



the e-assessment association

# Newsletter July 2018

## Welcome to the latest newsletter from the eAA

Assessment is rarely in the news until we reach peak exam season in each country. Then the news (often pretty negative) comes flooding out in the newspapers, onto blog posts and via twitter feeds. Most of the year, educational news focuses on teaching, or content, or the latest gadget, but we often only talk about assessment after the event itself.

The last few months have seen a few tales of woe - glitches during statewide standardized testing in Texas, resulting in a six-figure fine for the firm administering the exams; an educational official found to have digitally adjusted scores in Vietnam's most important national exam for high school students and even bad news for paper-based assessments as PostNL recovered most, but we note certainly not all, of the more than 4,000 exam papers lost in the post.

Algeria flipped the switch on its internet connection in a bid to eliminate high school students cheating in exams. A nation shutting down the entire internet during exams...that's certainly one approach to cheating!

On the positive side, the e-Assessment Association was delighted to hear that Professor Phillip John, Executive Chair SCHOLAR, current eAA Board Member and former Chairman, was awarded an OBE for 'services to education in Scotland' in the 2018 Queen's Birthday Honours.

The online examination and remote proctoring (remote invigilation) solutions put together by CopterUni and ProctorExam have received the official "green light" from the German Civil Aviation authorities to certify drone owners.

And for those of you based in the UK, we are also excited about the opportunity to feed in our thoughts on the government's consultation on the approach to regulating the new Technical Qualifications that will sit within T-Levels. This brand new nation-wide set of technical qualifications should offer a golden opportunity to bring high-stakes assessment in the UK into the modern age, but is the UK government taking full advantage of the developments and capabilities of the e-assessment sector?

On that note, we are interested to hear from any of our members who have a view they would like the Association to put forward. The consultation period only runs to 6 August, so if you have any thoughts on the matter that we could include in our response, please email me at [chair@e-assessment.com](mailto:chair@e-assessment.com) as soon as possible.

We aim to keep [our website](#) up to date with all the sector news from around the world, but if we miss a story, please do email us via [marketing@e-assessment.com](mailto:marketing@e-assessment.com)

Read on for more news, views, blogs and case studies.

Best wishes

**Matt Wingfield, eAA Chairman**

---

## Contents

- [Europe-ATP 2018](#)
- [Upcoming CIEA courses](#)
- [Blog: Taking time out to re-evaluate](#)
- [Case Study: The Nautical Institute](#)
- [Blog: One Size Doesn't Fit All – Adaptive Testing](#)
- [Remote Proctoring - Remote Invigilation](#)
- [Adding your voice to the discussion](#)



## e-Assessment Awards update

### Plans well underway for the 2019 e-Assessment Awards

**Headline Sponsor:** Many thanks to PSI International who will be supporting us for the third consecutive year.

**Categories and criteria** will remain unchanged this coming year and we will open for entries on 1 November 2018. We will be providing some top tips from the judges on what makes a great entry.

**Sponsor an award:** If you are interested in sponsoring an award, please get in touch to request a sponsorship brochure.

**Judges:** With separate panels of four judges for each award, we have some places available this year. To nominate someone, or be considered yourself, please just email Karen (details below) and she will send out more information on what is involved.

**Save the date:** Next year's Gala Dinner will be held on 10 April in Central London.

**Get in touch:** You can email Karen at the eAA about the Awards programme at any time at [support@e-assessment.com](mailto:support@e-assessment.com)

Europe-ATP 2018





Join us in Athens as we present case studies of the winning projects from the 2018 e-Assessment Awards, including Best Research and Excellence in Export.

Established in 1992, The Association of Test Publishers (“ATP”) is an International non-profit organization representing providers of tests and assessment tools and/or services related to assessment for clinical, occupational, certification, licensure, educational or other similar uses. ATPs’ membership is composed of the leading publishers and assessment service providers in today's testing industry. Presently there are five Regional Divisions that are active as subgroups of ATP's global membership: Asia, Europe, India, the Middle East & Africa, and North America. Regional Divisions provide added networking opportunities for members and provide a forum for the unique regional needs of assessment professionals in different geographic areas.

Europe-ATP (E-ATP) is the Regional Division that brings together European test publishers and related organisations for the purposes of networking, sharing innovative ideas and creating both educational and marketing opportunities related to testing and assessment in Europe.

