EUROPE ATP 2017

The Netherlands

Advancing Human Capital with Assessments

27 - 29 SEPTEMBER 2017
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Peas in a Pod Sessions

Look for our Peas in a Pod sessions throughout the programme

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08:00 – 13:00	Registration Open	Tappenbeck Foyer
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Dear Conference Delegates,

It gives us great pleasure to welcome you to The Netherlands! We are truly honored to be here in Noordwijk for our ninth annual E-ATP Conference.

Globalisation, the digital age, and cognitive computing are reshaping and redefining the skills needed to succeed. Testing plays a fundamental role in identifying knowledge gaps and answering critical questions such as: Has someone attained a level of achievement needed to award a qualification? Does an individual have the competencies needed to practice a profession? Are we hiring the right person for the job? Imagine what would happen if we challenged the traditional, well-known, and accepted notions about testing…and that is what this year's E-ATP Conference is all about!

We are delighted that you have chosen to join us here in the Netherlands, along with the foremost leaders in the European testing industry, as we examine, debate and discuss current advancements and innovative approaches to testing and assessment. Our conference committee has strived to provide a programme that will be relevant both to your organisation, as well as to you as a professional. The E-ATP conference is a place where you can gain practical knowledge of the latest assessment technology and techniques to help you to deliver or design better testing programmes. You will find this conference to be a place where you can advance your own tests to ensure your business or organisation is getting the right skills and the right people in place. And a place where you will be able to assess how other European or global organisations have used assessments to achieve success, by listening to and engaging with the speakers and case studies being presented at the conference.

We hope this conference will facilitate new networks, lead to new opportunities and, at the same time, educate and inform industry professionals like you about the latest developments in the field. So much is changing in Europe and the world today -- so many new directives and challenges are at the forefront in the field of assessment in all settings, whether it is employment, education, clinical, workforce skills credentialing or certification and licensure testing.

This conference will be kicked off by keynoter Adrian Furnham, Professor of Psychology at University College London who will present "Assessing People: An Evaluation of New Technologies" in which he will talk about the many problems of demonstrating the predictive validity of both old and new methods of people assessment as well as what we know about emerging technologies. We will then be treated to featured presentations on emerging technologies such as gamification, wearables, and neuro-assessments, test security and integrity, artificial intelligence (AI), machine learning, cognitive computing, badging and the digitization of credentials, and micro-credentialing. We'll close by hearing from Stephen Stark, University of South Florida, as he engages us with a session on "Advances in Psychometric Technology to Support Workplace and Educational Testing."

We are sure you will find this conference rich in content, as well as both challenging and stimulating. E-ATP is the only organisation of its kind in Europe that brings together all areas of testing to enable collaboration, among and between professions, to focus on the common challenges of assessment.

And finally we would like to acknowledge that this conference would not be possible without the financial support of our valued sponsors. We urge all delegates to visit their stands, attend their sponsor sessions and review their many products and services.

We wish you an exciting and productive conference as well as an engaging, educational experience!

Sincerely,

Cicek Svensson
Chair, E-ATP
Senior Vice President, Business Development & Marketing, Comms Multilingual

William G. Harris, Ph.D.
Chief Executive Officer
Association of Test Publishers

OPENING KEYNOTE:

Adrian Furnham

Professor of Psychology at University College London

Adrian Furnham was educated at the London School of Economics where he obtained a distinction in an MSc Econ., and at Oxford University where he completed a doctorate (D.Phil) in 1981. He has subsequently earned a D.Sc (1991) and D.Litt (1995) degree. Previously a lecturer in Psychology at Pembroke College, Oxford, he has been Professor of Psychology at University College London since 1992. He has lectured widely abroad and held scholarships and visiting professorships at, amongst others, the University of New South Wales, the University of the West Indies, the University of Hong Kong and the University of KwaZulu-Natal. He has also been a Visiting Professor of Management at Henley Management College. He has recently been made Adjunct Professor of Management at the Norwegian School of Management (2009) and Honorary Professor at the University of KwaZulu-Natal (2014).

He consults to many organisations in various different sectors (particularly airlines, banks, civil service) and in many different countries (particularly continental Europe and Asia).

He has written over 1000 scientific papers and 80 books. He is on the editorial board of a number of international journals, as well as the past elected President of the International Society for the Study of Individual Differences. He is also a founder director of Applied Behavioural Research Associates (ABRA), a psychological consultancy. Like Noel Coward, he believes work is more fun than fun and considers himself to be a well-adjusted workaholic. He rides a bicycle to work (as he has always done) very early in the morning and does not have a mobile phone. Adrian enjoys writing popular articles, travelling to exotic countries, consulting on real-life problems, arguing at dinner parties and going to the theatre. He hopes never to retire.

CLOSING KEYNOTE:

Stephen Stark

University of South Florida

Stephen Stark is a Professor and Associate Chair of Psychology at the University of South Florida. He graduated from the University of Illinois at Urbana-Champaign in 2002 with a Ph.D. in psychology (industrial-organizational (I-O) major, quantitative minor), and he has a B.S. degree in physics from the University of New Orleans. Dr. Stark's research and teaching focuses on measurement and selection with emphasis on item response theory (IRT) forced-choice models, computerized adaptive testing, differential item functioning, and aberrant response detection. His research has provided a basis for several assessments used by the U.S. military, most notably the Army's Tailored Adaptive Personality Assessment System (TAPAS) and the Navy Computerized Adaptive Personality Scales (NCAPS). Dr. Stark is a Fellow of the Society of Industrial and Organizational Psychology (SIOP), the American Psychological Association (APA), and the U.S. Army Research Institute Consortium Fellows Program. He is editor of the International Journal of Testing and serves on the editorial boards of Applied Psychological Measurement, Journal of Educational Measurement, Journal of Business and Psychology, and Personnel Assessment and Decisions. He also serves on the International Test Commission Council, the GRE Technical Advisory Committee, and the APA Council of Representatives representing SIOP.

GOLD SPONSORS

ACT — ACT is an international, mission-driven, nonprofit organization with more than 50 years of experience generating data-driven assessments and research. As a trusted leader in the testing field, ACT is known for developing high-quality assessments that determine college and career readiness and provide the most advanced measures of workplace skills.

CITO now you know — We are Cito. We believe that everyone has the potential to grow. That's why we support governments, institutions and awarding bodies so that they can develop world-class testing and monitoring systems to complete their educational programmes. Together we make knowledge, skills and competences objectively measurable thus highlighting people's true potential.

Graduate Management Admission Council — The Graduate Management Admission Council®(GMAC®) is a nonprofit organization of leading graduate business schools from around the world. GMAC owns and administers the Graduate Management Admission Test (GMAT), used by more than 6,100 graduate programs worldwide, and the NMAT by GMAC™ exam, for programs in India. Visit gmac.com for information.

HOGAN — With more than 30 years of experience, Hogan Assessments is the global leader in providing comprehensive, research-based personality assessment and consulting. Grounded in decades of research, Hogan's assessment solutions help businesses dramatically reduce turnover and increase productivity by hiring the right people, developing key talent, and evaluating leadership potential.

o·a·t — Redefining Digital Assessment: Open Source, Open Standards, Open Possibilities. TAO, from Open Assessment Technologies, is the leading assessment solution for education and career advancement. Break free from proprietary data silos, eliminate expensive licensing fees, gain full control of your testing resources, and enjoy enterprise level support. Learn more at taotesting.com.

Pearson VUE — We help develop, manage, deliver and grow certification and licensure exam programmes for over 450 test owners around the globe. From online practice tests to high-stakes invigilated exams our customers' credentials help people advance in technology, government and professional careers, as well as attain educational growth. Visit PearsonVUE.com to find out more.

PROMETRIC — Prometric, a wholly-owned subsidiary of ETS, is the recognized global leader in technology-enabled testing and assessment services. Its comprehensive suite of services, including test development, test delivery and data management capabilities, allows clients to develop and launch global testing programs as well as accurately measure program results and data.

RM Results — RM Results is part of RM plc, the British company with a forty year heritage of providing technology to the education sector. Together with the world's leading exam boards, government ministries, professional awarding bodies, RM Results is modernising the assessment landscape through the implementation and expansion of its exam and electronic assessments e-marking solution, RM Assessor.

televic education — Televic: Established in 1956 as part of the Televic Group, Televic Education is a world leader in the development of:
- research-based e-learning and e-assessment solutions
- digital multimedia and language labs, interpreter training labs, and
- collaborative learning platforms.

Televic Education's innovative solutions are based on state-of-the-art technologies and combined with training, consultancy and tailor-made services by a highly motivated team of experts.

TRIFORK. LEARNING SOLUTIONS — We integrate modular - white labeled - assessment delivery technology - Pick and Choose. We believe in transforming the assessment industry with content management technology that inspires and realizes the full learning potential of users - Professional to Expert. To drive a new era of business driven content and life cycle management - Instantly Simple.

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WEDNESDAY'S SCHEDULE AT A GLANCE

10:00 – 18:30 >> Registration Open ....Tappenbeck Foyer
12:00 – 13:15 >> Conference Welcome and Opening Keynote.......................Picke 2 & 3
13:15 – 14:15 >> Exhibits Open and Lunch..Keizerzaal & Tappenbeck Foyer
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19:30 – 23:00 >> Off-site Sponsored Reception (All are Welcome!)...............Klooster, meet in hotel lobby at 19:15

10:00 – 18:30

REGISTRATION OPEN

ROOM:
Tappenbeck Foyer

12:00 – 13:15

OPENING KEYNOTE:

ASSESSING PEOPLE: AN EVALUATION OF NEW TECHNOLOGIES

Adrian Furnham
Professor of Psychology
at University College London

ROOM: Picke 2 & 3

Traditional ways of assessing people have not changed significantly for many years. They include ability and personality tests, 360 degree ratings, interviews and references. The limitations of each method is well known for particular problems with self-report and observer bias. Since the millennium, there has been a great interest in harnessing new technologies to evaluate people more accurately and in more subtle ways. These new ways include gamification, social network analysis, crowd-sourcing, voice profiling, wearables, etc.

This keynote presentation will look at the many problems of demonstrating the predictive validity of both old and new methods of people assessment as well as what we know about emerging technologies, including:

- What do they actually measure?

- What is the evidence of their reliability and validity in assessing individuals and their work performance?

- Is there an absence of evidence or evidence of the absence of validity?

13:15 - 14:15

EXHIBITS OPEN AND LUNCH

ROOM:
Keizerzaal &
Tappenbeck Foyer

SNAPSHOT SESSIONS

This new session type includes thirty-minute interactive breakout sessions.

SETTING A PERFORMANCE STANDARD FOR A HIGH-STAKES, LOFT-DELIVERED AND GLOBALLY ADMINISTERED MEDICAL KNOWLEDGE EXAMINATION

ROOM: Panorama 1

The Medical Council of Canada Evaluating Examination (MCCEE) is a computer-based multiple-choice exam that assesses basic medical knowledge for international medical graduates who wish to pursue postgraduate residency training in Canada. It is delivered through a vendor (Prometric) using a linear-on-the-fly testing (LOFT) model to over 80 countries worldwide, including 29 countries in Europe. LOFT provides enhanced test security through real-time assembly of a unique fixed-length test form for each examinee by selecting items from a large pool of pre-calibrated items with item exposure control. Consequently, it affords many benefits such as frequent test offerings, longer testing windows, and flexibility in scheduling for a global testing program like the MCCEE. Currently the MCCEE is offered five times a year, with each session consisting of a two to three-week testing window.

Among the many challenges involved in LOFT, one is to set a defensible pass score and apply it to all the unique test forms that examinees take. The purpose of this session is to share a recent experience in a standard-setting exercise aimed at establishing a pass score for the MCCEE, a high-stakes medical knowledge exam in a LOFT context. The presenters will discuss:

1. Issues encountered and measures taken to address them;
2. Validity evidence for the standard-setting process and the resulting pass score; and
3. Psychometric considerations when setting and implementing a pass score in a LOFT context.

Speaker 1: Fang Tian
Medical Council of Canada

Speaker 2: Liane Patsula
Medical Council of Canada

Speaker 3: André De Champlain
Medical Council of Canada

WHICH THREATS TO OUR INDUSTRY, CURRENTLY IN PLAIN VIEW, ARE WE CHOOSING TO IGNORE?

ROOM: Panorama 2 & 3

Clayton Christensen at Harvard has defined a disruptive innovation as something that creates a new market and eventually disrupts an existing market. He observes that disruptive innovations tend to be produced by outsiders and entrepreneurs rather than by existing market-leading companies. Often, market leaders ignore disruptive innovations because they are not profitable enough and because their development can take scarce resources away from sustaining innovations that are needed to compete with current competition within their sector. For several reasons, established industry players find it difficult to spot potential disruptions because they tend to focus narrowly on the mainstream. Even when they do detect a radical change, established players often believe that the quality of their products and their technical standards will prevail in the eventual battle to retain current consumers. Then, too late, they realise that they have been lulled into a false sense of security. According to Christensen, advanced technologies are not necessarily the only source of disruption. Rather, it can be new business models that matter most along with novel combinations of existing technologies applied cleverly to new markets and networks.

In this snapshot session, the audience will be shown examples of disruptive innovation that could catch the assessment industry unaware and asked to identify those that pose the greatest threat to current standards, practices and products.

