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Welcome to the latest IAEA Newsletter

“Given the backdrop to these tumultuous and uncertain times, we have decided to carry on regardless with one issue of the IAEA Newsletter for this year (as opposed to our usual two). But before I introduce its content, may I extend my heartfelt thoughts and prayers to all our readers and their loved ones during this most unsettling period. The global pandemic has brought about change hitherto unimagined. None more so than to the global educational psychological measurement and assessment community.



In this slightly shorter issue of the Newsletter, we welcome our incoming IAEA President Dr. Anat Ben Simon (Chief Executive Officer, The National Institute for Testing & Evaluation (NITE), Israel) who replaces Dr. Randy Bennett (Educational Testing Service (ETS), USA). The conference in Baku in 2019 was Randy’s last as President of IAEA but we continue to look forward to his ongoing support of the Association as we usher in a new era of educational assessment.

Following a report on the Board of Trustees Meeting held in February 2020 in Lisbon, and the online BoT meetings held thereafter, Dennis Opposs (IAEA Vice-President) provides two updates relating to:

- the impact of the pandemic on international approaches to exams around the world
- the work and progress of the Recognition Committee regarding the Recognition Framework.

Our next conference will be held in Mexico City in October, 2021 and we are excitedly looking forward to it because we know that it will be a great event. More information will be available in Issue 8 of the Newsletter but for the moment Lorena Garelli Moreno-Quinto (Effectiveness and Educational Assessment Coordinator) provides a brief report on the preparations being made by the conference hosts - Anahuac University - for the 46th Annual IAEA Conference.

Also, in this issue SO Kwok Sang (Board Trustee) and Secretary General of the Hong Kong Examinations and Assessment Authority provides a report on the NEQMAP 7th Annual Meeting on Education Quality Monitoring for SDG4-Education 2030 held in Bangkok in November last year. At the Meeting, Kwok Sang presented an update of IAEA’s work on Recognition Framework which was very positively received.

Dr. Bryan Maddox (Executive Director, Assessment Micro-Analytics Ltd) offers a fascinating introduction to eye tracking studies in assessment. Bryan argues that such studies are becoming an essential part of computer-based test design.

As a part of our ‘Spotlight on Educational Assessment Organisations’, Tak-wing WAN, General Manager (Assessment Development) describes the mission, vision and work of the Hong Kong Examinations and Assessment Authority (HKEAA).

A new feature for the Newsletter seeks to highlight recent publications in the educational and psychological measurement and assessment world. Isabel Nisbet and Stuart Shaw describe their new book *Is assessment fair?* which will be published by Sage in October, 2020.

If you would like to contribute or have other ideas to suggest, please contact me:

stuart.shaw@cambridgeinternational.org

Enjoy!”

Message from the President: Dr. Anat Ben-Simon

“Dear IAEA member,

Welcome to the Fall 2019 issue of the IAEA newsletter!

I hope you are all healthy and well in these troubled times. It has been nearly a year since the last newsletter came out and in the interim the world has turned upside down. In the past six months the whole world has been battling with a dreadful pandemic that affected immensely our personal and professional lives. Many activities came to a hold, examinations were cancelled or postponed and projects were cancelled. Many people have lost their jobs while others are struggling to keep business as usual.



This crisis undoubtedly poses a huge challenge to all of us, yet at the same time it provides a great opportunity for long needed changes and innovations.

Let us hope that the pandemic will be over soon and all of us will be able to resume our normal personal and professional routines and hopefully meet again in 2021.

Before we turn to news and updates, I wish to thank once again Dr. Randy Bennett, on behalf of the Associations’ members, for his impeccable and inspiring service in the past four years as the president of IAEA. I am sure that you’ll all agree with me he made a tremendous contribution to the Association.

BoT personnel, meetings and activities

BoT Personnel changes

Many changes have occurred regarding the personnel comprising the Board of Trustees from the start of 2020 following the 2019 elections: Dr. Anat Ben-Simon started her first term as IAEA president, Dennis Opposs as Vice President, and Dr. SO Kwok Sang as a Board Member. Two other Board Members were nominated by the BoT to complete the terms of Anat and Dennis: Dr. Mary Pitoniak from the US and Pateh Bah from Nigeria. Finally, Nico Dieteren was nominated as treasurer replacing Frans Kleintjes who recently retired from Cito.

