

LARC 2018 Schedule

March 21, 2018 (Wed)

All day (to 3 pm)	Registration, Networking & Sponsors Room - Campanile Room -		
8:30-8:40	Welcome – Gary Ockey & Roz Hirsch - Campanile Room -		
8:40 – 9:40	Opening Address – Carol Chapelle Validity arguments in language assessment: Contributions from Applied Linguistics - Campanile Room -		
Time	Concurrent Sessions		
	Cardinal Room	Oak Room	Gold Room
	<u>Conversation analytic approaches to assessing speaking</u>	<u>Assessing writing in diverse contexts</u>	<u>Validating tests for specific purposes</u>
9: 45 – 10: 50	Incorporating conversation analytic and CA-SLA research findings in language testing for purposes of construct definition and rating scale development <i>Katharina Kley, Rice University</i>	Investigating Egyptian stakeholders' indigenous assessment criteria in post hoc validation of a genre-specific, integrated writing rubric <i>Ibrahim Ghada Modern Sciences and Arts University</i>	Construct validity evidence for the Global Test of English Communication computer-based testing <i>Payman Vafae Teachers College, Columbia University</i>
	A conversation analytic approach to validity evidence in assessing interactive speaking performance <i>Soo Jung Youn, Northern Arizona University</i>	Randomly distributed comparative judgment: A cost-benefit analysis in rating writing <i>Maureen Sims, Troy Cox, Grant Eckstein Brigham Young University</i>	Adapting and validating an analytic rating scale for L2 Chinese writing <i>Xiaofei Pan, Yuan Lu University of Iowa</i>

10:50 – 11:10	Coffee Break - Campanile Room -		
11:10 – 12:10	Plenary Speech – Tim McNamara A challenge for language testing: The assessment of English as a Lingua Franca - South Ballroom -		
12:10 – 1:30	Lunch		
12:45-1:30	Language Testing Syllabus Share Organizers: Lorena Llosa & Paula Winke - Campanile Room -		
1:30 – 2:30	Poster Sessions - Cardinal Room -		
2:30 – 2:50	Coffee Break - Campanile Room -		
Concurrent Sessions			
	Cardinal Room	Oak Room	Gold Room
	<u>Task types for assessing speaking</u>	<u>Validating rating scales</u>	<u>Corpus linguistics and assessment</u>
2:50 – 4:30	The construct of oral communication: Are we measuring what we intend to measure? <i>Gary Ockey, Sonca Vo, YunDeok Choi, Iowa State University</i>	Assessing the validity of ACTFL can do statements for spoken proficiency <i>Magda Tigchelaar, Michigan State University</i>	Assessing phrasal complexity at formal and functional levels in L2 academic writing: What can it offer for learning-oriented assessment? <i>Nazlinur Gokturk, Iowa State University</i>

Are TOEFL lectures more complex than authentic university lectures?
Roman Lesnov, Northern Arizona University

Exploring rater behaviors on handwritten and typed reading-to-write essays using FACETS
Sun Young Shin, Senyung Lee, Yena Park, Indiana University

A longitudinal corpus-based analysis of written and spoken responses to the TOEFL iBT: A validation study
Bethany Gray, Phuong Nguyen, Joe Geluso, Iowa State University

Pre-task planning and task types in oral test performance
Shinhye Lee, Michigan State University

Using analytic rating scale quality assessments for optimization and validation
Kurtis McDonald, Kobe College

Validating the interpretation of TOEFL iBT® speaking scores for ITA screening and certification
Elena Cotos, Yooree Chung, Iowa State University

Summer Internship Session

4:40-5:30

American Council on the Teaching of Foreign Languages (ACTFL) - *Meg Malone*
Center for Applied Linguistics (CAL) - *Jennifer Norton*
Cambridge Michigan Language Assessment (CaMLA) – *Gad Lim*
Educational Testing Service (ETS) - *Larry Davis*
Wisconsin Center for Education Research (WIDA) - *Mark Chapman*

- Oak Room -

7:00 – 10:00

Opening Social (includes dinner)

- Sun Room -

March 22, 2018 (Thu)