Speaker: Robert McHenry
Independent

ONLINE UNOBTRUSIVE GAME-BASED ASSESSMENT OF COMPETENCY

ROOM: Panorama 7

Serious games show promise as an implementation and delivery format for assessment of hard-to-measure latent traits, as games allow for real-time use of player actions and work products for online, unobtrusive assessment. Two possible approaches are the use of top-down confirmatory psychometric models that use quantified player actions and gameplay logs to calculate assessment criteria, and bottom-up exploratory techniques that look for meaningful behavioural patterns in order to make prediction and classification decisions. We believe these two approaches can be meaningfully combined; bottom-up data mining can identify new assessment evidence to incorporate into top-down scoring models, which in turn can highlight data sensitivity and provide guidance for analysis. You will be presented with an early example of combined approaches that centers on the use of Bayesian inference networks to assess leadership competency, using as a case study the Mayor Game, a serious game that trains Mayors in the Netherlands to deal with crisis situations. We introduce our application of the Evidence-Centered Design approach, show examples of top-down models based on literature analysis/expert input and bottom-up models based on Bayesian Search, and present results from the user studies we carried out for validation purposes.

Speaker 1: Dylan Schouten
Twenty University

Speaker 2: Paul Porskamp
T-Xchange

A FOCUS ON THE CANDIDATE: EMERGING TECHNOLOGY AS A DRIVER OF CANDIDATE EXPERIENCE

ROOM: Panorama 8

The global talent assessment market is experiencing some of its most fundamental changes since the advent of computer based delivery over 20 years ago. Emerging technologies are changing the focus for many organisations as they seek to roll out global talent solutions which appeal to a wide range of applicants, manage different technological expectations and deliver a candidate experience that resonates with both their employer and consumer brands.

This Snapshot session will outline the evolution of technology driven assessments and the increasing impact that they can deliver to the end to end candidate experience. The session will highlight a range of client case studies with Virgin Media, Formaposte, Emirates and Jaguar Landrover, and examine how they use mobile delivery, animated previews, gamification, virtual interaction and meaningful candidate feedback to deliver immersive, interactive and engaging assessment experiences that drive a wide range of human capital metrics.

These metrics go beyond traditional measures of quality of hire and enhanced job performance and focus on broader organisational outcomes including:

1. Candidate engagement
2. Offer acceptance
3. Candidate perceptions of the organisation (unsuccessful and successful)
4. Candidate motivation to buy from/use services (unsuccessful and successful)
5. Levels of self-selection
6. Candidate expectations of role/organisation
7. Employee awareness of values/ways of working
8. Enhanced employability in local talent pools

Speaker: Chris Small
PSI

HACKATHON

Don't miss out on this year's Hackathon scheduled for Wednesday!

In this 2-hour workshop, you will be **coached by an expert** in the testing community, given guidance on how to **pitch your ideas**, and **receive feedback from three top-notch industry leaders** from around the world. Sign – up at onsite registration located in the Tappenbeck foyer!

Can't make the workshop? Join the TOP THREE teams on Thursday during lunch in Picke 1 and watch them "pitch" their assessment program!

BIG WRONG DATA: MAKING AI (AND BIG DATA) WORK IN CORRECTION AND FEEDBACK MEMORIES

ROOM: Picke 1

Big Wrong Data includes the idea of creating an error and feedback memory to revise answers (texts, translations, fill gaps questions,...) in a fast, efficient and objective way. The revisor can add new errors and feedback during the revision process, and apply them to all previous and future answers at once. This will save the revisor a significant amount of time, and support him in the objective revision of the answers. The approach is very innovative because it doesn't focus on the correct answers but on the errors produced!

The core of the application is a database that can be corrected, updated and supplemented at any time by every new answer and revision. This database is actually a correction or revision "memory"; it allows the system to recognise errors in new answers and to suggest corrections and feedback automatically. Of course, a human evaluator can still accept or reject those suggestions, but the bulk workload of typing and retyping the same corrections and feedback over and over again is now done immediately, rapidly and objectively by the Big Wrong Data engine.

Moreover, the platform allows the exchange (export and import in an XML format) or merge of revision memories which allows their reuse with new (similar or other) texts and with other "assessees". The platform operates fully online which makes collaboration between colleagues easy. Using neurolinguistic techniques, the correction memories can be language independent.

Speaker 1: Hendrik Kockaert
KU Leuven

Speaker 2: Bert Wylin
Televic Education

THE USE OF SITUATIONAL JUDGEMENT TESTS TO SELECT HUMAN CAPITAL

ROOM: Van Berckel Lounge

Situational judgement tests (SJTs) have a fairly long history within personnel selection. Use of SJTs in large-scale, high-stakes testing emerged after SJTs were reintroduced to the wider psychological research community in 1990. SJTs have particularly received attention as a tool for selection, such as for higher education admissions, because they provide a means of broadening the range of constructs that can be assessed through standardised processes. SJTs have been found to provide incremental validity over other admission selection measures for dimensions of the educational experience related to interpersonal skills and other non-academic constructs, and to have smaller subgroup differences than other measures. Therefore, they are also attractive for institutions wanting to widen access to education.

This session will provide an introduction to issues related to SJT use in high-stakes testing. Challenges in SJT development for high-stakes testing to be discussed include:

1. Creating alternate test forms;
2. Obtaining reliability estimates; and
3. Selecting a measurement model.

Issues for exploration in the session include:

1. What criterion space of academic success is appropriate for an SJT?
2. What influences the SJT item format and scoring procedures adopted?
3. How should SJT scores be reported?
4. How should SJT results be factored into the overall admission decision?

Speaker: Belinda Brunner
Pearson VUE

14:45 - 15:00

COFFEE BREAK WITH EXHIBITORS

ROOM:
Keizerzaal &
Tappenbeck Foyer

BREAKOUT SESSIONS & PEAS IN A POD DISCUSSIONS

CASE STUDIES FROM THE WINNERS OF THE 2017 E-ASSESSMENT AWARDS HIGHLIGHTING SOME OF THE BEST, MOST INNOVATIVE E-ASSESSMENT PROJECTS AND INSTITUTIONS

ROOM: Panorama 1

The winners of the first international e-Assessment Awards, curated by the e-Assessment Association (eAA) and judged by a panel of 24 independent experts, were announced on 22 March 2017. We will showcase the winners of the six categories: Best Institution, Best Use of Summative Assessment, Best Use of Formative Assessment, Export, Research and Innovation.

During this session, representatives of the eAA will discuss the award winners and how they have contributed to the evolution of e-Assessment. Short insights will be provided by judges of the awards and winning organisations. This is a unique session giving delegates an insight into innovation in the sector, including innovative uses of AI, machine learning, cognitive computing and the digitization of credentials demonstrating the varied use and deployment of e-assessment across a range of sectors. How did both the National Council for the Training of Journalists and the Institute of Directors revolutionise their examination systems and successfully deliver new e-assessment programmes within 12-15 months?

Learn about the award winning intelligent system simulating the role of an expert mentor using data-mining techniques which grows with the learner to ask relevant questions and engage in conversation; using research evidence, artificial intelligence, semantic indexing and a rubber duck!

Speaker 1: Patrick Craven
City & Guilds

Speaker 2: Vegard Sivertsen
Cirrus Assessment

Speaker 3: Martha Gibson
Edinburgh Business School

Speaker 4: Louella Morton
TestReach

GLOBALIZING YOUR TESTING AND ASSESSMENT PROGRAM

ROOM: Panorama 2 & 3

Despite the shift in becoming more globally-focused, we are still separated by barriers which may only be overcome by tapping into local knowledge, experience and exposure. This session will focus on how test sponsors can overcome these barriers and expand their business into emerging markets like China, India and the Middle East. Key questions in international market expansion will be covered, including: how do you determine points of contact for operating regulations; how stringent are data security laws; who is our target audience and how do we reach them; and how do we select strategic alliances for making inroads in the region. Attendees will hear first-hand one test sponsor's story of how it globalised its program to address multi-lingual and cross-cultural differences, as well as, keep content secure while ensuring measurement equivalence of its tests to make valid international comparisons.

Speaker 1: Dennis Whitney
IMA

Speaker 2: Ramesh Nava
Prometric

Advancing Human Capital with Assessments

Peas in a Pod Session

SHARING THE MISTAKES THAT ASSESSMENT PROFESSIONALS MAKE

ROOM: Panorama 4

Many entrepreneurs (e.g., Richard Branson) share the mistakes that they have made with the public because they fundamentally believe that those mistakes can become practical and problem-based learning opportunities for others. Unlike other professionals, assessment professionals rarely share their mistakes with the public.

Because we firmly believe that the lessons that others can learn from our mistakes as well as the process of sharing them is vital to the lifelong learning of any professional, the discussion moderators will share the key mistakes that they have made over the course of their career (e.g., during the facilitation of a standard setting session, presenting results to key stakeholders and their resulting misinterpretations, failing to recognize a significant error in a certification process before launching, etc.), the lessons learned, and how those mistakes informed future decision making. The audience will share their own mistakes, lessons learned, and what they might have done differently with input and suggestions from other attendees. This discussion will include representation from all five ATP divisions.

Speaker 1: Håkan Fritz
SLG Thomas International

Speaker 2: Alina von Davier
ACT

ACCESSIBILITY - MORE THAN CHECKING THE BOX

ROOM: Picke 1

Great assessment should be available to every student! As more and more assessment and testing systems are offered online, providers have both a moral and legal responsibility to ensure that no student is disadvantaged by taking an assessment online.

Disabilities come in many forms: visual, hearing, motor and cognitive and in varying levels of severity. As educational technologists, accessibility should be considered from the outset; we have a responsibility to make sure what we create is available to the widest audience possible and that our systems and content are as flexible and adaptable as possible.

However, to maintain academic standards and integrity, assessments must also be rigorous. Occasionally accessibility accommodations may conflict with requirements set to ensure the validity of the assessment - particularly for high stakes assessment where the outcome of the assessment can have serious consequences for the student.

In this session, the presenter will explore their approach to designing accessible online and mobile assessments and the standards and testing approaches that can be used to ensure both fairness and validity. We will also share some practical tips for maximising the inclusiveness of assessment; such as the use of colour, alternate navigation mechanisms, use of alternate media, use of text to speech, and ensuring that images and math equations can be easily interpreted by assistive devices such as screen readers and braille readers.

Speaker: Gavin Cooney
Learnosity

HACKATHON - PART ONE

ROOM: Van Berckel Lounge

Pre-registration is required. Stop by the registration desk if you're interested in attending.

The Hackathon is back!

Do you have a passion for assessment?

Do you enjoy getting to know new people in an energizing environment?

Do you appreciate new activities that break the routine of traditional conference activities?

If so, then this is an experience for you! Show the assessment community your real skills--and acquire some new ones--by working an assessment challenge facing the European testing industry in an innovative, fun, and challenging way.

In this 2-hour session, you will be coached by a testing expert and receive immediate feedback from three top-notch industry leaders. Hackathon teams will challenge each other in a collegial learning environment. No matter if you are a newcomer to the assessment industry or an expert, you will have an opportunity to:

1. Collaborate with your colleagues;
2. Share your knowledge, skills, and experience;
3. Challenge yourself to think about assessment industry in a different way;
4. Develop innovative ideas and solutions to difficult problems;
5. Gain insights from other industry experts; and
6. Present your ideas in a fun environment for constructive feedback.

Throughout this experience, you will gain insight into how to think differently about challenges facing the industry and/or your program and how to present your ideas in a compelling way to drive real change in your organization.

This exciting competition gives you an opportunity to showcase your creativity and innovation as you work with your team to solve a real-world problem facing the assessment industry in Europe!

SPONSOR SESSION

ACT®

LEARNING MAY BE GENETIC, BUT NOT LEARNING CERTAINLY IS CONTAGIOUS

ROOM: Panorama 7

The mental picture that goes with standard psychometric theory is ballistic in nature. When conceived, a child is catapulted on a learning path, the end point of which is set. Intelligence, abilities are genetically determined and in turn determine the learning path. This mental image fits very well with the kind of latent variable models that have dominated educational measurement and intelligence testing over the past century. Yet despite huge investments, research into the genetic basis of intelligence and learning has produced very little. Quite a few findings are difficult to fit into the mental picture (heritability increasing with age, intelligence rising through the decades, etc.).

Through hands-on exercises, the presenter will present a different perspective. One in which there may be a genetic component, but where the end point of learning is far from fixed at the moment of conception. One in which not learning plays an important role. One in which there is a clear role for education and teaching. One in which educational testing gets to play an important, yet fundamentally different role.

Speaker: Gunter Maris
ACTNext

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THE EVOLUTION OF ASSESSMENT: USING TECHNOLOGY TO MOVE FROM PAPER TO DIGITAL TO PERSONALIZED LEARNING

ROOM: Panorama 8

The extent of experience in computer-based testing within institutes for educational measurement differs significantly. Some already have a long-lasting tradition in the development of digital assessments, others have yet to start. Some have an extensive legacy and started digitalizing their paper-based chains to improve efficiency, while others started from scratch in the digital world. Technological developments have led to expectations regarding the use of Information Technology (IT) in assessment, such as delivery on different types of devices, adaptivity and instant feedback.

Development takes place along different dimensions: content, psychometrics and technology. The assessment industry realises more and more that technology is an expertise of its own. Many organisations have come to this insight after first developing assessment technology themselves.

From the other end, IT companies have started developing platforms to deliver digital assessments. They however require input from both content and psychometric experts in educational measurement to be able to support and create valid and fair digital assessments.

In this session presenters will share experiences in moving from paper to digital and ultimately personalized learning from both angles.

Leveraging open standards like IMS QTI and LTI to allow technology companies like OAT to focus on software development and institutes like Cito to provide value-added services to ensure development of sound digital chains that are fit for purpose.

One example of a value-added service that we'll highlight is the capability of Computer Adaptive Testing (CAT); using a recently defined Standard on CAT, established within an IMS workgroup of industry leaders, we can integrate advanced psychometric algorithms from institutes into mainstream assessment platforms, allowing shorter testing times, higher reliability and better student engagement.

It is believed that these new digital formative and summative assessment of abilities will make it possible to identify, monitor and develop human capital in a valid and fair manner.

