

LTRC 2019 Conference Schedule

Monday, March 4

Pre-Conference Workshops

Time	Workshop 1 (Day 1)	Workshop 2
9:00am to 4:00pm	<p><i>R& RStudio for Reproducible Language Test Analysis, Research and Reporting</i></p> <p>Leaders: Geoffrey T. LaFlair, Duolingo and Daniel R. Isbell, Michigan State University</p> <p>Location: Mary Gay C</p>	<p><i>Constructing Measures: An Introduction to Analyzing Proficiency Test Data Using IRT with jMetrik</i></p> <p>Leader: Troy L. Cox, Center for Language Studies</p> <p>Location: Henry Oliver</p>

Tuesday, March 5

Pre-Conference Workshops & Events

Time	Workshop 1 (Day 2)	Workshop 3
9:00am to 4:00pm	<p><i>R& RStudio for Reproducible Language Test Analysis, Research and Reporting</i></p> <p>Leaders: Geoffrey T. LaFlair, Duolingo and Daniel R. Isbell, Michigan State University</p> <p>Location: Mary Gay C</p>	<p><i>Corpus-based development and validation of language tests: Using corpora of and for language testing</i></p> <p>Leaders: Darren Perrett, Cambridge Assessment English and Brigita Séguis, Cambridge Assessment English</p> <p>Location: Henry Oliver</p>
Time	Workshop 4	
9:00am to 1:00pm	<p><i>The Civil and Human Rights of Language: Guided Tour of the Atlanta Civil & Human Rights Museum</i></p> <p>Leaders: Tim McNamara and Elana Shohamy</p> <p>Meeting Location TBD</p>	
Time	Event	
11:00am to 3:30pm	<p>ILTA Pre-Conference Executive Advisory Board Meeting</p> <p>Location: TBD</p>	
4:00 to 5:15pm	<p>Newcomer & Strategic Planning Session</p> <p>Location: Decatur B</p>	

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Tuesday, March 5

Time	Event
5:15 to 6:45pm	<p align="center">Davies Lecture <i>Doing justice to language assessment: can we make a difference?</i> Dr. Catherine Elder, University of Melbourne <i>Sponsored by the British Council</i></p> <p align="center">Location: Decatur B</p>
7:00 to 9:00pm	<p align="center">Opening Reception</p> <p align="center">Historic DeKalb Courthouse (101 East Court Square, Decatur)</p>

Wednesday, March 6

Time	Event		
7:30 to 8:30am	<p align="center">Latin American Association of Language Testing & Assessment Meeting</p> <p align="center">Location: Decatur B</p>		
Concurrent Sessions: Demonstrations			
	Mary Gay C	Henry Oliver	Decatur A
8:00 to 8:30am	<p><i>Academic L2 listening tests enhanced with content-rich videos: A demo</i></p> <p>Roman Olegovich Lesnov</p>	<p><i>Talk2Me Jr: A Digital Language and Literacy Assessment Tool</i></p> <p>Samantha Dawn McCormick, Hyunah Kim, Jeanne Sinclair, Clarissa Lau, Megan Vincett, Chris Barron, Eunice Eunhee Jang</p>	<p><i>Personalized language learning as language assessment: A case study of two large learner corpora</i></p> <p>Burr Settles, Masato Hagiwara, Erin Gustafson, Chris Brust</p>
8:30 to 10:35am	<p align="center">Opening Symposium</p> <p align="center"><i>Local needs and global priorities in ensuring fair test use: synergies and tension in balancing the two perspectives</i></p> <p align="center">Jamie Mark Dunlea, Jessica Wu, Yan Jin, Wei Wang, Haoran Yang, Quynh Nguyen, Barry O'Sullivan</p> <p align="center">Location: Decatur B</p>		