The current IAEA Board of Trustees - as of January 2020, is given in the table below. If you wish to attach faces to the names, see: <https://www.iaea.info/about-us/iaea-board-of-trustees/>

<p>President: Dr. Anat Ben-Simon National Institute for Testing & Evaluation (NITE), Israel</p>
<p>Vice President: Mr. Dennis Opposs Office of Qualifications and Examinations Regulation & Standards (OFQUAL), United Kingdom</p>
<p>Executive Secretary: Ms. Anne Oberholzer International Examinations Board (IEB), South Africa</p>
<p>Treasurer: Mr. Nico Dieteren CITO, The Netherlands</p>
<p>Member: Dr. SO Kwok Sang Hong Kong Examinations and Assessment Authority, Hong Kong</p>
<p>Member Mr. Pateh Bah The West African Examinations Council (WAEC), The Gambia</p>
<p>Member Dr. Mary Pitoniak Educational Testing Service (ETS), United States</p>

BoT Meetings

The first 2020 BoT meeting took place in Lisbon between February 24-25, just before the Covid-19 pandemic made its appearance around the world.



BoT members with IAVE hosts, Lisbon, Portugal

Soon after the February meeting it became clear that business is not quite as 'usual', to put it mildly, and that most of the world was in partial or complete lockdown. Obviously, the burning question that arose was what to do with the 46th IAEA conference in Accra. To address this question and related issues, the BoT held an online meeting on 24th April, 2020. By then it was clear that the pandemic was here to stay for quite a while, and that it would be impossible to hold an international conference in October 2020. Thus, with great regret the

conference was cancelled. The cancelation of the 2020 conference brought about many other issues which needed attention such as: development and distribution of appropriate announcements regarding the cancelation of the conference, reimbursement of the WAEC for some of the losses caused by the cancelation, planning the 2021 conference, and much more.

While the dealings with the technical and procedural issues were rather straightforward, the main challenge that the BoT deliberated upon was how to keep the association 'alive' and how to best serve IAEA members during these difficult times.

To address all these issues, the BoT decided to hold a monthly online meeting and indeed met six times between April and September, 2020. Following rigorous discussions, a few initiatives were launched to ensure the continuity of IAEA activity. What follows is a short description of these initiatives.

The impact of the pandemic on exams around the world

In order to foster communication among assessment organizations throughout the world Dennis Opposs launched a survey among IAEA members and other organisations in order to gather information on the ways organisations are coping with the Pandemic. The results of the survey are published on the Association's website and are updated periodically. There is more information on this topic in the next section.

Archiving IAEA documents

Currently there are many documents, historical and more recent, which are scattered across several organisations and previous and current BoT members. There is clearly a need to assemble all these documents, sort them, classify them, and store in a central location (the Association's website) in a way that will make them easily accessible to all IAEA members. Anat Ben-Simon and Anne Oberholzer took upon themselves the task of carrying out this task. To this end, an archiving system was developed, document categories were defined and all available documents are now being coded. In addition, a digital infrastructure is being designed for the storage and retrieval of the documents.

Survey of IAEA members to verify contact information

Nico Dieteren, with the assistance of Ruth-Christine is planning a survey among IAEA members to verify contact information. Updated contact information is crucial for a safe delivery of the journal, for updates, announcements, and the like. If you received this newsletter your contact information (Email) is probably correct, however, in order to benefit from all the information that is available only to IAEA members, please make sure that you can access the members' section on the website. If you forgot your password you can update it by yourself. If, however, you continue to encounter difficulties in accessing the members' section you can contact Peter Hermans, our webmaster: admin@iaea.info

Online webinars

To ensure a continuous learning and the professional development of IAEA members, the BoT is planning a series of webinars on various key topics. The webinars are planned to take place once a month, and will last for approximately an hour. They will be scheduled for 1:00pm

London time, to accommodate as many members as possible in different time zones. Among the planned sessions are the following:

- Dr. Paul Newton on *Validity: The Big Picture* in October
- Prof. Jo-Anne Baird on *Assessment Paradigms* in November

Further information about the webinars will be distributed to members periodically via email and the website as it becomes available. Member who are interested in giving a webinar are welcome to contact Mary Pitoniak at MPitoniak@ETS.ORG.

Nominations for the election of Board of Trustees (BoT) Members of IAEA

Nominations for the election of Board of Trustee (BoT) members will **open on 25 September 2020**. BoT members serve for a period of three years. The new BoT members will assume office on 1 January 2021.