All day	Registration, Networking & Sponsors Room - Campanile Room -		
Concurrent Sessions			
Time	Cardinal Room	Gallery Room	Gold Room
	<u>Scoring speaking assessments</u>	<u>Developing assessments for diverse contexts</u>	<u>Assessing the construct of writing</u>
	<p>Innovative approaches to scoring interactive speaking ability <i>Larry Davis, Educational Testing Service, Young A Son, Georgetown University</i></p>	<p>A case study of an IEP's language assessment revision process <i>Jarred Brinkmann, Yongkook Won, Iowa State University</i></p>	<p>Exploring the use of process-tracing technologies to support assessment for learning of L2 writing skills <i>Jim Ranalli, Hui-Hsien Feng, Evgeny Chukharev-Hudilainen, Iowa State University</i></p>
8:30 – 10:10	<p>The roles of suprasegmental features in predicting English oral proficiency with an automated System <i>Okim Kang, Northern Arizona University</i></p>	<p>Revising a writing rating scale for placement purposes: An analysis of written responses from examinees of different proficiency levels <i>Phuong Nguyen, Iowa State University</i></p>	<p>Raters' approaches to listening-writing assessments: An examination of decision-making processes and challenges <i>Renka Ohta, University of Iowa</i></p>
	<p>Development and validation of automated scoring models for oral responses <i>Ziwei Zhou, Sowmya Vajjala-Balakrishna, Iowa State University</i></p>	<p>Automatic writing evaluation for student self-correction <i>Aiqiong Huang, Tsinghua University, Nathan Thomas, University of Oxford</i></p>	<p>Investigating speaking and writing score consistency on the Vietnamese Standardized Test of English Proficiency <i>Nathan Carr, California State University, Nguyen Thi Ngoc Quynh, Nguyen Thi Quynh Yen, Nguyen Thi Phuong Thao, Thai Ha Lam Thuy, Bui Thien Sao, University of Languages and International Studies, Vietnam National University</i></p>

10:10 – 10:30	Coffee Break - Campanile Room -		
10:30 – 11:20	Business Meeting – International Language Testing Association (ILTA) event Meg Malone, Carol Chapelle, Gary Ockey, and others - Gallery Room -		
11:20 – 12:20	Plenary Speech – Alister Cumming Purposing writing assessments: Focusing complex constructs in variable contexts - Gallery Room -		
12:20 – 1:30	Lunch		
Concurrent Sessions – Validation Research			
	Cardinal Room	Gallery Room	Gold Room
	<u>Assessing fluency</u>	<u>Validity arguments in different contexts</u>	<u>Rating writing assessments</u>
1:30 – 2:35	Question type and advanced Spanish speaker fluency during the ACTFL OPIc <i>Troy Cox, Greg Thompson</i> <i>Brigham Young University</i> <i>Alan Brown, University of Kentucky</i>	Test validity: Perceptions of students and teachers <i>Xiaowan Zhang</i> <i>Michigan State University</i>	Validating the rating process of an English placement test writing test: An argument-based approach <i>Phuong Nguyen, Volker Hegelheimer,</i> <i>Iowa State University</i>
	Measuring fluency in ACTFL OPI data produced by Arabic L2 speakers <i>Summer Loomis</i> <i>American University in Dubai</i>	Evaluation of Telephone Standard Speaking Test using an argument-based validation framework <i>Rie Koizumi</i> <i>Juntendo University</i>	Rubric rating vs. randomly distributed comparative judgment: A comparison of two approaches <i>Maureen Sims, Troy Cox, Grant Eckstein,</i> <i>Brigham Young University</i>