LTRC 2019 Conference Schedule

Wednesday, March 6

Time	Event			
10:35 to 10:55am	Coffee Break Location: Lobby			
Concurrent Sessions: Papers				
	Mary Gay C	Henry Oliver	Decatur A	Decatur B
10:55 to 11:25am	<i>Understanding teacher educators' assessment literacy practices while training pre-service English teachers in Chile</i>	<i>Reading Self-Concept and Reading Achievement in Monolingual and Multilingual Students: A Cross-Panel Multiple-Group SEM Analysis</i>	<i>Rater cognition and the role of individual attributes in rating speaking performances</i>	<i>Test Consequence on Rural Chinese Students: Investigating Learner Washback of National College Entrance English Exam</i>
	Salomé Villa Larenas	Christopher Douglas Barron	Kathrin Eberharter	Yangting Wang, Mingxia Zhi
11:30am to 12:00pm	<i>Using the Language Assessment Literacy Survey with an Under Researched Population: The Case of Uzbekistan EFL Teachers</i>	<i>What did the Reading Assessment Miss?</i>	<i>The Effect of Raters' Perception of Task Complexity on Rater Severity in a Second Language Performance-based Oral Communication Test</i>	<i>Examining Washback on Learning from a Sociocultural Perspective: The Case of a Graded Approach to English Language Testing in Hong Kong</i>
	David Lawrence Chiesa	Elizabeth Lee	Yongkook Won	Chi Lai Tsang
12:00 to 1:30pm	Lunch/LT Board Meeting Location: Henry Oliver			

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Concurrent Sessions: Works in Progress	
1:30 to 3:00pm	Location: Decatur A
<i>“That’s a waste of time, going back and reading the text again!” – Cognitive processes in an integrated summary writing task</i>	
Sonja Zimmermann	
<i>Studying item difficulty. Insights from a multilingual foreign language assessment</i>	
Katharina Karges	
<i>Development of Scales for the Assessment of Young Learners Functional Writing Proficiency</i>	
Gustaf Bernhard Uno Skar, Lennart Joelle	
<i>Investigating the Interactiveness of IELTS Academic Writing Tasks and Their Washback on EFL Teachers’ Test Preparation Practices</i>	
Parisa Safaei, Shahrzad Saif	
<i>The methods dealing with dependent effect sizes in a meta-analysis: a review in reading research area</i>	
Jingxuan Liu, Xiaoyun Zhang, Hongli Li, Xinyuan Yang	
<i>Towards the Democratisation of the Assessment of English as a Lingua Franca</i>	
Sheryl Cooke	
<i>Educational reform in public schools: Language assessment policies in an examination-based setting</i>	
Atta Gebril	
<i>The use of documents model reading tasks in EAP tests</i>	
Aylin Unaldi, Hatice Yurtman Kaçar, Emre Oral	
<i>Understanding Young Learners’ Spoken Academic Language Development through Analyzing Oral Proficiency Test Responses</i>	
Megan Montee, Mark Chapman	
<i>Validating the use of a web-based rating system for oral proficiency interviews</i>	
Jing Xu, Anne Clarke, Andrew Mullooly, Claire McCauley	
<i>Test preparation materials for the Test of Workplace Essential Skills (TOWES): Validating materials for adult literacy and numeracy</i>	
Claire Elizabeth Reynolds	
<i>Students’ and Teachers’ Perception and Use of Diagnostic Feedback</i>	
Hang Sun	
<i>Effects of Reader and Task Variables in L2 Reading Comprehension and Speed</i>	
Toshihiko Shiotsu	
<i>The Effect of Genre on Linguistics Features of Source-Based Essays by Tertiary Learners: Implications for Construct Validity</i>	
Sukran Saygi, Zeynep Aksit	
<i>Investigation of Social Justice Violation in an English Proficiency Test for PhD Candidates in Iran</i>	
Masood Siyyari, Negar Siyari	

