Program _ Wednesday, 25 November 2026

09:00-16:30

Pre-Conference Workshops - PARALLEL SESSIONS

Workshop 1

Room: **Aula 17**

Identifying and analysing evidence to determine whether tasks elicit the intended constructs: bridging the gap between modern validity theory and innovative validation practice.
Stuart Shaw, Ezekiel Sweiry

Workshop 2

Room: **Aula 18**

Boost your assessment literacy with your best friend, the psychometrician.
Bas Hemker, Marieke van Onna, Cor Sluijter

Workshop 3

Room: **Aula 19**

Building Assessment Literacy That Lasts: From Effective Training Design to System-Level Reform.
Georgina Glasby, Brooke Wyatt

Workshop 4

Room: **Aula 20**

Comparing assessment cultures in Europe.
Andrew Watts, Isabel Nisbet, Christoph Schneider

Assessment Cultures SIG

Workshop 5

Room: **Aula 21**

AI Literacy for assessment practitioners in the age of Large Language Models.
Alex Dunhill, Daryl Stevens, Victoria Tassie, Rob Carruthers

19:00-21:00

Social event

Welcome Reception for all participants

Location: **Nhow Roma**



Program _ Thursday, 26 November 2026

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09:00-09:30	**Welcome Address** *Prof. Damian Murchan, President, AEA-Europe* *Prof. Massimiliano Fiorucci, Rector, Università Roma Tre* *Claudia Pratelli, Councillor for Education, Training and Employment, Roma Capitale* Room: **Aula Magna**							
09:30-10:15	**Keynote Speech 1** **Assessment Literacy in the Italian Education System: Traditions, Transitions, and Transformations.** ***Guido Benvenuto**, Full Professor in the Department of Developmental Psychology and Socialisation, Faculty of Medicine and Psychology, Sapienza University of Rome, Italy* Chair: Damian Murchan Room: **Aula Magna**							
10:15-10:45	Coffee/Tea Break							
10:45-11:30	**Poster Presentations** Room: **Aula Magna**							
11:30-13:00	**Open Paper Session I** _ PARALLEL SESSIONS							
	Room: **Aula Magna** **Artificial Intelligence and Assessment I** *Chair: Bas Hemker* **Beyond the algorithm. Assessment as Learning as a suggestive framework to foster GenAI critical awareness in future teacher-researchers** *Alessia Bevilacqua, Cristiana Dell'Erba* **Evidence-Centered LLM-Generated Diagnostic Feedback from Test Results: The Case of Mathematical Literacy** *Daria Gracheva, Alina Ivanova*	Room: **Aula 1** **National Tests and Examinations** *Chair: Dario Pirotta* **Going with Your First Hunch? Answer-Changing Patterns in Online vs. Paper-Based Testing** *Lenka Firtova* **Assessment fairness in a national entrance examination using total rank equating** *Antti Salopuro, Ari Koistinen, Jonna Vierula* **Estimating Classification Accuracy in High Stakes Qualifications: A Comparison of Classical, IRT, and Marking Based Methods** *Kevin Mason*	Room: **Aula 2** **Assessment of Practical Skills I** *Chair: Mary Richardson* **Assessing Practical Skills: The Development of a Portfolio Framework based on Evidence-Centered Design** *Sebastiaan de Klerk, Anneke Dubbeld* **Evaluating Assessment Methods in Science Education in WASSCE: A Comparison of Practical Examinations and the Test of Practical (TOP)** *Precious Okoh-Aigbodion* **Direct and Indirect Assessment of Practical Skills: Evidence on Differentiation and Adaptation in Secondary Science** *Gulbakhyt Sultanova, Gulzhaina Amiraliyeva, Almagul Moldybayeva, Gulnur Kubasheva, Nurdaulet Malikov*	Room: **Aula 3** **Summative Assessment I** *Chair: Cor Sluijter* **Ghosts of Policy Past: How Teachers' Assessment Identities Shape Reform Enactment** *Michael Taylor* **From Feedback to Measurement: Using LLMs to Track Goal Setting Proficiency** *Anton Béguin, Lientje Maas, Remco Feskens* **WebCAT: Integrating computerized adaptive testing in web-based assessments** *Anastasios Psychogyiopoulos, Niels Smits, Goan J. Booij, L. Andries van der Ark*	Room: **Aula 4** **Psychometrics and Test Development (including Reliability, Validity) I** *Chair: Elena Papanastasiou* **Exploring gender differences in students' response behavior on a high-stakes multiple-choice exam** *Rianne Janssen, Elodie Pools, Tinne De Laet, Jan Eggermont* **Diagnostic Accuracy as a Quality Framework for Standardised Screening Tests in Education: A National Policy Initiative** *Jenny Lindblom* **Perceived Normativity of Effort Does Not Moderate the Question–Behavior Effect in Low-Stakes Testing** *Riley Herr, Sara Finney*	Room: **Aula 5** **Test Development I** *Chair: Graeme Clark* **JEDI Principles in Language Testing: The Case of the PLIDA A2 inItalia Exam** *Paola Vecchio, Francesca Bariviera, Giammarco Cardillo* **Dimensionality is a property of the use of a scale and not inherent in a scale itself** *Mark White, Nora Mathé* **How Robust Is CD-CAT to AIG Item Parameter Misspecification? Evidence from a G-DINA Simulation Study** *Elen Yusupova, Sergey Tarasov, Milena Kamskaya, Daniil Talov*	Room: **Aula 6** **Educational Policy and Assessment in the era of decolonising curriculum I** *Chair: Francesca Fioretti* **Assessment Literacy and the Limits of Transfer: Curriculum–Assessment Alignment in Kazakhstan and Finland** *Aliya Assylbekova, Aiman Ali* **Ethics and Regulation in School Assessment: Legal Literacy as a Component of Teachers' Assessment Literacy** *Marco Max Bruschi*	Room: **Aula 7** **E-assessment I** *Chair: Rebecca Hamer* **Generative AI and Distance Education: From Detection to Assessment Design?** *Cathia Papi* **Investigating mode effects and equity: A comparative study of paper-based and digital exams in A-level Philosophy** *Laura Sheppard, Emma Rawlings Smith, Yaw Bimpeh* **Using Digitally-Mediated Feedback in High Schools in China: Perceptions of Teachers and Students** *Xiaohui Yang, Damian Murchan*	Room: **Aula 8** **Formative Assessment I** *Chair: Doreen Said Pace* **Student voice as a meta-language resource: Building assessment literacy through cross-levels dialogues** *Kathinka Blichfeldt, Ingrid Jacobsen, Kaja Haaland, Trude Wille* **From awareness to agency: Learning progressions to support the development of assessment and feedback literacy** *Vanessa Scherman, Fabienne van der Kleij, Bethany Davies*
13:00-14:00	Lunch Break							

