

Annual Report 2011-12

June 2012

Jo-Anne Baird, Therese Hopfenbeck & Joanne Hazell



Foreword



I am delighted to have taken over the role of Chair of the Joint Advisory Board of OUCEA from Tim Gardam who fulfilled that role from its inception. OUCEA was established in 2008 by means of a generous donation from Pearson to the University of Oxford to foster fundamental research in an area of considerable relevance to its business. The work now undertaken by the Centre is important for the assessment community in educational institutions and in the private sector.

The Centre was pleased to welcome Professor Jo-Anne Baird as Pearson Professor and its Director in October 2011. She was joined in January 2012 by Dr Therese Hopfenbeck as a Departmental Lecturer in Educational Assessment. Building on the work of Professors Gordon Stanley and Richard Daugherty their task is to shape the Centre as a forum for international academic discussion and research. Coming to Oxford myself

from a background in government I want to assist the Centre in developing a strategy that will ensure that its work has real impact in the context of the global knowledge economy.

This report describes the range of activities that have taken place over what has been a very busy year. Those activities will grow over the coming year, with more staff joining the team, a greater number of funded projects beginning and with more academic publications and presentations. The Centre's plans involve research into not only the technical features of educational assessment, but also the effects of assessment on individuals, systems and society.

A handwritten signature in black ink, which appears to read 'Jo-Anne Baird'.

Sir Jonathan Phillips

Warden of Keble College, Oxford University

Content

1	Director's Overview.....	1
2	The Centre.....	2
2.1	Research Themes.....	2
2.2	Governance	3
2.3	Staff.....	3
2.4	Research Students.....	4
2.5	Departmental Associates.....	5
2.6	Visiting Researchers.....	5
3	Research Programme	6
3.1	Projects.....	6
3.2	Staff Publications in 2010-2011	8
3.3	Other Research Dissemination.....	9
3.4	OUCEA Events	10
4	Research Networks.....	12
4.1	Pearson Network.....	12
4.2	Journal Network and IAEA.....	13
4.3	Association for Educational Assessment-Europe	13
4.4	Research Impact	13
4.5	Website.....	14
5	Future Plans	14
5.1	Staff.....	14
5.2	Students	15
5.3	Research Programme.....	15
5.4	Events.....	15
6	Appendix.....	16

1 Director's Overview

This year has been my first as Director of the Centre and it has been an exciting venture. Dr Therese Hopfenbeck also joined the Centre in January 2012, having previously worked at the University of Oslo. In total there are 25 members of the Centre, which represents a considerable critical mass of expertise in educational assessment. Our Departmental Associates and Visiting Researchers have played a large part in the Centre's life, with nearly all of the Visiting Researchers managing to commit time to the Centre over the academic year. For example, Professor David Andrich spent two months in Oxford and gave a Masterclass on Rasch modelling, a series of reading groups and support to students, as well as contributing to other seminars and ongoing projects. This makes for a high quality intellectual space for the development of research ideas, articles and programmes, as there is an intersection of researchers working across different aspects of assessment, in different contexts and with different methodological approaches.



We hosted 24 events in 9 months, involving over 225 participants from across the world who share interests in assessment research, policy and practice. Our doctoral students play a large part in the vibrancy of the Centre and they hosted 14 of the events. Presentations by staff and students to external events have been given in four continents, including keynote addresses at conferences in Tanzania and Norway.

A key event this year was the Public Understanding of Assessment seminar series. These were convened by Professor John Gardner and hosted by the Centre. The range and quality of speakers were outstanding and over 70 people attended each event. Podcasts of the seminars are available on the OUCEA website. Professor Gardner is simultaneously producing a Special Issue of the journal *Oxford Review of Education* on this topic and some of the presentations will form the basis of articles for the publication.

Concurrently, a parliamentary Select Committee Inquiry into the administration of examinations for 15-19 year olds in England was held. Together with Professor Jannette Elwood and Dr Tina Isaacs, I submitted written evidence to the Inquiry and in January was asked to give oral evidence before the Committee. Direct engagement with policy such as this is an important aspect of the impact of our research work and recognition of the contribution that the Centre is making in research terms. Therese Hopfenbeck and I have each made contributions to policy events focused upon specific national policies and we have contributed to Oxford University's policy discussions on assessment matters.

The Centre will continue to grow over the coming year in terms of number of people, projects and publications and I look forward to working with colleagues on advancing knowledge of educational assessment theory and practice.