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Concurrent Sessions: Works in Progress	
1:30 to 3:00pm	Location: Mary Gay C
<i>Developing a Digital Simulation to Measure L2 Intercultural, Pragmatic and Interactional Competence: Initial Pilot Results</i>	
Linda Forrest, Ayşenur Sağdıç, Julie Sykes, Margaret Malone	
<i>Using unscripted spoken texts in college-level L2 Mandarin assessment</i>	
Xian Li	
<i>LAL: what is it to teachers in their classrooms?</i>	
Sonia Patricia Hernandez-Ocampo	
<i>A case study of evidence-centered exam design and listening: Washback from placement test development to program tests, KSAs, and pedagogy</i>	
Gerriet Janssen, Olga Inés Gómez, Kathleen Sheridan	
<i>Development of an ITA Assessment Instrument based on English as a Lingua Franca</i>	
Heesun Chang	
<i>Applying a summative assessment speaking test for formative assessment gains: The case of a computerized speaking test in Israel</i>	
Tziona Levi, Ofra Inbar-Lourie	
<i>Creating a Socially Responsible Language Diagnostic Tool to Support At-Risk Students at a Canadian Technical College</i>	
Nathan J Devos	
<i>Examining values and potential consequences in argument-based approaches to TOPIK-Speaking validation process</i>	
Soohyeon Park, Gwan-Hyeok Im, Dongil Shin	
<i>Aviation English Proficiency Test Design for a Group of Brazilian Military Pilots: A Case Study</i>	
Ana Lígia Barbosa de Carvalho e Silva	
Time	Event
3:00 to 3:20pm	Coffee Break Location: Lobby
3:20 to 5:20pm	Symposium <i>Language Proficiency Assessment and Social Justice in the US K-12 Educational Context</i> Mark Chapman, Margo Gottlieb, Keira Ballantyne, H Gary Cook, Paula Winke, Todd Ruecker, Micheline Chalhoub-Deville Location: Decatur B

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Wednesday, March 6

Concurrent Sessions: Papers			
	Mary Gay C	Henry Oliver	Decatur A
3:20-3:50	<i>Investigating the validity of a writing scale and rubric using a corpus-based analysis of grammatical features</i> Susie Kim	<i>Assessing Workplace Listening Comprehension of Thai Undergraduates in English as an Asian Lingua Franca Contexts</i> Panjanit Chaipupae	<i>Justifying the Use of Scenario-Based Assessment to Measure Complex Constructs of Communicative Language Competence</i> Heidi Liu Banerjee
3:55-4:25	<i>French Learners' Use of Sources in an Integrated Writing Assessment Task</i> Anna Mikhaylova	<i>Item-level analyses of a listening for implicature test: Evidence against an implicature subskill construct?</i> Stephen O'Connell	<i>Grade-related differential item functioning in GEPT-Kids Listening</i> Linyu Liao
4:30-5:00	<i>Formative Assessment through Automated Corrective Feedback in Second Language Writing: A Case Study of Criterion</i> Giang Thi Linh Hoang	<i>Content-rich videos in academic L2 listening tests: A validity study</i> Roman Olegovich Lesnov	<i>Raters' Perceptions and Operationalization of (In)Authenticity in Oral Proficiency Tests</i> John Dylan Burton
5:05-5:35	<i>Individualized Feedback to Raters: Effects on Rating Severity, Inconsistency, and Bias in the Context of Chinese as a Second Language Writing Assessment</i> Jing Huang, Gaowei Chen	<i>Examining the effects of foreign-accented lectures on an academic listening test at the item level using differential item functioning analysis</i> Sun-Young Shin, Ryan Lidster, Senyung Lee	<i>Investigating variance sources and score dependability of an ITA speaking test for construct-related validity and fairness: A mixed method G-theory study</i> Ji-young Shin
6:45 p.m.	Networking Dinners Meet in Lobby		

