

Day 1, Thursday, September 15, 2022

8:00-	Friedman Hall Pre-Function Space (Conference Registration)			
9:00	Hot and Cold Beverages			
9:00-	Welcome Remarks— Gary Ockey & Ahmet Dursun			
9:30	Opening Remarks – Jason Merchant, Vice Provost Lorna P. Straus Distinguished Service Professor, Department of Linguistics and the College, University of Chicago Friedman Hall			
9:30- 10:30	<p style="text-align: center;">Opening Plenary- Catherine C. Baumann, University of Chicago</p> <p style="text-align: center;">Literacy, Agency, Sustainability: Assessment and its Indispensable Role in Language Pedagogy</p> <p style="text-align: center;">Sponsored by Andrew W. Mellon Foundation</p> <p style="text-align: center;">Friedman Hall</p>			
10:30-11:00: BREAK with morning snacks Friedman Hall Pre-Function Space				
11:00- 12:30	Room 701 Technology-AI	Room 702 4-skills mixed	Room 601 Speaking	Room 602 Test Validation
11:00- 11:25	A Systematic Review of Research on the Use of Visuals in L2 Listening Assessment <i>Ruslan Suvorov, Shanshan He, University of Western Ontario, Canada</i>	Analyzing the Factors in a Self- Assessment Language Learning Survey: Comparing More and Less Successful Learners <i>Dan Wright, Troy Cox, Brigham Young University</i>	In the Ear of the Beholder: Duolingo English Test Spoken Performances and University Stakeholder Perceptions of Comprehensibility and Academic Acceptability <i>Daniel Richard Isbell, Dustin Crowther, Hitoshi Nishizawa, University of Hawai`i at Mānoa</i>	Comparative Study of Test Scores of the National Italian Exam with Socio-Economic Indices to Promote Fairness and Equity <i>Luigia Maiellaro (1), Mary Jo Lubrano (2)</i> 1: Northeastern University 2: Yale University

11:30- 11:55	Automatic "Read Aloud" Assessment Tool: A Preliminary Report <i>Takako Aikawa, Feina Niu, Massachusetts Institute of Technology</i>	One Common Framework to Rule Them All: On Linguistic Status of Select Descriptors of the CEFR Companion Volume <i>Daniil M. Ozernyi, Northwestern University</i>	Interpersonal Perceptions and Ratings of Second Language Speech: An Exploration of Relationships between Affect and Language Proficiency <i>John Dylan Burton, Michigan State University</i>	Validating an Equitable and Efficient Measure of Proficiency for Research in Heritage Language Acquisition <i>Sara Saez Fajardo, Melissa A. Bowles, University of Illinois at Urbana-Champaign</i>
12:00- 12:25	AI Scoring for Writing: Feature Engineering versus Deep Learning Approaches <i>Jing Wei, Alistair Van Moere, MetaMetrics</i>	Constructs Underlying Two Test Formats for Assessing Productive Knowledge of L2 Collocations <i>Senyung Lee, Northeastern Illinois University</i>	Examining the Effect of Embedded Assistance to Assess L2 Oral Argumentation Skills <i>Jorge Beltran Zuniga, Teachers College, Columbia University</i>	Functional Language in Academic Lectures – Validating Corpus Linguistic Findings for Language Assessment <i>Haoshan Ren, Georgia State University</i>

University Room A: Working Lunch: Teaching Introductory Assessment Courses: Textbooks, Materials and Hands-on Practice – *Margaret Malone & Nathan T. Carr*

University Room B: Regular Lunch

1:30- 3:00	Room 701 Reading	Room 702 4-skills mixed	Friedman Hall
1:30- 1:55	Innovations in Language Testing: Can Digital-First Test Design Help? <i>Geoffrey T. LaFlair, Jill Burstein, Yigal Attali, Andrew Runge, Sarah Goodwin, Yena Park, Duolingo</i>	Implementation of the National Academy's Consensus Study Report at the Foreign Service Institute, U.S. Department of State <i>David B. Sawyer, U.S. Department of State</i>	Colloquium Spoken Dialogue Systems: Current Research and Implications for Assessing Second Language Oral Communication