The positions that will become vacant on 1 January 2021 are as follows:

- BoT Member - by its founding documentation there must be a member from the USA on the BoT, for tax purposes. Dr Mary J Pitoniak from ETS (USA) was nominated by the BoT members for this position.
- BoT Member – there are no BoT members from Australasia and South America
- Full Individual Member – this position was not filled for 2019. The IAEA would welcome a nomination for this position.

Full individual members who wish to serve on the BoT are individuals with a professional interest in educational assessment and who are not employees of Full Institutional Member organisations.

Official representatives of Full Institutional Members may make nominations for the vacant BoT Member positions and Full Individual Members may make nominations for the Full Individual Member position. When voting opens, official representatives of Full Institutional Members may vote for the nominees in that category while Full Individual Members will vote for the Full Individual Member to represent them on the BoT.

The period for nominations will close on **31 October 2020**. Please send the nominations forms, duly completed, to Anne Oberholzer (oberholzera@ieb.co.za) or Kwok S So (kssso@hkeaa.edu.hk). The Nomination form can be found on IAEA website at <https://iaea.info/documents/application-form-for-nomination-to-iaea-board-of-trustees>

Should you have any further queries, please contact Anne Oberholzer or Kwok S So.

Assembly General Meeting (AGM)

The Assembly AGM meeting will take place via Zoom on 15 October, 2020, 15:30 (South African time). More information on the meeting will follow.

The impact of the pandemic on exams around the world (Dennis Opposs, IAEA Vice-President)

The Covid-19 pandemic has had a massive impact on school leaving, university entrance and other high stakes exams across the globe. Different systems have adopted different courses of action - to continue assessments as planned, to postpone them, to replace them or to cancel them. International co-operation amongst the exam agencies having to make and implement these decisions seems very important in these circumstances.

One of IAEA's purposes is fostering communication among assessment organisations throughout the world. As a response to the pandemic back in May, the BoT, under the leadership of Dennis Opposs, had launched a survey among IAEA members and other organization in order to gather information on the ways the organization are coping with the Pandemic. We have 20 countries included, from Azerbaijan to Zambia, with contributions from Africa, America, Asia, Australasia and Europe. The results of the survey are published on the Association's website to permit IAEA members and others to identify organisations that are facing similar problems to their own. It includes a contact who will be willing to provide further information if requested. Other systems were added as further information was provided. Contributors have recently been asked to provide updates if earlier plans were changed or where implementation did not achieve the original objectives.

The information is available to view at <https://iaea.info/international-approaches-to-exams-given-the-pandemic/> Further contributions from members are still welcome. If you would like to add your exams to this information, using the format on the website, please send your text to: Dennis Opposs, dennis.opposs@ofqual.gov.uk

Recognition Committee: update on progress (Dennis Opposs, IAEA Vice-President)

As many of you know, at the meeting of official representatives to discuss IAEA's strategic direction in Cape Town back in 2016, those present proposed that the Association should publish an international standard to provide a set of benchmarks of good practice for organisations which run examinations and assessments. Since the 2017 conference, I have led a group of volunteers who have been drafting the document.

Last year we carried out a limited consultation on our first full draft of what we then called the Framework. I used the responses to write eight questions that provided a focus for discussion at the annual conference last year in Baku, both at the meeting of official representatives on the Sunday and on the Tuesday where we had a late session devoted to the Framework.

The overall message to us from the meeting of official representatives was positive. Both of the discussion sessions in Baku provided a multitude of feedback that we captured. The feedback, alongside the earlier written responses, were then analysed by the writing team in November, ahead of a two-day meeting in Cambridge in January 2020. This involved: Maaïke

Beuving (The Board of Tests and Examinations – Netherlands), Naveed Yousuf and Shehzad Jeeva (Aga Khan University Examination Board – Pakistan), Stuart Shaw (Cambridge Assessment International Education), Wafa Alyaqoobi (Bahrain Education and Training Quality Authority) and Wan Tak-wing (Hong Kong Examinations and Assessment Authority). The writers were also joined by Michael Chilala, Director of the Examinations Council of Zambia. I am very grateful to all those at the meeting for the great work they put in.

At the meeting in Cambridge, we made very good progress in addressing all the feedback from Baku. We renamed the reshaped document the ‘IAEA International Standards for Educational Assessment Organisations’. At the Board of Trustees meeting in February we agreed that we would publish a draft of the International Standards on the website shortly before the 2020 Annual Conference and that members should be alerted to it to raise their awareness in order to prepare for discussion at the conference. We talked about finding three member organisations that could pre-pilot the document this year and provide input for the programme session that we planned to hold at the conference.