2:35 – 2:55	Coffee Break - Campanile Room -	
Time	Gallery Room	Gold Room
2:55 – 5:05	<p data-bbox="639 378 1279 443"><u>Colloquium: Argument-based validation research in language assessment</u></p> <p data-bbox="518 492 1400 602">Argument-based framework and interpretation inferences for a test of academic English collocational ability <i>Erik Voss, Northeastern University</i></p> <p data-bbox="518 638 1392 745">Validating the use of a shortcut measure to assess Korean language learners' general language proficiency <i>Young-A Son, Georgetown University</i></p> <p data-bbox="518 781 1387 888">Generalization inference for a computer-mediated graphic-prompt writing test for ESL placement <i>YunDeok Choi, Iowa State University</i></p> <p data-bbox="518 924 1252 992">Investigating the consequences of an ESL placement test <i>Zhi Li, Paragon Testing Enterprises, Vancouver, Canada</i></p> <p data-bbox="518 1040 1029 1109">Discussant <i>Carol A. Chapelle, Iowa State University</i></p>	<p data-bbox="1835 378 2198 407"><u>Technology Demonstrations</u></p> <p data-bbox="1548 492 2529 602">Fluencing: A reliable and simple tool to measure temporal measures of oral fluency <i>Ji-Young Shin, Purdue University</i></p> <p data-bbox="1548 651 2166 719">Test delivery with a smartphone app <i>Masanori Suzuki & Mallory Klungtvedt, Pearson</i></p> <p data-bbox="1548 768 2561 1031">Combined concurrent keystroke logging and eye tracking for formative assessment of L2 writing <i>Evgeny Chukarev-Hudilainen, Iowa State University</i> <i>Hui-Hsien Feng, National Kaohsiung First University of Science and Technology</i> <i>Aysel Saricaoglu, TED University</i> <i>Mark Torrance, Nottingham Trent University</i> <i>Brody Dingel, Iowa State University</i></p> <p data-bbox="1548 1079 2274 1187">Using eye tracking and electroencephalography (EEG) in process-oriented validation research <i>Ruslan Suvorov, University of Hawaii</i></p>
7:00 – 10:00	Banquet - Sun Room -	

March 23, 2017 (Fri)

All morning	Registration, Networking & Sponsors Room <i>- Pioneer Room -</i>		
Concurrent Sessions			
Time	Cardinal Room	Oak Room	Gold Room
	<u>Rater effects on speaking assessments</u>	<u>Assessing English learners</u>	<u>Contributing factors in selected response items</u>
	Task difficulty in a semi-adaptive performance-based oral communication test <i>Yongkook Won</i> <i>Iowa State University</i>	Overlapping constructs: Using content tasks to assess English learners' content and language proficiency <i>Lorena Llosa, Scott Grapin</i> <i>New York University</i>	Development and initial validation of a diagnostic computer-adaptive vocabulary knowledge profiler <i>Benjamin Kremmel, University of Innsbruck & University of Nottingham</i>
8:30 – 10:10	Differences in rater cognition: Thought processes and feature attention of NS and NNS Raters <i>Valeriia Bogorevich, Northern Arizona University</i>	Two third-grade ELL reading tests, and how one shows the new use of the other is theoretically misguided <i>Paula Winke, Xiaowan Zhang</i> <i>Michigan State University</i>	Meta-Analysis of the Studies on Linguistics Factors Affecting English Language Learners in Assessment <i>Dandan Chen, University of Connecticut</i>
	The effect of training and rater individual differences on oral proficiency assessment <i>Alyssa Kermad, Okim Kang,</i> <i>Northern Arizona University</i>	Understanding how test takers complete a while-listening performance test: Insights from response time data <i>Zhi Li</i> <i>Paragon Testing Enterprises</i>	Student self-appraisal calibration on a reading comprehension multiple-choice assessment <i>Troy Cox, Jodi Peterson,</i> <i>Brigham Young University</i>
10:10 – 10:30	Coffee Break <i>- Pioneer Room -</i>		

10:30 – 11:15	Works in Progress <i>- Pioneer Room -</i>
11:20 – 12:20	Plenary Speech – Dorry Kenyon Validation of language tests in U.S. public schools: Roles of the language testers, roles of policy makers <i>- Gallery Room -</i>
12:20 – 12:30	Closing Remarks – Gary Ockey & Carol Chapelle <i>- Gallery Room</i>
1:30 – 4:00	Workshop Eye tracking for language assessment <i>Evgeny Chukarev-Hudilainen, Iowa State University</i> <i>- Ross Hall, Room 312 -</i>
