



**e-Assessment
Awards 2021**

Introducing the Finalists and Winners

for the Best Research and Lifetime Contribution Award
categories.

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eAA
the e-Assessment
Association



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A message from our headline sponsor

The winners were announced at the fourth event in the 2021 International e-Assessment Association Conference and Awards, Building Assessment for the Future on 29th June 2021.

“These two categories of the e-Assessment awards are perhaps the “Ying and Yang” of the assessment industry. Two complementary elements that combine to provide a catalyst for change in order to achieve completeness. In this case, the research award recognises those organisations seeking insights into factors that will impact e-assessment now and in the future, and how these can be successfully applied. The lifetime achievement award recognises the past and current contribution to the industry of a particular individual who has helped shape and direct its course. Each is an essential element in a sector that must both leverage its collective expertise, and anticipate future solutions to today’s challenges based on science, evidence and understanding.

The qualities exhibited in all of the categories that have been showcased over the course of this month, by both winners and finalists, are testament to a confident, vibrant and dynamic industry. Bolstered by the capable way in which so much of our industry was able to respond to the challenges of the last 18 months, and hopeful for an orderly return to a more stable, albeit radically changed, testing world, e-Assessment is poised to start a new chapter in its evolution.

In sponsoring this event, PSI is making clear its enthusiasm for, and commitment to the Association, the sector, and all those who contribute to its continued success.”

Janet Garcia, President at PSI Services, Credentialing.



Best Research

WINNER

Purdue University and RM



Learning by Evaluation (LbE) with RM Compare

Research into formative peer assessment is certainly not a new area of study, however, deploying formative assessment at any reasonable scale has always been challenging, not least because of the additional workload this creates for teachers.

Moreover, traditional efforts around improving student learning and assessment often centre on teachers as the evaluators rather than the students themselves. Typically, the focus is terminal with an emphasis on measuring learning rather than stimulating or promoting learning.

The Learning by Evaluation research project, led by Purdue University in the USA, utilises an innovative online tool called RM Compare, which facilitates assessment for learning at scale through the use of adaptive comparative judgement techniques.

Focus for the project was a group of ~550 undergraduate students enrolled on the same course, where half of the group had the opportunity to evaluate prior cohort work using RM Compare as a primer to their assignment, whereas the other half did not. By engaging the first group with this short learning intervention (~20 minutes), it was found that they developed a stronger understanding of 'what good looks like' and significantly improved their attainment. On-going research is looking at deploying this approach at scale in HE and K-12 contexts.

FINALIST

Pairwise Pty Ltd

Brightpath Assessments

Assessing extended student performances is complex and poses challenges in both standardised testing and classroom contexts. Over a twenty-year period, researchers at the University of Western Australia researched and developed a two-stage assessment process that provides scaled scores and reliable data from teachers' assessments of their own students. They use pairwise comparisons to calibrate a scale and select key exemplars. Classroom teachers then assess their students by comparing their performances to the calibrated exemplars. In essence, the researchers have developed a way of obtaining scale scores and reliable data from teachers' assessment of their own students using typical classroom tasks. The assessment process makes it possible to provide formative, summative information

and evaluative information about student growth in learning. The researchers developed web-based software, known as Brightpath, to make the assessment process readily available to teachers. Australian education experts have identified Brightpath one of the few tools 'aligned with well-constructed learning progressions and capable of providing information about the points students have reached in their learning and the growth they have made over time.' A study found that students in high-usage Brightpath schools progressed substantially more than students in schools not using Brightpath.

Lifetime Contribution

Professor Geoff Masters

Geoff Masters, AO, BSc, MEd UWA, PhD Chicago, FACE, FACEL, is Chief Executive Officer of the Australian Council for Educational Research (ACER) – a role he has held since 1998. He has published widely in the fields of educational assessment and research. He is a globally renowned speaker on progressive assessment, including e-assessment.

Under Professor Masters' direction, ACER has grown from a national organisation based in Melbourne to one of the world's leading educational research centres, specialising in assessment. ACER now has regional offices in five cities across Australia and five international offices.

As CEO, Professor Masters has presided over ACER's embrace of e-assessment, including the development and delivery of the first digital assessments for OECD PISA in 2006 (science), 2009 (reading) and 2012 (mathematics and problem solving), using innovative interactive item formats; the first international assessment of computer and information Literacy – the IEA's ICILS (2013 and 2018); the initiation of online adaptive assessment designs that have been implemented in national population assessment programs including the Scottish National Standardised Assessments and the Australian National Assessment Program – Literacy and Numeracy; and the establishment of a thriving in-house software development unit that has facilitated the delivery of 30 million e-assessments.