Then everything changed. Given the effects of the pandemic on member organisations and the postponement of the Accra conference, the Board of Trustees has paused further work for now but we will get back to it when that seems sensible. As things stand, our plan is to publish the draft of the International Standards on the IAEA website just before the 2021 Annual Conference, to consider it at the meeting of official representatives to be held during that conference, and to have a plenary discussion session about the International Standards open to all on the conference programme. We’ll then be in a better position to decide what we should do next.

The Recognitions Committee,
January 2020, Cambridge



Message from the 2021 Conference Hosts: Lorena Garelli Moreno-Quinto

Educational Assessment in these complicated times we are living in has been a challenge that every country has had to face. More than ever, new and innovative methods to assess students' learning that can adapt to the circumstances are needed, and our network has been a strong asset for many of us to share best practices and make sure fairness is served in the best possible way to all students. Assurance of learning remains the purpose of every action we take for the sake of the improvement of educational systems around the world.



Our commitment as hosts of the next IAEA Annual Conference in 2021 is to provide you with amazing intellectual, professional and personal experiences that will consolidate our network and give you the opportunity to expand your horizons in many ways. We are excited to give you a very warm welcome to the Anahuac University in Mexico City, to endure through the path of assessment for and of learning and facing the new challenges together.



Frances M. Ottobre Distinguished Student Scholarship

Although the closing date for the award has now passed (30th March, 2020), future applicants should be aware that the award will support attendance at the Annual IAEA Conference for the year in which the winner is awarded. The scholarship consists of a maximum stipend of USD 2500 to cover travel, subsistence and conference registration costs. The scholarship award is open to all graduate students in the field of educational assessment. The winner will be selected based on the eligibility, the quality of the research and its relevance to education, and the strength of the faculty recommendation. Details of application for the 2021 Frances Ottobre Distinguished Student Scholarship deadline will be announced in Issue 8 of the IAEA and on IAEA website.

NEQMAP 7th Annual Meeting on Education Quality Monitoring for SDG4-Education 2030, Bangkok, 11th and 12th November, 2019.

SO Kwok Sang (Board Trustee) and Secretary General of the Hong Kong Examinations and Assessment Authority, attended the NEQMAP 7th Annual Meeting on Education Quality Monitoring for SDG4-Education 2030 held in Bangkok in November last year. The Meeting brought together 47 members from 22 countries across the Asia-Pacific region. At the Meeting, Kwok sang presented an update of IAEA's work on Recognition Framework. The responses to the work on setting standards for recognition were positive. He also took the opportunity to promote the work of IAEA and invited participants to join IAEA and the 46th

Annual Conference in Ghana. Some expressions of interest to join IAEA were received after the presentation.



Delegates attending the 2019 NEQMAP Annual Meeting

At the global level, the recent [2019 High-level Political Forum \(HLPF\) Contribution from the SDG-Education 2030 Steering Committee](#) has stressed that the world is still not on track to achieve the SDG4-Education 2030 and that current education systems are facing significant quality challenges. This message reaffirms the urgent call for better quality of education and is a signal for greater attention and focus on priorities of national education plans to improve learning processes and outcomes across curriculum, pedagogy and assessment.

Generously supported by the Global Partnership for Education (GPE), the 7th Annual Meeting of the NEQMAP brought together 47 members from 22 countries across the Asia-Pacific region. The Annual Meeting explored this global call for better quality education, SDG4-Education 2030 Agenda, and more importantly, took a closer look at its own role in monitoring and strengthening education quality in the Asia-Pacific. Earlier in 2019, the NEQMAP Secretariat began an evaluation of the network's effectiveness, relevance and sustainability. The annual meeting gave members an opportunity to hear about the evaluation, review NEQMAP activities, and provide inputs into this evaluation process.

How effective and relevant is NEQMAP to its members?

Overall, members highlighted that it is a unique regional platform for knowledge generation, sharing, capacity development and collaboration in pursuit of quality education goals. The main strength and relevance of the network mentioned was its role in capacity development. Members indicated that the network provides the needed assistance to build capacities, particularly with respect to specific knowledge in learning assessment that can be used to improve learning outcomes.