2:00- 2:25	A Longitudinal Study of the Effect of Mandatory Extensive Reading Requirements on TOEIC Reading Scores in an EFL Context <i>Daniel Holden, University of Hawai'i at Mānoa</i>	The Bi-directional Impact between a High-Stakes College Exit Test and the Multilingual Program Linked to It <i>Shahrzad Saif, Liliana Garcia, Université Laval</i>	Gary J. Ockey (1), Veronika Laughlin (2), Yasin Karatay (1), Reza Neiriz (1), Roz Hirch (1), Judit Dombi (3), Tetyana Sydorenko (4), Evgeny Chukharev-Hudilainen (1) Discussant- Mark Chapman, <i>Wisconsin Center for Education Research (WIDA)</i> 1: Iowa State University, United States of America; 2: ETS; 3: University of Pécs, Hungary; 4: Portland State University
2:30 - 2:55	Cognitive Processes in a Digital Reading Assessment Through the Lens of Test-Taker Experience <i>Sarah Goodwin, Duolingo</i>	Including Second Language Varieties of English on High-Stakes International Tests of English Proficiency <i>Yi Tan, Georgia State University</i>	

3:00-3:30 BREAK with afternoon snacks

Kapani Lounge 6th Floor

3:30- 4:30	Room 701 Speaking	Room 702 Placement Tests & Validation	Room 601 4-Skills	Room 602 Young Learners
3:30- 3:55	Multidimensionality of Elicited Imitation (EI) as a Global Oral Proficiency Measure: How Well Can a Combination of CAF Measures Predict the EI Scores? <i>Ayaka Matsuo, Purdue University</i>	Examining the Consequential Validity of the New Online Local Academic English Placement Test <i>Sun-Young Shin, Indiana University</i>	Language Assessments in Online Learning: A Research Synthesis <i>Carol A. Chapelle, Haeun Kim, Iowa State University</i>	Chinese Young Learners' English Testing: Parents' Roles at Stakes <i>Jia Guo, Liying Cheng, Queen's University</i>
4:00- 4:25	Challenges and Opportunities for Spoken English Learning and Instruction Brought by Automated Speech Scoring: Investigating the Washback of Speechrater on Chinese	An Investigation into a Chinese Placement Test's Score Interpretations and Uses	Designing Proficiency-Based Assessments for Advanced Less Commonly Taught Language Learners in Higher Education: An Evolving Collaborative Process	Rethinking and Recalibrating Approaches to Coding Young Multilingual Learners' Spoken Responses <i>Gordon B. West (1), Haeun Kim (2), Jason A. Kemp, (3),</i>

	EFL Learners Taking TOEFL iBT Speaking <i>Kaixuan Gong, University of Cambridge</i>	<i>Wenyue Ma, Xuefei Hao, Ho-Hsin Huang, Wenying Zhou, Michigan State University</i>	<i>Koen Van Gorp, Emily Heidrich Uebel, Michigan State University</i>	<i>1: University of Wisconsin-Madison; 2: Iowa State University; 3: Wisconsin Center for Education Research (WIDA)</i>
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University Room A - Poster Session (in alphabetical order)