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Thursday, March 7

Concurrent Sessions: Demonstrations			
	Mary Gay C	Henry Oliver	Decatur A
8:00 to 8:30am	<i>Integrating Social Justice and Student Performance Online</i> Noah McLaughlin	<i>Development and Use of an Automatic Scoring Model for Spoken Response Test</i> Judson Hart, Troy Cox, Matthew Wilcox	<i>BEST Plus 3.0: Assessing Speaking Using a Multi-Stage Adaptive Test</i> Megan Montee Daniel Lee
Concurrent Sessions: Symposia			
	Decatur A	Decatur B	
8:35 to 10:35am	<i>Toward Social Justice in L2 Classroom Assessment Theory and Practice: The Potential of Praxis</i> Matthew E. Poehner, Ofra Inbar-Lourie, Constant Leung, Tziona Levi, Luke Harding, Tineke Brunfaut, Remi van Compernelle, Angela Scarino	<i>Aligning language tests to external proficiency scales: validity issues</i> Lianzhen He, Jianda Liu, Sha Wu, Richard J. Tannenbaum, Spiros Papageorgiou, Ching-Ni Hsieh, Shangchao Min, Jamie Dunlea, Richard Spiby, Han Yu	
10:35 to 10:55am	Coffee Break Lobby		
11:00am to 12:00pm	Messick Lecture Dr. Joan Herman, UCLA/CRESST Location: Decatur B		
12:00 to 1:45pm	Lunch ILTA Board Meeting Location: Decatur B		

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Concurrent Sessions: Posters

1:30 to 3:00pm

Location: Lobby

Do students' motivation and locus of control impact writing performance through their perceived writing competency?

Clarissa Lau, Chris Barron

Assessing L2 Pragmatics through Writing: An Examination of Test-takers' Pragmatic Choices and Decisions

Khaled Barkaoui, Ibtissem Knouzi

Deconstructing writing and a writing scale: How a decision tree guides raters through a holistic, profile-based rating scale

Hyunji Park, Xun Yan

Assessing EFL college students' speaking performance through Google Hangouts

Yu-Ting Kao

Is it fair to use scores from a test of grammar and vocabulary to refine grade boundary decisions in other skill areas?

Karen Dunn, Gareth McCray

Test taker characteristics as predictors of holistic score on independent and integrated-skills writing tasks

Analynn Bustamante, Scott Crossley

An Investigation of the Validity of a New Speaking Assessment for Adolescent EFL Learners

Becky Huang, Alison Bailey, Shawn Chang, Yangting Wang

Instructors as Agents of Change: A Systematic Approach to Developing Proficiency-Oriented Assessments in Less Commonly Taught Languages

Shinhye Lee, Ahmet Dursun, Nicholas Swinehart

Multimodality, Social Semiotics, and Literacy: How LESLLA Learners from Refugee Backgrounds Make Meaning in Official U.S. Naturalization Test Study Materials

Jenna Ann Altherr Flores

Raters' decision-making processes in an integrated writing test: An eye-tracking study

Phuong Nguyen

Story of an education system accountable for exam-success but not for learning: A washback study

Nasreen Sultana

Using multimodal tasks to promote more equitable assessment of English learners in the content areas

Scott Grapin, Lorena Llosa

Familiarizing standard-setting panelists with the CEFR: A three-step approach to attaining a shared understanding of just-qualified candidates

Sharon Pearce, Patrick McLain, Tony Clark

Using Machine Learning Techniques in Building and Evaluating Automated Scoring Models for ITAs' Speaking Performances

Ziwei Zhou

A systematic review: Ensuring high quality ELP assessments for all

Jo-Kate Collier

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Concurrent Sessions: Posters

1:30 to 3:00pm

Location: Lobby

Bridge to Seven (Language Testing and Social Justice)

Johanna Motteram

Beyond the Test Score: Developing Listening Test Feedback & Activities to Empower Young Learners and Teachers of English

Brent Miller, Luke Slisz, Patrick McLain, Rachele Stucker, Renee Saulter

Cyberpragmatics: Assessing Interlanguage Pragmatics through Interactive Email Communication

Iftikhar Haider

Reverse-engineering L2 reading and listening assessments for sub-score-reporting purposes

Yeonsuk Cho, Chris Hamill

Scenario-based tasks for a large-scale foreign language assessment: a mixed-methods exploratory study