Pearson Professor of Educational Assessment
Fellow of St. Anne's College

2 The Centre

For many years Pearson plc has been a highly valued supporter of the University of Oxford. During the 1990s Pearson generously funded the Bodleian Library with gifts totaling one million pounds. This partnership was strengthened by the establishment of the Oxford University Centre for Educational Assessment in 2007. The University of Oxford is most grateful for the generous pledge of almost £2.5 million over 10 years, provided by Pearson plc to establish the Centre for Educational Assessment. The Centre's mission is to undertake research in educational assessment. The inaugural Director of the Centre and Pearson Professor of Educational Assessment was Gordon Stanley, who took up appointment in April 2008. Professor Richard Daugherty was part-time Director of the Centre for the academic year 2010-11 and Professor Jo-Anne Baird took up the post of Pearson Professor of Educational Assessment and Director of the Centre in October 2011. Dr Therese Hopfenbeck was appointed as Departmental Lecturer in January 2012.

We are now composed of staff directly employed by OUCEA (3), research students (5), Departmental Associates (7) and Visiting Researchers (10). This combination of international membership of the Centre has produced a fruitful research environment. The primary interests of our people are indicated below, to give a flavour of the breadth of research being pursued.

2.1 Research Themes

The research themes, which guide the Centre's work, were revised and agreed by the Centre's Joint Advisory Board in June 2012.

The Centre's overall aim is to investigate the impact of educational assessment. Connections between policy, assessment theory and practice need to be elucidated, researched and critiqued for assessment to play a better role in improving education.

The Centre's main research priorities are to:

- Conduct research into the role of assessment in developing, implementing and monitoring **system-level change**.
- Develop **models of educational assessment** to increase understanding of learning processes, resource use and outcomes in education systems.
- Undertake systematic analyses of **assessment, public policy and the interaction between them** in various sectors of education and subject domains. For example, the use of international test data within and across education systems.
- Investigate **how assessment is perceived and used by stakeholders** (learners, parents, institutions, employers, policy-makers) within education systems.
- Critically examine notions of **validity, reliability and standards** in relation to different modes of assessment and to different purposes.
- Evaluate the potential for **the use and application of psychometrics** to enhance the validity and reliability of educational assessment.
- Explore the opportunities for, and the impacts of, **new assessment technologies** in test design, test distribution, test administration and results delivery.

2.2 Governance

The Centre holds Management Group meetings termly, with the following representatives:

- Department of Education Director
- OUCEA Director
- Department of Education Administrator
- OUCEA Administrator

In addition, we hold an Advisory Board meeting at least annually, with the following members:

- Sir Jonathan Phillips, Warden, Keble College (Chair)
- Mark Anderson, President, Strategy and Business Development, Pearson International
- Professor Jo-Anne Baird, Director, Oxford University Centre for Educational Assessment
- Professor Richard Daugherty, Honorary Professor, Cardiff University and Senior Research Fellow, Oxford University
- Professor Anne Edwards, Director, Department of Education
- Professor John Gardner, Deputy Principal (Education and Students), University of Stirling and Visiting Professor, Oxford University
- Dr Kathleen Quinlan, Head of Educational Development, Oxford Learning Institute
- Kathleen Tattersall OBE, former Chair, Ofqual and Vice President, Association for Educational Assessment (Europe)
- Professor Jim Tognolini, Senior Vice President, Pearson Research and Assessment, Pearson International and Senior Research Fellow, Oxford University

2.3 Staff



Jo-Anne Baird's research interests include examination standards, policy and systemic aspects of assessment, e-assessment and human judgment in assessment. Her background is in academia (University of Bristol; Institute of Education, University of London) and in industry (Head of Research at the Assessment and Qualifications Alliance). Jo-Anne is a Visiting Professor at Queen's University, Belfast.



Therese Hopfenbeck conducts research on international tests, especially the relationship between student motivation and results on the tests. She is also interested in classroom assessment and self-regulation in student learning. Therese has recently been commissioned by the Norwegian government and OECD to investigate assessment policy implementation in Norway.



Joanne Hazell is the OUCEA Administrator and supports all of the activities of the Centre. Before joining the Centre, Jo supported the Nuffield 14-19 Review project, led by Professor Richard Pring. Jo deals with contractual and budgetary matters, as well as research proposal processes, personnel matters, organisation of events and support for students and visitors. She also maintains the website. Jo works part-time at the Centre and is assisted by doctoral students with some of these activities.

2.4 Research Students



In 2011, **Velda Elliott** was the first graduate of the Centre and was supervised by Professor Ingrid Lunt. Her doctoral thesis was commended by the examiners for its rigor and originality. Velda went on to a post teaching at Warwick University.

There are currently five research students at the Centre.



María Teresa Flórez is conducting research on the topic of assessment policy reform in Chile. She is conducting an historical and contemporary analysis of policy-making systems and actors using polysystems theory. Previously, María Teresa worked in policy implementation at the national level, with a focus upon assessment for learning. This year, María Teresa won the prestigious Association for Educational Assessment-Europe's New Researcher Award and will give a keynote presentation at the annual conference of the association, being held in Berlin on 8-10 November 2012.

Supervisor: Professor Jenny Ozga.



Malcolm Hayes is working on vertical equating in national curriculum tests in England. Malcolm has been professionally involved in standard-setting for the national curriculum tests in mathematics for over a decade. He is studying part-time.