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14:00-15:00	**Discussion Groups I** _ PARALLEL SESSIONS					**Symposia I** _ PARALLEL SESSIONS			MEETING
	Room: **Aula 1**	Room: **Aula 2**	Room: **Aula 3**	Room: **Aula 8**	Room: **Aula 5**	Room: **Aula 4**	Room: **Aula Magna**	Room: **Aula 7**	Room: **Aula 6**
	DISCUSSION GROUP 1 **Engaging student voices to build assessment literacy** *Kathinka Blichfeldt, Ingrid Jacobsen, Kaja Haaland*	DISCUSSION GROUP 2 **Validating AI-Enabled Item Generation Systems: A Practical Framework for Purchasers and Assessment Providers** *Graham Hudson*	DISCUSSION GROUP 3 **From Prompt Disillusionment to Efficient Agentic Tools in AI-driven High-Stakes Assessment** *Ondrej Hrubes, Lenka Firtova*	DISCUSSION GROUP 4 **Are external high-stakes examinations necessary? Can the debate be informed by greater assessment literacy?** *Lesley Wiseman-Orr, Isabel Nisbet, Mary Richardson, Stuart Shaw*	DISCUSSION GROUP 5 **Assessment Literacy and the Challenges of Modular vs Linear Assessment Models in University Degrees** *Aisling Keane, Jannette Elwood, Jeanette Robertson, Christopher Laverty, Jill Mulholland*	SYMPOSIUM SESSION 1 **Inclusive Assessment SIG Symposium: Tools and techniques for promoting inclusivity in assessment** *Katy Finch, Louise Badham, Irini Papakammenou, Thomais Rousoulioti, Elodie Vezon Persem, Anastasia Mosxaki* Inclusive Assessment SIG	SYMPOSIUM SESSION 2 **International large-scale assessments contributing to educators' assessment literacy** *Paulina Korsnakova, Andrea Netten, Grace Grima, Jennie Golding, Ariel Lindorff, Jamie Stiff, Rachel Marks*	SYMPOSIUM SESSION 3 **Assessment literacy in grading practices: Teachers' challenges across criteria, AI, and policy contexts** *Raphaël Pasquini, Fernando Morales Villabona, Harald Eriksen, Mathias Hanson, Serafina Pastore*	**Meeting of Postgraduate Students and Early Career Researchers: From Engagement to Publication** *Presenter: **Dan-Anders Normann*** *Invited Editor: **Tine Sophie Prøitz**, Vice-Dean - Faculty of Humanities, Sports and Educational Science, University of South-Eastern Norway* Postgraduate Student and Early Career Researcher Network
15:00-15:30									
15:30-16:00	Coffee Break - Oportunity to visit SIG banners in the coffee break areas, and meet members of SIG Steering Committees.								