Members also noted that research, knowledge generation and knowledge sharing is a key strength, and the annual meeting provided an opportunity to for members to share updates. For instance, Australia Council for Educational Research (ACER), GPE, Southeast Asia Ministers of Education Organization (SEAMEO) and the Hong Kong Examinations and Assessment

Authority (HKEAA) all shared insights and updates on their latest work. Bhutan's Royal Education Council provided an update on their major national curriculum reform, as they try to align their national curriculum to the SDG 4 goals and targets. The Institute of Informatics and Development (IID) in Bangladesh explained how they are working at the policy level to ensure the alignment of SDG4 with education policy-makers. Lastly, the meeting provided an opportunity for members to share new research, in this case the NEQMAP thematic reviews on equity and inclusion in learning assessments.

This regional platform is vital in letting organizations and members share their work and look for opportunities to collaborate. NEQMAP members can connect with expertise from different backgrounds, as well as seeking technical assistance from other members within the network. It serves as a place to share best practices in curricula, pedagogy and learning assessments, and ultimately strengthen learning outcomes.

However, members also identified key challenges that the network should try to address. These challenges include strengthening best practices in learning assessments, pedagogy and curricula both at the implementation level as well as in national policies. Second, the Asia-Pacific region is vast and diverse, and balancing the diversity of NEQMAP's members and their national priorities with regional initiatives is difficult. Limited funding resources highlights the challenges of how to sustain the network and ensure that it remains effective and relevant. Making NEQMAP more visible, nationally, regionally and globally, is important to attract not only funding, but to situate and strengthen our position to deliver quality education across a variety of topics.

How can NEQMAP position itself moving forward and what can it do better?

Members recommended NEQMAP to be more strategic in terms of activities and its vision of education quality. This includes a more targeted, long-term and sustained approach at the national level, as well as regional levels. This two-tiered approach of regional and national level initiatives and interventions, involving UNESCO offices across the region, can help to achieve the impact and outcomes intended. Building good quality education is not a short-term endeavor. Building capacity for our members needs a focused approach, on various topics that cover NEQMAP's core pillars of capacity development, research and knowledge sharing.

Members encouraged NEQMAP to continue strengthening the network's core focus of capacity building activities, through topics that include large-scale assessment, classroom-based assessment, and transversal competency skills or 21st century skills. Members noted particularly that a focus on transversal competencies and 21st century skills could give NEQMAP a competitive advantage and niche in its pursuit of education quality.

As a network, its strength lies in its ability to collaborate and build off each other. In this sense, members also noted to collaborate with implementing partners and relevant stakeholders, but also to focus on how to involve policy makers. These collaborations and partnerships will increase the visibility of NEQMAP, and allow members to engage other global stakeholders and create potential funding opportunities.

NEQMAP as a regional platform is instrumental for quality education monitoring and ensuring alignment of the global education agenda. At the same time, it is clear that there is still room for improvement, including how to strengthen and support continuous, sustained efforts in building national-level capacities, better linkages to policy level engagement, increased visibility of the network's impact, and ensuring the long-term sustainability of the network and its activities. In all, with this urgent global call for better quality of education, NEQMAP will continue to engage in the Asia-Pacific region to support and strengthen more collaboration with the member institutions as well as partners in ensuring inclusive and equitable quality education and promote life-long learning opportunities for all.

For more information, please review the workshop flyer:

<https://bit.ly/NEQMAPAnnualMeeting2019>

Educational Assessment: Personal Reflections

Dr Bryan Maddox, Executive Director, Assessment Micro-Analytics Ltd

www.microanalytics.co.uk

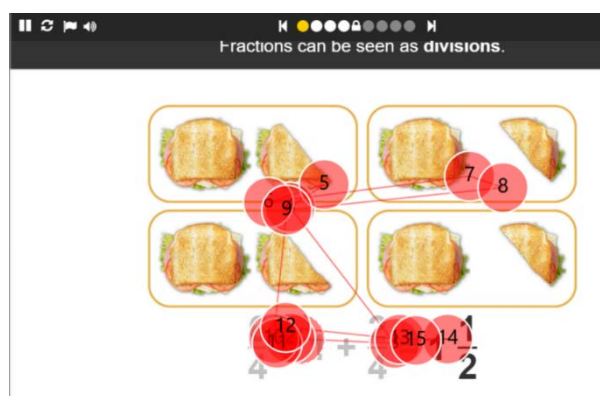
Eye Tracking for 'Next Generation' Assessment Design

The rapid rise of computer-based testing creates new opportunities for the use of digital techniques such as eye tracking to improve the quality and reliability of assessment performance. As a result, eye tracking studies are an essential part of computer-based test design.