Supervisor: Professor Jo-Anne Baird. Advisor: Professor Gordon Stanley.



Yanhong Li is researching grade inflation in higher education in the UK. She has worked at Oxford Brookes University, Middlesex University and Portsmouth University and published on issues around performance measurement and assessment in both the public and business sectors.

Supervisor: Professor Ken Mayhew.



Manzil Maqsood has constructed software to support teachers' use of assessment for learning in classrooms in Pakistan. She is currently conducting fieldwork. Manzil's professional background was in teaching computer engineering and software project management in Lahore, Pakistan. Manzil presented a poster of her research at the Graduate Student Research Day in the Department of Education and was awarded a prize for best poster.

Supervisors: Professor Jo-Anne Baird and Dr Gabriel Stylianides.



Yasmine El Masri's research work is looking at the impact of language in the assessment of science examinations. Baccalaureat Libanais examinations in biology are conducted in English or French, in the language of instruction that students are accustomed to, but students' first language is typically Arabic. Yasmine is interested in issues relating to construct definition in examinations translated into different languages and test equating. Her professional background is in teaching science in Lebanon.

Supervisors: Professor Jo-Anne Baird and Dr Jane McNicholl.

2.5 Departmental Associates

Members of the Centre from the Department of Education and their research areas are:

- Dr Chris Davies – ICT in education
- Professor Herb Marsh – self-concept
- Dr Jane McNicholl – science education
- Professor Jenny Ozga – policy in education
- Professor Pam Sammons – accountability and management
- Professor Judy Sebba – policy, assessment, learning
- Professor Kathy Sylva – early years and children's development

Professor Steve Strand will be joining the Department in January and will become a Departmental Associate at OUCEA.

2.6 Visiting Researchers

Visiting Professors, Senior Research Fellows and Visiting Associates of the Centre are:

- Professor David Andrich (University of Western Australia) – Rasch measurement
- Professor Richard Daugherty (formerly University of Aberystwyth and currently Honorary Professor, Cardiff University) – assessment for learning and assessment policy
- Professor Jannette Elwood (Queen's University, Belfast) – gender and children's rights in assessment
- Professor John Gardner (University of Stirling) – assessment for learning and teachers' understanding of assessment
- Professor Art Graesser (University of Memphis) – cognitive science and large-scale assessment (he is currently serving as Chair of the Framework group in PISA Collaborative Problem Solving 2015)
- Professor Gordon Stanley (University of Sydney) – public examinations
- Professor Gordon Stobart (Institute of Education, University of London) – assessment for learning
- Professor Jim Tognolini (Pearson International) – Rasch measurement, standard-setting and public examinations
- Professor Mark Wilson (University of California, Berkeley) – Measurement and applied statistics in education
- Lucy Simpson is a Visiting Research Associate at the Centre. Lucy is a doctoral student at the University of Bristol researching trust in assessment and is the Editorial Assistant of the journal, *Assessment in Education: Principles, Policy & Practice*.

3 Research Programme

3.1 Projects

Four funded research projects were underway in the Centre in the period of this report:



Policy effects of PISA

Description	<p>High-performing countries (such as Canada, Shanghai-China) were contrasted with European countries that generally performed towards the average, but in which we knew there had been interesting policy impacts of the tests (as in England, France, Norway and Switzerland). In the regionalized countries of Canada and Switzerland, there was some evidence of national pressure for more converged structures or data collection. Although assessment was undertaken in a number of Chinese provinces, only the results for Shanghai-China and Hong Kong-China were published in 2009 and there is little information about the policy response in substantive terms as yet. What we see, however, in the policy response in Shanghai-China is a reflective learning approach to PISA results, which is similar to that reported in Finland (not included as a case in this project as it is heavily reported elsewhere).</p> <p>It is striking that PISA results seem to have been used in political rhetoric to drive through educational reforms in some of the countries (as in France and possibly currently in England). Research on policy rhetoric relating to PISA would help us to unpick the political from attempts to create policy that will directly address the perceived failings of education systems as measured by PISA. Equally, a more thorough study of the temporal relationship between policy thrusts and PISA results would shed light on the plausibility of the claim that PISA causes policy. The relationship between substantive policy content and PISA results is not always immediately apparent in these cases, with broad-ranging reforms being linked with PISA results as a rationale – further analysis of these connections are also needed. Very different policy responses seem to have resulted from reactions to PISA. Some countries have clearly suffered shock in reaction to international test results (e.g. France and Norway). Furthermore, an investigation into the relationship between PISA and countries' performances in terms of knowledge economy measures is needed to find out whether this oft-made link is warranted.</p>
Principal Investigator	Professor Jo-Anne Baird (OUCEA)
Collaborators	Professor Richard Daugherty (OUCEA), Dr Talia Isaacs (Bristol University), Sandra Johnson (Assessment Europe), Terra Sprague (Bristol University), Professor Gordon Stobart (Institute of Education, University of London), Dr Guoxing Yu (Bristol University)
Dissemination	<p>Pearson UK funded the printing of 200 copies of the report, which were distributed to attendees at OUCEA events and presentations at external events, as follows:</p> <ul style="list-style-type: none"> • Baird – keynote at the Aga Khan University Conference, November 2011 • Baird, Johnson, Sprague & Stobart – discussion group at the AEA-Europe annual conference, Belfast, November 2011 • Baird – Seminar at Queen's University, Belfast, March 2012