Malgorzata Barras, Katharina Karges, Peter Lenz

Developing a local-made English test for Thai EFL grade 6 students: Concurrent validity and fairness issues

Jirada Wudthayagorn, Chatraporn Piamsai, Pan-gnam Chairaksak

Holistics and analytic scale of a paired oral test for Japanese learners of English

Rie Koizumi, Yo In'nami, Makoto Fukazawa

Accessibility in testing: generating research from good practice

Richard David Spiby, Judith Fairbairn

Listening to test-takers' perspective in the validation process: the case of the Aviation English Proficiency Exam for Brazilian Air Traffic Controllers

Natalia de Andrade Raymundo

Pre-service and in-service language teachers' conceptions of LA: towards the construction of LAL knowledge base

Sonia Patricia Hernandez-Ocampo

Language assessment literacy in Brazil: analyses of undergraduate and graduate courses at federal universities

Gladys Quevedo-Camargo, Matilde V. R. Scaramucci

Impact of Language Background on Response Similarity Analysis

James Robert Davis

Japanese EFL Learners' Speech-in-Noise Listening Comprehension Process: Use of Context Information

Ryoko Fujita

Certifying language ability for immigration purposes in Switzerland

Peter Lenz

Comparing rater and score reliability under holistic and analytic rating scales in assessing speech acts in L2 Chinese

Shuai Li

Exploring raters' perceptions of Oral Proficiency Interview Tasks as "promotion" or "demotion"

Jeremy Ray Gevara

Mapping the Path to Advanced Second Language Literacy in Adults Using Eye-Tracking: A Look at Portuguese

Troy Cox, Larissa Grahl, Logan Blackwell

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Thursday, March 7

Time	Event			
3:00 to 3:20pm	Coffee Break			
	Location: Lobby			
Concurrent Sessions: Papers				
	Mary Gay C	Henry Oliver	Decatur A	Decatur B
3:20 to 3:50pm	<i>Analyzing stakeholders' voices in the aviation context: a glocal perspective</i>	<i>Strategies Used by Young English Learners in an Assessment Context</i>	<i>Enhancing the Interpretability and Usefulness of TEPS Section Scores Through Alignment with CEFR</i>	<i>Assessing textual sophistication and linguistic complexity in L2 writing</i>
	Natalia de Andrade Raymundo	Lin Gu, Youngsoon So	Heesung Jun, Euijin Lim, Yong-Won Lee	Jianling Liao
3:55 to 4:25pm	<i>The domain expert perspective on workplace readiness: Investigating the standards set on the writing component of an English language proficiency test for health professionals</i>	<i>Do test accessibility features have the intended effect for K-12 English learners?</i>	<i>High-stakes tests can improve learning - Reality or wishful thinking?</i>	<i>Linguistic Tools in Writing Assessment: Their Impact on Test-takers' Writing Process and Performance</i>
	Simon Davidson	Ahyoung Alicia Kim, Meltem Yumsek, Mark Chapman, H. Gary Cook	Jessica Wu, Judy Lo, Anita Chun- Wen Lin	Saerhim Oh

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Concurrent Sessions: Papers				
	Mary Gay C	Henry Oliver	Decatur A	Decatur B
4:30 to 5:00pm	<i>How valid are language tests used in the overseas-trained nurse registration process?</i>	<i>Empowering K-12 Teachers to Make Better Use of High-Stakes Summative ELP Assessments</i>	<i>Source Use Behavior and Raters' Judgement in L2 Academic Writing</i>	<i>Unpacking the textual features, vocabulary use, and source integration in integrated listening-to-write assessments for adolescent English language learners</i>
	Ute Knoch, Sally O'Hagan	Alexis Lopez	Pakize Uludag, Heike Neumann, Kim McDonough	Renka Ohta, Jui-Teng Lia
5:05 to 5:35pm	<i>Assessing clinical communication on the Occupational English Test: The intersection of cognitive and consequential validity</i>	<i>Positioning students as active learners: An examination of student-generated question quality in literacy assessment</i>	<i>Writing Assessment Training Impact and Mexican EFL University Teachers: A Proposed Categorization</i>	<i>Japanese university students' paraphrasing strategies in L2 summary writing</i>
	Brigita Seguis, Barbara Ying Zhang, Gad Lim	Hyunah Kim, Megan Vincett, Samantha Dawn McCormick, Melissa Hunte, Xue Lin	Elsa Fernanda Gonzalez	Yasuyo Sawaki, Yutaka Ishii, Hiroaki Yamada
6:30 to 9:30pm	Banquet			
	The Trolley Barn			
	963 Edgewood Ave NE, Atlanta, Georgia			