4:30-5:30	<p>Assessing Bilingual Oral Language Development among Dual Language Immersion Students Using Language Learning Progressions <i>Ève Ryan (1), Preston Botter (2), Alison Bailey (2)</i> <i>1: University of Alaska Fairbanks, 2: University of California Los Angeles</i></p> <p>Constructing the ECD Student and Task Models of a Diagnostic Assessment of L2 Pragmatic Competence Based on Domain Analysis Findings <i>Ananda Astrini Muhammad, Iowa State University</i></p> <p>Constructive Confidence: Self-assessment as a Metacognitive Exercise to Increase Self-efficacy <i>Lauren Bezzant, Brigham Young University</i></p> <p>Contextually-situated Second Language Assessment Washback Studies: A Systematic Review and Validation Research Proposal <i>Jeanne Beck, Iowa State University</i></p> <p>Developing C Tests: Using Qualitative and Quantitative Data for Text Selection</p>	<p>Examining the Willingness to Communicate Scale with Advanced Foreign Language Learners <i>Colin Lilya, Troy Cox, Matthew Wilcox, Brigham Young University</i></p> <p>Exploring the Relationship Between Student Scores and Teacher Perceptions of Speaking Proficiency <i>David MacGregor, WIDA</i></p> <p>Impacts of Digital Game-based Learning on Vocabulary Achievement among High School Students in China <i>Xingxing Xie (1), Hongxi Huang (2)</i> <i>1: Hong Kong Baptist University, 2: University of Massachusetts Amherst</i></p> <p>Important Pea in the Pod: The Importance of a Subject-Matter Expert in the Development of an English Test for Health Care Purposes <i>Cassandra Leoni, Todd McKay, Dorcina Noel, Zoe Hagley, Kasey Larson, Mondel George, St. George's University</i></p> <p>Promoting Positive Washback to Teaching and Learning Through Language Assessment Literacy <i>Margaret Malone, Camelot Marshall, Reuben Vyn, Carly Favero, ACTFL</i></p>
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<p><i>Margaret Malone (1), Megan Montee (2)</i> <i>1: ACTFL, 2: Georgetown University</i></p> <p>Digital Approaches to Test Development for Sign Language Instruction <i>David JE Reinhart, University of Chicago</i></p> <p>Distinguishing High Proficiency L1 and L2 Writing Using Linguistic Features <i>You-Min Lin, Prometric</i></p> <p>Domain Analysis for Reverse Designing LSP Curricula <i>Qiaona Yu, Wake Forest University</i></p> <p>Evaluating the Importance of Using Authentic Listening Materials in Assessing Listening in an English for Specific Purposes Test <i>Dorcina Sharine Ruth Noel, Zoe Hagley, Todd McKay, Kasey Ruth Larson, Cassandra Anne Leoni, Mondel George, St. George's University, Grenada</i></p>	<p>Relating Program Evaluation and Assessment: A National Study <i>Margaret Malone (2), Megan Montee (1), Malik Stevenson (3), Caitlyn Pineault (4)</i> <i>1: Georgetown University, 2: ACTFL, 3: Georgetown University, 4: Georgetown University</i></p> <p>Spicing It Up: Prototyping Integrated Speaking Tasks for the Communications Assessment for Health Professionals <i>Todd McKay, Cassandra Leoni, Dorcina Noel, Zoe Hagley, Kasey Larson, Mondel George, Sue Simon, Claudia Cáceres Román, St. George's University</i></p> <p>The Role of Assessment in the Reverse Design of Curricula <i>Shiva Rahmani, University of Chicago</i></p> <p>US Citizens' Perceptions about the Language Requirements for U.S. Citizenship <i>Paul Anthony Marshall, University of British Columbia</i></p>
5:30- 7:00	<p>Opening Reception</p> <p>Sponsored by the University of Chicago Language Center, Office of Language Assessment, and English Language Institute</p> <p>City View Room, 10th Floor</p>

Day 2, Friday, September 16, 2022

8:30-	Friedman Hall Pre-Function Space (Conference Registration)							
9:15	Hot and Cold Beverages							
9:15-	Plenary—Alison L. Bailey, UCLA							
10:3	Evolution of the Academic Language Construct: Impact on Assessment of English Proficiency in the Classrooms of K-12 Emergent Bilinguals							
0	Sponsored by Educational Testing Service (ETS)							
	Friedman Hall							
10:30-11:00: BREAK with morning snacks								
Friedman Hall Pre-Function Space								
11:00-	Room 701 Admissions	Room 702 Assessment Literacy	Room 601 Listening	Room 602 Technology Demonstration				
11:00-	The Use of TOEFL iBT in Admissions Decisions: Stakeholder Perceptions <i>Sara Cushing, Yi Tan, Haoshan Ren, Georgia State University</i>	Impact of a Proficiency-Oriented, Assessment-Driven, Reverse Design Approach on Assessment and Teaching Practices, and Professional Identity among Foreign Language Instructors <i>Phuong Nguyen, Ahmet Dursun, University of Chicago</i>	Fairness of Using Different English Accents in Listening Tasks of the Duolingo English Test <i>Okim Kang (1), Xun Yan (2), Maria Kostromitina (1), Ron Thomson (3), Talia Isaacs (4), 1: Northern Arizona University, 2: University of Illinois -Urbana-Champaign, 3: Brock University, 4: University College London,</i>	Facilitating a Speaking Test with R-PLAT <i>Lily Compton, Elena Cotos, April Tan, Iowa State University</i>				
11:25								