A comparison of techniques for the analysis of rater severity

Description	This collaborative research project was a comparative study of the contributions that three different analysis methodologies could make to the exploration of rater effects on examination reliability. The analysis techniques in question were Generalizability Theory (G-theory), Item Response Theory (IRT) – in particular the Many-Facets Partial Credit Rasch Model (MFRM), and Multilevel Modelling (MLM). The examination datasets supplied for use in the project were AS component papers in two large-entry subjects – geography and psychology– for the three consecutive years 2009, 2010 and 2011.
Principal Investigator	Professor Jo-Anne Baird (OUCEA)
Collaborators	Rose Clesham (Pearson UK), Malcolm Hayes (Pearson UK), Rod Johnson (Assessment Europe), Sandra Johnson (Assessment Europe), George Leckie (Bristol University), Iasonas Lamprianou (University of Cyprus), George Marcoulides (Independent Consultant), Jeremy Pritchard (Pearson UK)
Dissemination	Report currently being finalised (will be published on the Ofqual website initially)

Assessment policy processes in Norway

Description	<p>OECD has launched a new project called Governing Complex Education Systems (GCES). The aim of the project is to “... explore which governance mechanisms and knowledge options facilitate effective steering of complex education systems”:</p> <p>http://www.oecd.org/document/58/0,3746,en_2649_358455581_47247098_1_1_1_1.00.html.</p> <p>OECD would like to conduct country case studies in a number of countries and compare and identify implementation strategies in complex educational systems. Hopfenbeck will be leading the Norwegian study. The overall goal of the Norwegian case study is to explore how the assessment program, <i>Bedre vurderingspraksis</i>, has been implemented in Norway. The main research question is: how do political decision-makers at the central level design, organise and pursue the steering of education systems in a multilevel context when implementing such assessment programs? In addition, different stakeholders will be asked to share their knowledge from the implementation work, in order to realise how the central and decentralised levels interact with each other and with the local level, respectively, in steering educational systems. Interview participants will include: leading actors from the policy level, the Norwegian Directorate of Education and Training, supervisors in the project, heads of municipalities, leading governmental and policy makers, policy brokers, researchers, opinion makers and heads of schools, as well as teachers and students. Two surveys will be conducted. These findings will be summarized in a Country report for OECD, which will be launched on the OECD website at the end of 2012. In addition, journal articles will be published based upon the main results.</p>
Principal Investigator	Dr Therese Hopfenbeck (OUCEA)
Collaborators	María Teresa Flórez (OUCEA), Yasmine El Masri (OUCEA) and Astrid Tolo, University of Bergen
Dissemination	Data collection currently underway

Predictability of examination questions

Description	Exploratory work was conducted to generate a research programme on the question of the relationship between predictability of examination questions and their impact upon educational standards and learning in the UK.
Principal Investigator	Professor Roger Murphy (Nottingham University)
Collaborators	Professor Jo-Anne Baird (OUCEA), Professor Gordon Stobart (Institute of Education, University of London), John Winkley (Alphaplus)
Dissemination	Internal report submitted to Pearson UK

3.2 Staff Publications in 2010-2011

A number of articles were submitted for peer review during the period and the following were in print before the end of June 2012. Publications are available on the OUCEA website.

Peer-reviewed journal articles

Hopfenbeck, T.N. (2011) Fostering self-regulated learners in a community of quality assessment practices, *CADMO*, (1) 7-21.

Hopfenbeck, T.N. & Maul, A. (2011) Examining Evidence for the Validity of PISA Learning Strategy Scales Based on Student Response Processes, *International Journal of Testing*, 11 (2), 95-121.

Leckie, G. & Baird, J. (2011) Rater Effects on Essay Scoring: A Multilevel Analysis of Severity Drift, Central Tendency, and Rater Experience, *Journal of Educational Measurement*, 48 (4), 399-418.

Editorials

Baird, J. (2011) Does the learning happen inside the black box? *Assessment in Education: Principles, Policy & Practice*, 18 (4), 343-345.

Baird, J. (2011) Science and misfits, *Assessment in Education: Principles, Policy & Practice*, 19 (2), 141-145.

