

TIME	EVENT		
7:30 – 11:45	Registration – First Floor Atrium, Millett Hall		
8:00 – 8:30	Continental Breakfast Fourth Floor Common Space, Millett Hall		
8:30 – 8:45	Welcome and Introduction 401 Millett Natalie Nordby-Chen, MwALT President		
8:45 – 9:45 Concurrent Sessions	<p>Paper Session 1: 401 Millett</p> <p>Lixia Cheng, Purdue University <i>Correlations between perceived task difficulty and ESL/EFL pragmatic test performances</i></p> <p>Laura Ballard, Center for Applied Linguistics <i>Analytic rubric format: How category position affects rater scoring</i></p>	<p>Paper Session 2: 401 Millett</p> <p>Jui Teng Liao, University of Iowa <i>Response formats: How precise are tests reflecting ESL reading comprehension?</i></p> <p>Ji-young Shin & Zhaozhe Wang, Purdue University <i>Representation of English in college entrance exams in Korea and China: A longitudinal analysis of listening tests in Korean and China from a world Englishes perspective</i></p>	<p>Paper Session 3: 401 Millett</p> <p>Koen Van Gorp, Michigan State University <i>A language assessment policy for schools: The case of Belgium</i></p> <p>Ziwei Zhou & Charles Nagle, Iowa State University <i>Examining Spanish accentedness and comprehensibility: Rasch and speech modeling</i></p>

9:45 – 10:00	BREAK Fourth Floor Common Space, Millett Hall			
<p>10:00 – 11:30 Concurrent Sessions</p>	<p>Paper Session 4: 401 Millett</p> <p>Renee Saulter & Natalie Chen, Cambridge Michigan Language Assessments & Questar Assessment <i>Accommodating high stakes tests for language learners with disabilities</i></p> <p>Hyunwoo Kim, Iowa State University <i>Nominal pre and postmodifiers as discriminators in L2 academic writing across proficiency levels</i></p> <p>Virginia David, Western Michigan University <i>Can ESL learners incorporate sources in integrated writing</i></p>	<p>Paper Session 5: 402 Millett</p> <p>Renka Ohta, University of Iowa <i>Investigating score generalizability and rating processes in integrated listening-writing assessments</i></p> <p>Ramsey Cardwell, Meltem Yumsek, & Jia Lin, University of North Carolina at Greensboro; University of North Carolina, Chapel Hill <i>Language testing and the standards for educational and psychological testing</i></p> <p>Amy Soto, Indiana University at Bloomington <i>Test review: An English placement test for refugees</i></p>	<p>Paper Session 6: 399 Millett</p> <p>Ildiko Porter-Szucs, Cynthia Macknish, Eastern Michigan University & Barry DeCicco, Nissan Corporation <i>Assessing an institutional speaking test: Face-to-face vs. recorded delivery</i></p> <p>Shinhye Lee, Michigan State University <i>Planning time and task types in oral test performance</i></p> <p>Daniel R. Isbell, Michigan State University <i>Measuring C2-level writing ability: Rater and examinee age effects</i></p>	
11:30 – 12:30	Plenary Session ~ Professor Todd Ruecker			

	<p><i>Power, Policy, and Language Assessment: How Ignorance Hurts Language Learners and their Teachers</i> 401 Millett</p>		
12:30 – 1:30	<p>Lunch First Floor Atrium, Millett Hall</p>		
1:30 – 2:00	<p>Poster Session 497 Millett</p> <ul style="list-style-type: none"> • David Crouch, Purdue University: Longitudinal development of second language fluency in writing and speaking • Cong Li, Eastern Michigan University: A comparative study of different types of writing assessments • Zhi Li, Claire Ewatski, & Jayanti Banerjee, Paragon Testing Enterprises, Inc: Undercover learners in test preparation courses: A test security perspective • Yangting Wang, Mingxia Zhi, & Becky Huang, University of Texas, San Antonio: Investigating the validity of CaMLA English placement test • Muchun Yin, Indiana Wesleyan University: Comparing Expert and novice cognition in diagnosis of L2 writing • Xiaowan Zhang, Michigan State University: Test Validity: Perceptions of students and teachers 		
1:30 – 2:00	<p>MwALT Business Meeting First Floor Atrium, Millett Hall</p>		
2:00 – 3:30 Concurrent Sessions	<p>Paper Session 7: 401 Millett</p> <p>Koen Van Gorp, Daniel Reed, & Susan Gass, Michigan State University <i>Evaluating the success of</i></p>	<p>Paper Session 8: 402 Millett</p> <p>Yuyun Lei, University of Illinois at Urbana-Champaign <i>A curriculum-based</i></p>	<p>Paper Session 9: 399 Millett</p> <p>Hyunji (Hayley) Park, University of Illinois at Urbana-Champaign <i>Automatic essay</i></p>

	<p><i>an institutional rater training program</i></p> <p>Paula Winke & Xiaowan Zhang, Michigan State University <i>3rd grade ELL reading test scores: Foretelling unfair uses and interpretations</i></p> <p>Shi Chen, Northern Arizona University <i>Pragmatic competence across two delivery modes for L2 speaking assessment</i></p>	<p><i>approach to assessing less commonly taught languages</i></p> <p>Nazlinur Gokturk, Iowa State University <i>Phrasal complexity features and their functions in L2 academic writing</i></p> <p>Patrick McLain, Cambridge Michigan Language Assessments (CaMLA) <i>Analysis of the factor structure of the MET over time</i></p>	<p><i>scoring system for college-level English placement test</i></p> <p>Karolina Achirri, Michigan State University <i>Rater training demystified through the lens of an IELTS examiner</i></p> <p>Sharareh Taghizadeh Vahed & Sayyed Mohammad Alavi, Purdue University <i>Importance of test-task objectivity in discipline-related knowledge contribution during EAP tests</i></p>
3:30 – 3:45	<p>BREAK Fourth Floor Common Space, Millett Hall</p>		
3:45 – 5:15	<p>Paper Session 10: 401 Millett</p> <p>Muchun Yin, Indiana Wesleyan University <i>Understanding informal judgments of social identity from an assessment perspective</i></p> <p>Mark Chapman, WIDA Consortium at University of Wisconsin-Madison <i>How do students choose, plan, and respond to writing tasks</i></p> <p><i>Heidi Banerjee, Columbia University</i> Best Student Paper Award</p>		

	Investigating the construct of topical knowledge in second language assessment: A scenario-based assessment approach
5:15 – 5:30	Best Student Presentation Award Closing