11:30- 11:55	Investigation of Linguistic-level Authenticity in International Teaching Assistant Assessment: Comparative Corpus Analysis of ITA Discourse and University Registers <i>Heesun Chang, University of Georgia</i>	A Program Evaluation of On Online Teacher Training Course: Findings from Three Triangulated Data Sets Gerriet Janssen, Michael Suhan, Jeremy Lee, Renka Ohta, Educational Testing Service	An Empirical Corpus-Based Approach for Increasing Authenticity in Listening Assessment <i>Erika Latham, Iowa State University</i>	Generalizability Theory Analysis of Survey Data through GENOVA, mGENOVA, urGENOVA, and R <i>Kwangmin Lee (1), Yafei Ye, (2)</i>
12:00- 12:25	The Importance of Considering Language Proficiency Profiles When Using Language Proficiency Test Scores for Graduate Admissions <i>Sharareh Vahed Taghizadeh, Purdue University</i>	Assessment as a Policy Tool in Dual Language Bilingual Education (DLBE) <i>Antonio A Perez Belda (1), GoMee Park (2)</i> <i>1: University of Maryland, College Park, 2: University of Iowa</i>		<i>1: The University of Iowa; 2: Zhengzhou University</i>

12:30-1:30 Lunch – University Room A & B

1:30- 3:00	Room 601 Test Validation	Room 602 Assessment Literacy	Friedman Hall
1:30- 1:55	Personalized Feedback for an English Language Proficiency Test: A Validation Study Using Cognitive Diagnostic Modeling <i>Gad Lim (1), Haoshan Ren (2), Patrick McLain (3),</i>	Assessment of Post-Secondary World Language Learners: A Survey of Teachers' Knowledge, Practices, and Needs <i>Jamie Morgan, Francesca Di Silvio, Center for Applied Linguistics</i>	Colloquium Using Proficiency Tests to Examine Student Outcomes and Improve Learning: Four Studies and a Discussion of Test Use <i>Margaret Malone (1), Joyce Wu (2), Troy Cox (3), Dianna Murphy (4), Charlene Polio (5), Sonya Sedivy (4)</i>

	<p>1: Occupational English Test (OET); 2: Georgia State University; 3: Michigan Language Assessment</p>		<p>Discussant: Margaret Malone, ACTFL</p> <p>1: ACTFL; 2: University of Rhode Island; 3: Brigham Young University; 4: University of Wisconsin-Madison; 5: Michigan State University</p>
2:00-2:25	<p>Concurrent Validity of English Language Proficiency Test with Statewide Assessment</p> <p><i>Junhee Park, Annette Vernon, Stephen Dunbar, Catherine Welch, Yen Vo, Heather Rickels, University of Iowa</i></p>	<p>Development of Assessment Literacy through Video Feedback Innovation in Second Language Writing Classrooms</p> <p><i>Heon Jeon, Sarah DeCapua, University of Connecticut</i></p>	
2:30 - 2:55	<p>Validating Elicited Imitation as a Measure of Second Language Proficiency: Evidence from Comparison of Oral Performances on Elicited Imitation and Oral Proficiency Interview</p> <p><i>Lei Yuyun, Western Kentucky University</i></p>	<p>Needs and Challenges in Assessing the Language Proficiency of French Immersion and French as a Second Language Teachers in Alberta</p> <p><i>Mawulolo Komla Essiomle, Elissa Corsi, Pierre Rousseau, Samira ElAtia, University of Alberta</i></p>	