Program _ Thursday, 26 November 2026

16:00-17:30 Open Paper Session II _ PARALLEL SESSIONS

Room: Aula Magna

Inclusive Assessment I
Chair: Irene Custodio

Exploring discourses of fairness and unfairness in the school experience of future educators
Sara Romiti, Francesco Fabbro, Matteo Umbro

AI-Personalized and Dynamic Assessment for Students with Specific Learning Disorders
Laura Petrillo, Francesco Agrusti

Response Process-Based Cluster Diagnostics in a High-Stakes English Language Assessment: Examining Extra-Time Accommodations
Liyuan Liu, Pia Pirc Zagar, Blake Ashworth, Hayley Dalton

Room: Aula 1

Formative Assessment II
Chair: Vanessa Scherman

From Scores to Sense-Making: Turning National Tests into Engines of Formative Assessment
Moonika Oll

Feedback across borders: Investigating contextual differences in feedback practice in English lessons in lower secondary classrooms in England, France, and Norway
Simen Grung, Lisbeth M. Brevik

Assessing summarizing skills: evidence for educational practice
Anastasia Marini, Angela Piu, Cinzia Angelini

Room: Aula 2

Psychometrics and Test Development (including Reliability, Validity) II
Chair: Angela Verschoor

Exploring testing device effects on score comparability within digitally based assessments in primary and secondary education: A scoping review
Silvia Mazzuca, Ambra Fastelli, Rita Marzoli, Marta Desimoni

Associations between test repeating, test preparations and test-taking strategies on the SweSAT
Per-Erik Lyrén

Predictive efficacy in context: re-thinking predictive claims, arguments, and evidence using Level 3 BTECs
Joanna Williamson

Room: Aula 3

Assessment Cultures I
Chair: Andrew Watts

Teachers' assessment literacy and strategies for addressing learning gaps: an exploratory study in upper secondary schools in the Autonomous Province of Trento
Valeria Damiani, Alessandro Oro

Exploring the Human-Machine feedback dialogic learning 'space' through the lenses of Social Contract and Socio-Constructivist theories
Catarina F. Correia, Stuart Shaw

What is the relationship between students' self-reported language abilities and literacy achievement in a minority language context?
Muireann Bergin, Brenda Donohue

Room: Aula 4

Artificial Intelligence and Assessment II
Chair: Conny De Vincenzo

Innovation in Assessment: Developing AI-Supported Materials for Writing Moderation
Matt Slee

Reliability and validity in automated scoring: A feature-based approach to spoken language assessment
Marian Marchal, Joost Kruis

Room: Aula 5

Higher Education and Assessment I
Chair: Alison Matthews

Assessing University Students' Domain-Specific Critical Thinking: The Contribution of Domain Knowledge to Test Performance
Daniil Talov, Ksenia Tarasova

16:30 Hybrid teaching in Higher Education: which assessments for which teaching activities?
Natasha Noben, Juliette Robert, Christelle Lison, Cathia Papi, Younès Nathalie

Room: Aula 6

National Tests and Examinations II
Chair: Paul Newton

How examination system information supports the diploma comparison process: a cross-national evaluation
Paul van der Molen, Remco Feskens, Bernard Veldkamp, Max van Haastrecht

What drives subject choice in post-16 education? Evidence from a large-scale survey of students in England
Carmen Vidal Rodeiro, Elinor Lieber, Dominika Majewska

From beliefs to practice: the role of teachers' beliefs and school climate in the implementation of low-stakes large-scale assessments in Flanders
Daphné Van Looy, Amélie Rogiers, Carolien Frijns, Maarten Vansteenkiste, Johan van Braak

Room: Aula 7

Other I
Chair: Emma Rawlings Smith

Strengthening Evaluation Culture: Evidence of Improved Quality of Self-Evaluation Reports After Professional Development Programmes
Giuseppe Carmelo Pillera, Donatella Poliandri, Letizia Giampietro

A multi-year formative evaluation of the new national qualifications offer in Wales: Early findings from Wave 1
Thomas Morris

The politics of exams: Navigating diverse understandings and cultures in national policy processes
Marte Søve Syverud, Rikke A. Sundeberg

Room: Aula 8

Fairness and Social Justice I
Chair: Ben Stafford

Balancing Fairness and Comparability: Evidence and Policy Considerations for Test Accommodations in Admissions Testing
Christina Wikstrom

Conceptualising Assessment Fairness in Higher Education: A Qualitative Study of Measurement and Evaluation Academics' Perspectives
Ayşenur Erdemir

Caution and capping: how tiering shapes equality of opportunity in GCSE Mathematics in England
Andrea Rehman

17:30-18:30 General Assembly — Room: Aula Magna

18:30-19:00 PhD Students' Informal Meeting — Location: NH Collection Palazzo Cinquecentol

19:00-21:00 Event for AEA-Europe Fellows, Practitioners, Associates & PhD Students — Location: NH Collection Palazzo Cinquecento