LTRC 2019 Conference Schedule

Friday, March 8

Time	Event		
7:30 to 8:30 am	Language Assessment Literacy Special Interest Group		
	Location: Henry Oliver		
Concurrent Sessions: Papers			
	Mary Gay C	Henry Oliver	Decatur A
8:30 to 9:00am	<i>Investigating raters' scoring processes and strategies in paired speaking assessment</i>	<i>Multilingual Assessment Reflecting Multilingual Educational Policy: Toward Assessment for Justice</i>	<i>Developing lists of empirical English word difficulties specific to each L1</i>
	Soo Jung Youn, Shi Chen	Elana Goldeberg Shohamy, Michal Tannenbaum, Anna Gani	Steve Lattanzio, Alistair Van Moere, Jeff Elmore
9:05 to 9:35am	<i>Rater behavior in a high-stakes L2 examination: Does test takers' perceived first language matter?</i>	<i>Social justice and washback in language testing in Norway</i>	<i>Exploring the Impact of Bilingual Education Types on DIF: Implications for Vocabulary Test Development</i>
	Ari Huhta, Sari Ohranen, Mia Halonen, Tuija Hirvelä, Reeta Neittaanmäki, Sari Ahola, Riikka Ullakonoja	Marte Monsen	Suchada Sanonguthai
9:40 to 10:10am	<i>Not Unwarranted Concordances But Warranted Convergences: Approaches to Standard Setting and Maintenance Using Subject Experts</i>	<i>Intended and unintended consequences of reforming a national school-leaving exam and their role for validation</i>	<i>A Knowledge-based Vocabulary List (KVL): German, Spanish, and Chinese Results</i>
	Gad Lim, Barbara Ying Zhang, Brigita Seguis	Benjamin Kremmel, Carol Spoettl, Veronika Schwarz	Norbert Schmitt, Barry O'Sullivan, Laurence Anthony, Karen Dunn, Benjamin Kremmel

LTRC 2019 Conference Schedule

Friday, March 8

Time	Event			
8:30 to 10:30am	<p align="center">Symposium</p> <p align="center"><i>Transformative teacher-researcher partnerships in language assessment</i></p> <p align="center">Beverly Baker, José Manuel Martínez, Ni-La Lê, Erika B. Kraus, Azad Hassan, India C. Plough, Xun Yan, Ha Ram (Hannah) Kim, John Kotnarowski, Hyunki (Hayley) Park, Jamie L. Schissel, Mario López-Gopar, Constant Leung, Julio Morales, James R. Davis</p> <p align="center">Location: Decatur B</p>			
10:35 to 11:00am	<p align="center">Coffee Break and Group Photo</p> <p align="center">Lobby</p>			
Concurrent Sessions: Papers				
	Mary Gay C	Henry Oliver	Decatur A	Decatur B
11:00 to 11:30am	<p><i>Understanding Writing Process of Adult EFL Learners in a Writing Assessment Context</i></p> <p align="center">Ikkyu Choi</p>	<p><i>How do raters learn to rate? Many-facet Rasch modeling of rater performance over the course of a rater certification program</i></p> <p align="center">Xun Yan, Hyunji Park</p>	<p><i>Language assessment and student performance in South African higher education: The case of Stellenbosch University</i></p> <p align="center">Kabelo Wilson Sebolai</p>	<p><i>The Impact of an External Standardized Test on Teaching and Learning for Young Learners: A Year 1 Baseline Study in Turkey</i></p> <p align="center">Mikyung Kim Wolf, Alexis Lopez, Jeremy Lee</p>
11:35am to 12:05pm	<p><i>What aspects of speech contribute to the perceived intelligibility of L2 speakers?</i></p> <p align="center">Willam Bonk, Saerhim Oh</p>	<p><i>Establishing a Validity Argument for a Rating Scale Developed for Ongoing Diagnostic Assessment in an EFL University Writing Classroom: A Mixed Methods Study</i></p> <p align="center">Apichat Khamboonruang</p>	<p><i>Exploring teacher understandings and beliefs as a basis for benchmarking assessments for university foreign language programs</i></p> <p align="center">Noriko Iwashita</p>	<p><i>Investigating the consequential validity of the Hanyu Shuiping Kaoshi (Chinese proficiency test) by using an Argument-based framework</i></p> <p align="center">Shujiao Wang</p>