Book chapters

Baird, J., Beguin, A., Black, P., Pollitt, A. & Stanley, G. (2011) *The Reliability Programme. Final Report of the Technical Advisory Group*. Chapter 20, in: Q. He, and D. Opposs (Eds) *Ofqual's Reliability Compendium*. Office of Qualifications and Examinations Regulation, Ofqual/12/5117. ISBN 978-0-85743-016-8.

Hopfenbeck, T.N. (2012) *Strategier for læring. Om selvregulering og strategimaalinger i PISA (Strategies for learning. Self-regulating and strategy measuring in PISA)*. Chapter 5, in: T.N. Hopfenbeck, M. Kjaernsli & R.V. Olsen (Eds) *Kvalitet i norsk skole. Internasjonale og nasjonale undersøkelser av læringsutbytte og undervisning (Quality in the Norwegian school. International and national tests of learning outcomes and teaching)*. Oslo, Universitetsforlaget. ISBN 978-82-15-02004-4.

Eklof, H., Hopfenbeck, T. & Kjaernsli, M., (2012) *Hva vet vi om elevers testmotivasjon? Erfaringer fra internasjonale og nasjonale undersøkelser i Norge og Sverige (What do we know about students' test motivation? Experiences of international and national tests in Norway and Sweden)*. Chapter 6, in: T.N. Hopfenbeck, M. Kjaernsli & R.V. Olsen (Eds) *Kvalitet i norsk skole. Internasjonale og nasjonale undersøkelser av læringsutbytte og undervisning (Quality in the Norwegian school. International and national tests of learning outcomes and teaching)*. Oslo, Universitetsforlaget. ISBN 978-82-15-02004-4.

Edited books

Hopfenbeck, T., Kjaernsli, M. & Olsen, R.V. (Eds) (2012) *Kvalitet i norsk skole. Internasjonale og nasjonale undersøkelser av læringsutbytte og undervisning (Quality in the Norwegian school. International and national tests of learning outcomes and teaching)*. Oslo, Universitetsforlaget. ISBN 978-82-15-02004-4.

Policy submission

Baird, J., Elwood, J. & Isaacs, T. (2012) Written evidence submitted to the Education Select Committee's Inquiry into the administration of examinations for 15-19 year olds in England.

Public reports

Baird, J., Pillinger, R. & Steele, F. (2012) *Use of the LEMMA Online Learning Materials*, Report prepared for the LEMMA (Learning Environment for Multilevel Modelling and Applications) node, University of Bristol, January.

Baird, J., Isaacs, T., Johnson, S., Stobart, G., Yu, G., Sprague, T. & Daugherty, R. (2011) *Policy Effects of PISA*. Report commissioned by Pearson UK.

Hellekjaer, G.O. & Hopfenbeck, T.N. (2012) *CLIL og lesing. En sammenligning av Vg3-elevers leseferdigheter og lesestrategibruk i 2002 og 2011*. Report to the Norwegian Centre for Foreign Languages in Education, investigating students' reading comprehension at the age of 18, comparing IB, CLIL and ordinary ESL students in Upper Secondary Schools.

3.3 Other Research Dissemination

In addition to the dissemination listed under specific projects above, the external presentations listed in the table below were given in the reporting period since we joined OUCEA. Additionally, Jo-Anne Baird represented OUCEA at the Pan-Pearson Research Conference, held in Fremantle, Perth, Australia in January 2012 and chaired part of the programme and she spoke on Radio 5 Live on 3 April 2012 on the topic of educational standards.

Presenter	Event	Date	Title
Baird	Ofqual Seminar on Standards, London	13 Oct 2011	Strategic learning & the qualifications arms race
Baird	Institute for Public Policy Research Roundtable Discussion, London	23 Nov 2011	Can we design an assessment system that motivates all young people?
Baird	Aga Khan Conference, Dar Es Salaam, Tanzania	30 Nov 2011	Will our children get their slice of the knowledge economy?

Presenter	Event	Date	Title
Baird	Education Select Committee Inquiry into the administration of examinations for 14-19 year olds in England, House of Commons	18 Jan 2012	(Summoned to give evidence)
Baird	Queen's University, Belfast: doctoral workshop on standard-setting	9 Mar 2012	Researching assessment standards
Baird	Pearson Standards Conference, London	15 Mar 2012	Standards in the qualifications business
Hopfenbeck	Keynote at the annual National Reading Centre conference, University of Stavanger	26 Mar 2012	Self-regulated learning and reading
Baird	Cambridge Assessment seminar on Comparability, London	28 Mar 2012	Declaring comparable standards
Baird	American Educational Research Association	15 Apr 2012	Roundtable on assessment publication
Hopfenbeck	Keynote for the annual teacher conference, Sogndal University College	19 Apr 2012	Assessment for learning. Student motivation and self-regulated learning
Baird	Principal's Seminar Series, St Anne's College	25 May 2012	Grade inflation