Eye tracking uses near infra-red cameras to produce high frequency data on the movement of a respondent's eyes as they complete test items, producing data on what they look at, for how long, and in what order. By providing empirical data on how respondents engage with test items, eye tracking can fill in some of the 'missing data' that is not captured by computer log files. It allows us to dig deeper into assessment response processes, to validate score interpretations (Kane and Mislevy, 2017) and to provide feedback on User Experience (UX).



An eye tracking gaze plot
(Item © Vretta)



With recent technological advances, eye trackers can be used in-situ in testing situations with minimum interference to respondents. This enables information to be generated on item response strategies and identification of anomalies in response processes that might be associated with User Experience or User Interface design. Eye tracking can also provide empirical data on the way that diverse sub-groups engage with test items (i.e. uncovering sources of DIF).

What is exciting about the application of eye tracking in assessment is its potential to enhance the design of 'next generation' assessments (Orange, Gorin, Jia and Kerr, 2017). As an extension of performance data, eye tracking can improve the quality and reliability of adaptive designs, shedding light on item response processes and response times. That can support data mining techniques to untap the potential of large-scale assessment data, and to provide training data for artificial intelligence and machine learning.

References

Kane, M. & Mislevy, R. (2017). 'Validating Score Interpretations Based on Response Processes', in K. Ercikan, and J. Pellegrino (Eds) *Validation of Score Meaning for the Next Generation of Assessments*. Routledge.

Oranje, A., Gorin, J., Jia, Y. & Kerr, D. (2017) 'Collecting, Analysing and Interpreting Response Time, Eye Tracking, and Log Data', in K. Ercikan, and J. Pellegrino (Eds) *Validation of Score Meaning for the Next Generation of Assessments*. Routledge.

Spotlight on Educational Assessment Organisations: Hong Kong Examinations and Assessment Authority - Tak-wing WAN, General Manager – Assessment Development

Established in 1977, the Hong Kong Examinations and Assessment Authority (HKEAA) is an independent statutory body administering public examinations as well as professional and international examinations in Hong Kong.

Our Vision

To be a world-renowned and well-trusted examination and assessment services provider.

Our Mission

To meet educational and societal needs, we shall provide valid, reliable and equitable examinations and a range of assessment services in a professional, innovative, efficient and effective manner.

Over past four decades, the HKEAA has been a witness to and supporter of crucial changes in the education sector in Hong Kong and has played an important role in educational



development and reform, including the launching of the Hong Kong Diploma of Secondary Education Examination (HKDSE) in 2012 under the New Senior Secondary Academic Structure. Below are some major examination and assessment services we deliver:

Hong Kong Diploma of Secondary Education Examination

Students in Hong Kong will take the HKDSE upon completion of a full-time three-year senior secondary curriculum. Candidates who have attained the required results will be awarded the HKDSE certificate.

With an aim to increase efficiency in the operation and administration of the public examination, appropriate technology including the Onscreen Marking System (OSM), the Public Examinations Communication and Support System (PECSS), the Attendance and Script Tracking System (ASTS) and the Oral Recording System (ORS) has been deployed to the HKDSE.



First introduced in 2007, Onscreen Marking (OSM) was adopted to improve the security, quality, reliability and efficiency of marking in public examinations



Smartphones were adopted for the video-recording of the HKDSE speaking examinations

The HKEAA has been working closely with education bodies and institutions internationally to promote the recognition of the HKDSE. To date, hundreds of higher education institutions from the Mainland China, Taiwan and overseas accept the HKDSE results for admission. Widely recognised both locally and internationally, the HKDSE is a credential preparing students for multiple pathways.

Territory-wide System Assessment

Since 2004, the HKEAA has been commissioned by the Education Bureau to develop and implement the Territory-wide System Assessment (TSA), a low-stake assessment mainly to gauge Primary 3 (P.3), Primary 6 (P.6) and Secondary 3 (S.3) students' performance in Chinese Language, English Language and Mathematics. The TSA data can help schools gain better understanding of students' overall strengths and weaknesses in key learning areas and devise plans for improving learning and teaching.