3:00-3:30

Kapani Lounge 6th Floor - Break with afternoon snacks

	Work in Progress (WIP) Room 1 (701)	Work in Progress (WIP) Room 2 (702)
3:30-4:45	<p>Developing an Objective Rating Criterion to Assess the Integrated Reading and Writing Task: Key Ideas in Summary Writing</p> <p><i>Yu-Chen Tina Lin, Andrew Trevarrow, Chia-Hsin Yin, Nari Kim, Zhenjie Weng, Ohio State University</i></p> <p>Has the Cognitive Complexity of IELTS Writing Prompts Changed over Time?</p> <p><i>Abdolvahab Khademi, University of Massachusetts</i></p> <p>Moving beyond Mechanics: Reconceptualizing Coding Schema for Multilingual Kindergarteners' Emergent Writing</p> <p><i>Gordon Blaine West (1), Lynn Willner Shafer (2); Marcy Olson (2) 1: University of Wisconsin Madison, 2: Wisconsin Center for Education Research (WIDA)</i></p> <p>Developing the Interpretation/Use Argument for a Graduate-Student-Centered Test of Academic Listening Comprehension</p> <p><i>Erika Latham, Iowa State University</i></p>	<p>The Effect of Language Background on Performance on the Duolingo English Test</p> <p><i>Nathan T. Carr, California State University, Fullerton</i></p> <p>Test Use Policy in a Disrupted Market: Making Sense of Multiple English Proficiency Test Options for University Admissions</p> <p><i>Daniel Richard Isbell, Yu-Tzu Chang, Ann Choe, Nicholas Coney, Daniel Holden, Jieun Kim, Hitoshi Nishizawa, University of Hawai'i at Mānoa</i></p> <p>Embedded Meaning in Canada's English-Language Proficiency Requirements for Immigration, Asylum And Resettlement, and Citizenship: Focus on Methods</p> <p><i>Melissa McLeod, Queen's University</i></p> <p>A Real-World Ability in Context: A Survey of a Target Domain</p> <p><i>Ramsey Lee Cardwell, Duolingo</i></p> <p>Language Ideology in the ACTFL OPI</p> <p><i>Sonja Mecham, Brigham Young University</i></p>

	<p>Cognitive Validity and Notetaking Quality in Listening Assessment with Multiple Choice Preview</p> <p><i>Rebecca Ruth Yeager, GoMee Park, Ray J. T. Liao, University of Iowa</i></p> <p>Investigating the Validity of a College Korean Language Placement Test: A Pilot Study</p> <p><i>Taewoong Kim, Washington University in St. Louis</i></p> <p>Guiding Students' Self-Assessment in a Korean Language Classroom</p> <p><i>Sora Kim, University of Iowa</i></p> <p>Using Self-Assessment to Identify and Address Challenges to Achieving Functional Speaking Proficiency</p> <p><i>Mark Baugher, University of Chicago</i></p>	<p>Do Source Use Features Impact Raters' Judgment of Argumentation? An Experimental Study</p> <p><i>Ping-Lin Chuang, University of Illinois at Urbana-Champaign</i></p> <p>The Local LCTL Assessment (LoLA) Project</p> <p><i>Paula Winke, Emily Heidrich Uebel, Michigan State University</i></p> <p>ITA Testing: The Need for Greater Transparency and a Rationale for a Narrower Construct in a Broader Context</p> <p><i>Daniel J. Reed, Michigan State University</i></p> <p>Not Washback but Washing: The Impact of the Test Development Process on Teaching Practices and Curriculum</p> <p><i>Kasey Ruth Larson, Cassandra Anne Leoni, Todd McKay, Dorcina Noel, Zoë Hagley, Mondel George, St. George's University</i></p>
5:00-6:30	<p>Town Hall–The 21st Century Publishing Ecosystem in Language Testing Research and Practice: Addressing the Needs of Intersecting Stakeholders</p> <p>Friedman Hall</p> <p>Sara Cushing, President, ILTA. Professor & Chair, Applied Linguistics and English as a Second Language, Georgia State University.</p> <p>Paula Winke, Professor, Department of Linguistics & Germanic, Slavic, Asian and African Languages, Michigan State University. Co-Editor, Language Testing journal.</p> <p>Reza Neiriz, PhD Student, Applied Linguistics and Technology, Iowa State University.</p> <p>Moderator – Gary J. Ockey, Professor, Applied Linguistics and Technology, Iowa State University</p>	