10:45-11:30	**Poster Presentations**	Room: **Aula Magna**

1. **Building Capacity for Equity Centered Assessment in Graduate Programs: Resources, Professional Learning, and Program Change**- *Brian French, Sara Finney*
2. **Earnings of students who leave post-16 education with low grades in their qualifications** - *Carmen Vidal Rodeiro, Tim Gill*
3. **Developing a programme for sustainable assessment literacy at a Dutch university of applied sciences** - *Suzan van Ierland, Niels Bohnen*
4. **Knights or Knaves? Accountability, Assessment and the Practitioners Caught Between** - *Michael Taylor*
5. **Enhancing Assessment Literacy in Less Commonly Taught Languages: Evidence from Greek as a Second Language** - *Dina Tsagari, Thomai Rousoulioti*
6. **Gaps in foundation mathematics understanding among 16-year-olds in England** - *Alejandra Miranda*
7. **Exploring Subject Patterns in Assessments Through Clustering Analysis** - *Jonna Teinonen, Mkululi Wami, Anthony Furlong*
8. **Reimaging exams: Transitioning from paper to digital assessments for our International AS & A Level Media Studies qualification** - *Hannah North*
9. **Exploration of Differential Item Functioning Approaches to Identifying Mode Effects in High-Stakes Examinations** - *Blake Ashworth, Sebastian Nastuta, Liyuan Liu*
10. **Traditional vs. Innovative Computer-Based Multiple-Choice Items: Experimental Evidence on Engagement and Performance** - *Militsa Ivanova, Michalis Michaelides*
11. **From Classroom Practice to Assessment Quality - Partnerships between schools, teacher education and system leadership** - *Mabel Øhlen, Terje Engh Wiig, Pål Einar Røch Johansen*
12. **Opportunity to Learn and Student Achievement: New Analyses using TIMSS 2023** - *Mark White, Alexander Selling*
13. **Understanding collaborative marking as a precursor to AI examiner assistants** - *Katie Gilmartin*
14. **Beyond Exit Surveys: Rethinking How Institutions Listen to Departing Students in the Age of AI** - *Paul Mabrey, Jada Willse*
15. **The Transformation of Awarding with a Bespoke R Package** - *Richard Harris*
16. **What do we mean by 'digital literacy'? Themes in academic and institutional definitions** - *Jonathon Dean*
17. **From framework to practice: Evidencing validity, accessibility and usability in digital assessment developmen** - *Irene Custodio, Liyuan Liu*
18. **More than a checklist: Developing an accessibility-first approach for digital assessments** - *Emma Crampton, Sinéad O'Brien, Laurence Argyle, Emma Hill, Irene Custodio*
19. **Understanding mode comparability: How can item characteristics help examine mode effects and item complexity?** - *Laurence Argyle, Sinéad O'Brien*
20. **Differential Item Functioning in A Level Mathematics based on subject selection and routes to the qualification** - *Jack Sim, William Davies*
21. **Dialogic Assessment Conversations as a Pathway to Assessment Literacy: Student Participation and Feedback in Learning-Oriented Classrooms** - *Elin L Hauer, Dina Tsangari*
22. **Re-imagining marking with AI** - *Mark Campbell*
23. **Student participation as an indicator of assessment literacy: Insights from student seminars in lower secondary education** - *Trude Wille, Pål Einar Røch Johansen, Kathinka Blichfeldt*
24. **Predicting item difficulty in a nation-wide digital assessment of reading comprehension: a multilevel analysis** - *Marta Desimoni, Antonella Mastrogiovanni, Laura Petrillo, Marta Sartor, Dominique Brunato, Giulia Venturi, Simonetta Montemagni*
25. **Language-Related Access in STEM Assessment: Interpreting Performance Beyond Subject Knowledge** - *Aliya Assylbekova, Mukhit Baimakhanbetov*
26. **Scalability vs. Engagement: A Student-Led Evaluation of AI-Driven Instructional Design and Hybrid Learning Barriers** - *Beatrice Partouche, Francesco Agrusti, Edoardo Casale*
27. **Reframing the governance of non-examined assessments in the age of Artificial Intelligence (AI): an autopoietic ecology perspective** - *Rebecca Bagguley*
28. **Defining Define and Explaining Explain: Auditing Command Terms and Assessment Comparability** - *SJ Kennedy Scott, Caitlin Parsons*
29. **A Vocational Awarding Organisation's Digital Experience** - *Clair Rawlingson*
30. **Formative assessment practices and the use of feedback in school contexts: findings from a study on experienced teachers and newly hired teachers** - *Francesca Gabrielli, Arianna Lodovica Morini, Piervito Giovane, Barbara Ambu, Maria Grazia Giovanna Chillemi*
31. **Co-Constructing Assessment Literacy: A Bottom-Up Approach to Teacher Professional Development** - *Valentina Felici*
32. **Where algorithms meet assessment expertise: Expert evaluation of AI-generated items for high-stakes - assessment** - *Tim Chambers*

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09:00-10:30 Open Paper Session III _ PARALLEL SESSIONS

Room: Aula Magna

Technical, Vocational and Applied Assessments I
Chair: Jagdeep Kaur

Employer Assessment Literacy and Competing Understandings of Competence: Implications for Standards, Qualifications, and Workforce Development
Eleanor Andressen, Nicola Mellor, Lena Gray, Rebecca Conway

Work-Related Assessment SIG

The destructive ambiguity of the shift to learning outcomes
Paul Newton

Evaluation of multiple statistical methods for increasing confidence in standard maintenance in performance based vocational qualifications in the UK
Richard Harris, Nat Johnson

Room: Aula 1

Psychometrics and Test Development (including Reliability, Validity)
National Tests and Examinations III
Chair: Sebastiaan de Klerk

Leveraging Automated Test Assembly (ATA) to Ensure Measurement Validity, Accuracy, and Fairness in Educational Assessment: the Italian national testing experience
Marta Desimoni, Angela Verschoor, Cristina Lasorsa