3.4 OUCEA Events

Twenty-four events were held, with approximately 225 students, academics and professionals attending in total. Of particular note is the Public Understanding of Assessment seminar series, which was convened by Professor John Gardner. This was the Department of Education's Research, Policy and Practice public seminar series for the academic year 2011-12. Support from the Department was given in the form of administrative and logistic arrangements, as well as academic engagement with the events. Over 70 attendees came to each event and Pearson funded the podcasting of the series, which has been made available on our website and advertised on international assessment networks. An academic corollary to the seminar series will be a Special Issue of the international, peer-reviewed journal, *Oxford Review of Education*, to be Guest Edited by Professor John Gardner. Additionally, the Centre hosted the launch of the second edition of the book *Assessment and Learning*, edited by Professor John Gardner. This event was sponsored by Sage Publications Limited.

Presenters	Event	Date	Title
Professor Jo-Anne Baird (OUCEA)	Oxford University Department of Education Public Seminar Series	13 Oct 2011	Policy Effects of PISA
Anastasia de Waal (Civitas), Professor Roger Murphy (Nottingham University), Warwick Mansell (Freelance education journalist) Chair: Isabel Sutcliff (Pearson UK)	OUCEA Public Understanding of Assessment Seminar Series	16 Nov 2011	Public and media perceptions of assessment
Baroness Onora O'Neill, Dr Suzanne Chamberlain (AQA) Chair/Discussant: Professor Peter Tymms (Durham University)	OUCEA Public Understanding of Assessment Seminar Series	18 Jan 2012	Perceptions of the dependability of assessment

Presenters	Event	Date	Title
Dr Therese Hopfenbeck (OUCEA)	Oxford University Department of Education Public Seminar Series	20 Feb 2012	Learning to learn: Assessment and educational policy for tomorrow's world
Professor Lord Paul Bew (Queen's University, Belfast), John Bangs (NUT), Alison Peacock (Wroxham School) Chair: Professor Jim Tognolini (Pearson International)	OUCEA Public Understanding of Assessment Seminar Series	7 Mar 2012	Policy-related perceptions of assessment
Dr Paul Newton (Cambridge Assessment), Professor Val Klenowski (Queensland University of Technology), Sir Michael Barber (Pearson International), Isabel Nisbet (Cambridge International Examinations) Chair: Mark Anderson (Pearson International)	OUCEA Public Understanding of Assessment Seminar Series	25 Apr 2012	Perceptions of the purposes of assessment
Dr Guri Nortvedt (University of Oslo)	OUCEA Seminar	10 May 2012	Is what you test what you get? Using assessment data to research students' mathematical problem solving
Dr Christina Wikström (Umea University)	OUCEA Seminar	10 May 2012	Admissions testing and the selection to Higher Education in Sweden: fairness, efficiency and consequences
Professor David Andrich (University of Western Australia)	Masterclass	11 May 2012	Introduction to Rasch Modelling
Professor Jannette Elwood (Queen's University, Belfast)	Oxford University Department of Education Public Seminar Series	14 May 2012	Ethical questions and consideration of impact: the 11+ transfer tests in Northern Ireland

The Student Assessment Network events are reported separately below. Fourteen events have been held. Yasmine El Masri took over coordination of the network from Nahal Khabbazzbashi in Hilary Term.

Presenters	Event	Date	Title
Gordon Stobart	Seminar	20 Oct 2011	Why validity is so neglected?
Yasmine El Masri	Student presentation	24 Nov 2011	Comparison of examinations in two languages
Manzil Maqsood	Student presentation	24 Nov 2011	Application of formative e-assessment in primary schools in Pakistan
Jessie Sim	Student presentation	9 Feb 2012	Financial education in schools
Jenny Lim	Student presentation	9 Feb 2012	Mediation isn't being taken seriously
Malcolm Hayes	Seminar	1 Mar 2012	Maintaining Standards in National Curriculum Tests

Presenters	Event	Date	Title
Rashid Al-Hinai, Manzil Maqsood and Yasmine El Masri	Writing group	12 Mar 2012	(Peer commentary on assessment writing)
Rashid Al-Hinai	Writing group	11 Apr 2012	(Peer commentary on assessment writing)
María Teresa Flórez	Interview with a policy-maker	25 Apr 2012	Isabel Nisbet of Cambridge International Examinations, formerly Chief Executive of Ofqual
David Andrich, Jo-Anne Baird, Therese Hopfenbeck, Yasmine El Masri and guest students	Reading group	4, 18 & 25 May 2012	Rasch analysis – a series of readings with David Andrich
María Teresa Flórez	Student presentation	10 May 2012	Policy-making in Chile
Yasmine El Masri	Student presentation	10 May 2012	Comparison of examinations in two languages
Rashid Al-Hinai, Desmond Tan	Writing group	8 Jun 2012	(Peer commentary on assessment writing)
María Teresa Flórez	Writing group	8 Jun 2012	(Peer commentary on journal article)

