

Day 1, Thursday, September 15, 2022

8:00-9:00	Friedman Hall Pre-Function Space (Conference Registration) Hot and Cold Beverages			
9:00-9:30	Welcome Remarks– Gary Ockey & Ahmet Dursun 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	Opening Plenary- Catherine C. Baumann, University of Chicago Literacy, Agency, Sustainability: Assessment and its Indispensable Role in Language Pedagogy Sponsored by Andrew W. Mellon Foundation Friedman Hall			
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 Ruslan Suvorov, Shanshan He, University of Western Ontario, Canada	Analyzing the Factors in a Self-Assessment Language Learning Survey: Comparing More and Less Successful Learners Dan Wright, Troy Cox, Brigham Young University	In the Ear of the Beholder: Duolingo English Test Spoken Performances and University Stakeholder Perceptions of Comprehensibility and Academic Acceptability Daniel Richard Isbell, Dustin Crowther, Hitoshi Nishizawa, University of Hawai`i at Mānoa	Comparative Study of Test Scores of the National Italian Exam with Socio-Economic Indices to Promote Fairness and Equity Luigia Maiellaro (1), Mary Jo Lubrano (2) 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 – <i>Margaret Malone & Nathan T. Carr</i>				
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 Hirsch (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 6 th 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>
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>		

	<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 Cárceles 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

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

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> <i>1: The University of Iowa; 2: Zhengzhou University</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>		
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 Jamie Morgan, Francesca Di Silvio, Center for Applied Linguistics	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>	

	1: Occupational English Test (OET); 2: Georgia State University; 3: Michigan Language Assessment		Discussant: Margaret Malone, ACTFL 1: ACTFL; 2: University of Rhode Island; 3: Brigham Young University; 4: University of Wisconsin-Madison; 5: Michigan State University
2:00-2:25	Concurrent Validity of English Language Proficiency Test with Statewide Assessment Junhee Park, Annette Vernon, Stephen Dunbar, Catherine Welch, Yen Vo, Heather Rickels, University of Iowa	Development of Assessment Literacy through Video Feedback Innovation in Second Language Writing Classrooms Heon Jeon, Sarah DeCapua, University of Connecticut	
2:30 - 2:55	Validating Elicited Imitation as a Measure of Second Language Proficiency: Evidence from Comparison of Oral Performances on Elicited Imitation and Oral Proficiency Interview Lei Yuyun, Western Kentucky University	Needs and Challenges in Assessing the Language Proficiency of French Immersion and French as a Second Language Teachers in Alberta Mawulolo Komla Essiomle, Elissa Corsi, Pierre Rousseau, Samira ElAtia, University of Alberta	
<div>3:00-3:30</div> <div>Kapani Lounge 6th Floor - Break with afternoon snacks</div>			

	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)</i> <i>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>
<p>5:00-6:30</p>	<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	<div>Plenary– Lia Plakans, University of Iowa</div> <div>Assessment Transforming Pedagogy and Pedagogy Transforming Assessment</div> <div>Sponsored by Center for Language Studies - BYU</div> <div>Friedman Hall</div>		
10:30-11:00: BREAK with morning snacks			
Friedman Hall Pre-Function Space			
11:00-12:30	<div>Room 701</div> <div>4-Skills</div>	<div>Room 702</div> <div>Speaking</div>	<div>Room 602</div> <div>Technology Demonstration</div>
11:00-11:25	<div>Recovery of Rationales for Legacy Testing Practices in the Defense Language Proficiency Test 5</div> <div>Carol Chapelle (1), Heeyeon Dennison (2)</div> <div>1: Iowa State University, United States of America; 2: Defense Language Institute Foreign Language Center</div>	<div>Exploring Linguistic Correlates of Speaking Ability on the IELTS Speaking Test</div> <div>Xun Yan (1), Ping-Lin Chuang (1), Shelley Staples, (2); Huiying Cai (1), Mariana Centanin Bertho (2), Yulin Pan (1)</div> <div>1: University of Illinois at Urbana-Champaign, United States of America; 2: University of Arizona</div>	<div>The Language Assessment Self Evaluation Resource (LASER)</div> <div>Troy Leigh Cox, Brigham Young University</div>
11:30-11:55	<div>Language Development Standards, Language Proficiency Tests, and Instruction: A Long and Winding Road</div> <div>Mark Chapman, Margo Gottlieb, Fabiana MacMillan, University of Wisconsin-Madison</div>	<div>Developing and Evaluating a Contextualized Interactional Competence Rating Scale Based on a Conceptual Model: A Pragmatic Mixed-Method Approach</div> <div>MwALT Best Student Paper Award 2022</div> <div>Reza Neiriz, Iowa State University</div>	<div>The Online Diagnostic Assessment (ODA) System: An Automated Multi-Stage Adaptive Testing Framework</div> <div>Sun-Kwang Bae, Defense Language Institute Foreign Language Center</div>

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>	
<p>12:30-1:30 Lunch</p> <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	<p>Room 701</p> <p>Assessment Literacy</p>	<p>Room 702</p> <p>Writing</p>	<p>Room 601</p> <p>Test Validation</p>
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 Hirsch, 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	<p>Language Assessment Literacy in the Brazilian Context: Transforming Teachers and Language Pedagogy</p>	<p>Triangulating NLP Analysis of Rater Comments and MFRM: An Innovative Approach to Investigating the Application of Rating Scale in Writing Assessment</p>	<p>Utilizing Semi-Adaptive Korean Placement Test Results for Informing Instructional Decisions</p> <p><i>Weejeong Jeong, Indiana University</i></p>

	<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 Scholarshipo</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		