

Predictive Validity of Digital Mock Assessments

Conference Abstract

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Abstract

Mock exams are low-stakes assessments designed to mimic the format, content, and conditions of the examinations students are preparing for and can have a big impact on how teaching and learning are approached in the classrooms. In particular, they can help teachers know the strengths and weaknesses of their students and identify areas of content which need greater emphasis or clarity. Mock exams can also inform teachers of how students might do in live examinations.

In the context of transitioning from paper-based to digital assessments, Cambridge University Press & Assessment offers a Digital Mocks Service for schools in England and around the world. Using data from assessments delivered via this service (in qualifications such as Computer Science, English Language, Psychology), we investigated how well performance in digital mocks predicts performance in live exams. The digital mocks were based on exams delivered on paper in previous live sessions or on practice/sample papers.

The research findings show high correlations between mock and live assessments, indicating good levels of predictive validity in most qualifications. The predictive validity of mock exams is important as it helps to validate their use as a diagnostic tool that can have a positive impact on learning.