Day 3, Saturday, September 17, 2022

8:30-9:15	Friedman Hall Pre-Function Space Hot and Cold Beverages					
9:15-10:30	<p style="text-align: center;">Plenary– Lia Plakans, University of Iowa</p> <p style="text-align: center;">Assessment Transforming Pedagogy and Pedagogy Transforming Assessment</p> <p style="text-align: center;">Sponsored by Center for Language Studies - BYU</p> <p style="text-align: center;">Friedman Hall</p>					
10:30-11:00: BREAK with morning snacks						
Friedman Hall Pre-Function Space						
11:00-12:30	Room 701 4-Skills	Room 702 Speaking	Room 602 Technology Demonstration			
11:00-11:25	<p>Recovery of Rationales for Legacy Testing Practices in the Defense Language Proficiency Test 5</p> <p><i>Carol Chapelle (1), Heeyeon Dennison (2)</i></p> <p><i>1: Iowa State University, United States of America; 2: Defense Language Institute Foreign Language Center</i></p>	<p>Exploring Linguistic Correlates of Speaking Ability on the IELTS Speaking Test</p> <p><i>Xun Yan (1), Ping-Lin Chuang (1), Shelley Staples, (2); Huiying Cai (1), Mariana Centanin Bertho (2), Yulin Pan (1)</i></p> <p><i>1: University of Illinois at Urbana-Champaign, United States of America; 2: University of Arizona</i></p>	<p>The Language Assessment Self Evaluation Resource (LASER)</p> <p><i>Troy Leigh Cox, Brigham Young University</i></p>			
11:30-11:55	<p>Language Development Standards, Language Proficiency Tests, and Instruction: A Long and Winding Road</p> <p><i>Mark Chapman, Margo Gottlieb, Fabiana MacMillan, University of Wisconsin-Madison</i></p>	<p>Developing and Evaluating a Contextualized Interactional Competence Rating Scale Based on a Conceptual Model: A Pragmatic Mixed-Method Approach</p> <p>MwALT Best Student Paper Award 2022</p> <p><i>Reza Neiriz, Iowa State University</i></p>	<p>The Online Diagnostic Assessment (ODA) System: An Automated Multi-Stage Adaptive Testing Framework</p> <p><i>Sun-Kwang Bae, Defense Language Institute Foreign Language Center</i></p>			

12:00-12:25	<p>The Role of Proficiency-oriented Performance-based Assessment in the Reverse Design of an Innovative Languages for Specific Purposes Curriculum</p> <p><i>Darcy Lear, University of Chicago</i></p>	<p>Explicit Instruction in Second Language Self-Assessment: Exploring the Potential for Improving Calibration through Training</p> <p><i>Rachael Reynolds, Troy Cox, Brigham Young University</i></p>	
12:30-1:30 Lunch			
<p>1. University Room A: Working Lunch– Professional Career Advancement Networking Lunch</p> <p>2. University Room B: Regular Lunch</p>			
1:30-3:00	Room 701 Assessment Literacy	Room 702 Writing	Room 601 Test Validation
1:30-1:55	<p>Exploring the Theoretical Dimensions of Language Assessment Literacy: Factor Analysis of the LAALTA Survey in Latin America</p> <p><i>Gerriet Janssen (1), Salomé Villa Larenas (2), Elsa Fernanda González (3), 1: Educational Testing Service, United States of America; 2: Universidad Alberto Hurtado, 3: Universidad Autónoma de Tamaulipas</i></p>	<p>Investigating Test-Taker Perceptions of Enhanced Context Features in Email Writing Tasks</p> <p><i>Renka Ohta, Michelle Kim, Educational Testing Service</i></p>	<p>Validity in Classroom-Based Language Assessment Research: What Current Research Does and Does Not Discuss</p> <p><i>Roz Hirch, Shireen Bagestani, Haeyun Jin, Yasin Karatay, Haeun Kim, Ananda Muhammad, Hardi Prasetyo, Liberato Silva-dos-Santos, Iowa State University</i></p>
2:00-2:25	Language Assessment Literacy in the Brazilian Context: Transforming Teachers and Language Pedagogy	Triangulating NLP Analysis of Rater Comments and MFRM: An Innovative Approach to Investigating the Application of Rating Scale in Writing Assessment	Utilizing Semi-Adaptive Korean Placement Test Results for Informing Instructional Decisions
			<i>Weejeong Jeong, Indiana University</i>

