



**LABORATORY OF
INTERNATIONAL
ASSESSMENT
STUDIES**



Network for international policies and cooperation in education and training



REDI
RESEARCH FOR
EDUCATIONAL IMPACT



Inclusive Standardised Large-Scale Assessments: Prospects and Promises

Date and Venue

When: Tue 19.03.2024, 12.00pm to 1.00pm (CET)

Where: Online

Automatically translated closed captions available

A key limitation of standardised large-scale assessments has been that it excludes certain populations – those who might be ‘non-standard’ or ‘outliers’ in one way or another. This is at odds with the philosophy of inclusivity which is now more and more widely demanded. The assessment needs and rights of neurodiverse students and those with special needs or learning or other disabilities are now acknowledged as important.

This exciting seminar, jointly organised by the Laboratory of International Assessment Studies, NORRAG, and REDI (Deakin University), explores cutting-edge research that seeks to enable international large-scale assessments, including PISA, to become more inclusive, without compromising the rigour and quality of the assessment tools.

Bryan Maddox (University of Cambridge) and Bruno Zumbo (University of British Columbia) discuss the potential for improving accessibility of international large-scale assessments through digital accessibility technologies and universal design principles. They argue that these new developments afford an opportunity to learn more about the diverse range of test-takers as well as their test-taking experiences.

Ava Guez (OECD) and Elodie Persem (French Ministry of Education) report on the current status of research on how PISA can be made more inclusive, detailing a proposed pilot study of accessibility options for students with special educational needs. Discussant Moira Faul (NORRAG) will provide her expert commentary on the two presentations. There will be opportunity for audience to engage with the panellists.

Opening

Radhika Gorur, Director, Laboratory of International Assessment Studies, Deakin University, Australia

Speakers

Ava Guez, Analyst, OECD, France

Bryan Maddox, Director for Digital Assessment Futures, Digital Education Futures Initiative, Hughes Hall, University of Cambridge, United Kingdom

Elodie Persem, Head of Accessibility, Innovation and Research Unit, Department of Evaluation, Forecasting and Performance, French Ministry of National Education and Youth, France

Discussant

Moira V. Faul, Executive Director, NORRAG, Switzerland

Q&A

Closing

Radhika Gorur, Director, Laboratory of International Assessment Studies, Deakin University, Australia

Agenda 12:00 - 13:00

NORRAG is the Global Education Centre of the Geneva Graduate Institute and is supported by the Swiss Agency for Development and Cooperation (SDC).



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and Cooperation SDC

Abstract 1

By **Ava Guez**, Analyst, OECD, France and **Elodie Persem**, Head of Accessibility, Innovation and Research Unit, Department of Evaluation, Forecasting and Performance, French Ministry of National Education and Youth, France

Improving accessibility in PISA for students with special education needs

In many countries, children with special education needs represent a significant proportion of students in school. Yet, due to various technical and methodological challenges, PISA has to date offered only limited accommodations for them. As a result, some students are currently excluded from the PISA target population at the sampling stage, and in some countries, exclusion rates are growing as more and more students are recognized as having disabilities that require testing accommodations.

This practice in PISA contrasts with testing standards in many countries which call for the inclusion of students with disabilities in order to give every student the right to demonstrate their skills and to generate information that represents all students. In order to tackle these concerns and move PISA forward, the OECD has launched a research project aimed at improving accessibility in the assessment.

This presentation will present the context, objectives and current research outcomes of this project, including results from a country survey providing an overview of accessibility practices in national assessments in PISA participating countries, as well as the design of a pilot study aiming to assess the feasibility of offering targeted accommodations for students with special education needs.

Abstract 2

By **Bryan Maddox**, Director for Digital Assessment Futures, Digital Education Futures Initiative, Hughes Hall, University of Cambridge, United Kingdom, and **Bruno Zumbo**, Distinguished University Scholar and Tier I Canada Research Chair (CRC) in Psychometrics and Measurement, University of British Columbia, Canada

Towards Digital Inclusivity and an Unforeseen Opportunity of International Large-Scale Assessments

International Large-Scale Assessments (ILSAs) are increasingly able to improve test inclusivity by adopting universal design principles and incorporating an expanding set of accessibility tools. Those features of inclusive digital assessment let test takers adapt and personalised their test-taking experience to meet their accessibility needs. Those tools are already included in many digital interfaces as 'universal design' becomes an established norm in assessment and more comprehensive software/web applications. In this presentation, we discuss the benefits of improved accessibility in ILSAs and point toward related metrics and validity tests that can be used to monitor and assess their consequences.

We anticipate that accessibility tools and features included as standard in ILSA designs should lead to improved test-taker experience for students with neurodiversity and disabilities - including those with undiagnosed conditions. Those equity-related benefits should also improve test quality and student performance. We may also hope that improved accessibility could increase the number of students with neurodiversity and disabilities who are included in ILSAs. Both benefits should lead to a more reliable assessment and claims from test performance that reflect a more representative sample of test takers and performances. As we move towards improved inclusivity in ILSAs, we also have an excellent opportunity to evaluate and understand the impacts and efficacy of digital accessibility tools and designs in large-scale international studies. To conclude our presentation, we suggest suitable evidence, measures and validity practices that can be adopted. Moreover, we urge re-imagining and re-focusing digital ILSA studies and the rich multi-contextual array of data they provide as ideally suited to critically unpack the uniquenesses and commonalities of the test-taking experiences of diverse populations across educational settings as a window into the (mostly hidden) multiple diversities and intersectionalities of their target test taker populations.

Speakers and Moderators



Discussant:
Moira V. Faul,
Executive Director, NORRAG, Switzerland



Chair
Radhika Gorur ,
Director, Laboratory of International
Assessment Studies, Deakin University,
Australia



Speaker
Ava Guez
Analyst, OECD, France



Speaker
Bryan Maddox,
Director for Digital Assessment Futures,
Digital Education Futures Initiative, Hughes
Hall, University of Cambridge, United
Kingdom



Speaker
Elodie Persem
Head of Accessibility, Innovation and
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For further information

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