Speaker 1: Frans Kleintjes
Cito

Speaker 2: Mark Molenaar
Open Assessment Technologies

16:00 - 16:30

COFFEE BREAK WITH EXHIBITORS

**ROOM:
Keizerzaal &
Tappenbeck Foyer**

BREAKOUT SESSIONS & PEAS IN A POD DISCUSSIONS

CHALLENGING A TENET OF MULTIPLE CHOICE TESTING: ARE FOUR RESPONSE OPTIONS REALLY NECESSARY?

ROOM: Panorama 1

If we wish to advance human capital with our assessments, it is important to avoid adopting the "default" approach, particularly with respect to fundamental processes such as item development. However, this is not always achieved. For example, despite a strong body of research spanning more than 30 years that suggest the three-option (one keyed option and two distractors) multiple-choice items are optimal, it is estimated that only about 1% of contemporary high-stakes assessments contain such items (Edwards, Arthur & Bruce, 2012). Indeed, the majority of test developers across a wide range of contexts and disciplines favour the use of four or five-option items, with no justification for this practice.

This session will provide an overview of practical, fiscal and psychometric arguments supporting the use of three-option items. Furthermore, it will describe and discuss the findings of an empirical research study comparing stem-equivalent three and four-option items, in the context of a food safety certification test administered to over 1,000 candidates.

Speaker 1: Michael O'Leary
Dublin City University -
Centre for Assessment Research
Policy and Practice in Education

Speaker 2: Darina Scully
Dublin City University -
Centre for Assessment Research
Policy and Practice in Education

Speaker 3: Anastasios Karakolidis
Dublin City University -
Centre for Assessment Research
Policy and Practice in Education

FACET: GREAT TECHNICAL POSSIBILITIES ENABLED BY INTENSIVE COLLABORATION

ROOM: Panorama 2 & 3

In the Netherlands, two thirds of the national tests and exams are delivered on a computer. This adds up to 1.5 million CBT deliveries per year in 2017. In spring 2018, we expect to deliver CBT's on 4000 schools, varying from primary education (po) to higher vocational education (mbo). The Ministry of Education has created a testing system for this, called Facet. The main partners for Facet are DUO (Executive Agency of the Ministry), Cito and Bureau ICE (content providers) and CvTE (Dutch exam board).

In this session, we want to share with you our successes and challenges as we go along on the road to full implementation of Facet. DUO is responsible for development and hosting of Facet and will take you through the highlights and challenges of handling such a large scale implementation. Topics like (governmental) cloud, privacy issues, the variety of hardware used by schools and more.

Cito will focus on recent adjustments to Facet like computer adaptive testing and screen reading (Text to Speech) in order to support the ACET (Adaptive Central Test at the End of primary education). This K-12 test will be delivered at more than 2000 schools, starting April, 2018.

Finally, we will give some more insight in other topics that we will address including the exchange of test items with the help of QTI (an open standard for question & test interoperability), the importance of a good collaboration between partners and the possible broader use of Facet.

Speaker 1: Orsi Kiss
College voor Toetsen en Examens

Speaker 2: Arjan Aarnink
Cito

Speaker 3: Meint de Vries
DUO

Peas in a Pod Session

DEVELOPING AND DEPLOYING GLOBALLY-MINDED TESTING PROGRAMS

ROOM: Panorama 4

With the globalisation of businesses, tests developed in one country get translated, adapted, and applied for use in another country. During this Peas in a Pod Discussion, attendees will discuss their own experience in expanding their testing programs internationally while maintaining test security and integrity. Attendees will be encouraged to consider the social, political, legal, institutional, linguistic, and cultural differences between assessment settings that impact test security and integrity. Through group discussion, attendees will be invited to share their challenges and lessons learned in developing and deploying a security plan with considerations for topics such as methods of expansion, accessibility and accommodations, market entrance and exit, remote/online proctoring, translation challenges, and cultural differences in application.

Speaker: Kimberly Nei
Hogan Assessment Systems

ADVANCES IN MEASURING NONCOGNITIVE (SOFT) SKILLS: NEW METHODS, NEW TECHNIQUES

ROOM: Picke 1

Noncognitive (soft) skills assessment, although increasingly viewed as a missing ingredient in holistic accounts of human capital, remains at an early developmental stage. This short-fall is recognized by prominent organisations such as the OECD, as well as thought-leaders in the field of economics. Typically measured with self-reports using classical test theory, various problems emerge. Individuals may lack self-insight in reporting information about their soft skills, self-reports are susceptible to manipulation, especially when stakes are high, and reference bias effects render the results of both evaluation studies and international comparisons problematic.

In this session, we introduce two "new" methods to assess noncognitive soft skills, which have moved beyond proof of concept to use in scalable operational assessments: The forced-choice method and situational judgment tests (SJTs). For each method, we provide the standard protocol, as well as various innovations that have been made, both in design and scoring. For example, we have developed multiple construct SJTs, multimedia SJTs, constructed-response SJTs, begun to explore formative uses, and developed scoring algorithms that make use of the nominal response and generalized partial credit models. In addition to providing operational use cases, we cover various studies to highlight validity evidence that has accumulated around these assessment approaches, conducted in North America, Europe, Asia, and Africa.

Speaker 1: Richard Roberts
ProExam

Speaker 2: Ralf Schulze
University of Wuppertal

Speaker 3: Markus Jansen
University of Wuppertal

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HACKATHON - PART TWO

ROOM: Van Berckel Lounge

Pre-registration is required. Stop by the registration desk if you're interested in attending. (Must have attended Part 1.)

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In this 2-hour session, you will be coached by a testing expert and receive immediate feedback from three top-notch industry leaders. Hackathon teams will challenge each other in a collegial learning environment. No matter if you are a newcomer to the assessment industry or an expert, you will have an opportunity to:

1. Collaborate with your colleagues;
2. Share your knowledge, skills, and experience;
3. Challenge yourself to think about assessment industry in a different way;
4. Develop innovative ideas and solutions to difficult problems;
5. Gain insights from other industry experts; and
6. Present your ideas in a fun environment for constructive feedback.

Throughout this experience, you will gain insight into how to think differently about challenges facing the industry and/or your program and how to present your ideas in a compelling way to drive real change in your organization.

This exciting competition gives you an opportunity to showcase your creativity and innovation as you work with your team to solve a real-world problem facing the assessment industry in Europe!

I'm planning on expanding my assessment program.

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HYPE OR HIPO: MISIDENTIFIED LEADERS AND MISSED OPPORTUNITIES

ROOM: Panorama 7

The competition for talent is fierce, and the future of many organisations depends on finding and developing leaders for key roles. Before organisations can identify and develop high-potential employees, they must define potential in a manner that works across all departments and job levels. In attempting to do so, many organisations end up with a complex concept of potential that satisfies no one. The highest-performing organisations make it a top priority to prepare talented people for advancement. However, most organisations struggle to find accurate and useful ways to develop people with the most potential for success as leaders. Some people who appear to have leadership potential are often not effective leaders; conversely, many effective employees are overlooked for promotion because they do not self-promote enough to get noticed. This session will introduce an empirical model of High Potential talent that is designed to help organisations close the gap between emergence and failed effectiveness – often the achilles' heel of High Potential programs. Practitioners have found that focusing on the gap between emergence and effectiveness participants can start to bridge the gap that often leads to quick exits and re-assignments. Less we forget that performance does not equate to potential. Organisations should quickly learn that their pipeline of talent would best be served by examining the entire individual from the perspectives of their leadership foundations, emergence, and effectiveness – with the most emphasis placed on the latter.

Speaker 1: Ryan Ross
Hogan Assessment Systems
Speaker 2: Zsolt Feher
Hogan Assessment Systems

SPONSOR SESSION

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HOW FRANCE IS USING OPEN SOURCE FOR LARGE SCALE NATIONAL ASSESSMENT TO ADVANCE HUMAN CAPITAL

ROOM: Panorama 8

The DEPP is the section of the French Ministry of Education responsible for assessment and statistical analysis in all areas of academic and vocational training. They provide stakeholders with objective information regarding students' knowledge and skills, as well as students' cognitive development in areas such as motivation, social life, and self-esteem.

In recent years, DEPP has directed the move from paper-based testing to computer-based testing (CBT). The decision to move to CBT testing was triggered by a call from the Ministry of Education to a mass increase in-depth information for each school district, which would require substantial upscaling of the existing testing program. Whereas paper testing is limited to 10 to 20,000 students, CBT can manage up to 160,000, or conceivably even the entire student body of 12 million.

This session will discuss the results of a large scale national assessment directed since 2015, and delivered using TAO, the leading Open Source Assessment Platform. The DEPP selected TAO because of four key requirements:

1. An open source mandate (a national recommendation)
2. The scalability to support 160,000 students
3. QTI standard compliance for interoperability
4. Cost effectiveness

The results provide valuable insights in the different regions of France, including links to social economic status and equity correlations, which can help the government define and adjust policies to advance human capital.

Speaker 1: Thierry Rocher
DEPP
Speaker 2: Mark Molenaar
Open Assessment Technologies

17:30 – 18:30
RECEPTION WITH EXHIBITS
ROOM: Keizerzaal and Tappenbeck Foyer

19:30 – 23:00
Meet in hotel lobby at 19:15

OFF-SITE SPONSORED RECEPTION
LOCATION: Klooster

Don't miss out on our exciting sponsored dinner reception at Klooster, the historic and beautiful "Chapel by the Sea". All are welcome to join us at this unique venue for an evening of music, food and conversation. Klooster is within walking distance from the hotel. Grab a drink, food, and listen to our live band!

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THURSDAY'S SCHEDULE AT A GLANCE

08:00 – 18:45 >> Registration Open .... Tappenbeck Foyer
08:00 – 09:00 >> Breakfast with Exhibitors.. Keizerzaal & Tappenbeck Foyer
08:00 – 08:45 >> ATP Committee Meeting: Security (All are Welcome!) .... Panorama 7
08:00 – 08:45 >> ATP Division Meeting: Certification/Licensure (All are Welcome!) .... Panorama 8
08:00 – 08:45 >> ATP Asia Regional Division Breakfast (All are Welcome!)........................ Van Berckel Lounge
09:00 – 10:00 >> eneral Session: Town Hall Discussion - The Role of Testing in
                  Stimulating and/or Anticipating Workforce Needs .... Picke 2 & 3
10:00 – 10:15 >> Break with Exhibitors... Keizerzaal & Tappenbeck Foyer
10:15 – 11:15 >> Breakout Sessions and Peas in a Pod Discussions
11:15 – 11:45 >> Exhibits & Coffee Break.. Keizerzaal & Tappenbeck Foyer
11:45 – 12:45 >> Breakout Sessions and Peas in a Pod Discussions
12:45 – 14:00 >> Lunch with Exhibitors, Product Demonstrations.................... Keizerzaal & Tappenbeck Foyer
13:00 – 13:45 >> Hackathon Presentations.. Picke 1
13:00 – 13:45 >> ATP Division Meeting: Industrial/ Organizational (All are welcome!) ...... Panorama 7
13:00 – 13:45 >> ATP Division Meeting: Education (All are Welcome!) .... Panorama 8
14:00 – 14:45 >> Ignite Sessions... Picke 2 & 3
14:45 – 15:15 >> Exhibits & Coffee Break.. Keizerzaal & Tappenbeck Foyer
15:15 – 16:15 >> Breakout Sessions and Peas in a Pod Discussions
16:15 – 16:45 >> Exhibits & Coffee Break.. Keizerzaal & Tappenbeck Foyer
16:45 – 17:45 >> Breakout Sessions and Peas in a Pod Discussions
17:45 – 18:45 >> Product Demonstrations, Exhibits Open, and Reception .... Keizerzaal & Tappenbeck Foyer

08:00 – 18:45
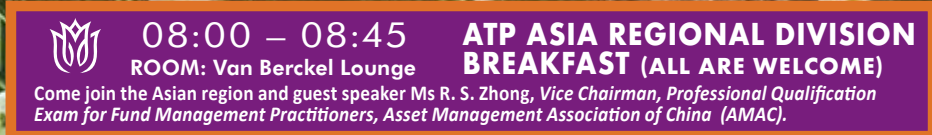**REGISTRATION OPEN**
ROOM: Tappenbeck Foyer

08:00 – 9:00
BREAKFAST WITH EXHIBITORS
ROOM: Keizerzaal & Tappenbeck Foyer

08:00 – 08:45 ROOM: Panorama 7 — **ATP COMMITTEE MEETING: SECURITY (ALL ARE WELCOME)**

08:00 – 08:45 ROOM: Panorama 8 — **ATP DIVISION MEETING: CERTIFICATION/LICENSURE (ALL ARE WELCOME)**

08:00 – 08:45 ROOM: Van Berckel Lounge — **ATP ASIA REGIONAL DIVISION BREAKFAST (ALL ARE WELCOME)**
Come join the Asian region and guest speaker Ms R. S. Zhong, *Vice Chairman, Professional Qualification Exam for Fund Management Practitioners, Asset Management Association of China (AMAC).*

09:00 – 10:00

GENERAL SESSION: TOWN HALL DISCUSSION – THE ROLE OF TESTING IN STIMULATING AND/OR ANTICIPATING WORKFORCE NEEDS

ROOM: Picke 2 & 3

> "As technology increasingly takes over knowledge-based work, the cognitive skills that are central to today's education systems will remain important; but behavioural and non-cognitive skills necessary for collaboration, innovation, and problem solving become essential as well"
>
> **Klaus Schwab,** World Economic Forum

Work is being transformed by the interplay of technology, geo-politics, demography, and socio-economic forces. Entire industries and sectors are becoming transformed and while some are in the ascendant, others must adapt quickly to seize new opportunities least they be threatened by redundancy. Yet despite these environmental changes and a shift in focus towards skills assessment, labour market gaps exist and organisations are unable to find the talent they need.

