

**Q: GUIDELINES & STANDARDS**  
**10.00 AM**

**08.30 –**

**Chair: Professor Tom Oakland, University of Florida, USA**

**Saturday, June 15**

*King Alfred Hall, 08.30 – 08.40 AM*

**Q1**

**INTRODUCTION TO THE SESSION**

**Presenter:** Professor Dave Bartram SHL Group plc, UK

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**Saturday, June 15**

*King Alfred Hall, 08.40 – 09.00 AM*

**Q2**

**BS 7988: A NEW BRITISH STANDARD ON USING IT IN DELIVERING ASSESSMENTS**

**Presenter:** John Kleeman of Question Mark Computing Limited on behalf of the BSI panel IST/43/-/1

The British Standards Institution is in the final stages of creating a new British Standard, BS 7988, entitled "A Code of Practice for the use of information technology for the delivery of assessments". This standard sets out good practice for delivering assessments via computer, aimed primarily for assessments within education and training. At the time of writing this submission, this document is a draft for public comment; it's expected that by the time of the conference that this document will either be a British Standard, or will be close to becoming one.

The standard covers only the delivery of assessments, not authoring or analysis, nor pedagogical aspects. The standard is relevant to assessment distributors (those responsible for delivering assessments via IT), assessment sponsors (those awarding certificates for such assessments) and assessment centres (where the assessments are taken). It has sections on software design, software usability, automated scoring, data transmission, provision of instructions and practice material, equipment, facilities and staffing, procedures for emergencies. Its main aim is to promote and encourage good practice and to set a benchmark standard to help organizations seeking to use IT to deliver assessments.

BS 7988 has been prepared by a BSI committee including representatives from government, education, exam boards and industry. The presentation will give an overview of BS 7988 and outline some of the reasons why the BSI produced the standard. The presentation will also cover possible future developments in extending BS 7988 and make it international.

**Saturday, June 15**

*King Alfred Hall, 09.00 – 09.20 AM*

**Q3**

**DEVELOPMENT HISTORY AND SAMPLE ATP GUIDELINES FOR COMPUTER-BASED TESTING**

**Presenter:** James B Olsen, Alpine Media Corporation and ATP Board Member

This presentation discusses the developmental history and presents several sample Guidelines for Computer-Based Testing from the Association of Test Publishers (ATP). These guidelines have been prepared, revised and enhanced over the past three years. The guidelines supplement and extend the professional standards for educational and psychological testing with emphasis on application to technology-based testing. The guidelines address issues of planning and design (9 guidelines), test development (15 guidelines), test administration (7 guidelines), scoring and score reporting (8 guidelines), psychometric analysis (4 guidelines), stakeholder communications (5 guidelines), and test security (11 guidelines). The document also provides relevant background and explanatory materials.

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**Saturday, June 15**

*King Alfred Hall, 09.20 – 09.40 AM*

**Q4**

**REPORT ON THE APA WORKING PARTY ON INTERNET TESTING**

**Presenter:** Professor Fritz Drasgow, University of Illinois, USA

The American Psychological Association's Task Force on Psychological Testing on the Internet was formed to address broad issues concerning Internet testing. It held its first meeting December 8-9, 2001 in Washington DC and its second meeting March 17-18, 2002, also in Washington DC. The Task Force is examining current practices and considering issues raised by Internet testing, including test validity, administration effects, confidentiality of test takers and test results, test taker authenticity, ethica issues, and test interpretation. Fritz Drasgow, a co-chair of the Task Force, will discuss the Task Force's progress to date and plans for the future.