OUCEA students presented their work-in-progress at various events in the Department or in other institutions:

- Manzil Maqsood presented her research in the poster conference (Education Department, Oxford, 10 October 2011)
- Yasmine El Masri presented her work-in-progress at
 - o AEA-Europe pre-conference doctoral workshop. (Queen's University, Belfast, 9 November 2011)
 - o WIP (work in progress) meeting (Department of Education, Oxford, 27 January 2012)
 - o STORIES student conference (Department of Education, Oxford, 14 March 2012)
- María Teresa Flórez presented her research while focusing on methodological aspects at the Advanced Qualitative Research course (Department of Education, Oxford, 30 May 2012)

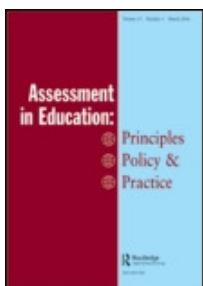
4 Research Networks

Through our research networks, we are regularly in communication with a wide range of researchers, policy-makers and practitioners.

4.1 Pearson Network

Through the network of Pearson-funded research centres at the University of Western Australia, Amsterdam VU and University of Austin in Texas, OUCEA has a connection with excellent psychometricians. The Pan-Pearson research conference, Pearson LinkedIn network, Joint Advisory Board membership and the many other direct contacts we have established within Pearson have further strengthened our research contacts within Pearson internationally.

4.2 Journal Network and IAEA



Jo-Anne Baird is Lead Editor of *Assessment in Education: Principles, Policy & Practice*. Through its Editorial Board and International Advisory Board, as well as Guest Editors, submitting authors and reviewers, the Centre is in contact with assessment researchers around the globe. We have regional node Editors in the Asia-Pacific (Professor Val Klenowski) and Africa (Professor Pauline Rea-Dickins). There is also a Country Profiles Editor (Sandra Johnson) for articles that outline context-specific assessment research matters in particular countries. This is the journal of the International Association for Educational Assessment (IAEA), which has a membership of academics and professionals in assessment organisations internationally. The Centre also networks through IAEA itself.

4.3 Association for Educational Assessment-Europe

In 2012, OUCEA strengthened its involvement with AEA-Europe in a number of ways.

- Jo-Anne Baird was elected as Vice President of the Association and will take office in 2012. In 2014, she will take on the post as President for two years.
- As previously noted, María Teresa Flórez won the New Researcher Award. This is a highly competitive, prestigious award.
- Jo-Anne Baird has served as a member of the Publications Committee of the Association since 2009.
- A doctoral workshop on presentation and writing skills was held at the annual conference in Belfast on 9 November 2011, in collaboration with members of the Publications Committee.
- Yasmine El Masri was appointed as the doctoral network coordinator for the Association in 2012. In collaboration with others, Yasmine will put on a doctoral workshop at the annual conference in Berlin, 8-10 November 2012.
- A meeting of the Publications Committee was held at OUCEA on 9 May 2012.
- An international network of over 100 professionals was created on LinkedIn.
- A sub-group of doctoral students was created on the LinkedIn network.

4.4 Research Impact

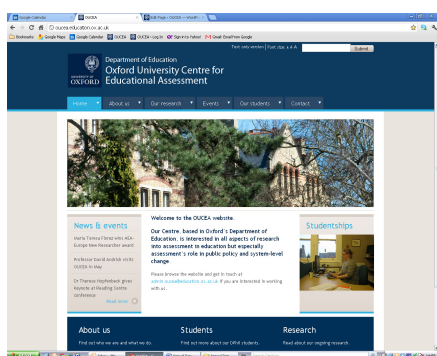
The Centre has research impact through membership of a number of advisory boards and committees, but also recognises the importance of these for research networking. Currently, our committee work outside the Department of Education includes: Cambridge Colloquium Steering Board, Ofqual's Standards Advisory Group, Oxford University's Admissions Executive Sub-Group on Testing, Pearson Research and Knowledge Council, Pearson Assessment Expert Group – UK, Pearson Higher Education Group – UK and the International Baccalaureate Organisation Research Advisory Board.

Within Oxford University, Jo-Anne Baird has contributed to discussions on the university's involvement in the development and accreditation of A-levels. These meetings have included the Pro-Vice-Chancellor (Education), Deputy Registrar, Director for Undergraduate Admissions, Admissions Tutors and representatives of the Department for Education and Ofqual.

Jo-Anne Baird and Pam Sammons contributed to a seminar for the Minister for Schools on the future of testing at Key Stage 2, held at the Department of Education on 21 March 2012.

