

27 and 28 September 2021

Education assessment research seminar

Online dissemination of work by leading UK education assessment researchers

Following a second summer in the UK where public examinations were not taken and grades were instead based on teacher judgements, there continues to be great public interest in issues relating to assessment and learning. This seminar will provide research insights into the effect of the pandemic on this generation of students and their teachers, and some of the latest thinking about the future of assessment in the UK.

Register to attend.

Monday 27 September

09:00 – 10:30

Session 1 – the future, part 1: stakeholder perspectives (Chair: Gill Elliott)

Effective teaching and learning during the pandemic	Alison Rodrigues and Lynda Bramwell	Cambridge Assessment International Education
How well do we understand wellbeing? Teachers' experiences in an extraordinary educational era	Chris Jellis	Cambridge CEM
The use of remote invigilation: awarding organisation views on its introduction and impact	Diana Tonin and Stuart Cadwallader	Ofqual
The future of qualifications and assessment in England: stakeholder consultation outcomes for bottom-up reform	Hayley Dalton	Pearson
Student voice: shaping the future	Corina Balaban, Katy Finch and Jeanne Marie Ryan	AQA

11:00 – 12:30

Session 2 – comparative judgement (Chair: Tom Benton)

Comparative judgement for moderation: a feasibility study	Lucy Chambers and Carmen Vidal Rodeiro	Cambridge University Press & Assessment
Understanding ESOL Skills for Life qualifications: Assessment properties, comparability, core curriculum and CEFR alignment	Milja Curcin	Ofqual
Awarding using comparative judgement: do judges attend to construct-irrelevant features?	Lucy Chambers	Cambridge University Press & Assessment
Robustness of script evidence in comparative judgement awarding activities	Jo Williamson	Cambridge University Press & Assessment
The classification accuracy and consistency of comparative judgement of writing compared to rubric-based teacher assessment	Chris Wheadon	No More Marking

Tuesday 28 September

09:15 – 10:30

Session 3 – accessibility and inclusivity (Chair: Irenka Suto)

Equality of access to access arrangements and their impact on students' performance	Carmen Vidal Rodeiro	Cambridge University Press & Assessment
Is the inclusivity paradox of technology in education holding back onscreen assessment?	Hayley White and Mark Campbell	Pearson
Working definitions of error used within Cambridge Assessment	Nicky Rushton	Cambridge University Press & Assessment
From flying a plane to creating exam papers: how the SHELLO model can help us minimise errors in assessment materials.	Sylvia Vitello	Cambridge University Press & Assessment

11:00 – 12:30

Session 4 – marking and teacher assessment (Chair: Tom Bramley)

How good can marking be? Exploring the marking accuracy that can be achieved for an examined GCSE English Language component	Stephen Holmes	Ofqual
Comparing levels-only marking and comparative judgement	Tom Benton (presenter) and Emma Walland (credited in her absence)	Cambridge University Press & Assessment
Automarking of short free-text responses in science	Gareth Wadge, Tom Sutch and Nick Raikes	Cambridge University Press & Assessment
Scotland's alternative certification model 2020/21 as intended and realised	Beth Black and Martyn Ware	SQA
A quantitative analysis of the factors affecting centre assessed grades (CAGs)	Tim Stratton	Ofqual

13:30 – 15:00

Session 5 – The future, part 2 (Chair: Jackie Greatorex)

More like Germany's? System and ideological tensions in the UK government attempt to make vocational education and training (VET) in England more like the German model	Tony Leech	OCR
Next generation Higher National Qualifications in Scotland: continuity and change	Eleanor Boyd and Emma McLaughlin	SQA
Challenges for 2022 in awarding grades in Northern Ireland	John Truman and Pamela Larmour	CCEA
The potential impact of unconditional university offers on A level attainment in England: evidence to inform the debate on proposed changes to university admissions	Rachel Taylor and Nadir Zanini	Ofqual
Using educational research evidence in an agile product development	Sarah Hughes	Cambridge University Press & Assessment