Inter-rater reliability in high-stakes assessment: Using unmonitored scoring data to develop simple, accessible metrics
Jack Kennedy, Ben Tylden-Smith, Thomas Smith

Room: Aula 2

Formative Assessment I
Chair: Giuseppe Carmelo Pillera

Formative assessment policy between text and practice in Ireland and Czechia
Jakub Gyönyör, Darina Scully

Expanding Feedback Practices to Support Student Agency and Interest in Early Reading
Bente Walgermo, Karianne Megard Grønli, Per Henning Uppstad

Why Some Aspects of Formative Assessment Develop Faster Than Others: A Longitudinal Mixed-Methods Study of Teacher Assessment Literacy
Jana Kratochvílová, Kateřina Vlčková, Julie Grombířová, Jarmila Bradová, Magdalena Tylová, Jakub Gyönyör

Room: Aula 3

Inclusive Assessment II
Chair: Lesley Wiseman-Orr

Students' assessment of English and French classroom teaching in England, France and Norway
Lisbeth M Brevik, Laura Molway

Assessment Cultures and Inclusive Processes: A Formative Action Research (Ricerca-Formazione) Experience with the Index for Inclusion
Carla Gueli, Giulia Addazi, Leonardo Tantari, Fabio Bocci

Extra time access arrangements: Perspectives and experiences of students and staff in England
Emma Rawlings Smith, Faye Walker

Room: Aula 4

Test Development II
Chair: Graham Hudson

Queering assessment in England: why this matters and what this might look like
Jonny Tridgell

Predictive validity of a new national entrance examination in Finland
Jonna Vierula, Ari Koistinen, Antti Salopuro, Tiina Karihtala

Complexity and difficulty of math exams in vocational education
Marieke Van Onna, Jan Adema, Peter de Groot

Room: Aula 5

Assessment Cultures II
Chair: Marte Søve Syverud

Assessment for learning in upper secondary schools. Linking policies and practices
Gabriella Agrusti, Francesca Fioretti, Bruno Mellarini

Beyond Response Rates: Detecting Disengagement in Adult Background Questionnaires
Yuan-Ling Liaw, Alec Kennedy

Do All Roads Lead to Rome? Comparative Insights on Digitising National Exams in Europe
Max van Haastrecht, Teun Aalbers

Room: Aula 6

Artificial Intelligence and Assessment III
Chair: Gulbakhyt Sultanova

Automating MCQ Quality Review: Fine-Tuned Large Language Models for Detecting Item-Writing Flaws
Sergei Tarasov, Daniil Talov

AI as an assessment tool: uses to improve assessment practices at school
Viviana Capozza, Laura Palmerio

Assessing Stakeholder Readiness for AI-Integrated Examination Reforms in the West African Examinations Council (Waec), Nigeria
Rukayat Temitope Alabi, Suleiman Danladi Kum

Room: Aula 7

Higher Education and Assessment II
Chair: Rikke A. Sundberg

Generative AI and Assessment Literacy: Rethinking Effort and Performance in Technology-Based Assessment Environments
Jada Willse, Emma Puckett, Jon Henriques

Developing Student Teachers' Feedback Literacy through Reflective Conversations during the Teaching Practicum.
Deborah Chetcuti, Michael Buhagiar

Fostering Teachers' Assessment Practices in Higher Education: Reflections from a Formative Educational Evaluation Study at the University of Bologna
Elisa Guasconi, Ira Vannini, Alessandro Oro

Room: Aula 8

International Assesments I
Chair: Isabel Nisbet

A Critical Analysis of Assessment Instruments for the Italian State Oral Examination
Beatrice Partouche, Cristiano Corsini, Conny De Vincenzo

10:30-11:00 Coffee/Tea Break - Opportunity to learn more about the SIGs at the 'Meet the SIGs' event next door to the coffee break areas.

10:30-11:00 **'Meet the SIGs' event** — Room: **Aula 8**
Chair: Katy Finch

11:00-11:45 **Keynote Speech 2** — Room: **Aula Magna**
Has Validity Really Changed?
What Will the Forthcoming Standards for Educational and Psychological Testing Say?"
***Stephen G. Sireci,** Distinguished University Professor Executive Director, Center for Educational Assessment College of Education, University of Massachusetts Amherst, USA*
Chair: Stuart Shaw, AEA Europe Council Member