In this audience-lead session, Bob Athwal (GSM London), Nicky Garcea (CAPP), and Bryan Mathers (Visual Thinkery) will discuss the role the testing industry can and should play in enabling organisations to find the talent they need to thrive in the future. Come ready to challenge the speakers around how testing can and should evolve to better match employers with employees, and shift from stimulating demand to anticipating it.

Speaker 1: Bob Athwal
GSM London

Speaker 2: Nicky Garcea
CAPP

Speaker 2: Bryan Mathers
Visual Thinkery

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10:00 - 10:15

COFFEE BREAK WITH EXHIBITORS

ROOM:
Keizerzaal &
Tappenbeck Foyer

10:15 - 11:15

BREAKOUT SESSIONS & PEAS IN A POD DISCUSSIONS

Peas in a Pod Session

FIVE QUESTIONS YOU SHOULD BE ASKING ABOUT ONLINE PROCTORING

ROOM: Panorama 1

This discussion outlines five major questions that help institutions sift through the weeds of marketing and sales material to validate one key question: Does this proctoring solution make exams more secure or more vulnerable?

Speaker 1:   Vincent Termini
ProctorU

Speaker 2:   Jarrod Morgan
ProctorU

WHY SMART PEOPLE KEEP MAKING STUPID DECISIONS

ROOM: Panorama 2 & 3

We've all known smart people who habitually make stupid decisions. Positive organisational outcomes are the result of good decisions; negative results are driven by poor decisions. Understanding how leaders make decisions, and whether they can display good judgment, is critical to understanding organisational effectiveness. Poor decisions are driven by the fact that most of the problems leaders encounter are ill-defined, and their critical decisions are often made under conditions of uncertainty. Assessments must start to account for the information glut that leaders experience.

Because, first, unlike in IQ tests, the problems we face in life don't have an objective solution. Rather, some decisions have better consequences than others, but we only find out after decisions are made. As Steve Jobs famously observed, you can only join the dots going backwards. Second, with the amount of information before us, logical thinking can be impractical, even when it may lead to a better decision. As Kahneman noted, most decisions are based on mental shortcuts rather than logical reasoning. Third, when most people are confronted with the fact that they have made the wrong decision, they are unwilling to admit it and engage in a range of unconscious, self-serving tactics that help them save face and avoid feeling stupid.

Helping people understand their default patterns of thinking and reasoning and why we make the decisions we do, can improve our judgment and our reaction to feedback.

Speaker 1:   Ryan Ross
Hogan Assessment Systems

Speaker 2:   Joan Jackobson
a&d Resources

Speaker 3:   Zsolt Feher
Hogan Assessment Systems

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ATP WORKFORCE DIVISION SPEAKER SESSION – WORKFORCE CREDENTIALING SURVEY AND SECURITY FRAMEWORK

ROOM: Picke 1

While workforce credentials offer significant benefits to individuals, employers, learning institutions and communities, the global growth and fragmentation of the credentialing market has created confusion and complicated the realization of those benefits, resulting instead in decreased trust in credentials. To realize the value credentials can bring to the European workforce and, more broadly, to the global economy, various entities such as the European Commission and Connecting Credentials have developed credentialing frameworks to help drive a common approach and bring order to the market.

In groundbreaking research on the impact of exam security on the market perception of the value of credentials, ATP reports on the market need for security based on a recent global survey of test publishers, credential issuers, employers, and potential employees across the globe. ATP addresses the need for security through a security framework that can be used by all stakeholders to engage in meaningful dialogue concerning the trustworthiness of workforce credentials. Join a panel of ATP workforce experts to discuss the survey results and learn more about the development and use of the Credentialing Security Framework.

Speaker 1: Robert Pedigo
Castle Worldwide

Speaker 2: Rachel Schoenig
Cornerstone Strategies

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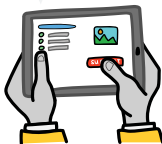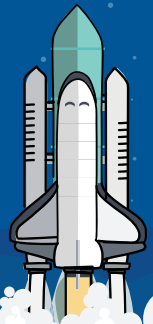
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COMMUNICATING TO YOUR STAKEHOLDERS USING DATA VISUALISATION

ROOM: Van Berckel Lounge

Performing data analysis has become second nature in testing programs, while being able to explain it has always been a nightmare. Data visualisation techniques are a key tool for testing organizations trying to communicate complex data to stakeholders as it concerns marketing or technical reports when stakeholders are only looking for the big picture. The presentation will focus on displaying and explaining various data visualisation techniques, which can be used to effectively communicate information to a variety of stakeholders. The techniques reviewed will include when and how to use colour schemes, graphs, and other graphics. These techniques will be accompanied by actual case studies where data visualisation techniques were used by multiple consultants to deliver complex information to technical and non-technical stakeholders. Our presentation will review various data visualisation practices to make the most of your graphics to ensure stakeholders are able to understand and utilize the complex data in any project.

Speaker 1: Rory McCorkle
PSI Services

Speaker 2: Ada Woo
ACTNext

Speaker 3: Liberty Munson
Microsoft

Advancing Human Capital with Assessments

SPONSOR SESSION

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E-CERTIFICATION FOR THE USE OF CRITICAL MEDICAL DEVICES

ROOM: Panorama 7

In hospitals, the use of specific critical medical diagnostics devices is restricted to nurses or doctors who have proven their knowledge and skills about the device and the medical condition it is used for. Devices even have an integrated identification procedure that blocks the use by non-certified people.

The device vendor (in this case Roche Diagnostics) developed its own tests and procedure for each of the devices.

The problem with these tests is often that they are not linked with the hospital's knowledge management system of HR-system of e-learning platform. It is another isolated test.

This presentation shows how a vendor specific solution was integrated in the hospital's exisiting e-assessment platform (Edumatic) and fully integrated in the EduQare e-assessment suite of modules.

A combination of existing modules, brought together with simple Open API technology gives a win-for-all situation: less different isolated platforms, unified login and user management, unified reporting, unified scheduling and planning (the certificate to use a devices needs to be renewed every two years e.g.).

Speaker 1: Regis Lava
Roche Diagnostics

Speaker 2: Bert Wylin
Televic Education

SPONSOR SESSION

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THE FUTURE OF TESTING – HOW WILL EMERGING MARKET AND TECHNOLOGY TRENDS INFLUENCE TESTING IN 2030?

ROOM: Panorama 8

In the ever-shrinking world due to globalisation and rapid technological advancement, there's growing importance for individuals to continuously refresh their skills. The resulting increase in the importance of acquiring knowledge and designating the attainment of skills are becoming vital for assessment and professional credentialing.

Technology is driving unprecedented changes that far outpace the degree of transformation from paper to digital assessment. Our industry will be asked to ensure broad testing access for a highly mobile population, adopt better methods of assessment aided by technology - increasingly seen as a natural part of learning and work experiences vs. a distinct event - while accommodating more portability of acquired skills. So what can we, as an industry, do to meet these new needs?

It's time to explore emergent trends and think about how they will influence the licensing and credentialing space. In this session, Pearson VUE business and strategy leads will track specific starting points in our knowledge-driven global economy and highlight potential end-states over the next 5, 10, to 15 years that credentialing organizations should account for to meet the needs of a skilled and evolving workforce.

Speaker 1: **Matthew Poyiadgi**
Pearson VUE

Speaker 2: **Andy Stockinger**
Pearson VUE

11:15 – 11:45

COFFEE BREAK WITH EXHIBITORS

ROOM:
Keizerzaal &
Tappenbeck Foyer

BREAKOUT SESSIONS & PEAS IN A POD DISCUSSIONS

TECHNOLOGY ENHANCED ASSESSMENT – APPLICATIONS AND OPPORTUNITIES IN ADVANCING HUMAN CAPITAL

ROOM: Panorama 1

Assessment technology has been advancing rapidly and new emerging technologies are on the horizon. This session brings together a panel of experts in technology-enhanced assessment to lead an engaging and interactive discussion that highlights issues, challenges, and solutions in the application of technology and in the design and delivery of assessments. The panel will draw from their diverse backgrounds and experiences in Human Capital Management and credentialing assessment to provide insight into current and emerging technology applications and trends. They will also discuss the interplay between technology, innovative items types, simulations, secure delivery, and forensics to ensure the integrity of exam processes.

The panelists will answer questions, such as:

1. What is the state of the art in technology-enhanced assessment?
2. How has the use of technology improved the quality of assessment?
3. Are simulations cost-effective? What are the considerations?
4. How can technology be used to ensure secure delivery?
5. What are the challenges in using technology enhanced assessment for design? For delivery?
6. What are the emerging technologies that will change the future of assessment?

The session will include a brief introduction and overview, followed by the panel discussing the questions above with invited audience interaction to incorporate the perspectives from the European testing community.

Speaker 1: John Weiner
PSI

Speaker 2: Liberty Munson
Microsoft

Speaker 3: Robert McHenry
Independent

HOW TO USE COMPARATIVE JUDGEMENT FOR PROFESSIONAL DEVELOPMENT IN A FLEMISH EXAMINATION CENTER

ROOM: Panorama 2 & 3

To guarantee reliable and valid performance-based assessments, examination centers have to monitor and maintain the quality of assessors' judgements. In this break-out session, we will present how a Flemish examination center, Ahovoks, used an innovative way of assessing competences based on comparative judgements to control and improve judgements of novice assessors. In the method of comparative judgement, assessors receive the work that has to be assessed in random pairs and they only have to select to best of each pair, which is an easy and quick decision. Each assessor receives multiple pairs. Based on the logit scores of the odds that a random work is selected over a random other, a valid and rank order can be generated, which represents the shared consensus of a group of assessors. D-PAC, a digital platform that allows for comparative judgements, provides information regarding the reliability of the overall rank order, as well as how individual assessors align with the group consensus. Ahovoks used this detailed information to check which novice assessors deviated from expert assessors and offered them additional professional training. The results show that their professional development decreased the number of misfitting assessors. Hence, comparative judgement in D-PAC seems to be a successful approach to control the quality of assessments in examination centers.

Speaker 1: Renske Bouwer
University of Antwerp

Speaker 2: Roos Van Gasse
University of Antwerp

Speaker 3: Marije Lesterhuis
University of Antwerp

Speaker 4: Sven De Maeyer
University of Antwerp

Speaker 5: Filip Moens
Flemish Examination Center

Peas in a Pod Session

JUDICIOUS ASSESSMENT OF STUDENTS AROUND THE GLOBE

ROOM: Panorama 4

The educational assessment market is changing. Our mission is to provide instruction to all students, regardless of need. This creates a tremendously heterogeneous population to assess in a valid and reliable way. Assessment of elementary and secondary-aged students needs to be innovative, quick, inexpensive, and fair to all students while taking into account the needs of security and inclusion.

This discussion will introduce methods that are gaining ground in this area through the use of technology while comparing International elementary and secondary education experience to that of companies focused primarily on educational assessment in the U.S. Experts from various parts of the assessment industry will discuss their own experiences in which the competing needs of innovation and traditional assessment thinking collide.

This discussion will include a question and answer session focused on topics such as item/task security and reuse, adaptive assessments, the competing needs of assessing all versus appropriate administration, device comparability, governmental policy changes, and potential bias in digital learning solutions.

Speaker 1: Saskia Wools
Cito

Speaker 2: Jacqueline Krain
ACT

DESIGNING NEXT GENERATION HOLISTIC ASSESSMENTS
ROOM: Picke 1

Sir Ken Robinson's criticism in 2006 about the standardized tests in the U.K. and in the U.S. is still very relevant today. To answer the criticism of tests in schools using too narrow a definition of intelligence that is actually educating children out of being creative, we have been conducting research at ACT in broadening the definition of college and career readiness using a holistic approach, designing tests to not only measure traditional academic skills but also behavior skills, decision-making skills, critical thinking and collaborative problem solving. We recently provided consultation on the holistic assessment design and development with colleagues at Ministry of Education in China in their efforts to develop core-competency curriculum based assessment.

In this session, we introduce key concepts of ACT's Holistic Framework and the design process for next generation assessments. We will describe the methodology to create task models and item specifications used to generate high quality next generation assessments. We describe the design process of attending to the validity argument and documenting the theory of action. This approach supports clear analysis of the feasibility of the new types of assessments such as collaborative problem solving, and critical thinking as they are being created. The design and development process focuses on evidence, claims, global relevancy, actionable score reports, and the integration of assessment and adaptive learning.

Speaker 1: Donna Matovinovic
        ACT

Speaker 2: Changhua Rich
        ACT

Speaker 3: Richard Roberts
        ProExam

EU PRIVACY PROTECTION: VIEWS FROM PRACTITIONERS' PERSPECTIVES
ROOM: Van Berckel Lounge

Test taker privacy rights impact just about every organization in the testing industry regardless of where it is located. With the coming EU General Data Privacy Regulation requirements and European political changes (e.g., Brexit), a concentrated effort is needed to address the various privacy protection implications. Attendees will gain a better understanding of impending privacy requirements, implementation guidance, and lessons learned so far -- from the perspective of practitioners in the EU and US.

Specifically, this session will feature privacy practitioners (test sponsors, publishers and delivery vendors) providing their perspectives on:

1. the changing political and privacy landscape;
2. upcoming compliance mandates;
3. recently published guidance;
4. implementation strategies; and
5. potential pitfalls to avoid.