International and Professional Examinations

As a world-renowned examination services provider, the HKEAA also administers numerous international and professional examinations with international acclaim. The HKEAA has administered a wide range of examinations in collaboration with over 130 examination bodies, including colleges, universities, awarding bodies, professional organisations and government departments.

The HKEAA is committed to upholding the highest standards of corporate governance. We believe that transparency, fairness, integrity and accountability are the cornerstones of excellent corporate governance. From time to time, we make reference to international standards and best practices in updating our policies and procedures in operation and internal control. We also work closely with partners and stakeholders in the education community at home and abroad and strive to create more opportunities for sharing knowledge, networking, and collaboration among the wider educational assessment community with an aim to promote assessment for learning.

Further information about the HKEAA can be found at its website www.hkeaa.edu.hk and annual reports:

http://www.hkeaa.edu.hk/en/about_hkeaa/corporate_information/annual_report/

New Publication

Is Assessment Fair? Isabel Nisbet & Stuart Shaw

“It’s not fair” is a common complaint about exams and tests. It is voiced by students, teachers, parents and the press, as well as by academic researchers and assessment professionals. But do they all mean the same thing by “fair”? Is fair assessment possible? Can an assessment be fair when it takes place in a social context which seems very unfair, and when the uses of the assessment outcomes may perpetuate inequality and injustice in society?

This book considers fair assessment as viewed through different lenses, reflecting distinct intellectual traditions and ways of thinking. These include measurement theory and practice, the law, social and political philosophy. It explores questions such as:

- What do “fair” and “unfair” mean?
- What is the relationship between fairness and other primary concepts in measurement theory, such as validity and reliability?
- How do the courts and the philosophers conceive of fairness? Do their approaches have lessons for fairness in assessment?
- What is the link between fair assessment and meritocracy? Is meritocracy a good thing?

Drawing on international examples from the UK, US, Australia and South East Asia, this book offers a commentary on fairness that is highly relevant to the changing context of assessment today.

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Chapter 2: Fair assessment viewed through the lenses of measurement theory

Chapter 3: Fair assessment viewed through the lenses of professional standards, guidelines and procedures

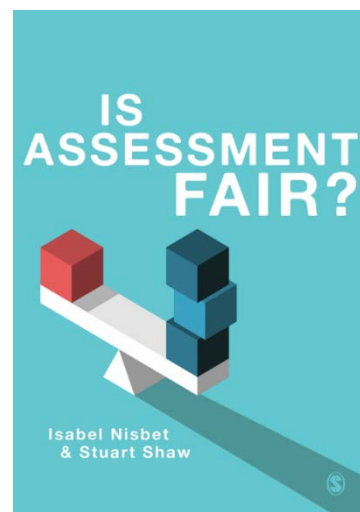
Chapter 4: Fair assessment viewed through the lenses of the law

Chapter 5: Fair assessment viewed through the lenses of philosophy

Chapter 6: Fair assessment viewed through the lenses of social justice

Chapter 7: Conclusions, challenges and a template for fairness

Most of the book’s chapters conclude with some examples “for further reflection”, which apply the concepts discussed in the chapter to realistic assessment situations. And the book concludes by looking forward to challenges to fair assessment in the 21st century, with changes in society, education, and modes of assessment.



This book will be of interest to anyone with a professional or academic interest in educational assessment, to education policy-makers and to those who are prepared to take up the challenge of applying concepts from social and political theory to the real-life dilemmas experienced by all who are seeking to make assessment fair.

Is Assessment Fair? Is published by Sage and will be available from October, 2020.

“Everyone wants educational assessment to be valid and fair, but what do these terms really mean in practice? Over the last 50 years, a great deal of effort has gone in understanding what we really mean by validity, but what we mean by fairness has received little attention – until now. In this important, timely, and highly readable book, Isabel Nisbet and Stuart Shaw offer us a comprehensive set of perspectives on assessment – theoretical, professional, legal, philosophical and social justice – that enables to see how debates about whether particular assessment practices are fair are often really disguised debates about what fairness means. As issues of fairness assume greater importance in the coming years, the book will be an invaluable guide to thinking clearly about the challenges that all those professionally and personally involved in educational assessment will face in making assessment fairer.”

Dylan Wiliam, Emeritus Professor of Educational Assessment, Institute of Education, University College London

Last Word



The task of the modern educator is not to cut down jungles, but to irrigate deserts

C. S. Lewis

Contributors to this Newsletter have given their consent to publish their text and photos on the IAEA website.