Inclusive Assessment Special Interest Group

aea EUROPE

Research is essential to meet the needs of a diverse student population. This SIG brings together researchers, practitioners and policy makers to share their expertise and interests and to address issues and consider realities and prospects in the field of inclusive assessment.

Meet the steering committee:

- Katy Finch (Chair) *AQA, UK*
- Thomais Rousoulioti *Aristotle University, Greece*
- Irini Papakammenou *University of Staffordshire, UK*
- Elodie Persem *Ministry of National Education and Youth, France*

✉ Contact us: inclusiveassessment.sig@aea-europe.net

Papers and sessions of interest at the conference:

Thursday 6th November		
14:30	Rotterdam 1 (n=100)	Discussion Group 3: AI-supported translation tool for linguistically inclusive classrooms
14:30	Eindhoven 3 (n=30)	Discussion group 8: Universal Design for Assessment: What it is, what it is not and the tensions it must balance
	Eindhoven 1 (n=30/60)	Fairness & Social Justice I:
16:45		Predictive Validity of Unified National Testing in Kazakhstan
17:15		Gender Gap in Test Scores: Do Different Guessing Approaches and Test Creators' Gender Have an Impact?
17:45		Investigating the Validity and Fairness of the Mandarin Leaving Certificate Examination in Ireland

Friday 7ᵗʰ November

Time	Room	Session
9:00		Redesigning assessments for inclusion: A developmentally-aligned, criterion-related approach for students aged 11-16
9:30		The Way You Teach Matters! How Different Teaching Practices to Develop Reading Comprehension Skills Impact Italian Students' Reading Abilities
10:00		Enhancing inclusion and cross-cultural validity in PISA. Towards an improved index of economic, social and cultural status
	Eindhoven 1 (n=30/60)	Fairness and Social Justice II:
9:00		Understanding the Access Arrangements System in Wales
9:30		Towards the automated optimisation of examination timetables
10:00		Strengthening Assessment and Learning through Culturally and Linguistically Responsive Design
	Amsterdam 2 (n=40)	Fairness and Social Justice III
14:15		From Deficit to Asset: Reframing Validity Through Linguistic Diversity in Classroom-Based Assessment
14:45		Minimising construct-irrelevant barriers for neurodivergent learners in assessment: Exploring neuroinclusivity by design
15:15		High Stakes and High Accountability: Public Post-Test Item Review in Czech University Admission Process
	Rotterdam 3 (n=100)	Symposium Session 3 - Capturing Diverse Student Voices in Assessment
16:15		Study on the education and well-being of disabled pupils in France
16:45		Trialling a New Numeracy Product: Capturing students' experiences of maths learning in Further Education and Alternative Provision settings
17:15		Multilingual students' performance in high school history classes: teaching and assessment needs

Saturday 8ᵗʰ November

Time	Room	Session
	Amsterdam 4 (n=90)	Inclusive Assessment II
9:45		Qualifications to Support Curriculum for Wales – The new National 14-16 Qualification Suite
10:45		Weak Signals and Wild Cards: An anticipatory framework for the validation of emergent immersive, interactive, adaptive and sensor-based assessments