Moderator: Gary Behrens
        General Dynamics
        Information Technology

Speaker 1: Donna McPartland
        Arent Fox LLP

Speaker 2: Joel Eisma
        Data Solutions
        International

Speaker 3: Victoria Sellar
        Cambridge English
        Language Assessment

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SPONSOR SESSION

TRIFORK.
LEARNING SOLUTIONS

THE POWER OF MODULAR eASSESSMENT TECHNOLOGY – MAKING THE STEP FROM PROFESSIONAL TO EXPERT

ROOM: Panorama 7

Traditional assessment technology providers have reached their valid through date. Best-of-breed, adaptivity, interoperability, item banking and open source were talk of the town. This terminology does not help you as user to feel comfortable and understand what it needs to take to deliver computer based assessments.

We help organisations who are screaming for better technology and have the ambition to deliver amazing assessments. We believe that it is about providing flexibility to choose your own technology and configure your own assessments. Our product vision is modular and focuses on simplicity for the end-user.

This presentation uncovers the considerations to configure a modular product suite to comply with the growing assessment demands. The emphasis is on content management, modularity, business driven processes, life cycle management and simplicity. With these fundamental elements each part of your system matches the need of your certification programmes. Besides performance this also addresses accessibility in the cloud, and the need for secured environments.

We invite you to feel comfortable in making the step from professional to expert with ExamEditor©. Combining products to deliver low and high-stakes assessments that comply with your use-cases. Because your brand is important to you, our products can be themed to align with your business – this is one of the many reasons why we are different.

How would this be for you?

Speaker 1: Erwin van Schaffelaar
Trifork Learning Solutions

Speaker 2: Vincent de Jong
Trifork Learning Solutions, B.V.

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PROMETRIC

THE GLOBALIZATION CHALLENGE – ACCESSIBILITY FOR ALL
ROOM: Panorama 8

In today's diverse world, it is vital to develop exam content that is accessible and fair to all, crossing boundaries of language and culture – developing content globally to deliver tests locally. In this session we will review methods that can be employed to develop content that allows as wide a candidate population as possible.

This session will look at:

• Observations around the challenges of translating content in to different languages

• Candidate performance on different language versions of the same exam

• Writing items in a way that lend themselves to translation

• Control measures to ensure translations replicate meaning across languages

• The use of assistive media - audio and visual

The goal of this session is to explore ways to develop content so as to allow candidates to ensure we are testing their knowledge, not their linguistic ability. Through different techniques, we can find better ways to demonstrate the knowledge skills and abilities of candidates in a way that gives equal fairness to all.

Speaker 1: Chris Westwood
           Prometric

Speaker 2: Amy Clinton
           Prometric

12:45 - 14:00

LUNCH WITH EXHIBITORS, PRODUCT DEMONSTRATIONS, AND HACKATHON PRESENTATIONS

ROOM: Keizerzaal, Tappenbeck Foyer & Picke I

Enjoy lunch and join us for a demo competition. Vote on the most innovative and industry changing demos shown, take some time to talk with exhibitors and learn all about the innovative products and services they offer, and check out the top three presentations from this years Hackathon.

PRODUCT DEMONSTRATIONS
Tappenbeck Foyer

PRODUCT DEMO #1
AN IT APPLICATION FOR DETECTING TEST FRAUD

This presentation will include a web-based IT application that can be used to analyze test takers' response data for potential test fraud. The application has been named the Data Forensics Tool (DFT). The DFT software computes and incorporates multiple statistical indices for the detection of potential test fraud on both the individual and group level. In the first part of the presentation, we will give a short overview of the different indices that are incorporated in the DFT and in the second part of the presentation we will give a demonstration of the DFT using real data from a certification exam in the Netherlands. On the individual level, we discuss the Guttman error, and several adaptations of the Guttman error in which the total number correct, the p-value distance between a pair of items and response times are incorporated. Also on the individual level, we will present a statistical index that is based on the log-normal analysis of test takers' response times. More specifically, the difference between a test taker's expected response time and the actual response time is calculated for each item in the test. On the group level, we have developed, and incorporated in our DFT, several matching and response time indices. Finally, we will discuss how our DFT compares to other tools that have been developed for detection of test fraud.

Speaker 1:　Sebastiaan de Klerk
　　　　　　　eX:plain / University of Twente

Speaker 2:　Kees Boonman
　　　　　　　eX:plain / University of Twente

Speaker 3:　Arnold Brouwer
　　　　　　　Research Center for
　　　　　　　Examinations and Certification

PRODUCT DEMO #2
ASSESSMENT MEETS ENTERPRISE CONTENT MANAGEMENT (ECM)

The world of assessment authoring is in need of a makeover. Exotic item types have been dominating the market but leaving us blind to the process, life-cycle, and sustainability of our content. Our research team has worked closely together with ECM experts in investigating new ways of managing assessment content while leveraging the automation which today's technology has to offer. By utilising ECM technologies we bring together decades of research in business process management, document management, workplace collaboration, and content life-cycle management.

Since ECM systems have excelled at managing millions of documents, rigorous security requirements, and complex search needs - doesn't it make sense to integrate our items? After all we are dealing with metadata and content too.

Our presentation demonstrates the need to update our technology mindset and drive the assessment industry into a new millennium.

Speaker 1:　Erwin Van Schaffelaar
　　　　　　　Trifork Learning Solutions

Speaker 2:　Mike Priest
　　　　　　　Trifork Learning Solutions B.V.

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PRODUCT DEMONSTRATIONS
Tappenbeck Foyer

PRODUCT DEMO #3
GAMIFICATION OF SELECTING YOUNG TALENTS IN A SOFTWARE DEVELOPMENT COMPANY

All companies are interested in attracting young professionals and talents to their staff. All companies want to choose the best people: skilled, motivated, and most suitable students for intern positions. How can we make the assessment process most convenient and interesting for candidates – young professionals? How can modern trendy technologies and approaches help in this? Trying to answer these questions, the presenter shares his experience in implementation of e-assessment application COOP in Arcadia company. COOP is created for individual and group online testing in real-time mode. COOP is created to help HR managers in finding and assessing the best young professionals for intern technical positions.

Digital technologies and applications such as remote assessment, mobile development, gamification, ratings & achievements system are not so innovatively new by themselves. Integration of them during a products development can be new to the assessment market. COOP development team spent a lot of time on how to apply gamification and associated UX/UI design in COOP program to achieve the main goals: increasing the interest of being involved into assessment programs, increase the transparency and understandability of assessment.

Speaker: Ivan Lavrov
Arcadia

PRODUCT DEMO #4
LEARNING ALGORITHM AS AN OPTIMAL COGNITIVE METHODOLOGY

One of Drillster's most compelling insights is that one-off testing provides insufficient insight into the true knowledge development of users. Tests or quizzes are merely a snapshot of current knowledge levels. The true question is: what does this tell us about the continuous knowledge levels? Do we have an insight into this overall level? Do we truly know what the user's learning needs are?

Drillster's learning algorithm combines scientifically proven learning concepts with spaced repetition into an optimal cognitive methodology that goes well beyond one time testing. This allows for close coöperation between internal LMS or HR systems so as to guarantee long term knowledge levels of employees. Ultimately this raises a very interesting question: are singular tests still a requirement?

Speaker: Marco van Sterkenburg
Drillster

PRODUCT DEMO #5
ONLINE PROCTORING: BALANCING THE RISKS AND REWARDS FOR YOUR PROGRAM

Online proctoring is a proven way for testing programs to extend reach and provide candidates with an added level of convenience. But, it does come with an inherent level of risk. The emergence and evolution of multiple offerings now makes the process of evaluating online proctored solutions even more complicated. How do you identify the one that is best for your program? It's important for test owners to fully understand how an online proctored solution aligns with the needs of their testing program.

Pearson VUE has partnered with the world's leading IT certification and professional licensing programs to deliver online proctored exams successfully around the world. Our product, security and industry experts will provide the guidance critical to support online proctored deliveries that are reliable and scalable, as well as share best practices. We will also review market and technology trends that are influencing perspectives on traditional security models, the methods of proctoring, and the spectrum of assessments that fit online proctored delivery.

You will leave this session with a good understanding of the factors to consider when determining the best solution for your program and knowledge about what is coming next in expanded delivery opportunities.

Speaker: David Bennett
Pearson VUE

PRODUCT DEMONSTRATIONS
Tappenbeck Foyer

PRODUCT DEMO #6
RECRUITING THROUGH SIMULATION-ASSISTED LEARNING (SAL)

How can a software platform offer adaptive learning for recruitment purposes?

Traditionally, the recruitment process has been based on testing the candidate's knowledge and expertise by selecting a response. However, candidates should also be evaluated based on performance.

For this purpose, Performance Testing Solution – PTS for short – integrates performance-based questions into its platform, making it a unique recruitment tool for Human Resources goals and saving time in training. This PTS feature allows companies to evaluate the competencies of their prospective employees in a real work environment (e.g. CRM).

How does it work? This product demo will show a performance-based question type to train candidates in a simulated environment, step by step. This question simulates the real working scenario of test takers, forcing them to follow the same steps. In this sense, the assessment is not completed until all tasks are solved correctly.

This performance question type allows PTS to assess the ability of prospective employees to conduct the following tasks, in a work environment:

1. Log into the CRM/software of the company.
2. Successfully complete a patient registration.
3. Show the right pattern to follow.

At the end of each section, PTS generates a custom report evaluating the progress and achievements of the test taker.

Speaker 1: **Sam Brocal**
Media Interactiva

Speaker 2: **Benito Castellanos**
Media Interactiva

Speaker 3: **José Ramón Rufo Sánchez**
Media Interactiva

13:00 – 13:45

HACKATHON PRESENTATIONS - TOP THREE TEAMS
ROOM: Picke 1

Join us to hear the TOP THREE teams present their high level business plan for a new assessment programme. The teams will gather and each be given 10 minutes to "pitch" their assessment program.

13:00 – 13:45
ROOM: Panorama 7

ATP DIVISION MEETING:
INDUSTRIAL/ ORGANIZATIONAL
(ALL ARE WELCOME)

13:00 – 13:45
ROOM: Panorama 8

ATP DIVISION MEETING:
EDUCATION
(ALL ARE WELCOME)

IGNITE SESSIONS

ROOM: Picke 2 & 3

Ignite Sessions are a high energy and innovative way to present content in a quick and concise format. Twenty slides automatically advance at 15-second intervals for a total presentation time of five minutes in length. Join us for these quick presentations on hot topics that also include an additional five minutes for Q&A following each presentation.

ASSESSING 21ST CENTURY SKILLS: PRACTICAL CONSIDERATIONS AND APPROACHES

21st century skills are increasingly important for success in our rapidly changing, digital society. These skills include, for example, digital literacy, creativity, problem solving and cooperation. They differ from traditional academic skills, since they are not primarily content knowledge based, which makes it particularly hard to assess 21st century skills using traditional types of assessment. In the field of educational measurement, the question arises how assessments for 21st century skills should be designed.

This session will focus on practical considerations and approaches for assessing digital literacy, which has to do with how individuals access, understand, communicate and create digital content, and use digital devices, tools and applications. First, we will introduce the challenges in assessing 21st century skills. Then, we will elaborate on the particular characteristics of digital literacy. Finally, it will be illustrated how an eye-tracking device can be used to support validity research of a digital literacy assessment.

Speaker: **Marie-Anne Keizer-Mittelhaeuser**
Cito

FEEDBACK ON FEEDBACK – DEVELOPMENT OF A FEEDBACK INSTRUMENT AND PROGRAM, IMPLICATIONS, AND RELATIONSHIP TO THE BIG 5 ASSESSMENT

Over the past year and half, AERE has developed a validated instrument that measures how individuals deliver and receive feedback called the Straehle Feedback Inventory. Feedback in the workplace has been a continually discussed topic in various business publications such as Harvard Business Review, Inc., Fortune, and other periodicals. It is believed that organizations lose substantial amounts of money who employ individuals who don't deliver and receive feedback effectively.

This session will focus on the development of the instrument including the use of Amazon's Mechanical Turk to recruit over 500 participants. In addition, the presenter will share some interesting results such as one-fifth of the respondents don't always give facts when delivering feedback. The session will discuss the relationship of the Straehle Feedback Inventory and the Big 5 assessment. Finally, it will discuss how AERE has developed a training and assessment program that can be incorporated to advance human capital anywhere in the world.

Speaker: **Manny Straehle**
Assessment, Education, and Research Experts, LLC

IGNITE SESSIONS

ROOM: Picke 2 & 3

GARBAGE IN, GARBAGE OUT: FEED AI TRANSLATABLE ITEMS

Good news for multilingual testing: neural machine translation (NMT) is progressing fast, and multiple language versions of assessment item banks will (soon) be produced faster and at a lesser cost. Caveat: this only works when the master version is up to par. The source needs to be translatable. Ambiguities need to be removed. The machine cannot infer from the context whether a person actually teaches Dutch or is merely a Dutch citizen who teaches. In multilingual testing, as AI takes over a larger chunk of the downstream production process, the need for multidisciplinary upstream work increases; test publishers begin to organise thorough reviews of their assessment item banks by ad hoc panels before commencing translation. Such panels typically include psychometricians, domain specialists and expert linguists. The methodology is in place. There is a robust framework to categorize translatability issues in source items. There are databases of solutions that effectively circumvented translatability issues. If you get your master version right from the outset, you are equipped to surf the wave of new advances in AI and to conquer the global assessment market.

The IT majors have understood this. Their tests and questionnaires now undergo a thorough translatability assessment before they are sent to translation. In the long run, they will be translated by AI and post-edited by translators who caught the train and adapted to their new role.

Speaker: Steve Dept
cApStAn Linguistic
Quality Control

PIE ASSESSMENT

The highly innovative and research-based PIE method (Preselected Items Evaluation) allows an evaluator to easily and efficiently rank a large number of open questions or text productions. An evaluation is reliable when it is judged accurate, objective, stable and reproducible. Using the PIE method (Preselected Items Evaluation, Kockaert & Segers 2014), you can evaluate the quality of a translation by evaluating only a limited number of items, not the entire text. The PIE method addresses the issue of reliability and the different types of validity (construct, content, ecological, face, pragmatic, and predictive validity).