The mission of ATP remains the same throughout its Regions, though there may be a different emphasis placed on a particular aspect of the mission depending on the needs and cultural norms of the area. The mission of ATP and its Regional organisations is : To promote and preserve the general welfare of testing and its value to society, in all its forms and uses; To organize test publishers into a permanent body to foster and maintain collegial relations among themselves and to establish, through the Association, working relationships with other professional and business groups whose interests and activities affect the test publishing community; To encourage a high level of professionalism and business ethics throughout the testing community; To serve as the principal organization that monitors and responds to regulatory and legal rulings as well as legislative, regulatory and judicial initiatives that pertain to the business of publishing and applying test and assessment Instruments; And, to increase the strength and cohesiveness of the test publisher community by providing programmes of education, training and exchanges of ideas on operations and industry trends.

When your organisation joins ATP, it supports a nonprofit organisation that is looking out for the interests of the entire testing industry. It also raises the profile of your organisation as one that values the highest levels of professionalism and business ethics, as well as the science of testing and assessment. There are also personal benefits for you and your staff in belonging to ATP, which include: leadership opportunities that can provide professional growth and high quality educational experiences; networking opportunities at the highest levels of the test publishing industry that help to enrich your contacts and enhance your career as a professional; the opportunity to be part of a community that provides important benchmarking information and opportunities for your business and industry; and the all-important

“cross-pollination” opportunity -- Being part of a community that gets you outside of your own niche in testing and assessment, and allows you to engage with “parallel” niches that may provide you with a new way of looking at challenges, issues and solutions.

## [Upcoming CIEA courses](#)

The Chartered Institute of Educational Assessors are running a couple of general assessment courses in September and October. Relevant to people in e-assessment, general, vocational or school/HE based educators.

Online Educational Assessor course. [See link here](#)  
Chartered Educational Assessor training (Leeds) [See link here](#)

### **Blog: Taking time out to re-evaluate**

*Martha Gibson, Board Member of the eAA writes on the value in taking time out from your project cycle to regroup, re-evaluate and crystallise thinking.*



I was brought into Edinburgh Business School at Heriot-Watt University around 3 years ago to help them transition from pen and paper exams to e-assessment. EBS is unusual in that nearly all its students study independently, at a distance or through a learning partner to complete their MBA. Assessed entirely by end of course exam, we offer students 450 exam locations around the world. This is not a UK-centric awarding body or study programme - this appeals to the global market because of its flexibility.

So, a move to e-assessment made sense for all the usual reasons - responding to student feedback, remaining competitive and dealing with spiralling costs for logistics of shipping exam papers around the world. While I took advice from my industry peers, it seemed a fairly standard transition project, despite a few specific and niggly issues. But what project isn't plagued by those niggly issues? It's what makes our work interesting and challenging after all.

So, with some tentative confidence that all was going well, I entered EBS for the first e-Assessment Association Awards in March 2017. I entered EBS in 2 categories, the Export category and the Best Institution category. Both categories fitted well with our mission and our vision of what we, as an institution, were and what we wanted to achieve.

Rightly so for anything of value, the application process for both categories was a lot of work but one worth doing, I felt, for the prospect of gaining an accolade from our small but perfectly formed industry and recognition from our professional association. What I didn't expect and what emerged as the greater benefit for me professionally, and for EBS as a whole, was the opportunity, throughout the application process – both the initial applications and the subsequent shortlisting presentations and interviews – to take time out from the project cycle to regroup, re-evaluate and crystallise thinking on the transition that we had embarked on.

Just that process of translating our objectives, defining our current position and explaining where we needed to get to in terms of ambition, forced me to take time away from the day-to-day and those niggly issues, to step back and evaluate the bigger picture, and crucially, summarise and explain it for – admittedly - a panel who knows more about e-assessment than anyone, but also a panel that doesn't know our context. I was able to see the project from an external perspective, to interrogate it from different angles and – the biggest surprise to me – make changes to the project that until that point, I had not been aware were necessary or had not had the 'outsider-looking-in' viewpoint. Simply put, it was an opportunity to put the project through the wringer and assess its robustness and fitness for purpose. And isn't that precisely what we're supposed to do in the life cycle of a project? Regular and robust re-evaluation?

And yes, we won in the Export category and it does feel fabulous to have won a glittery award and earned the praise from our peers and our professional association – don't get me wrong on that! – but the complete process from start to finish was a little like winning on a daily basis, purely from what I learned and could put back into our transition project for greater success.

So, I'd say, don't underestimate this added benefit to your transition or assessment project or institution of applying for something like the e-Assessment Awards - you'll win, even if you don't get to put on a nice frock to receive a glittery award!