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11:45-13:15	**Open Paper Session IV** _ PARALLEL SESSIONS								
	Room: **Aula Magna**	Room: **Aula 1**	Room: **Aula 2**	Room: **Aula 3**	Room: **Aula 4**	Room: **Aula 5**	Room: **Aula 6**	Room: **Aula 7**	Room: **Aula 8**
	Artificial Intelligence and Assessment IV *Chair: Dan-Anders Norman* **Assessment Integrity in the Age of AI: A Case Study in Continuous Risk Management** *Rob Day, Dee Arp* **"How should we assess the text when it is obvious that the students have used AI as a part of it, or in most of it?": How GenAI affects language teachers' assessment literacy** *Annie Karoline Elgen, Lisbeth M. Brevik, Greta B. Gudmundsdottir*	**Perspectives of End-users and the General Public on Assessment I** *Chair: Eleanor Andressen* **Moderating High-stakes School Based Assessment: Recommendations for Decision Makers** *Evgenia Likhovtseva, Stuart Shaw, Damian Murchan* **Beyond Difficulty: Understanding Examinee Dissatisfaction Through Assessment Literacy, Perception, and Trust** *Parviz Kazimov, Sevinj Memmedova* **Evaluating the Cultural Appropriateness of English Language Tests: Integrating Statistical Evidence and Stakeholders' Voices** *Nadir Zanini, Brigita Seguis, Quynh Nguyen*	**Assessment of Practical Skills II** *Chair: Lena Gray* **Supporting essential skills assessment and assessment literacy in Taiwanese schools** *Claire Scoular, Po-Hsi Chen, Peiying Chen, Jonathan Heard, Ian Teo* **The assessment of practical skills in primary and secondary education: an international scoping review** *Senne van den Berg, Remco Feskens, Marie-Anne Keizer-Mittelhaëuser* **Beyond Frequency: Student Technology Use and Computer and Information Literacy** *Evi Konstantinidou, Angelina Tomazou, Michalis Michaelides*	**National Tests and Examinations III** *Chair: Grace Grima* **The impact of a policy decision on upper secondary students' exam choices in a high-stakes exit exam** *Sirkku Kupiainen, Risto Hotulainen* **Assessment Literacy Under High-Stakes Testing: A Typology of Science Teachers' Inquiry Practices** *Stephen Adofo, Sirpa Kärkkäinen, Jingoo Kang*	**Assessment Cultures III** *Chair: Christoph Schneider* **School-Based Assessment as a MATSEC Component in Malta: Exploring Challenges, and Opportunities** *Aveline Mifsud, Doreen Said Pace* **Assessment Literacy and the Interpretive Layer: A Systems Perspective on Curriculum Evaluation Infrastructure** *Todd Milford, Victor Glickman* **Towards Assessment as a Tool for Liberation: Centering the Voices and Experiences of Marginalized Youth in Assessment Design and Development** *Jennifer Randall*	**Higher Education and Assessment III** *Chair: Christina Wikström* **Assessment literacy in Higher Education: the case of a learning community of academics and its effects on learning and inclusion** *Maria Teresa Florez Petour* **Building pre-service teachers' assessment literacy. A reflective training intervention** *Greta Bolzoni, Katia Montalbetti, Enrico Orizio*	**Psychometrics and Test Development (including Reliability, Validity) IV** *Chair: Alex Scharaschkin* **Enhancing fairness and reliability in national exams: Evidence from GCSE English Language marking** *Syeda Alina Husain, Michael Hooper, Yaw Bimpeh* **Diagnosing rater effects in writing assessment: Comparing three analytical frameworks** *Madeleine Austen, Mark Elliott, Nadir Zanini*	**International Assessments III** *Chair: Gabriella Agrusti* **Differential patterns of contextual influence on reading achievement: Evidence from PIRLS 2021** *Heather Kayton* **Interpreting PISA in Context: Assessment Literacy and the Construction of Student Underperformance in Georgia** *Mariam Gabunia* **Professional Learning Capacity After COVID-19: Institutional Cluster Differences and Collegial Culture Across 40 TALIS Systems** *Kayode Oluwafemi*	**Formative Assessment IV** *Chair: Deborah Chetcuti* **From Measurement to Meaningful Practice: Building Assessment Literacy Capacity Across Educational Contexts through a Context-Sensitive Lens** *Dina Tsagari* **Rethinking Social Concerns and Anonymity in Peer Assessment: An Experimental Study** *Darina Scully, Ernesto Panadero*
13:15-14:15	Lunch Break								

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14:45-15:45 — Open Paper Session V _ PARALLEL SESSIONS

Room: Aula Magna

Process Data I
Chair: Tom Bramley

Towards AI Assisted Exam Marking: A Multimodal Case Study
Bryan Maddox, Peter Andrews, Lucy Howarth, Amanda Azman, Katie Gilmartin

The ALitE Programme: Developing assessment literacy for transforming policy and practice across educational systems
Anil Kanjee

Room: Aula 1

Perspectives of End-users and the General Public on Assessment II
Chair: Arianna Morini

Who are the public for educational assessment and do their views matter?
Isabel Nisbet, Stuart Shaw

Are teachers equipped to use the assessment data test providers give them? Findings from a small-scale study exploring the data literacy levels of secondary school teachers in England
Annie Vincent, Nicky Rushton

Understanding Performance Differences on a Complex Speaking Task: Evidence from Test-Taker Planning Processes
Ellen Barrow

Room: Aula 2

Artificial Intelligence and Assessment V
Chair: Louise Badham

Explainable AI-Based Automated Essay Scoring Aligned with National Assessment Criteria: A Hybrid Multi-Criteria Approach
Gunel Aldostova

Social media as a mirror on the user-generated comments around Malta's assessment reform
Doreen Said Pace