After automatically correcting and scoring the translations, EvaluationQ calculates two psychometric values (p-value or difficulty level of the item and d-index, discriminability index) which can eliminate invalid or non-discriminative items. The final result allows the evaluator to rank the translations accurately and objectively. All answers are treated with the same criteria.The method has been tested with medical, legal and even literature texts. The advanced algorithms allow for complex key phrases to be recognised and handled.

Again, this method allows for ranking candidates, not for analysing full texts as such. The method is operational in pilot studies and real use cases can be shown.

Speaker 1: Bert Wylin
Televic Education

Speaker 2: Winibert Segers
KU Leuven

14:45 – 15:15

COFFEE BREAK WITH EXHIBITORS

**ROOM:
Keizerzaal &
Tappenbeck Foyer**

BREAKOUT SESSIONS & PEAS IN A POD DISCUSSIONS

MOVING TO INTERNATIONAL CBT WITH EDINBURGH BUSINESS SCHOOL

ROOM: Panorama 1

The MBA at Edinburgh Business School (EBS), Heriot-Watt University was launched in 1995 to offer a flexible programme for mid-career professionals looking to further their skills and knowledge. It was launched with the objective of being a truly international MBA open to professionals worldwide. Candidates can study through distance learning with one of our 24 global learning partners, or at one of three campuses in Edinburgh, Dubai and Kuala Lumpur. It is a challenging programme, but popular because of its alignment with current global business, its international perspective and the flexible approach to delivery.

To stay competitive and aligned with the flexible programme, a transition to e-assessment was vital. As course materials, tutorials and resources gradually moved online to better meet the needs of the global audience, assessment needed to follow and it was led predominantly by student feedback.

During this presentation, Martha Gibson (EBS) and Emma Gilmartin (BTLSurpass) will take the attendees on a journey through the project and explore the international responses to the change. Martha will discuss the challenges associated with introducing e-assessment to the higher education establishment, discuss the research data gathered to-date and discuss her reaction to EBS winning the 2017 eAA Award for export. Emma will provide information on the technical aspects of the project including the new diagram question type created to support the assessment programme.

Speaker 1: Martha Gibson
Edinburgh Business School

Speaker 2: Emma Gilmartin
BTLSurpass

REFINING SITUATIONAL JUDGEMENT TESTS FOR CERTIFICATION & LICENSURE

ROOM: Panorama 2 & 3

The use of Situational Judgement Tests (SJTs) is becoming increasingly prevalent in the assessment industry. Originating in and most commonly associated with personnel selection assessment, SJTs have been found to have moderate to good predictive validity across a variety of job roles (McDaniel, Hartman, Whetzel & Grubb, 2007). Furthermore, they have demonstrated added value over known predictors of job performance (Chan & Schmitt, 2002) and may have less adverse impact on certain subgroups (Weekley & Jones, 1999). Despite their rising popularity, there remains little consensus on the most effective methods for developing and scoring SJTs, and whether or not their use is appropriate in the field of certification and licensure. This session will provide an overview of best practices regarding SJTs according to up-to-date academic literature and will describe a research project undertaken to investigate the effects of various scoring methods, applied to a sample of situational judgement items in a certification and licensure context.

Speaker 1: Michael O'Leary
Dublin City University - Centre for Assessment Research Policy and Practice in Education

Speaker 2: Darina Scully
Dublin City University - Centre for Assessment Research Policy and Practice in Education

Speaker 3: Anastasios Karakolidis
Dublin City University - Centre for Assessment Research Policy and Practice in Education

Peas in a Pod Session

MAKING SENSE OF GAMIFICATION, OPEN BADGES AND MICRO-CREDENTIALS

ROOM: Panorama 4

As new trends and technologies emerge, there is always a bit of a learning curve around the understanding and adoption, no matter the industry. One example of this within the credentialing space is with Gamification, Open Badges and Micro-Credentials. Are they all the same, are they different?

While these have all been referenced for several years now, many individuals still struggle with what each of them means. More importantly, there remains confusion around how they are similar and how they are different.

In this discussion, participants will receive an in-depth overview of each of these tools or strategies. We will discuss common definitions for each of the terms, and we will look at current applications inside and outside of the assessment and credentialing space. Lastly, this discussion will take a look at how all of these can be used together to further our industry.

Speaker: Jarin Schmidt
Acclaim

FIGHTING THE BATTLE OF EXAM INTEGRITY AND VALIDITY: WHAT YOU NEED TO KNOW

ROOM: Picke 1

Educators, test developers and the public depend on accurate, valid and reliable information about exam performance. Breaches of test security or improper administration of tests can result in fines, falsely qualified people and damaged test sponsor reputations.

What can you do to ensure that cheating and test theft are exceptions and integrity is the norm? During this presentation, EXIN, the world's leading provider of independent IT certifications, will share their 30+ years of experience in developing and administering certifications alongside their assessment management partner Questionmark.

This interactive session will:

1. Outline the risks and threats in test development, localisation and delivery;
2. Discuss best practices for mitigating or even avoiding such risks and enhancing the integrity of exams; and
3. Highlight emerging technologies that can be used to combat test fraud.

Speaker 1: Chloe Mendonca
Questionmark Computing Ltd

Speaker 2: Kerry Williams
Questionmark

Speaker 3: Hans Mulder
EXIN

Speaker 4: Stefanie Moerbeek
EXIN

Advancing Human Capital with Assessments

HOW NEUROSCIENCE AND MOBILE GAMES ARE TAKING OCCUPATIONAL ASSESSMENT BY STORM

ROOM: Van Berckel Lounge

Game-based assessments (GBAs) are a new, and rapidly growing, approach to talent identification and evaluation.

While playing a game, thousands of data points are collected that facilitate the measurement of psychological traits beyond the test taker's conscious control. Furthermore, the pace and nature of a game make it much harder for a candidate to fake or distort their responses. When games are specifically developed to examine the cognitive markers that make us different from one another, a more objective assessment results.

Used during recruitment, GBAs can identify future top performers, and better match people to specific roles and work environments. And, unsurprisingly, evidence from thousands of candidates shows that it doesn't matter about your background or prior gaming experience, GBAs are viewed very positively.

With this new approach becoming more commonplace, join Lara Montefiori to discover how neuroscience and mobile games are taking occupational assessment by storm.

Speaker: Lara Montefiori
Arctic Shores

SPONSOR SESSION

RM Results

THE LAUNCH OF RM RESULTS ASSESSOR3: THE LATEST E-MARKING SOFTWARE FROM RM RESULTS

ROOM: Panorama 7

In this session, Senior Product Manager for RM Assessor, Paul Metcalfe, will:

1. Introduce how e-marking is helping world-leading awarding bodies deliver secure and reliable marking of assessments

2. Outline how RM Assessor can improve the quality assurance of exam and assessment marking

3. Showcase RM Assessor3: our brand new e-marking software, with iPad/tablet support and a raft of new features that improves marking efficiency and supports marker recruitment and retention.

Speaker: Paul Metcalfe
RM Results

SPONSOR SESSION

televic education

PIE-PRESELECTED ITEM EVALUATION: AUTOMATICALLY AND OBJECTIVELY SCORING FULL TEXT ("ESSAY") ANSWERS USING FLEXIBLE KEYWORD RECOGNITION AND USING PSYCHOMETRIC ANALYSIS TO EXCLUDE INVALID ITEMS

ROOM: Panorama 8

Implementing the research-based PIE method (Preselected Items Evaluation, Kockaert & Segers 2014), evaluationQ allows you to easily and efficiently evaluate a large number of open text productions.

You can measure the quality of an answer by evaluating only a limited number of items (keywords and key phrases) instead of reading and correcting all the full texts. The evaluation module automatically corrects and scores these texts and calculates two psychometrical values (p and d) allowing you to eliminate invalid or non-discriminative items.

The program's core is a database that is corrected, updated and supplemented with every new correction and revision that is added by the evaluator. The database is actually a correction or revision "memory": it allows the system to recognize errors in new text productions. The bulk workload of reading and revising the same answers all over again is now done by the platform. By leaving the repetitive processes up to the computer, the workload is not only reduced, but feedback is also provided immediately, rapidly and, what is most important, objectively.

The result is an accurate and objective ranking of the candidates, as all answers are treated with the exact same criteria. The method has been tested with medical, legal and even literary texts.

This presentation will highlight the basic ideas (and the linguistic origin) of the PIE method and show some real use cases of the algorithms and the results and reports. We will also discuss some of the challenges of using this method with (too) small groups of candidates.

Speaker1: **Hendrik Kochaert**
KU Leuven

Speaker2: **Bert Wylin**
Televic Education + KU Leuven

16:15 - 16:45

COFFEE BREAK WITH EXHIBITORS

ROOM:
Keizerzaal &
Tappenbeck Foyer

BREAKOUT SESSIONS & PEAS IN A POD DISCUSSIONS

WHAT YOUR DIGITAL FOOTPRINTS SAY ABOUT YOU – PERSONAL TALENT PASSPORT

ROOM: Panorama 1

The digitalization of our corporate identities is not new, in retrospect, it occurred decades ago. What has changed is the hyper-connected world in which we trade and store massive amounts of both active and passive data on one another. In the new world of digital footprints, employee databases, and social media, employees are leaving trails of data that organisations can use (rightly or wrongly) to make key inferences and decisions about promotability and the future of an individual's career. The challenge with these talent signals is the validity and relevance to the next job and the organisation.

Shouldn't we, as practitioners and responsible data stewards, be developing assessment and development models that guide users into leaving the best traces of themselves behind? Can't we develop proactive talent signals that can be presented to organisations leveraging predictive, valid measures of a person's performance and future capabilities? This session will focus on Europe's growing need for Digital Talent Passports. The rate at which talent is being assessed and developed within organisations is staggering, but so too is the lack of badging and/or transportability of an individual's developmental planning initiatives. Through the development of a Digital Talent Passport an individual can create a common language that is attractive to any organisation evaluating their potential in terms of leadership foundations, emergence and effectiveness.

Speaker 1: Ryan Ross
Hogan Assessment Systems

Speaker 2: Zsolt Feher
Hogan Assessment Systems

THE TRIED, THE TRENDY, AND THE TRUE: COMBINING BEST PRACTICES FROM THE PAST, THE PRESENT, AND THE FUTURE IN YOUR ASSESSMENT PROGRAMS

ROOM: Panorama 2 & 3

Student evaluation and employee selection is a difficult task, particularly when evaluating the diverse populations within educational settings, pre-employment training programs, and candidate populations. Accurate evaluation is beneficial for all stakeholder groups, but it takes time and financial investment to implement truly impactful, fair, and accurate assessment programs. For an assessment program to truly provide valuable data about student and candidate knowledge (and about their future potential), it has to be aligned to the needs of the groups it serves, supportive of organizational goals, and it must provide a return on investment (ROI). With such lofty requirements, how can an assessment program meet all of these goals simultaneously?

The answers lie in incorporating both best practices and innovative techniques in analytics and assessment to shape your program, evaluate results, and provide reporting that clearly demonstrates measurable value.

- The Tried: Understanding educational, training, and employment data through analytics.

- The Trendy: Using predictive analytics to target the right talent for your organization.

- The True: Developing solid assessments to provide accurate data about your students or candidates.

This session will outline best practices across all three areas for designing, implementing, and maintaining quality assessment programs that provide the best return on investment for your students, candidates, and program.

Speaker 1: Nikki Eatchel
Scantron

Speaker 2: Tony Thacker
Alabama State Department of Education

Peas in a Pod Session

PEAS IN A POD FOR HEALTH SECTOR PROFESSIONALS

ROOM: Panorama 4

Come learn about the ATP Health Sector Special Interest Group (SIG) and meet your peers working in the healthcare assessment field. The goal of the SIG is to promote best practices and professional principles that guide the testing of healthcare workers and professionals, as well as patients. The SIG aims to provide an engaging community forum that facilitates collaboration, communication and innovations. In this session, the chair and vice-chair of the ATP Health Sector SIG will facilitate discussions regarding key issues, shared challenges and best practices among health sector education, licensure and credentialing professionals.

Speaker 1: Ada Woo
ACTNext

Speaker 2: David Waldschmidt
American Dental Association

PERSONALITY
matters

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TEST DELIVERY AS A SERVICE: LEVERAGING OPEN STANDARDS FOR MAKING NEXT GENERATION DIGITAL LEARNING ENVIRONMENTS A REALITY

ROOM: Picke 1

In 2015, the EDUCAUSE Learning Initiative (ELI) introduced the concept of the Next Generation Digital Learning Environment (NGDLE). It proposes an OPEN personalized learning ecosystem which is highly interoperable and multi-vendor by nature. It requires products and content from multiple vendors to work well together, providing a holistic view of each student and their learning progress. In this presentation, we will provide greater context and understanding of NDGLE as well as share and demonstrate our first experiences in making NGDLE a reality within a Workforce Skills Credentialing program and detail how Europe could benefit from these experiences.
Attendees will learn:

1. The importance of open (technology) standards within NDGLE and how they relate to each other.

2. How to take an existing assessment platform architecture and begin the transition to NGDLE.

3. The advantages of an NDGLE architect.

4. Lessons learned from the early stages of implementing NGDLE.

5. Planned next steps to realize the full vision of NGDLE.

Realizing the vision of NGDLE will require institutions and vendors from all over the world to collaborate in new and inventive ways. This presentation brings a real-world example into perspective and presents and architecture overview that participants can utilize for shaping and designing their own learning ecosystem. The future of education is OPEN.