## Case Study: The Nautical Institute

*It's Smooth Sailing for The Nautical Institute as they Launch International Online Exams with TestReach*

The Nautical Institute required a reliable and technically sophisticated assessment system to deliver secure exams at their worldwide training centres. “TestReach has become completely essential to our operations because it allows us to run multiple exams at training centres around the world with complete reliability and security.”

### Background

As the international representative body for maritime professionals involved in the control of sea going ships, The Nautical Institute promotes a high standard of qualification, competence and knowledge among members. The Institute manages the running of many thousands of exams annually, throughout their large network of around 100 international training centres. The Institute relied on a paper-based approach and had used other online suppliers in the past, but were now looking for a more reliable and technically sophisticated solution. The Institute needed an online assessment provider who could deliver online exams at scale in any part of the world with complete security. They also needed a solution to support a distributor model, where remote training centres could administer their own candidates and candidate records could be securely updated via integration with their CRM.

### Solution

Following a comprehensive tendering process, The Nautical Institute selected TestReach as the solution that met their requirements. It was easy and intuitive to compose online assessments and examinations could be run securely at any of their international test centres throughout the world, in all time zones. A decentralized administration model was fully supported, where each test centre could administer the exam for their own cohort of candidates on behalf of The Nautical Institute. The training centres could create exam events and enrol candidates into certain papers, but crucially did not have access to the exam paper itself. Access to question banks and analytics was restricted to The Nautical Institute HQ, thus maintaining the integrity of the exam. TestReach also provided clear reports and, via a straightforward integration, results were passed back to The Nautical Institute's CRM system.

### Results

“We required a robust, reliable and repeatable assessment process that we could control from our headquarters and keep centralised records,” said John Lloyd, Chief

Executive Officer at The Nautical Institute. “TestReach was a technically sophisticated solution that provided a very stable platform to use internationally in different time zones,” he added. The Nautical Institute can now run their exams with complete security worldwide. Individual test centres administer exams for local candidates, while HQ manages all exam papers and records. “TestReach has been able to deliver these assessments effectively, on time, every time,” said John. “Our engagement with TestReach has been very positive, both initially to plan and price the project against agreed timelines, and to build a model that is stable as we grow our business,” he added.

“We run exams across all time zones and regions and we’re really happy with how TestReach has allowed us to be global and to reduce our administrative burden,” said Susie Stiles, Accreditations and Certification Technical Specialist at The Nautical Institute. “With TestReach we’ve been able to scale up and expand to even more courses. Now all our exams are run online, and we have full control over who sees them when they’re set up, and who the students are,” she added. “The reports are easy to access and are moved into our CRM system, which really helps with the student’s online application process.”

Using TestReach has given The Nautical Institute the ability to scale their examinations and offer more examination papers online, while massively reducing the time spent on administration. “TestReach has become completely essential to our operations because it allows us to run multiple exams at training centres around the world with complete reliability and security,” said Susie, “and we have automated and standardised our exam process, which is integral for my job and is very beneficial for our students.”

### **About The Nautical Institute**

The Nautical Institute is an international representative body for maritime professionals involved in the control of sea-going ships and provides a wide range of services to enhance the professional standing and knowledge of members who are drawn from all sectors of the maritime world. Dedicated to improving the standards of those involved in control of seagoing craft, the Institute is a centre of nautical excellence. Key to this is the Institute’s promotion of a high standard of qualification, competence and knowledge among members, and maintaining appropriate educational and professional standards of membership.

---

## **Blog: One Size Doesn’t Fit All – Adaptive Testing**



*The Future of Digital Education is a collection of podcasts, blog posts and other content discussing the role of technology, and its impact, in education. Presented by DigitalEd. The original post can be viewed [here](#).*



Educators have always known that different students in their classes have different needs. One of their biggest challenges is how to meet the individual needs of each student while facing the inevitable constraints of time, money, and resources. If a student fails to learn one idea properly, it will have a large impact on their future learning, but with large classes and many concepts to teach, how can an instructor ensure that their students understand?

Technological advances mean that automated testing is now available to help instructors manage part of this challenge. Automated assessment tools enable instructors to give students lots of opportunities to solve problems and get feedback without adding to the instructors' grading burden. As a result, instructors can help students learn, and identify gaps in their understanding by examining the data on student performance collected by the software.