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**Saturday, June 15**

*King Alfred Hall, 09.40 – 10.00 AM*

**Q5**

**EUROPEAN CRITERIA FOR THE EVALUATION OF COMPUTER-BASED TEST INTERPRETATION (CBTI) REPORTS.**

**Presenters:** José Muñiz, Chair of the EFPA Standing Committee on Tests and Testing  
Dave Bartram, BPS Representative on the EFPA Standing Committee on Tests and Testing

The EFPA Standing Committee on Tests and Testing explores ways in which we can harmonise differing European standards, guidelines and quality control procedures associated with tests and testing. This paper will describe work that has resulted in the production of a common European set of criteria for test review and evaluation. These criteria

have drawn on common elements in current review and evaluation materials and procedures from different European countries. The paper will describe the current status of European Review Criteria and plans for its future development. In particular, it will outline the criteria for the evaluation of computer-based test reports. These review criteria endeavour to emphasise quality while recognising the need for diversity in the approaches people may take to the design of CBTI reports.

**Saturday, June 15**

*King Alfred Hall, 10.00 – 10.30 AM*

**Q6**

**DISCUSSION**

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**KEYNOTES: NEXT STEPS IN CBT  
PM**

**11.00 AM – 12.00**

**Saturday, June 15**

*King Alfred Hall, 11.00 – 11.30 AM*

**KEY 8**

**FACING UP TO THE OPPORTUNITIES OF THE FUTURE**

**Keynote:** C Mills, AICPA, USA  
G Melican & K Breithaupt, AICPA, USA

Large-scale, high stakes computer-based testing (CBT) is nearing the end of its first operational decade. During that decade, many large testing programs have successfully made the transition to CBT and a wide variety of testing models and new formats have been implemented. In the future, test sponsors will continue to envision and demand tests that require more sophisticated psychometric foundations and increasingly complex computer technologies.

The explosive growth of CBT has brought with it dual challenges – to develop or improve psychometric, operational, and technical theories and methods to equal the reasonable visions while providing straightforward explanations and demonstrations of the fairness of assessments. Making CBT more understandable to the clients and test takers, while also making the tests themselves more realistic and performance-based, requires a close look at the joint requirements of sponsors, candidates, and test developers.

There are substantial opportunities for improving measurement in the future. However, for those opportunities to be successful, the measurement profession will need to solve psychometric, operational, and systems problems in a manner that can be readily explained to the non-measurement professionals who use the assessments.

This presentation will discuss the advancement of CBT technology and the political processes that must be satisfied for even the most elegant technical solutions to be accepted. Examples will be offered of processes that can influence the success and adoption of new technologies in testing.

**Saturday, June 15**

*King Alfred Hall, 11.30 AM – 12.00 PM*

**KEY 9**

**INEXORABLE AND INEVITABLE: THE CONTINUING STORY OF TECHNOLOGY AND ASSESSMENT**

**Keynote:** Randy Bennett, Educational Testing Service, USA

In this presentation I will argue that the inexorable advance of technology will force fundamental changes in the format and content of assessment. Technology is infusing the workplace, leading to widespread requirements for workers skilled in the use of computers. Technology is also finding a key place in education. This is occurring not only because technology skill has become a workplace requirement. It is also happening because technology provides information resources central to the pursuit of knowledge and because the medium allows for the delivery of instruction to individuals who couldn't otherwise obtain it. As technology becomes more central to schooling, assessing students in a medium different from the one in which they typically learn will become increasingly untenable. Education leaders in several states and numerous school districts are acting on that implication, implementing technology-based tests for low- and high-stakes decisions in elementary and secondary school and across all key content areas. While some of these examinations are already being administered statewide, others will take several years to bring to fully operational status. These groundbreaking efforts will undoubtedly encounter significant difficulties that may include cost, measurement, technological dependability, and security issues. But most importantly, state efforts will need to go beyond the initial achievement of computerizing traditional multiple-choice tests to create assessments that facilitate learning and instruction in ways that paper measures cannot.

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**Saturday, June 15**

*King Alfred Hall, 12.00 – 12.30 PM*

**CLOSING SESSION**

**Presenter:** Professor Dave Bartram, SHL Group plc, UK, and ITC President