Speaker 1: Mark Molenaar
Open Assessment Technologies

Speaker 2: Jason Carlson
ACT

CHALLENGES AND OPPORTUNITIES IN THE EUROPEAN ASSESSMENT WORLD:

A LIVE BRAINSTORMING SESSION

ROOM: Van Berckel Lounge

As a professional in the assessment community, what keeps you up at night? What are the most critical issues or challenges facing your organisation today? What are the largest threats to the future of the assessment community?

Join us for this moderated brainstorming discussion aimed at determining the biggest challenges of our time, and what we feel the challenges of tomorrow will be. Then take part in discussions regarding how to address these challenges as an industry.

The goal of this session is for it to serve as the start of a powerful movement to tackle these issues together and make positive changes within the testing community.

Moderator: Quinn Sutton
Alpine Testing Solutions Inc.

ACT

ACT is a mission-driven, nonprofit organization dedicated to helping people achieve education and workplace success all across the globe.

Whether it's informing policymakers about education and workforce issues; guiding students along their learning paths; enabling companies to develop their workforce; guiding job seekers toward career success; or fostering parent, teacher, and counselor understanding of student progress, ACT is focused on providing personalized insights that help individuals and organizations succeed.

ACTNEXT
BY ACT

ACT established ACTNext, an incubator for educational research and business innovation dedicated to developing ground-breaking learning and assessment systems. The ACTNext team comprises international leaders working on innovative solutions using computational psychometrics, multimodal analytics, learning experiences, and other dynamic solutions to advance individuals and institutions in the age of digital technology and next generation assessments.

Computational Psychometrics
A core competency of ACTNext is its expertise and work in a blend of theory-driven psychometrics, artificial intelligence algorithms, and machine learning methods used to measure latent abilities.

Learning Experiences
A focus on developing interfaces that provide evidence-based feedback to learners with actionable advice.

Multimodal Analytics
An ability to integrate data from a variety of sources including traditional discrete responses and highly unstructured, continuous sensor-based data.

Innovative Assessments
A research-based approach towards developing new types of assessments using simulation and game-based interactions.

SPONSOR SESSION

ACT®

NEAR-REAL TIME PSYCHOMETRICS: OPPORTUNITIES FOR REALIZING THE VALUE OF ASSESSMENT EVENT STREAMING

ROOM: Panorama 7

So far, wait times associated with recovering data from large-scale assessment programs have prevented assessment technologies from realizing the advantages of near-real time analyses; in fact, "perishable insights", those that occur at a moment's notice and must be acted on quickly within a narrow window of opportunity before they lose their value (Gualtieri & Curran, 2014) have been absent from the current post hoc analyses. Yet this type of insight may be of great value to the assessment community.

In this session, we will first provide an overview telemetry and big data technology advances supporting the streaming of near-real time assessment data for analyses during test administrations. An implementation of IMS Global Caliper Analytics® assessment and assessment item profile events sent from test delivery to a searchable event store will be described, along with the tools used for analysis and visualization of these assessment events at high velocity.

We will then outline several analyses this technology does enable, including such applications as monitoring the calibration of embedded field-test items in operational testing, checking item parameter drift, monitoring examinees for aberrant behavior, and checking on items with possible security breaches.

Speaker 1: Wim van der Linden
ACT

Speaker 2: Michelle Barrett
ACT

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THE BEST OF DUTCH EDTECH ON ASSESSMENT; ONLINE PROCTORING, GAMIFICATION AND EXCEL SKILLS.

ROOM: Panorama 8

The Dutch School, a community of the best Dutch EdTech startups, will be presenting on the following topics:

- Daniel Haven from ProctorExam will be presenting on proctoring infrastructure as service, and how to start your own online proctoring services.

- Linda Frietman from IamProgrez will be showcasing gamified assessments for soft skills and cultural fit—Find your next super employee!

- Sjoerd Boonstra from 5miles will be discussing improving Excel skills.

Speaker 1: Daniel Haven
ProctorExam

Speaker 2: Linda Frietman
IamProgrez

Speaker 3: Sjoerd Boonstra
5miles

RECEPTION WITH EXHIBITS AND PRODUCT DEMONSTRATIONS
ROOM: Keizerzaal and Tappenbeck Foyer

Join us for a demo competition and vote on the most innovative and industry changing demos shown and take some time to talk with exhibitors and learn all about the innovative products and services they offer!

PRODUCT DEMONSTRATIONS
Tappenbeck Foyer

PRODUCT DEMO #7
EXPLORING HIGH FIDELITY MEDICAL AND ENGINEERING IMAGES IN SUMMATIVE ASSESSMENT

Providing access to high-quality images in the summative assessments which underpin medical and engineering based qualifications has, in the past, been a challenge. During this demonstration, we will discuss the challenges associated with presenting High Fidelity images on-screen to candidates and how the ATP Innovation Lab Award winning Surpass High Fidelity Image viewer has overcome them.

Challenges include:

1. Centre display sizes and resolutions
2. Centre data bandwidth and stability
3. Image resolution limitations
4. Security of content and distribution

Until now, due to the large file size handling restrictions of many internet based test drivers, many organisations have opted to provide printed copies of high-resolution images to support assessments; this can be an expensive and insecure process. The Surpass High Fidelity Image Viewer overcomes this by delivering the content as part of a controlled and pre-synced offline delivery process, which uses an auto-updating test driver.

Highlights of the Surpass High Fidelity Image Viewer include:

1. Stable delivery over unstable data connections;
2. Scaling image viewer which can be enlarged to fit the size of the display; and
3. An easy to use candidate interface giving them the means to easily view and zoom high-quality image sets.

Join us to explore the benefits of this award-winning innovation further and discuss the impact it is having on medical and engineering based assessment.

Speaker: Jim Crawford
BTLSurpas

PRODUCT DEMONSTRATIONS
Tappenbeck Foyer

PRODUCT DEMO #8
MAPPING OCCUPATIONS AND ACHIEVEMENTS WITH COGNITIVE COMPUTING

The way in which professionals receive recognition for competencies and experiences is going through a digital transformation. The results of this transformation are two-fold: (1) the ways in which someone can receive professional recognition is becoming more diverse, and (2) the amount of data available to provide context and validation is increasing. In order to make use of these two new opportunities, Acclaim has developed an algorithm that can automate the mapping of learning outcomes and achievements into occupations.

Individuals who attend this product demonstration will learn how credentials and assessments are being documented with emerging open standards. More importantly, they will see how documenting credentials in these formats enables new capabilities and opportunities. These capabilities and opportunities come in a variety of forms from aligning credentials to career paths, additional learning content or real-time labor market data.

As credentialing programs improve how they document recognition, new opportunities to use big data technologies will emerge. Our demonstration will provide one such example and will give participants the foundation to come up with additional ideas and opportunities on their own.

Speaker: **Jarin Schmidt**
Acclaim

PRODUCT DEMO #9
TESSERA - MULTI-METHOD, MULTI-TRAIT NONCOGNITIVE/SEL ASSESSMENT

This will be a hands-on demo comprising actual self-assessment, situational judgment (SJT) and forced choice items. We will also demo the reports generated for students, their teachers and school administrators. Finally, we will show how the feedback can be used in conjunction with a Teacher Playbook to help students improve the constructs and facets where students can improve at both the individual and class levels.

Speaker: **Simmy Ziv-el**
ProExam

PRODUCT DEMO #10
MOVING BEYOND THE NUMERIC RESPONSE QUESTION TYPE - ASSESSING MATHEMATICAL SCIENCE SUBJECTS USING THE CIRRUS PLATFORM

Assessment of mathematics-based subjects on-screen used to be limited to numeric response questions and..... well, numeric response questions. No longer is this the case. Innovative tools that stretch the possibilities of assessing mathematical knowledge have opened up the ability to engage this previously forgotten community. Cirrus Assessment is using one such approach that enables users of the Cirrus Platform to build challenging math problems for students and candidates. The use of variables save authors time, whilst the highly intuitive candidate input tools provide learners with the opportunity to showcase their knowledge. Auto-marking and detailed feedback options are also available. Join us for a demonstration of the Cirrus Platform and get ready to ditch that numeric question type.

Speaker: **Jeremy Carter**
Cirrus Assessment

PRODUCT DEMO #11
SOPHIA TESTING DIGITAL SKILLS IN APPLICATION

Sophia provides an application assessment for digital skills in numerous competence areas (eg., office applications, operating system and file management, graphics, IT security). Candidates need to solve practical tests and prove their workforce skills. The test results are presented immediately when the test is finished. A flexible backend offers convenient administration and reporting. Sophia offers both standardised tests and individually customised assessents that reflect specific requirements for a target group.

Speaker: **Thomas Geretschläger**
Sophia Testing

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PRODUCT DEMONSTRATIONS
Tappenbeck Foyer

PRODUCT DEMO #12
USING PCI FOR TEIs:
CREATING PORTABLE TECHNOLOGY ENHANCED ITEMS USING OPEN STANDARDS IN TAO

Confused by too many TLA's (Three Letter Acronyms)? This session will help you see more clearly! During this Product Demo of TAO we will give you a sneak preview of the latest version of TAO, the Leading Open Source Assessment Platform for Education and Employment.

With TAO, you only pay for what you need. Open Assessment Technologies eliminates software license fees and makes the source code freely available; that means you can use TAO out-of-the-box or customise it to your own needs.

The TAO Item Creator is a powerful, standards-based content authoring application built on top of a highly scalable item bank. It enables you to create IMS QTI (Question and Test Interoperability) compliant tests, ensuring content interoperability and investment protection. Tools for Test Creation, Test-Taker Registration, Online Delivery and Results Reporting are all included with the TAO platform. They work together in harmony and yet are completely open, giving you full control over the entire assessment cycle.

During this demo we will focus on the creation of Technology Enhanced Items (TEIs). These can be implemented using the relatively new Portable Custom Interaction (PCI) specification, allowing even the most complex types of TEI to be developed, yet still be portable.

We will demonstrate PCI's created for various clients, including interactions for math, speech and simulations and give the audience insights in how to create your own TEIs. The possibilities for innovation are truly limitless!

Speaker: **Mark Molenaar**
Open Assessment Technologies

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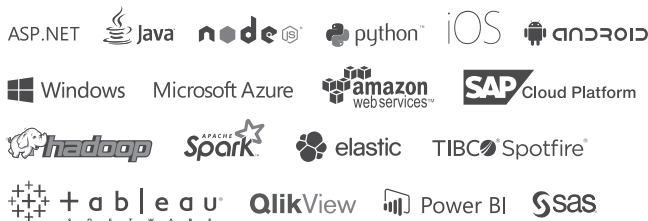
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FRIDAY'S SCHEDULE AT A GLANCE

08:00 – 13:00

REGISTRATION OPEN

ROOM:
Tappenbeck Foyer

08:00 – 09:00

BREAKFAST WITH EXHIBITORS

ROOM:
Keizerzaal &
Tappenbeck Foyer

09:00 – 10:00
BREAKOUT SESSIONS & PEAS IN A POD DISCUSSIONS

USING DATA SCIENCE TO ANALYSE RESULTS OF TECHNOLOGY ENHANCED ITEMS

ROOM: Panorama 1

The DEPP is the section of the French Ministry of Education responsible for assessment and statistical analysis in all areas of academic and vocational training. They provide stakeholders with objective information regarding students' knowledge and skills, as well as students' cognitive development in areas such as motivation, social life, and self-esteem.

In recent years, DEPP has directed the move from paper-based testing to computer-based testing (CBT). The decision to move to CBT was triggered by a call from the Ministry of Education to amass increased in-depth information for each school district, which would require substantial upscaling of the existing testing program. Besides the advantages of upscaling, CBT can also improve the quality of assessment by allowing Technology Enhanced Items (TEIs), increasing student engagement and gathering more useful data.

This session will discuss the development of TEIs by the DEPP using the relatively new QTI Portable Custom Interaction (PCI) specification, allowing even the most complex types of TEI to be developed, yet still be portable, protecting the investment.

The DEPP delivered the TEIs to a sample group of 8000 students in 2016 and the results and log data were analysed using Data Science techniques, providing valuable insights in test takers' strategies in solving the problems. During this session, we will share our experiences in developing TEIs and analysing the results.

Speaker 1: **Marc Oswald**
Open Assessment Technologies

Speaker 2: **Thierry Rocher**
DEPP

USING AI AND BIG DATA TO ASSESS APPLICANTS FROM UNIVERSITY

ROOM: Panorama 2 & 3

Students graduating from University and applying to the workforce are much more than a number to be ranked against others. In spite of this, many applicants are evaluated, on first pass, with a series of numbers including GPA, class rank and test scores. As the world continues to flatten and individuals submit applications from schools as varied as Harvard and Oxford to Utrecht and Tsinghua University, it is hard to see that even similar categories of numbers can provide the insights truly desired by employers. While class rank and GPA allow for comparison within an applicant pool and test scores provide a measure of that student at a moment in time against students from their universities, employers continue to struggle to adequately assess applicants.

There is a better way. Using existing, ongoing formative assessment already happening in Universities around the globe, Artificial Intelligence and Big Data are combined to provide hiring managers insight to cross university comparisons, individually aggregated longitudinal data and individual student performance. We will explore the opportunities provided by the AI for a deeper understanding of candidates from portfolios of written work and the value of the big data in aggregating tens of thousands of students' data from hundreds of universities.

Speaker 1: Paul Edelblut
Vantage Labs

Speaker 2: David Behrns
Cengage

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TRANSFORMING ASSESSMENT AT LEIDEN UNIVERSITY: ONLINE EXAMS, REMOTE INVIGILATION AND THE IMPACT OF NEW TECHNOLOGY

ROOM: Panorama 7

Leiden University has been working with TestReach to run exams for their professional biomedical group online, and to introduce the first use of remote invigilation at the University. Leiden is very near Noordwijk, so this talk gives a local and European view on assessment.