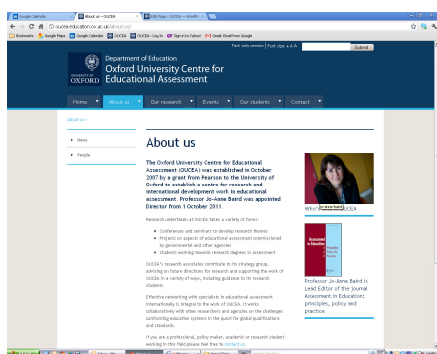
Therese Hopfenbeck chaired a seminar for the Norwegian Ministry of Education on the topic of assessment on 12 December 2011. The session included invited researchers, teacher unions, parent organisations, student organisations, school leaders and teachers. Hopfenbeck summarised the outcome of the day for the Ministry in a short report which was used for further guidelines on assessment policy in Norway.

4.5 Website



Work on the website design has been completed and we have had positive comments from within and outside the University. Joanne Hazell regularly updates the pages with news and information. See <http://oucea.education.ox.ac.uk/>. The website is structured via a navigation menu with pages and subpages as set out below:

- Home
- About Us
 - News
 - People
 - Governance
- Our research
 - Publications
 - Recent research projects
- Events
 - Recent events
 - [separate pages for events with additional papers or podcasts]
- Our students
 - Student Assessment Network
 - Student Assessment Network Meetings
 - Studentships
 - [separate pages for students]
- Contact
 - How to find us



5 Future Plans

5.1 Staff

The Centre has advertised a two-year postdoctoral Research Fellow position, to commence in October 2012. We are seeking to appoint a postdoctoral researcher who has already demonstrated the capacity to publish and who would benefit from time to work on further publications and collaborative grant proposals.

5.2 Students

Two applicants have been made an offer of the Pearson doctoral studentships and should commence their studies in October 2012.

5.3 Research Programme

In collaboration with Professor Paul Black, Jo-Anne Baird is working on a Special Issue of the international, peer-reviewed journal *Research Papers in Education*, on the theme of marking reliability. The articles have resulted from an Ofqual Programme on Reliability, for which Jo-Anne Baird chaired the Technical Advisory Group.

Jo-Anne Baird will present at a symposium on rater effects at the International Testing Conference in Amsterdam, 3-5 July. The symposium was organised by Dr Avi Allalouf (National Institute for Testing and Evaluation, Israel) and Alvaro Arce-Ferrer (Pearson, U.S.) and the other presenters are: Rense Lange (Illinois State Board of Education), George Engelhard (Emory University), Galit Klapfer and Marina Fronton (National Institute for Testing and Evaluation, Jerusalem), Michelle Meadows (AQA), George Leckie (Centre for Multilevel Modelling, University of Bristol) and Iasonas Lamprianou (University of Cyprus).

There will be a two-day research meeting at OUCEA on 9 and 10 July 2012. The purpose of the meeting is to set out a research agenda on the quality of marking and systems for detecting marking problems. Representatives from Pearson in the US and UK will participate.

The project on policy implementation in Norway will be completed over the next academic year and dissemination of this research will begin.

5.4 Events

We have scheduled a Masterclass entitled 'Introduction to diagnostic modelling for large-scale assessment data', to be presented by Dr Matthias von Davier from ETS. It will take place on 4 and 5 October 2012. We plan to hold a further methodological Masterclass in the next academic year.

Our current plan for next year's seminar series theme is 'International trends in educational assessment'. We would expect to hold four seminars, perhaps addressing issues such as:

- International tests
- International trends in language assessment
- International trends in e-assessment
- Trends in assessment in Africa.

6 Appendix

Visitors

In addition to the speakers at our events, the Centre has hosted meetings with the following visitors over this academic year:

- Dr Gabriella Agrusti, University Roma 3
- Professor Rob Coe, Durham University
- Professor Mike Cresswell, University of Bristol
- Professor John Gardner, University of Stirling and OUCEA Visiting Professor
- Professor Art Graesser, University of Memphis and OUCEA Senior Research Fellow
- Dr Qingping He, Ofqual
- Sharon Hughes, Pearson UK
- Peter Jackson, Pearson
- Dr Sandra Johnson, Assessment Europe
- Dr Iasonas Lamprianou, University of Cyprus
- Professor Solvi Lillejord, University of Oslo
- Dr Joshua McGrane, University of Western Australia
- Peter Miller, Pearson
- Dr Joyce Ndalichako, Chief Executive of NECTA (National Examinations Council in Tanzania)
- Professor Pauline Rea-Dickins, Director of the Institute for Educational Development, Aga Khan University, Dar Es Salaam, Tanzania.
- Julie Sewell, NFER
- Professor Gordon Stanley, OUCEA Senior Research Fellow
- Isabel Sutcliffe, Pearson UK.

Oxford University Centre for Educational Assessment



Oxford University Centre for Educational Assessment
Department of Education
University of Oxford
15 Norham Gardens
Oxford
OX2 6PY
UK

Phone: +44 (0)1865 284098/274002
Fax: +44 (0)1865 274027

Email:
admin.oucea@education.ox.ac.uk
Website:
<http://oucea.education.ox.ac.uk/>