	<p><i>Douglas Altamiro Consolo (1), Isadora Teixeira Moraes (2), Liberato Silva dos Santos (3), Ana Ligia Barbosa de Carvalho Silva (4)</i></p> <p><i>1: UNESP - State University of Sao Paulo, 2: UEL-State University of Londrina/CAPES Scholarship, 3: IFG-Federal Institute of Goias, 4: UNICAMP-State University of Campinas/CAPES Scholarship</i></p>	<p><i>Huiying Cai, University of Illinois Urbana-Champaign</i></p>	
2:30 -2:55	<p>Language Assessment Literacy: An Exploratory Study of Spanish Teachers' Beliefs on Testing and Assessment</p> <p><i>Lorena Fabiana Alarcon, University of Illinois at Urbana-Champaign</i></p>	<p>Seeking a Balance Between Reliability, Validity, and Practicality: Testing Methods of Writing Score Resolution</p> <p><i>Rachel Basse, Patrick McLain, Sarah Parlette, Michigan Language Assessment</i></p>	<p>Investigating Reliability of Foreign Language Classroom Anxiety Scale (FLCAS): An Application of Generalizability Theory</p> <p><i>Kwangmin Lee (1), Yafei Ye (2), 1: The University of Iowa; 2: Zhengzhou University</i></p>
<p>3:00-3:30</p> <p>Kapani Lounge 6th Floor - Break with afternoon snacks</p>			

3:30- 4:30	Room 701 Young Learners	Room 702 Social Justice/Fairness	Room 601 Writing
3:30- 3:55	Email Writing by Young Language Learners: Response Characteristics and Implications <i>Ching-Ni Hsieh, Michelle Kim, Educational Testing Service,</i>	Item Design and Evaluation for Socioculturally Responsible Language Assessments <i>Yena Park, Sarah Goodwin, Geoffrey T. LaFlair, Duolingo</i>	Broadening Construct Validity Evidence of Integrated Writing Tasks: A Structural Equation Modeling (SEM) Analysis <i>Kwangmin Lee (1), Atta Gebril (2), Lia Plakans (1), 1: The University of Iowa, United States of America; 2: The American University in Cairo, Egypt</i>
4:00- 4:25	Spoken Academic Language Development of Young English Learners: Effects of Proficiency Levels and Standards on Complexity and Fluency Features <i>Soohye Yeom (1), Gordon B. West (2), Jason A. Kemp (3), Ahyoung Alicia Kim (3), Mark Chapman (3)</i> <i>1: New York University, 2: University of Wisconsin-Madison; 3: Wisconsin Center for Education Research (WIDA)</i>	Remote Proctoring in Language Testing: Implications for Validity, Fairness, and Justice <i>Benjamin Kremmel (1), Jieun Kim (2), Daniel Richard Isbell (2)</i> <i>1: Universität Innsbruck, 2: University of Hawai`i at Mānoa</i>	The Impact of Negotiation as a Social Practice on EFL Writing Peer Assessment Sessions <i>Abdullah Alshakhi, King Abdulaziz University</i>
4:30- 5:30	Closing Remarks /Awards Ceremony Friedman Hall		