



## BOOK REVIEW

ABDUL HASIB

Directorate of Secondary and Higher Education, Ministry of Education, Bangladesh

Khine, M. S. (Ed.). (2020). *Contemporary Perspectives on Research in Educational Assessment*. Information Age Publishing, Inc. 151 pp. ISBN: 978-1-64113-937-3 (paperback)

"Assessment is today's means of understanding how to modify tomorrow's instruction" (Tomlinson, 1999, p. 10). This academic perspective developed over time when the International Association for the Evaluation of Educational Achievement (IEA), the pioneer organization in the respective field, embarked on internationalizing educational assessment through the International Large-Scale Assessments (ILSAs) which culminated with the approaches like the Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). The monograph, *Contemporary Perspectives on Research in Educational Assessment*, edited by Khine (2020) and written by a cohort of international scholars, fine-tunes its contents based on the newest approaches to educational assessment. It includes the recent trends in ILSA that started anew in 1995 as TIMSS and in 2001 as PIRLS, albeit the IEA "has been conducting international assessments of mathematics and science for nearly 60 years" (Mullis & Martin, 2017, p. 3). Meanwhile, literacy in the "technology-rich 21st century" adopts new definitions to include "autonomy" as well as "cognitive, metacognitive and affective-motivational dimensions of behavior" (OECD, 2021, pp. 5–23)—this monograph under review has discussed all of those.

As a whole, this monograph aims to a broader readership requiring no prior in-depth knowledge of the subject matter. As the authors state: "this chapter is (written) for a general audience..., (is) also intended for researchers who are looking to conduct trend analysis themselves..., (and) in-depth knowledge of statistics and prior knowledge of ILSAs is not assumed" (p. 2). While this perspective is generally true, there are however, exceptions. For example, chapter 7 would require the reader to have some background knowledge of statistics and quantitative data analysis techniques. Some chapters might introduce the reader to some presumably newer terminologies regarding AI (artificial intelligence), ML (machine learning), non-cognitive skills (chapter 4), and 21st-century skills (chapter 5). In chapter 4, a scholar of ETS (educational testing service) discusses the "motivations, constructs, and methods for the measurement of non-cognitive constructs" (p. 82) based on the CTT (classical test theory) and the IRT (item response theory) (p. 74). It nicely elaborates the aspects of different methodologies for measuring non-cognitive skills. However, in chapter 5, the authors have skipped the caution related to the use of AI, automation, ML, etc. Such a caution, for example, states, "AI will amplify good ideas and good practice in the same way as it amplifies bad ideas and bad practice" (OECD, 2019, p. 3). The caution adds that the "secured use" of AI is a real challenge in an "increasingly complex, ambiguous and volatile world" (OECD, 2019, p. 3). Anyway, this monograph, as a whole, warrants greater emphasis on content from a teaching-learning perspective. In Chapter 8, the authors state that,

assessment is a crucial driver of student learning... it also helps the formation of an accurate judgment... (hence, affects) students' future career... (it) gives the teacher a say in designing, implementing, and evaluating assessment strategies... when teachers integrate their assessment knowledge with their instruction, students benefit a lot.... . (pp.135–137)

Since this monograph employs a great deal of terms and abbreviations used by researchers and experts in the field, an "index" along with a page dedicated to the "list of abbreviations" would be helpful to readers. Again, some abbreviations have not been elaborated at all within the parentheses next to them, e.g., ATC21S (p. 59), and ASCII (p. 101) which stand for "assessment and teaching of 21st

century skills”, and “american standard code for information interchange”, respectively. Some others have been elaborated within the parentheses next to them, but in different places. For examples, only the acronym API is used in the page of 96, whereas its elaboration, i.e., “application programming interface” is mentioned in the page of 99. These might be challenging for some novice readers. Additionally, the monograph would benefit from either a forward or an introduction to the text. This could provide a useful overview of the monograph for the reader.

This is generally known that ILSA data could be utilized to shape educational policies and reforms (Mullis & Martin, 2017, p. 6; OECD, 2009, p. 22). This perspective of ILSA data has also been highlighted in this monograph (pp. 3–5, 38).

This well written and timely monograph will likely appeal equally to educators, educational policymakers, and researchers.

### List of abbreviations (in alphabetic order)

AI	Artificial Intelligence
API	Application Programming Interface
ASCI	American Standard Code for Information Interchange
ATC21S	Assessment and Teaching of 21st Century Skills
CTT	Classical Test Theory
ETS	Educational Testing Service
IEA	International Association for the Evaluation of Educational Achievement
ILSA	International Large-Scale Assessment
IRT	Item Response Theory
ML	Machine Learning
PIRLS	Progress in International Reading Literacy Study
TIMSS	Trends in International Mathematics and Science Study

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