK will present a case study of inclusive digital assessment design. We will share an insightful case study of test item and platform development, where a prototype GCSE testlet was given to secondary school students with a mild to moderate forms of Special Educational Needs and Disabilities (SEND). We will share the results of that study, to participatively unpack the challenges and principles of universal design, and the potential for personalized adjustments in digital assessments.

Presenter

Naomi Care is the lead in Inclusive Assessment at Assessment MicroAnalytics. She has extensive experience working with students with special educational needs and disabilities in specialist schools, mainstream schools and through local administration. Her research focus is on improving the accessibility and validity of educational assessments.

***Session 4**: Accommodating Digital Exams in English: Construct, Fairness and Technology*

The Norwegian Directorate for Education and Training has, in the past year, completed two mixed method pilot projects shedding light on accommodations for summative assessment, digital affordances, and exam construct validity. In this parallel workshop session, Kevin Steinman, Ga Young Yooon, and Oscar Skovdahl Jørstad will describe exciting pilot projects in upper secondary public and special needs schools. These projects have resulted in improved understanding of the assessment experience in subject English for students who are hard of hearing, as well as for those who use sign language.

Given Norway's separate curriculum in English for students who use sign language, examination in English has been modified, with items measuring receptive competency via listening being replaced with additional reading items. This raises not only interesting questions to be discussed in this workshop session, about construct validity, and the question of whether the additional reading items "test the (reading) endurance" of the students, rather than fairly assessing their receptive English competence. Similarly, the use of video with subtitles for hard of hearing students following the common English curriculum demonstrates promising new possibilities for digital assessment, as well as universal design.

Presenters

Kevin Steinman works at Norway's Directorate for Education and Training as subject coordinator for upper secondary English. Previously, he taught over a dozen different courses in English literature, cultural studies and teacher education at the University of Oslo and Inland Norway University of Applied Sciences. Before moving to Norway, Kevin lived in Minneapolis, Minnesota, where he was a professional a cappella singer and enthusiastic bowling ball owner.

Ga Young Yoon is advisor at the Norwegian directorate of Education and training at the department of national test and exam administration. She has her background in applied psychology and psychometrics, and has her interests in language testing.

Oscar Skovdahl Jørstad is a psychometrician at the Norwegian directorate of Education and training at the department of national test and exam administration.

His background is in applied psychology and psychometrics. His research interests concern item response theory, computerized adaptive testing, cognitive psychology and causal inferences in educational measurement.

DISCUSSION GROUPS RELATED TO FLIP+ ACTIVITIES

Session 5: Setting up of the International Item Library Project

In this parallel session, members of the FLIP+ Steering Committee will welcome public or non-profit educational institutions who are interested in joining the International Item Library (IIL) project. Institutions may contribute as a Funding Partner (to govern and steer the IIL project), as a Content Provider (to add assessment content and expertise to the IIL) or as a User (to provide guidance and support on the needs and priorities of the IIL).

This discussion group will address matters pertaining to the setting up and the governance model of the IIL Consortium and other contributing institutions. In particular, participants will reflect on aspects related to the legal framework of the IIL, the terms of reference and roles of all institutions involved in the project, the funding and other contributions to the IIL, the rules regarding the property rights and general mode of operation, as well as the preparation of the public procurement to select the suppliers for the development of the International Item Library (IIL).

Session 6: Activities of DIPF-IEA-FLIP+ Working Group on Process Data

This parallel session refers to an in-person meeting of the members of the *DIPF-IEA-FLIP+ Working Group on Process Data*.

It should be noted that the focus of the work of this group is on theory-driven use and research on process data in educational assessments of and for learning. Emphasis is given to log data but other sources of process data can be considered as well (e.g., eye tracking, video..). With a variety of expertise from the members, the collaboration revolves around different aspects related to log data and process indicators (research, methods, item design, standards..).

In this session, members will bring along examples of log data and engage in a discussion about ways to proceed with the standardization of these data. The results of this discussion will feed into the future work of the group.