Room: Aula 3

Summative Assessment II
Chair: Guri Nortvedt

From Challenge to Change: Towards an Empirically-Informed Framework for Teacher-Led Assessment Innovation
Christopher DeLuca, Andrew Coombs, Danielle LaPointe-McEwan, Nathan Rickey

Maintaining standards in GCSE resit cohorts using covariate-adjusted equipercentile equating
Thomas Fox

Room: Aula 4

Language Issues in Assesment I
Chair: Amina Afif

Teaching to the Test or Tests that Teach? Reframing Washback through Assessment Literacy
Manuela Kelly Calzini

Who benefits from independent research projects? How the Extended Project Qualification shapes attainment across demographic and socioeconomic groups in England
Laura Verdasco Menendez, Chinwe Njoku, Emma Thompson, Katrina Luedeke

Room: Aula 5

E-assessment II
Chair: Katy Finch

Is ICT Self-Efficacy measured fairly? Validity and invariance of a multidimensional ICT Self-Efficacy Scale for upper secondary students
Rosalba Ceravolo, Marta Desimoni, Michela Milioni

Beliefs Ahead of Practice: Teacher Assessment Literacy in the Age of Generative AI in Irish Schools
Leire Pinedo, Ernesto Panadero, Kevin Marshall

What changes when Assessment is Remote? Evidence from a Digital Invigilation Trial
Sanjay Mistry, Sanjay Mistry

Room: Aula 7

National Tests and Examinations IV
Chair: Raphaël Pasquini

"What possibly could be more important than validity?": Insights on validity and trust in Hong Kong's university entrance examinations
Pok Jing (Jane) Ho

Predicting General Ability for a Sub-Cohort Entering Reformed Qualifications in Wales Using Live Marking Data
Darren Johns, Alun Evans, Shamsa Awes, Abigail Peters

Strengthening the Quality of School-Based Examinations in Dutch Secondary Education: Practical Steps to Build Assessment Literacy and Capacity
Bas Hemker

Room: Aula 8

Formative Assessment V
Chair: Catarina Correia

Understanding behavioural grades: fairness, purpose, and practice across school contexts
Elin Borg, Frida Felicia Vennerød-Diesen

Formative Assessments of Nature of Science Instruction in Practical Science
Li Lin

Feedback in Action: A Systematic Review of Student Feedback Use in L1 Writing Assessment
Fabienne van der Kleij, Bente Walgermo, Per Henning Uppstad

15:45-16:15 — Coffee/Tea Break - Opportunity to visit SIG Banners in the coffee break areas, and meet members of SIG Steering Committees.

16:15-17:15 — Discussion Groups II _ PARALLEL SESSIONS

Room: Aula 6

DISCUSSION GROUP 6

Students as Partners in Assessment: exploring possibilities and limits in high-stakes contexts
Sinéad O'Brien, Irene Custodio

Room: Aula 7

DISCUSSION GROUP 7

High-stakes on-screen assessment and the consequences for learning
Jo Handford, Ezekiel Sweiry

16:15-17:45 — Symposia II _ PARALLEL SESSIONS

Room: Aula 3

SYMPOSIUM SESSION 4

Towards more efficient item calibration – the role of innovation and expert judgement in test development
Nadir Zanini, Sarah Hughes, Tom Bramley, David Booth, Dario Delelis, Lina Loxley, Ying Zheng, John Begley, Mark Elliott, Yan Huang, Siyuan Tang

Room: Aula 4

SYMPOSIUM SESSION 5

Teacher Assessment Literacy: Understanding and Nurturing the Socio-emotional Dimensions of Assessment Practice
Jana Kratochvílová, Serafina Pastore, Kateřina Vlčková, Julie Gromбířová, Jakub Gyönyör, Jarmila Bradová, Magdalena Tylová, Ana Remesal, Vera Monteiro, Raphaël Pasquini

Room: Aula 2

SYMPOSIUM SESSION 6

Rethinking Assessment with Literacy in Mind: inspiration from the work of Gordon Stobart
Mary Richardson, Catarina. F. Correia, Anil Kanjee, Christian Ydesen

Room: Aula 5

SYMPOSIUM SESSION 7

Qualitative Research to Enhance Assessment Literacy and Design
Harvey Dodds, Martin Johnson, Tara Paxman, Lena Gray, Can Jin, Dominika Majewska, Lauren Kennedy

Room: Aula 1

SYMPOSIUM SESSION 8

Beyond Human Agreement: Grand Challenges (and Opportunities) for AI-Assisted Marking
Joshua McGrane, David Torres Irribarra, Ayesha Ahmed, Therese N Hopfenbeck

Room: Aula Magna

SYMPOSIUM SESSION 9

Oral exams - rituals, traditions and instruments
Marte Søve Syverud, Julie M. Isager, Camilla F. R. Nissen, Linda Borger, Stuart Shaw, Rikke A. Sundberg

19:30-22:30 — Conference Dinner (22:30-01:00 - After dinner party) — Room: Comodo Mercato di Trevi Restaurant