M. Kenter and A. Jongeneelen will present on the Leiden's experience of moving their assessment online.

1. Reasons for moving testing and invigilation online and challenges to overcome.
2. Selecting a provider for online assessment and the tools that were needed.
3. Maintaining integrity of the exams online and results of initial pilot.
4. The experience for biomedical students of using online assessment.
5. Key learnings from Leiden that organisations can learn from.

L. Morton will present new technical developments in online assessment, which will give some context on TestReach:

1. How does new technology for invigilation in Europe work; how does this differ from US; how does it provide security and integrity; what future developments to expect.
2. Other technical developments: new flexible ways to use browser-lockdown during exams; innovation in results moderation; changes in the use of online tools for candidates.
3. Factors to consider when looking at moving assessment online.

Speaker 1: Marcel Kenter
Leiden University

Speaker 2: Anton Jongeneelen
Leiden University

Speaker 3: Louella Morton
TestReach

Peas in a Pod Session

SHOULD YOUR ORGANISATION CONSIDER A STACKABLE CREDENTIALING MODEL?

ROOM: Panorama 8

During this discussion, the moderators will define a stackable credential, uses, and value. There are a few models, often linear, where the credential expands throughout a career and competency levels (entry level, mid-career, and seasoned). Therefore, as the credentials stack above one another, they are expected to have more cognitively demanding and difficult assessment content. After, the presenters will provide examples from the industry and their own organisations.

Speaker 1: Manny Straehle
Assessment, Education, and Research Experts, LLC

Speaker 2: Liberty Munson
Microsoft

Speaker 3: Christine Niero Niero
Professional Testing Inc.

Advancing Human Capital with Assessments

Peas in a Pod Session

WHAT'S NEXT IN EDUCATIONAL ASSESSMENT?

ROOM: Van Berckel Lounge

Our society is changing rapidly. Think of emerging technology, more complex social interactions, less geopolitical stability and high demanding jobs. To make sure students are prepared to work and live in this changing world, education and educational assessment must adapt as well. What can we do to innovate our products? And are there examples available where we can learn from?

In this discussion, we will provide an overview of innovations in educational assessments aligned with several important trends.
These trends are technical, pedagogical and psychometrical in nature. Trends that will be addressed are: formative assessment, adaptive learning and testing, soft skills or 21st century skills, new devices, and learning analytics.
With this overview, we exemplify innovative assessments that aim to help students show the best of themselves in assessments. The insights provided by these assessments can be used to enhance learning outcomes.

All trends will be illustrated with real-life examples and a reflection on future possibilities and challenges. Participants will be inspired to think of ways to incorporate technological advances for their measurement problems. Furthermore, they are urged to think outside the box to stay up to speed with the changing world. During this session, participants are invited to share their view on the observed trends and to reflect on how these trends and the instruments or methods that come along enhance educational effectiveness.

Speaker 1: Saskia Wools
Cito

Speaker 2: Mirna Pit
Bureau ICE

10:00 - 10:30

COFFEE BREAK WITH EXHIBITORS

ROOM:
**Keizerzaal &
Tappenbeck Foyer**

BREAKOUT SESSIONS & PEAS IN A POD DISCUSSIONS

TESTING AND RETESTING AND BACK AGAIN: HOW TO DEAL WITH REPEAT APPLICANTS IN HIGH-STAKES TESTING ENVIRONMENT

ROOM: Panorama 1

Large employers are experiencing dramatically increased number of applications. But when candidates apply for more than one job opening or take tests more than once, how do we address practice effect for these candidates in these repeated assessments? Given that selection decisions are based on high-stakes test results, there is a compelling need to identify ways of establishing the stability of high stakes test scores across time and to avoid unnecessary testing when possible.

The aims of this session are (1) to present findings on the stability of the results of a high-stakes test across time based on a large, diverse sample of 4,075 applicants from 160 countries across 6 continents and (2) to introduce best practices and lessons learned for developing psychometrically-effective, valid, and reliable high-stakes tests targeting a large, diverse applicant pool. The U-IBT was developed and administered by in-house specialists in a large international organisation. Latent Transition Analysis was used to examine the stability of test scores across time for those who have attempted the test more than once (27.4% of the applicant pool).

Findings and their implications, as well as recommendations to deal with potential practice effects, will be discussed during the session. The session will be of particular interest to a European audience for introducing findings on the stability of test scores across time in a diverse sample of high-stakes test takers.

Speaker: Norbert Bromme
United Nations

THE API-IFICATION OF EDUCATION

ROOM: Panorama 2 & 3

The API economy is radically changing the way organisations do business and operate. More and more successful companies are choosing to "build" their products by leveraging the services and infrastructure of other organisations alongside their own unique user experience and brand. Why? It's a strategic move to stay ahead of their competition and maintain future growth. The fundamental premise of the API economy is increased productivity enabled by packaging commodity, yet often highly complex, functionality into reusable "building blocks".

So, what do Uber, Spotify and AirBnB have in common? Firstly and perhaps most obviously, they're all multi-billion dollar companies. However, they are also exemplary examples of companies successfully leveraging APIs to build crucial - yet not core to their competitive advantage - elements of their product offering. Join us to explore how these companies leverage APIs to get a headstart on their competition.

In this session, we will also explore the classic build vs. buy dilemma; whether to build your application from scratch in-house or whether to license the technology from a specialist vendor. As the CEO of a software company, this is a decision that the Learnosity team comes across fairly regularly and generally two core factors influence our decision.

Speaker 1: **Rachel Murray**
Learnosity

Speaker 2: **Gavin Cooney**
Learnosity

Speaker 3: **David Saben**
Assessment Systems Corporation

THE BASICS OF BLOCKCHAIN: WHAT IT IS AND WHAT IT COULD MEAN FOR YOUR CREDENTIAL PROGRAM

ROOM: Panorama 7

An internet search of the term Blockchain will return a mix of articles that go deep on how this buzzed-about technology works, and others with titles such as, Blockchain: Over-Hyped Bandwagon or Truly Revolutionary Technology? For those who have heard rumblings of Blockchain, it can be somewhat confusing. For those who haven't (yet) heard of it, Blockchain is downright mystifying.

Blockchain is being explored for an assortment of uses: content distribution, storing evidence, credential issuing, validation, badging, and even certification programs related to Bitcoin.

In this session, we will explore:

1. What Blockchain is;
2. What Blockchain is not;
3. Common misconceptions;
4. What impact this technology could have on the credentialing industry; and
5. Key challenges that will need to be addressed before Blockchain could be effectively implemented for credential management.

Attendees will leave the session with a basic understanding of what Blockchain is, how it works, and why it's something to keep an eye on in the years ahead.

Speaker 1: **Jarin Schmidt**
Acclaim

Speaker 2: **Vikas Wadhwani**
Cisco

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Peas in a Pod Session

EMERGING TECHNOLOGIES PEAS IN A POD DISCUSSION

ROOM: Panorama 8

The discussion moderator for this Peas in a Pod has been the co-PI on the assessment part of IARPA's Sirius Games project, through all of its various stages, since 2010. This project was a challenge involving more than twelve game developers tasked to develop serious games to mitigate cognitive biases in intelligence analysts. The moderator's involvement involved creating three equated measures of cognitive biases, assessing the following: bias blind spot, fundamental attribution error, confirmation bias, representativeness, anchoring bias, and projection bias. Known as the Assessment of Biases in Cognition, the measure was used to evaluate the success of the game developers in mitigating the cognitive biases, compared to a more standard intervention, involving a video where experts provided declarative knowledge about each bias. The results were rather striking: The video intervention outperformed the games for virtually every construct.

This discussion will include sharing some of the modertor's observations from this project.

Speaker: Richard Roberts
ProExam

TEST PUBLISHING MEETS ENTERPRISE CONTENT MANAGEMENT (ECM)

ROOM: Picke 1

The world of test publishing is in need of a makeover. Exotic item types have been dominating the market but leaving us blind to the process, life-cycle, and sustainability of our content. Our research team has worked closely together with ECM experts in investigating new ways of managing assessment content while leveraging the automation which today's technology has to offer. By utilising ECM technologies, we bring together decades of research in business process management, document management, workplace collaboration, and content life-cycle management.

Since ECM systems have excelled at managing millions of documents, rigorous security requirements, and complex search needs - doesn't it make sense to integrate our items? After all, we are dealing with metadata and content too.

Our presentation demonstrates the need to update our technology mindset and drive the assessment industry into a new millennium.

Speaker 1: Mike Priest
Trifork Learning Solutions B.V.

Speaker 2: Mike Farman
Alfresco

10:30 – 11:30
SPONSOR DEBRIEF

ROOM: Van Berckel Lounge

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11:30 – 11:45
COFFEE BREAK
ROOM: Tappenbeck Foyer

11:45 – 13:00

CLOSING KEYNOTE:

ADVANCES IN PSYCHOMETRIC TECHNOLOGY TO SUPPORT WORKPLACE AND EDUCATIONAL TESTING

Stephen Stark
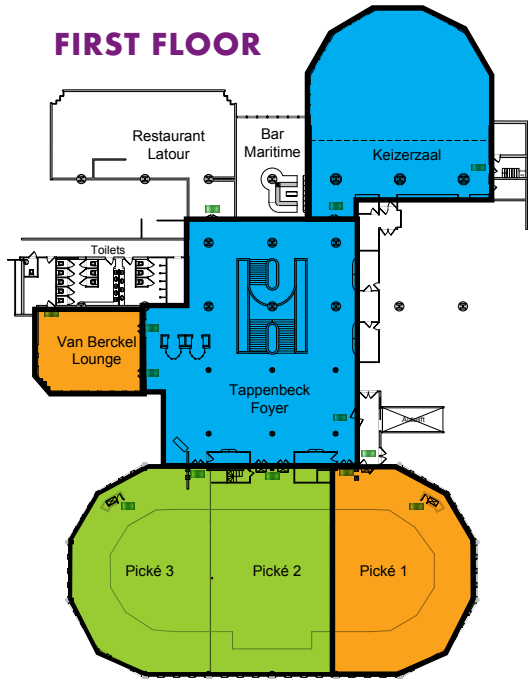University of South Florida

ROOM: Picke 2 & 3

In the last decade, there have been significant advances in the technology for constructing and supporting workplace and educational tests. On-demand, computerised assessments, which can be completed on a variety of mobile devices, are quickly replacing static paper-and-pencil forms that are administered just a few times per year. Concerns about item security and test score integrity, particularly in unproctored testing environments, have increased the demand for computer adaptive testing (CAT) with some form of exposure control, aberrant responding detection, and item formats that reduce the effects of response biases, such as impression management, random responding, and rater errors. There are also indications that the nature of testing is in transition. Structured assessments relying on multiple-choice and Likert-type items are being supplemented or replaced by simulation exercises, serious games, and other constructed response alternatives with the goal of machine scoring. Although there is much enthusiasm for these emerging methods of assessment, important questions remain concerning reliability, validity, and the potential for misuse.

This presentation will review advances in measurement methodology that have been featured in recent chapters on technology and testing and in a 2015 National Research Council report entitled, Measuring Human Capabilities. It will describe methods that are being incorporated, for example, in modern computer adaptive personality tests to increase their psychometric efficiency and suitability for high-stakes uses. It will conclude with some illustrative validity data for these measurement approaches and recommendations for practice and research concerning various assessment alternatives.
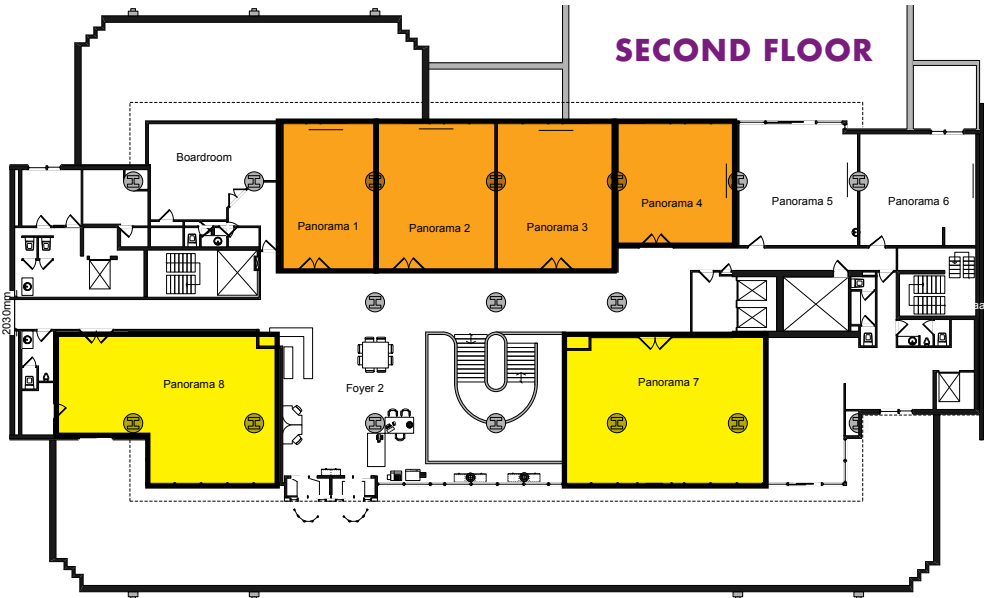
HOTEL MAP

FIRST FLOOR

Legend:
- **Breakout Session** (orange)
- **Sponsor Breakout** (yellow)
- **Exhibits** (blue)
- **General Session** (green)

Restaurant Latour

Bar Maritime

Keizerzaal

Toilets

Van Berckel Lounge

Tappenbeck Foyer

Pické 3

Pické 2

Pické 1

SECOND FLOOR

Boardroom

Panorama 1

Panorama 2

Panorama 3

Panorama 4

Panorama 5

Panorama 6

Panorama 8

Foyer 2

Panorama 7

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