Adaptive testing takes this idea even further. Not only is the grading automated, but adaptive assessment changes with the students ability – asking them harder or easier questions, walking them through problems step-by-step to identify the point where they are making a mistake, allowing them to show what they know and discover where their weaknesses are. This personalized learning experience means that each student gets the help they need where they need it, at the moment they need it. For instructors, it means they get more refined insights into where their class, and even their individual students, are having problems. This allows the instructor to spend review time more effectively, provide targeted additional homework based on class-wide concerns, and address the needs of individual students seeking help more easily.

The beauty of adaptive questions lies in its ability to address areas of need, without impeding those who have shown a clear understanding of the material being covered. There are a variety of ways questions can be adapted in order to properly show comprehension of the material, and provide the appropriate assistance needed. If a question is answered incorrectly, it might make sense to provide another attempt at the question. Or perhaps it's more fitting to present a simpler version, before bringing the student back to the original question. Feedback can be given, explaining what needs to be done each step of the way, or hints can be provided after certain number of attempts, or at places where a student is struggling.

Credit can be weighted in relation to how much help or how many attempts were needed to answer correctly. This is another case of how impactful adaptive questions can be. **If a student gets a question incorrect, was it due to a simple mistake or a lack of knowledge?** These students can now get a grade that correctly reflects their understanding, and get targeted help in areas where they may be lacking, all without leaving the testing environment. The instructor is in full control



of how a student moves through a question and how they receive credit for their work.

**Entire assignments can adaptive as well.** In an adaptive assignment, the selection of the next question in an assignment depends on how the student has done on the previous questions. This ability can be used in a variety of ways, including sorting students into different streams, providing extra reinforcement only when it is needed, and allowing more advanced students to truly show what they are capable of without discouraging less advanced students. Each assignment can have customized criteria, dictating how students are graded, navigation through branches or difficulty levels, and what needs to be accomplished to exit or complete the assignment. Each student moves through the assignment as is most appropriate to their skill level, finding their limits and challenging themselves with questions at the right level for their current abilities.

For example, a student may be moved onto a harder branch after five consecutive correct responses or moved to an easier branch after their third mistake. In this way, all students can demonstrate the extent of their understanding using the same assignment, even if those abilities vary greatly. Instructors get an overview of class performance, obtain information about strengths and weaknesses, and can sort students by their ability levels for placement or extra tutorial sessions.

These types of questions and their ability to properly assess student comprehension is of **particular concern for STEM instruction**, which has specialized needs and challenges not addressed by many automated assessment systems. Did a student properly understand the concept, or merely understand enough to eliminate all of the incorrect responses in a multiple choice question? If an instructor does not assess certain skills because their assessment system cannot generate or grade the necessary questions, adaptive assessment will simply not be able to help students in that area. Maple T.A. is an assessment system designed especially for courses involving mathematics and provides extensive support for STEM education, as well as its adaptive assessment capabilities, enabling you to provide effective personalized assessment to students in your STEM courses.

The benefits of adaptive testing for the student are clear. Each student has a personalized learning experience that identifies their weaknesses, validates their strengths, and efficiently guides each student to greater understanding. For the instructor, the advantages are also significant – students can resolve gaps in their understanding more easily on their own, and instructors have greater insight into what their students understand and what they don't. As a result, class time and course materials can be effectively geared to meet the needs of the students, students are more successful, and both students and instructors are more satisfied with the experience.





## [Remote Proctoring - Remote Invigilation](#)

A rapidly growing area of e-assessment, we already mentioned the acceptance of [remote proctoring \(by ProctorExam\) by the German Aviation Authority](#) in this newsletter and recently published a blog on our site, [Reality vs. Myth: What you need to know now about Remote Invigilation](#) (by TestReach).

PSI Services LLC (PSI) this month announced the launch of its [new online proctoring solution, PSI Bridge™](#).

The e-Assessment Association is looking to explore this area in greater detail. Please watch our Special Interest Group web page for updates as we seek to bring you more information on solution providers, more case studies and more blog posts in this area. Send in your news and views to us on this topic to **support@e-assessment.com** and follow us on twitter **@eAssess**

**#eAssessment**

---

## Thank you to our Corporate Sponsors

### Gold Sponsor



### Silver Sponsor



### Bronze Sponsor



## Adding your voice to the discussion

### [@eAssess](#)

Join us on twitter -

#eAssessment

#eAAwards

### [LinkedIn](#)

Join us on LinkedIn -

Our latest LinkedIn post also shows on the home page of our website.

Add your voice to the debate, post events, ask questions....

### [Write for us?](#)

We welcome non-commercial blog posts from ALL members.

Simply email in your idea or draft to Karen at [marketing@e-assessment.com](mailto:marketing@e-assessment.com)