Program _ Saturday, 28 November 2026

09:00-09:45	**Keynote Speech 3** **Lost in Literacies? Building Capacity for Assessment, Data, and AI Literacy in Education** ***Kim Schildkamp**, Full Professor in the Faculty of Behavioural, Management, and Social Sciences of the University of Twente, the Netherlands* Chair: Cor Sluijter, AEA Europe Vice President - Incoming President Room: **Aula Magna**							
09:45-11:15	**Open Paper Session VI** _ PARALLEL SESSIONS							
	Room: **Aula Magna** **Artificial Intelligence and Assessment VI** *Chair: Nicola Mellor* **From Proof of Concept to Controlled Scale: Implementing AI Automarking in Digital Mocks** *Collin Sherriff, Sanjay Mistry* **Can AI support early-stage qualification development?** *Meena Biczysko*	Room: **Aula 1** **National Tests and Examinations V** *Chair:Marieke van Onna* **Exploring Factors Shaping the Use and Effectiveness of Content Accessibility Tools in Large-Scale Digital Language and Mathematics Assessments** *Sabine Dierick, Prof. Katrien Struyven, Sascha Spikic* **Assessing Production Skills in the PLIDA A2 inItalia Exam** *Giammarco Cardillo, Paola Vecchio, Francesca Bariviera*	Room: **Aula 2** **Fairness and Social Justice II** *Chair: Beatrice Partouche* **Fairness at What Cost? Stakeholders' Experiences of a Mandated Trial of Anonymous Assessment in Norwegian Secondary Schools** *Dan-Anders Normann, Lise Vikan Sandvik, Anne Holten Kvistad, Linn Maria Magerøy-Grande, Stine Aarønes Angvik* **Fair to whom? Mode effects, equating, and competing conceptions of fairness** *Tom Bramley* **Toward Psychometrically Controlled Item Generation With Large Language Models** *Anna Gorbacheva, Elena Kardanova, Alina Ivanova*	Room: **Aula 3** **Assessment Cultures IV** *Chair: Francesco Agrusti* **Assessment for Learning in Hong Kong: Beyond examination pressure to cultural incongruence** *Yasmine El Masri, Zi Yan* **The History of Grading and Assessment Literacy: The Genealogy of a System, Regulatory Ambiguities and Implications for Teaching Professionalism in Italy** *Francesco Furulli* **Tracing Assessment as Collective Inquiry: How Assessment Literacy Unfolds in FEDORAS Open Schooling Practices in Norwegian Classrooms** *Jelena Radišić, Erik Knain, Mari Heum Sjøberg*	Room: **Aula 4** **Psychometrics and Test Development (including Reliability, Validity) V** *Chair: Max van Haastrecht* **Student Engagement under Country-Level Test Difficulty Targeting in International Large-Scale Assessments** *Alec Kennedy, Yuan-Ling Liaw* **Assessing Adolescent Reading Motivation: Test Development and Initial Validity Evidence for the S.T.Li.Mo.L. Scale** *Beatrice Eleuteri, Giuseppina Castellana* **Using External Item-Difficulty Predictions as Informative Priors for More Sample-Efficient Rasch Calibration** *Gabriel Ortega, Séverin Lions, Abelino Jiménez, Pablo Dartnell*	Room: **Aula 5** **Language Issues in Assessment II** *Chair: Debbie Chetcuti* **Exploring Teacher Assessment Literacy in Mandarin Reading and Writing Assessment in Irish Higher Education** *Xiao Huang, Damian Murchan*	Room: **Aula 6** **Comparative Judgement I** *Chair: Carmen Vidal Rodeiro* **Sensitivity of comparative judgement methods for monitoring trends in attainment over time** *Milja Curcin, Ming Wei Lee* **From Judging to Learning: Using Comparative Judgement as a Formative Assessment Tool in a Postgraduate Context** *Lorena Garelli, Kevin Mason* **Balancing Innovation and Risk: AI-Generated Audio in Examination Settings** *Fatma AGHAYEVA, Konul Hajiyeva*	Room: **Aula 8** **Higher Education and Assessment IV** *Chair: Cristano Corsini* **Generative AI as Mediating Artefact in University Learning: Students' Practices, Perceptions and Institutional Expectations** *Giuseppe Carmelo Pillera, Maria Luisa Boninelli* **Beyond Scores: Using Cognitive Habits Indicators from University Readiness Assessment to Support First-Year Mathematics Learning in Science Programmes** *Tatiana Sango*
11:15-11:45	Coffee/Tea Break							
11:45-12:30	**Keynote Speech 4 _ KTNRA Winner** **Feedback, agency, and equity in early reading instruction** ***Karianne Megard Grønli**, Norwegian Reading Center Faculty of Education and Art, University of Stavanger* **Chair: Deborah Chetcuti, AEA Europe Council Member** Room: **Aula Magna**							
12:30-13:00	**Closing Ceremony including Poster Award & Accreditation Awards** Chair: Elena Papanastasiou Room: **Aula Magna** Parting comments to delegates **Dr. Roberto Ricci**, President of INVALSI (National Institute for the Evaluation of the Educational and Training System) **Dr. Cor Sluijter**, Incoming President AEA-Europe							
13:00-14:00	Lunch							