

EXAMINATION STANDARDS



How measures and
meanings differ
around the world

Edited by Jo-Anne Baird,
Tina Isaacs, Dennis Opposs and Lena Gray

**‘Toto, I’ve a
feeling we’re
not in Kansas
anymore.’**



EXAMINATION STANDARDS- HOW MEASURES AND MEANINGS
DIFFER AROUND THE WORLD

CHILE

Alejandra Osses and María Leonor Varas
with María Teresa Flórez Petour and Francisco
Javier Gil Llambías

ENGLAND

Rachel Taylor and Dennis Opposs
with Mary Richardson and Peter Tymms

FRANCE

Roger-François Gauthier
with Jean-Pierre Jeantheau and Sandra Johnson

GEORGIA

Natia Andguladze and Iwa Mindadze
with Steven Bakker and Gordon Stobart

IRELAND

Hugh McManus
with Áine Hyland and Michael O'Leary

QUEENSLAND

Matthew Campbell
with Graham Maxwell and Joshua McGrane

SOUTH AFRICA

Emmanuel Sibanda
with Sarah Howie and Anil Kanjee

SWEDEN

Christina Wikström and Anna Lind Pantzare
with Gudrun Erickson and Jan-Eric Gustafsson

UNITED STATES

Deanna Morgan
with Eva Baker and Betsy Brown Ruzzi

Setting and maintaining standards in national examinations project

- Focus: national, school-leaving or university entrance, curriculum-related exams.
- Aim: to describe the processes used to set & maintain standards in these exams; to explore the concepts relating to standards behind them
- Outputs: *Exam standards: how measures and meanings differ around the world*; special issue, *Assessment in Education: principles, policy & practice*



Dennis Opposs,
Chair of Standards



Professor Jo-Anne
Baird & Kristine
Gorgen



Dr Tina Isaacs,
Honorary Associate
Professor



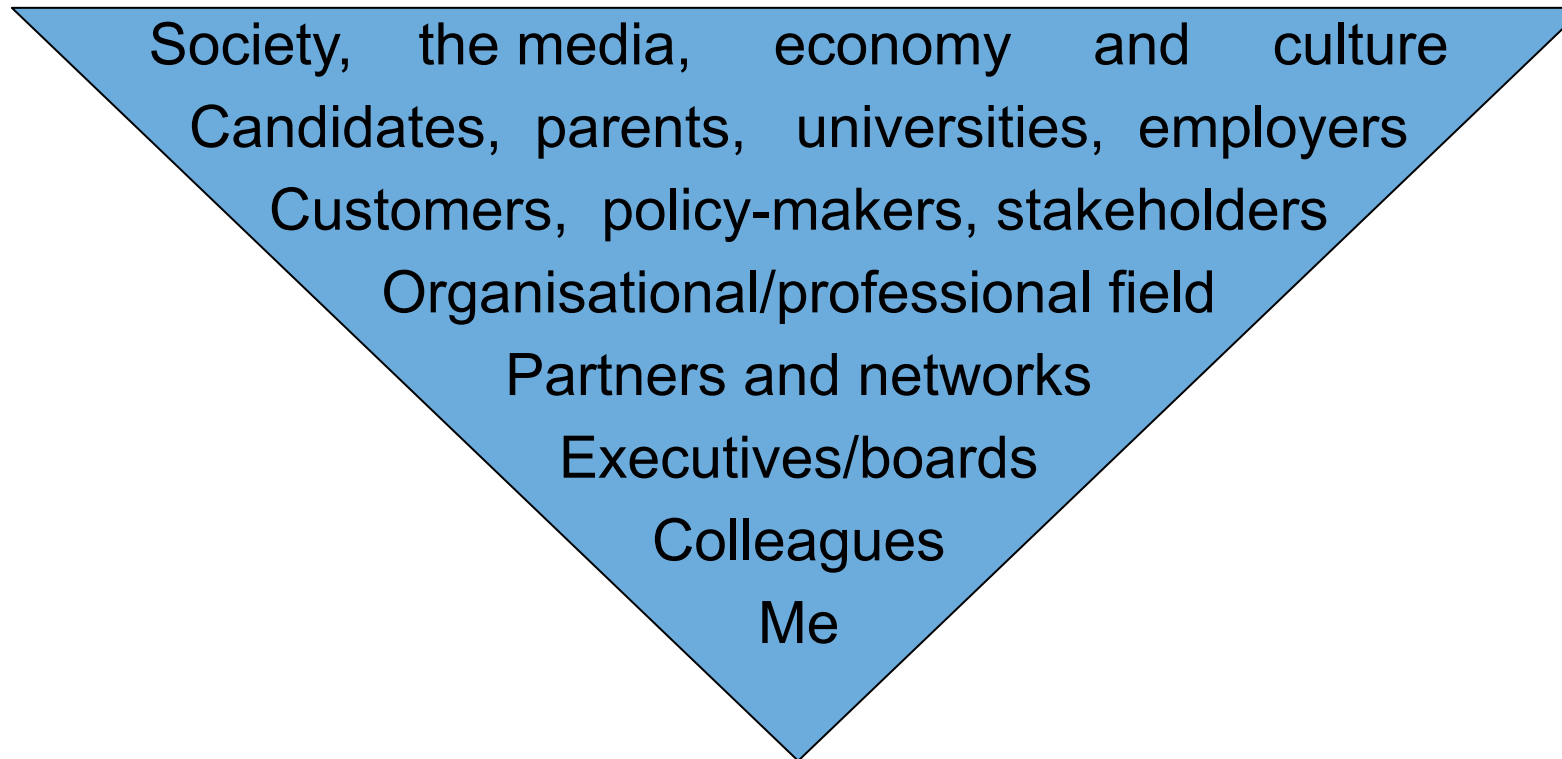
Dr Lena Gray,
Director of Research

Key issues for the research project

The research aims were to investigate, document, analyse and evaluate four key aspects of national standards-setting systems:

- How standards are defined in national exam systems
- How those definitions are enacted in terms of processes and evidence used
- Issues for the system and responses to those issues
- The commonalities and diversity of definitions of, processes for, and challenges to standards

People who influence exam board insider research



EXAMINATION STANDARDS- HOW MEASURES AND MEANINGS
DIFFER AROUND THE WORLD

March 2017 Brasenose College symposium participants



EXAMINATION STANDARDS- HOW MEASURES AND MEANINGS
DIFFER AROUND THE WORLD

Our critical friends at IAEA 2017, Batumi



EXAMINATION STANDARDS- HOW MEASURES AND MEANINGS
DIFFER AROUND THE WORLD

Some of the things added to knowledge

- There are many different ways to set standards – national systems and contexts are very important



What we have added to knowledge

- Standard setting systems – formalised as mixed methods approaches



Some of the things added to knowledge

- Method – How exam board staff can research sensitive areas



Some of the things added to knowledge

- Theory
 - Three paradigms of educational assessment
 - Meaning of standards – organised the literature in an ecological model to explain why different meanings co-exist within national systems