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Friday, March 8

Time	Event			
12:05 to 1:35pm	Lunch Break Journal Board Meeting, Location: Henry Oliver			
Concurrent Sessions: Papers				
	Mary Gay C	Henry Oliver	Decatur A	Decatur B
1:35 to 2:05pm	<i>Examination of test-taking strategies used for two item types during L2 listening assessment</i>	<i>Academic language or disciplinary practices? Reconciling perspectives of language and content educators when assessing English learners' language proficiency in the content classroom</i>	<i>Placement Testing: One test, two tests, three tests? How many tests are sufficient?</i>	<i>Developmental frameworks for writing in Denmark, Norway, and the US: A Cross-national comparison</i>
	Ruslan Suvorov	Lorena Llosa, Scott Grapin	Yeonsuk Cho, Kathryn Hille	Jill V. Jeffery, Nikolaj Elf, Gustaf Bernhard Uno Skar, Kristen Campbell Wilcox
2:10 to 2:40pm	<i>Exploring the relationships between test value, motivation, anxiety and test performance: The case of a high-stakes English proficiency test</i>	<i>The role of feedback in the design of a testing model for social justice</i>	<i>Mitigating rater bias in L2 English speaking assessment through controlled pairwise comparisons</i>	<i>Examining the Structure, Scale, and Instructor Perceptions of the ACTFL Can-Do Statements for Spoken Proficiency</i>
	Jason Fan, Yan Jin	Slobodanka Dimova	Masato Hagiwara, Burr Settles, Angela DiCostanzo, Cynthia M. Berger	Sonia Magdalena Tigchelaar

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Friday, March 8

Concurrent Sessions: Papers				
	Mary Gay C	Henry Oliver	Decatur A	Decatur B
2:45 to 3:15pm	<i>Establishing appropriate cut-scores of standardized tests for a local placement context</i>	<i>Towards social justice for item writers: Empowering item writers through language assessment literacy training</i>	<i>Use of automated scoring technology to predict difficult-to-score speaking responses</i>	<i>Building a Partial Validity Argument for the Global Test of English Communication</i>
	Gary J. Ockey, Sonca Vo, Shireen Baghestani	Olena Rossi, Tineke Brunfaut	Larry Davis, Edward Wolfe	Payman Vafaei, Yuko Kashimada
Time	Event			
3:15 to 3:35pm	Coffee Break Lobby			
3:35 to 5:00pm	Distinguished Achievement Award Lecture <i>Context, Language Knowledge, and Language Use: Current Understandings</i> Dan Douglas, Iowa State University Location: Decatur B			
5:00 to 5:30pm	Wrap up & Thanks Location: Decatur B			

Sunday, March 10

Time	Event
8:00 to 10:00am	dJoint AAAL/ILTA Invited Colloquium <i>"Let's automate: Natural language processing tools and their applications"</i>